



BROMSGROVE SCHOOL

GRADES GUIDE

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| Author: | Deputy Head (Academic) Senior School |
| Reviewed: | August 2025 |
| Next Review Due: | August 2026 |
| Scope: | Senior School |

SENIOR SCHOOL: ENGAGEMENT GRADES – a ‘best fit’ approach is taken for all students.

All judgements should take account of pupil's ability and any difficulties he/she may have to overcome.

When read together with Attainment grades, they indicate students' direction of travel.

Exceptional (5) Students do not have to satisfy all the criteria. The way they engage with their studies should mostly be exceptional whilst no aspect of their approach should be less than good.

- Student makes **a constant, real and demonstrable effort to extend their skills and knowledge beyond normal expectations, seeking to take ownership of their learning.**
- **Students consistently aim to complete all work set to the very highest standard** that they are capable of, given their abilities.
- **Extensive extra research / reading round a topic or additional work over and above set work is consistently undertaken.**
- **Exceptional engagement orally in class**, without being dominant, **proactively asking questions to seek clarification or deepen understanding. Invariably working constructively with peers** to further learning.
- Student **overtly and actively seeks to overcome difficulties** in a particular topic area or subject skill/technique.

Student consistently engages effectively, thoughtfully and self-critically with the subject, teachers and peers in an attempt to deepen understanding. If the approach is continued, rapid progress and a rise in attainment levels are very likely.

Good (4) Students do not have to satisfy all the criteria. The way they engage with their studies may in places be exceptional and will otherwise meet most of the criteria below.

- Student **frequently makes a real and demonstrable effort to extend their skills and knowledge seeking to take ownership of their learning.**
- **Student frequently completes work set to high standards given their abilities.**
- **Extra research / reading round a topic or additional work over and above set work is occasionally undertaken.**
- Student **is willing to be engaged orally in class**, without being dominant, **asking questions to seek clarification or deepen understanding. Frequently working constructively with peers** to further learning.
- Student **seeks to overcome difficulties** in a particular topic area or subject skill / technique.

Student is easily encouraged to engage effectively, thoughtfully and self-critically with the subject, teachers and peers in an attempt to deepen understanding and so make steady progress. If the approach is maintained, steady progress and a rise in attainment levels are likely.

Satisfactory (3) Students do not have to satisfy all the criteria. The way they engage with their studies may in places be good, but there are at least some areas of inconsistency. Pupils meet the minimum standard we would expect from a Bromsgrove student.

- Student **responds to advice and can be encouraged to make efforts to extend their skills and knowledge but only occasionally makes a demonstrable effort to take ownership of their own learning.**
- **Prep completed is satisfactory given the ability of the pupil** but there is little or no evidence that they have attempted to go beyond this.
- **Extra research / reading round a topic or additional work over and above set work is rarely undertaken.**
- **Limited contribution to lessons except when encouraged to do so. Questions are rarely asked to seek clarification or deepen understanding.**
- **Whilst there is a willingness to do what is asked, there is little obvious pro-active attempt to overcome difficulties** (either inside or outside of class).
- **Discrepancy between efforts in class and prep.**

Student is, under direction, engaged reasonably effectively with the subject, teachers and peers. If the approach is continued, attainment levels are likely to be maintained.

Limited (2) Students do not have to satisfy all the criteria, but whilst the way they engage with their studies may occasionally be good, there are areas of significant inconsistency or weakness which risk holding back the speed of progress.

- Student **rarely makes a real and demonstrable effort to extend their skills and knowledge or seeks to take ownership of their learning.**
- **Much of the work set is not completed to a satisfactory standard**, due to lack of will rather than due to ability or absence.
- **Extra research / reading round a topic or additional work over and above set work is not undertaken.**
- **Little contribution to lesson even when encouraged to do so. Questions not asked to seek clarification or deepen understanding. Does not work constructively with peers to further learning.**
- **There is no obvious attempt to overcome difficulties** (either inside or outside of class) **despite advice and encouragement.**
- **Discrepancy between efforts in class and prep.**
- **Occasional poor organisation** (in terms of resources, file organisation and the managing of deadlines) means there **is a risk that learning and progress may be hampered.**

Whilst pupil's approach to learning is lacklustre/off-the-boil, the teacher and department expects to take the lead in managing the situation. Tutor/Houseparent to follow up in discussion with pupil reasons why effort is slightly unsatisfactory in one or more areas. **A monitoring card may follow.**

Student is frequently failing to engage effectively, thoughtfully and self-critically with the subject, teachers and peers so preventing the making of steady and consistent progress. If the approach is maintained, attainment levels are likely to decline.

Disengaged (1) Students do not have to satisfy all criteria, but **some aspects of their approach will be very poor and no aspect will be good.**

- **Student does not make a real and demonstrable effort to extend their skills and knowledge, failing to take ownership of their learning.**
- **Little, if any, work produced on time to a satisfactory standard**, due to lack of engagement rather than ability or absence.
- **Little constructive contribution to lesson even when encouraged to do so. Questions not asked to seek clarification or deepen understanding. Unconstructive approach taken to working with peers.**
- **Actively resists advice and support intended to help overcome difficulties. No apparent attempt to co-operate or contribute to learning.**
- **Poor organisation** (in terms of resources, file organisation and the managing of deadlines) either inside or outside of class **is likely to be significantly hampering learning or progress.**

The lack of effective engagement may significantly divert teacher's attention and in so doing may inhibit the learning of others. Student's approach to learning is unsatisfactory and the teacher expects the support of the Head of Department, Tutor and Houseparent to help manage the situation. The department is to communicate concerns promptly to House staff, the Deputy Head (Academic) and the appropriate Director of Academic Programme. Formal, close monitoring of student's work will follow.

Student is failing to engage effectively, thoughtfully and self-critically with the subject, teachers and peers so preventing the making of progress. If the approach is maintained, attainment levels are very likely to decline.

ATTAINMENT GRADES – GCSE

Grades are indicative of students' overall performance on the course to date.

They are a reflection of all of the work completed to date, but are forward looking. When read together with engagement grades, they indicate students' direction of travel.

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| 9 | Exceptionally High Attainment | Demonstrates exceptional knowledge and understanding at this level <ul style="list-style-type: none"> Whilst not a prediction, the kind of work a 9 point student would be achieving at the current time. Just over 20% of the total cohort may be working at this level. |
| 8 | Very High Attainment | Demonstrates excellent knowledge and understanding at this level <ul style="list-style-type: none"> Whilst not a prediction, the kind of work an 8 point student would be achieving at the current time. Just over 20% of the total cohort may be working at this level |
| 7 | High Attainment | Demonstrates very good knowledge and understanding at this level <ul style="list-style-type: none"> Whilst not a prediction, the kind of work a 7 point student would be achieving at the current time. Just under 20% of the total cohort may be working at this level (i.e. just over 60% 9-7s). |
| 6 | Good Attainment | Demonstrates good knowledge and understanding at this level <ul style="list-style-type: none"> Whilst not a prediction, the kind of work a 6 point student would be achieving at the current time. Just under 20% of the total cohort may be working at this level (i.e. around 80% 9-6s). |
| 5 | Sound to Middling | Demonstrates sound basic knowledge and understanding at this level <ul style="list-style-type: none"> Whilst not a prediction, the kind of work a 5 point student would be achieving at the current time. Around 10% of the total cohort may be working at this level (i.e. around 90% 9-5s). |
| 4 | Some Weaknesses | Demonstrates limited knowledge and understanding at this level. May be due to low quality work or lack of work (also reflected in engagement grade) <ul style="list-style-type: none"> Whilst not a prediction, the kind of work a 4 point student would be achieving at the current time. A small proportion of the total cohort may be working at this level (i.e. virtually all 9-4s). |
| 3 | Significant Weaknesses | Demonstrates very limited knowledge and understanding at this level. May be due to poor quality work or lack of work (as also reflected in engagement grade) <ul style="list-style-type: none"> The kind of work a 3 point student would be achieving at the current time. A very small proportion indeed of the total cohort will be working at this level. |
| 2 | Very Low Attainment | Demonstrates little knowledge and understanding at this level. May be due to poor quality work or lack of work (as also reflected in engagement grade) <ul style="list-style-type: none"> The kind of work a 2 point student would be achieving at the current time. |
| 1 | Exceptionally Low Attainment | Demonstrates little knowledge and understanding at this level. May be due to poor quality work or lack of work (as also reflected in engagement grade) <ul style="list-style-type: none"> The kind of work a 1 point student would be achieving at the current time. |

ATTAINMENT GRADES – IB

Grades are indicative of students' overall performance on the course to date.

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| 7 | Very High Attainment | Demonstrates excellent knowledge and understanding at this level <ul style="list-style-type: none"> Whilst not a prediction, the kind of work a 7 point student would be achieving at the current time. Around 40% of the total cohort may be working at this level. |
| 6 | High Attainment | Demonstrates very good knowledge and understanding at this level <ul style="list-style-type: none"> Whilst not a prediction, the kind of work a 6 point student would be achieving at the current time. Around 30% of the total cohort may be working at this level (i.e. around 70% 7/6s). |
| 5 | Good Attainment | Demonstrates good knowledge and understanding at this level <ul style="list-style-type: none"> Whilst not a prediction, the kind of work a 5 point student would be achieving at the current time. Around 20% of the total cohort may be working at this level (i.e. around 90% 7-5s). |
| 4 | Sound to Middling | Demonstrates sound basic knowledge and understanding at this level <ul style="list-style-type: none"> Whilst not a prediction, the kind of work a 4 point student would be achieving at the current time. Around 10% of the total cohort will be working at this level (i.e. virtually all 7s-4s). |
| 3 | Some Weaknesses | Demonstrates limited knowledge and understanding at this level. May be due to low quality work or lack of work (also reflected in engagement grade) <ul style="list-style-type: none"> Whilst not a prediction, the kind of work a 3 point student would be achieving at the current time. |
| 2 | Significant Weaknesses | Demonstrates very limited knowledge and understanding at this level. May be due to poor quality work or lack of work (as also reflected in engagement grade) <ul style="list-style-type: none"> The kind of work a 2 point student would be achieving at the current time. |
| 1 | Very Low Attainment | Demonstrates virtually no knowledge and understanding at this level. May be due to poor quality work or lack of work (as also reflected in engagement grade) <ul style="list-style-type: none"> The kind of work a 1 point student would be achieving at the current time. |

ATTAINMENT GRADES – A Level

Grades are indicative of students' overall performance on the course to date.

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| A* | Very High Attainment | Demonstrates excellent knowledge and understanding at this level <ul style="list-style-type: none"> Whilst not a prediction, the kind of work an A* student would be achieving at the current time. Just under 20% of the total cohort may be working at this level |
| A | High Attainment | Demonstrates very good knowledge and understanding at this level <ul style="list-style-type: none"> Whilst not a prediction, the kind of work an A grade student would be achieving at the current time. Just over 30% of the total cohort may be working at this level (i.e. around 50% A*/A) |
| B | Good Attainment | Demonstrates good knowledge and understanding at this level <ul style="list-style-type: none"> Whilst not a prediction, the kind of work a B grade student would be achieving at the current time. Just under 30% of the total cohort may be working at this level (i.e. just under 80% A*-B) |
| C | Sound to Middling | Demonstrates sound basic knowledge and understanding at this level <ul style="list-style-type: none"> Whilst not a prediction, the kind of work a C grade student would be achieving at the current time. Around 10% of the total cohort may be working at this level (i.e. around 90% A*/C) |
| D | Some Weaknesses | Demonstrates limited knowledge and understanding at this level . May be due to low quality work or lack of work (also reflected in engagement grade) <ul style="list-style-type: none"> Whilst not a prediction, the kind of work a D grade student would be achieving at the current time. Just under 10% of the total cohort may be working at this level (i.e. virtually all A*/D) |
| E | Significant Weaknesses | Demonstrates very limited knowledge and understanding at this level . May be due to poor quality work or lack of work (as also reflected in engagement grade) <ul style="list-style-type: none"> The kind of work an E grade student would be achieving at the current time. |
| U | Very Low Attainment | Demonstrates little knowledge and understanding at this level . May be due to poor quality work or lack of work (as also reflected in engagement grade) <ul style="list-style-type: none"> The kind of work a U grade student would be achieving at the current time. |

ATTAINMENT GRADES – BTEC

Given the style of assessment), attainment will often closely match predicted grades.

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| Di* | Very High Attainment | <ul style="list-style-type: none"> Demonstrates outstanding deep knowledge and understanding |
| Di | High Attainment | <ul style="list-style-type: none"> Demonstrates excellent knowledge and understanding |
| M | Good Attainment | <ul style="list-style-type: none"> Demonstrates good knowledge and understanding |
| P | Sound to middling | <ul style="list-style-type: none"> Demonstrates sound basic knowledge and understanding |
| F | Significant weaknesses | <ul style="list-style-type: none"> Demonstrates very limited knowledge and understanding |

No proportions are suggested above as often attainment grades tie directly to marks on completed coursework units.

PREDICTED GRADES

All pupils receive predicted grades at least once a year. These grades are formally compared to weighted CAT or MidYIS/Alis predictions and are reviewed by the Directors of GCSE and IB or the Deputy Head (Sixth Form) as appropriate, and personal tutors. Pupils' predictions and predictions from baseline testing are also reviewed by Heads of Department in departmental meetings and by the Deputy Head (Academic).

Forward-looking predicted grades for expected performance are awarded 1-9 or A*-U (GCSE and A Level as appropriate), 1-7 (IBDP), and Di*/Di/M/P/F (BTEC).