



BROMSGROVE SCHOOL

GRADES GUIDE

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Scope:	Preparatory School

PREPARATORY SCHOOL: ATTAINMENT AND ENGAGEMENT GRADES

Attainment Grades (1 – 5, 5 being the highest)

Pupils may not meet all criteria within a grade boundary, but a 'best fit' approach will be used.

A5	Outstanding	Attainment reflects a breadth of knowledge and understanding that demonstrates a level of mastery and the ability to apply and transfer learning with depth and complexity.
	5.1	I remember and understand information and concepts with significant ease, applying them confidently. I am adept at summarising in my own words, interpreting, making judgements and exploring ideas.
	5.2	I demonstrate an exceptional understanding across a range of subject specific skills, modelling my knowledge through analysing, evaluating and creating, with high levels of success.
	5.3	I use my high levels of attainment to explore independent lines of enquiry, effectively leading and guiding others.
A4	Exceeding Expectations	Attainment reflects significant knowledge and understanding that demonstrate very secure foundations from which to discover more.
	4.1	I remember and understand information and concepts, and can apply them confidently. I demonstrate a secure ability to summarise in my own words, make judgements, and interpret and explore ideas.
	4.2	I demonstrate a strong knowledge base and breadth of understanding across the subject, with very good levels of retention and accuracy, and can use my knowledge to apply, analyse, evaluate and sometimes create.
	4.3	I use my high levels of attainment to follow lines of enquiry, sometimes leading and guiding others.
A3	Expected	Attainment reflects secure knowledge and understanding that demonstrate good foundations on which to build.
	3.1	I remember and understand information and concepts which allow me to apply what I know with logic and reason. I can compare and contrast where appropriate, often within a given structure.
	3.2	I demonstrate a secure knowledge base and understanding across the subject, which, even after a period of time, I can usually transfer between topics with reasonable accuracy.
	3.3	I can apply familiar ideas in a variety of forms, recognising the importance of analysing relationships and connections, but I may find it more challenging to apply familiar ideas in unfamiliar situations. I work successfully as part of a team, sometimes taking the lead.
A2	Working Towards Expectations	Attainment reflects a developing knowledge and understanding where review and reinforcement help consolidate learning over a longer period of time.
	2.1	My knowledge is developing, with some gaps in my understanding but other areas are more secure. At times I can apply the knowledge I have in similar contexts to those that have been modelled. I can explain some of my thoughts and reasoning, often with support or question prompts.
	2.2	I can sometimes transfer my knowledge or skills between topics, but may require prompts or support to help me. Without such supports, I may find this challenging.
	2.3	I can sometimes apply familiar ideas in a limited way, but may find it hard to transfer what is familiar to unfamiliar situations. When working collaboratively I may sometimes contribute, but usually follow the lead of others.
A1	Significant Weakness	Attainment reflects an emerging knowledge and understanding where significant support and guidance are regularly called upon to help access learning.
	1.1	I demonstrate some recall and understanding from the emerging knowledge base I have, but there are gaps across a number of areas.
	1.2	There are very limited times when I can transfer my knowledge or skills between topics. Significant support may be required to help me achieve this.
	1.3	I can sometimes apply familiar ideas in a limited way. When working collaboratively I more often follow the lead of others - contributing minimally, or sometimes not at all.

Engagement Grades (1 – 5, 5 being the highest)

Pupils may not meet all criteria within a grade boundary, but a 'best fit' approach will be used.

E5	Outstanding	Engagement represents exceptional maturity and a sustained interest and determination resulting in rapid progress.
	5.1	I am confident in how I learn and can prepare, monitor and then evaluate my work. I use this knowledge to identify and build on my successes and failures, often revising and setting my own targets.
	5.2	I instinctively act on advice and feedback, responding positively and respectfully to the views of others. Targets are met quickly.
	5.3	My work ethic is exceptional; I seek every opportunity to extend my skills and knowledge, recognising when to ask for help. I proactively engage and communicate through listening, questioning and discussing.
	5.4	I work independently and collaboratively with sustained perseverance, resilience and respect, without supervision.
E4	Exceeding Expectations	Engagement represents excellent interest and determination resulting in excellent or very good progress.
	4.1	I know how I learn and seek opportunities to monitor and evaluate my work, which build on my successes and failures, sometimes revising and setting new targets.
	4.2	I act on advice and feedback, responding positively and respectfully to the views of others. Targets are met quickly.
	4.3	I demonstrate an excellent work ethic, recognising when to ask for help. I engage and communicate regularly through listening, questioning and discussing.
	4.4	I work independently and collaboratively with high levels of perseverance, resilience and respect, requiring limited teacher support.
E3	Expected	Engagement represents good interest and focus resulting in good progress.
	3.1	I am aware of how I learn and can use this skill to improve my work as I recognise where I need to focus my effort.
	3.2	I try hard to respond to advice and feedback, considering the views of others, demonstrating a desire to improve my work. Target setting supports my improvement within an expected timescale.
	3.3	I exhibit a good work ethic, often identifying when to ask for help. I purposefully engage in a variety of interactions in the classroom through listening, questioning and discussing.
	3.4	I work independently and collaboratively, demonstrating good focus, sometimes requiring teacher support or intervention.
E2	Working Towards Expectations	Engagement and application represent some interest and focus, although not always consistent, therefore impacting on the rate of progress.
	2.1	I am developing an understanding of how I learn and, with support and feedback, I am beginning to know what my next steps are.
	2.2	I may need reminders and prompts to support me in responding to feedback, so that my work improves. Focused practice enables me to meet targets over time.
	2.3	I sometimes demonstrate a positive work ethic, but am unable to sustain this for extended periods of time. I am learning the balance between asking for help and 'having a go first'.
	2.4	Both independent and collaborative work generally require intervention from others to enable me to achieve the required outcomes.
E1	Limited	Engagement and application are very inconsistent, therefore significantly impacting on the rate of progress causing concern and significant intervention.
	1.1	I have a limited understanding of how I learn, but sometimes demonstrate an interest which prepares and helps me to learn new things.
	1.2	I need reminders and prompts to support me in responding to feedback, so my work starts to improve. Targets may take some time to achieve consistently.
	1.3	My contributions to class are limited and I am unaware of when I should be seeking help, or 'having a go' first. I may frequently disrupt my own learning, or the learning of others.
	1.4	Both independent and collaborative work require significant intervention from others to enable me to achieve the required outcomes.