



## **CRGS**

### **GCSE assessments and target setting**

### **Guidelines for students and parents/carers**

#### **CRGS Assessments and reports**

Each term students will receive the following grades on a report:

##### **TPG – teacher predicted grade (GCSE 9-1)**

This represents the grade that a student, with their current progress, would go on to achieve in the final examination. (Full grades only).

##### **CWG – current working grade (GCSE 9-1)**

This indicates the level the student is working at based on recent assessments. (Half grades can be awarded).

##### **CTL - commitment to learning grade (1-5)**

See next page.

## Commitment to Learning (Y7 – 13)

Grade Description	Prepared for study	Acting on advice / requests	Focus in lesson	Homework/Independent study
<b>1</b>	The student consistently has the correct equipment, is ready to start learning and has excellent punctuality.	The student always acts on advice (both written and oral) to improve their work. They will make all corrections / amendments to their work. They engage positively and support an excellent climate for learning.	As grade 2 descriptor + The student's engagement helps to drive the pace of learning. They demonstrate a real interest in the subject. They work through tasks with enthusiasm and thrive on challenge. They often ask for /complete extension material	As grade 2 descriptor + Homework/Independent Study is always completed to deadlines and evidences a strong commitment to study. The student regularly undertakes independent study on their own initiative.
<b>2</b>			The student is always fully engaged with their learning. They work through tasks without additional prompting from the teacher. They listen / follow instructions and therefore know what is required. They take an active role in group work.	Homework/Independent Study evidences an appropriate commitment to study. Homework/Independent Study is very rarely late. The student undertakes independent study on their own initiative.
<b>3</b>	The student may need reminding to get their books/notes out. They may occasionally arrive late. They may occasionally not bring their book / file.	The student may occasionally not act on advice without additional prompting (e.g. they may have left work unfinished even though they were asked to complete this.)	The student may require a prompt to start completing tasks. They may occasionally need reminding to listen / not to distract other students. They can be reluctant to start working and may then work without pace or enthusiasm. The student may allow others do the work when in groups	Homework/Independent Study is sometimes of a disappointing standard i.e. doing the bare minimum. It may have been rushed and may have the occasional question left out. They are not resilient i.e. give up when challenged. Homework/Independent Study may occasionally be handed in late.
<b>4</b>	The student is not well organised and rarely has the correct equipment / book/file. They may be regularly late to lessons.	The student rarely acts on advice e.g regularly does not finish work when asked to do so.	The student can exhibit a disappointing focus in lessons. They may need reminding to listen and they may be a distraction to other students' learning	Homework/Independent Study is generally incomplete / not done / late. The standard of Homework/Independent Study reflects a disappointing effort. The student generally shows a disappointing attitude to learning.
<b>5</b>	This student would have been given a 4 previously and has not yet responded positively and therefore has not yet improved.			

**NB: Most students will achieve a 2 if they are meeting our school's expectations. Grade 1 is given for exceptional commitment to learning**

*MAIN SCHOOL: Students will be asked to note the CTL grade in their exercise books, on the student progress grid, as well as an explanation.*

## CRGS Target setting

Based on end of Key Stage 2 data, Year 7 and 8 data and the MIDYIS test, an Average Target GCSE Score is generated for each student. This will be used internally to track the progress of each student.

Examples of an Average Estimated GCSE Score are: 7.4, 6.9, 8.3 etc.

Our Year 10 students study 10 GCSE subjects and so if they have a target of 7.7 then this would equate to, for example:

- seven 8s and three 7s (across the different subjects)

Or

- one 9, six 8s, two 7s and a 6

Example:

**Average Estimated GCSE Score: 7.3**

TPGs for each subject: 7, 9, 7, 8, 6, 8, 7, 8, 7, 8.

**Average TPG Score: 7.5**

This student has managed to achieve plus one grade in two subjects (or plus two grades in one subject) for the Teacher Predicted Grade.

## Measuring Progress

We will compare the Average Target GCSE score with the Average Teacher Predicted grade and Average Current Working grade on the reports. The difference between the two gives an indication of the student's progress across their subjects.

***In Year 10 , to improve the Average TPG Score by 0.1, a student would need to increase by one grade in one subject. In Year 9 our students study 16 subjects and so to increase the Average TPG score by 0.1 this would take an increase of 1 grade in two subjects.***

An example report is found overle

# Clitheroe Royal Grammar School

A Specialist Language College



## Year 9 Interim Report Spring Term 2017

**Alex Brodie**

**Form:9R**

**Average Target GCSE  
Score: 7.0**

**Average CWG Score: 6.4**

**Average TPG Score: 7.1**

Subject	Current working grade	Teacher predicted grade	CTL (1-5)
Art	6	6	2
Biology	7	7	
Chemistry	7	8	
Computing	7		
English Language			
English Literature			2
French			1
		6	1
	6	7	1
	8	9	1
Geography	8	8	1
Music	7	8	1
Physical Education	5	7	1
Physics	7	7	1
Religious Studies	6	7	1
Technology	6	6	2

**EXAMPLE – your son/daughter has been given their Average Target GCSE Score separately**

**Attendance: 4 September 2016 – 7 February 2017**

Possible number of sessions	192
Number of sessions present	191
Percentage of sessions present	99.50%

