

NCS Academic Grade Descriptors:

Attitude to Learning



		Quality of Work	Use of Feedback	Growth Mindset	Participation	Attitude
ATTITUDE TO LEARNING	Role Model	<ul style="list-style-type: none"> Resourceful High quality and output of work Clearly presented and <u>organised</u> 	<ul style="list-style-type: none"> Dedication to hard work to improve performance Proactively identifies or seeks areas for improvement Independently purple pens and acts on teacher feedback to sustain improvement 	<ul style="list-style-type: none"> Resilient, proactive independence, takes risks to further learning Responsibility, recognizes that success is due to their own efforts Frequently demonstrates learning from mistakes 	<ul style="list-style-type: none"> Sophisticated contributions Active, thoughtful participation Supports peer development 	<ul style="list-style-type: none"> Passionate and purposeful, Consistently promoting conscientious attitude to learning, maximizes learning time Cestrian Way A&B Role Models Successful use of prep & retrieval throughout lessons
	Positive	<ul style="list-style-type: none"> Sometimes resourceful Most work is completed to a good standard Clearly presented and <u>organised</u> 	<ul style="list-style-type: none"> Demonstrates hard work to improve performance Can independently identify some areas for improvement Consistently acting on feedback to improve current work with some guidance 	<ul style="list-style-type: none"> Developing resilience and independence to start to take risks to further learning Developing responsibility for own success by linking to their own efforts Sometimes demonstrates learning from mistakes 	<ul style="list-style-type: none"> Purposeful, responsive contributions Consistent engagement with learning Collaborative 	<ul style="list-style-type: none"> Developing passion and purpose Demonstrates positive attitude to make effective use of learning time Follows Cestrian Way Successful use of prep & retrieval throughout lessons
	Developing	<ul style="list-style-type: none"> Not yet resourceful, over reliant on support Inconsistent quality of work, reminders needed to improve quality and output Work presentation and <u>organisation</u> is inconsistent 	<ul style="list-style-type: none"> Not yet working hard enough to sustain improvement Limited purple pen improvements without significant guidance Not making links between feedback and improvement 	<ul style="list-style-type: none"> Not yet confident to try independently Not linking effort to success, needs to take greater responsibility for learning May recognize, but repeats mistakes 	<ul style="list-style-type: none"> Contributions only when asked Emerging engagement, needs to improve focus in lessons Missing opportunities 	<ul style="list-style-type: none"> Not yet demonstrating passion and purpose Missing opportunities to maximize learning time Needs reminders to follow the Cestrian Way Not yet using prep and retrieval strategies effectively
	Hampering Progress	<ul style="list-style-type: none"> Not yet resourceful, frequently needs intervention Limited and low quality work Limited clarity and poor presentation, disorganized 	<ul style="list-style-type: none"> Insufficient hard work for improvement Needs frequent teacher /LSA support to improve work Struggles to record and reflect on teacher feedback 	<ul style="list-style-type: none"> Limited effort, fear of failure hampers ability to start or complete tasks Lack of responsibility, no confidence in own ability to succeed Repeats mistakes 	<ul style="list-style-type: none"> No contribution, even when prompted Needs support to develop confidence. Inappropriate conduct is affecting learning 	<ul style="list-style-type: none"> Not yet found passion and purpose Frequently missing opportunities to learn Disregard for Cestrian Way, regularly needs support and reminders Often chooses not to prep effectively

Progress

1	Exceeding expectations for this year	<p>Academic expectations are based on a National progress model that relates pupils' outcomes at KS2(Y6) to their final GCSE performance (Y11).</p> <p>The progress grade indicates how well pupils are doing with respect to this expectation in this current academic year. These grades are awarded twice a year.</p>
2	Meeting expectations for this year	
3	Not yet meeting expectations for this year	
4	At risk of not meeting expectations	

GCSE Grading		Sport / Engineering / P.Arts / Creative iMedia	<p>GCSE grades are awarded at the end of course of study using national statistics.</p> <p>Teachers can give indication of most likely grades to be achieved at a point in time using previous grade boundaries. Current working at grades are based on all GCSE work to date. Y11 will have this grade reported at DC1 (December) and DC2 (April) following mock exams.</p> <p>Year 10 will be given a working at grade at the end of May, when a sufficient range of evidence has been gathered across the year and mock exam performance has been evaluated. These are not predictions of GCSE outcomes.</p>
9	Awarded to top 20% of those with Grade 7+ nationally	D2* - Distinction Star (8.5)	
8			
7		D2 – Distinction	
6		M2 – Merit (5.5)	
5	Level 2 strong pass		
4	Level 2 standard pass	P2- Pass Level 2	
3	Level 1 pass	M1 Merit	
2	Level 1 pass		
1	Level 1 pass	P1 – Pass Level 1	
U	UNCLASSIFIED	UNCLASSIFIED	