

## Important Information About Reports and Grading

### New Grading at GCSE

From 2016, all reported subject grades in Darton College will change from old Key Stage 3 levels or old GCSE grades A\*-G to new GCSE grades 1-9. You will have seen this change reflected in the reports that you have received this year. We have moved to this system now, as all the GCSEs in our current options offer will be graded this way, therefore it made sense to use this system for Year 7s, 8s and 9s. In order for learners to be successful at GCSE, we need an accurate picture of how they are doing all the way through school so we can monitor and manage progress accurately.

There is some correlation between the old grading and the new, although the matchup is not always straightforward. For example, the new Grade 5 is equivalent to the top of an old Grade C. The table below shows you how the 2 grading systems compare, to enable you to better understand your child's progress and to have meaningful conversations with them about this.

<u>Old GCSE Grade</u>	<u>New Grade</u>
U	Entry-, Entry, Entry+
U	Foundation-, Found, Found +
G-	1-
G	
G+	
F-	1
F	
F+	
E-	1+
E-	2-
E	2
E+	2+
D-	3-
D	3
D+	3+
C-	4-, 4
C	4+
C+	5-, 5
B-	5+
B	6-, 6
B+	6+
A-	7-
A	7

A+	7+
A*-	8-, 8
A*	8+
A*+ (Top 20%)	9-, 9, 9+

It is likely that learners will need to achieve Grade 5 in both English and Maths to receive a place on the majority of their Level 3 courses. It is also worth noting that learners who do not achieve Level 5, (or Grade C for this year's cohort) in both English and Maths, will be required to re-sit these exams whilst at college and may only be offered places on Level 2 qualifications (equivalent to GCSEs rather than A Levels).

## Reports

You will have noticed that we have introduced colour coding on the reports to help you better understand how your child is doing. On entry into school, your child is set a national minimum target based on their Key Stage 2 results. Often, schools use these to generate 'Minimum Expected' targets. We feel that historically, this has set low expectations for some learners so we have moved to a new system to set targets and to measure progress.

For every level at Key Stage 2, we look at what the best results in the country would be. So for example, if we look at learners who got a 4c in English, we look at the GCSE grades that the top 20% of these learners get nationally. We then set targets in line with these expectations. These calculations are done on a subject by subject basis as pass rates vary from one subject to another. This means that while aspirational, the targets are a realistic expectation of what a child can achieve with hard work at Darton College. The colours on your child's report correspond to the following definitions:

	<p><b>Meeting the Challenge:</b> You child is making the same progress in a particular subject as the top 20% of learners with the same KS2 result</p>
	<p><b>Good</b> Top 40%</p>
	<p><b>To Improve</b> Top 60%</p>
	<p><b>A Concern</b> Bottom 40%</p>

By using the colours, you will know whether your child is really achieving their full potential. It is important to note that these targets are more aspirational than used previously, so for a short transition period of a few months, a learner who was previously 'On Target' may appear as 'A Concern'.

Of course, even if a learner is Meeting the Challenge, if we feel they are capable of more, then we will support them to achieve more. Our targets are goals, not ceilings. We hope you find this information useful. You may still have queries and of course we would like you to contact us with them. We are currently looking to create a parent working group and love your involvement.