

## Grade cards – FAQ

**In this document, you will find answers to some of the most frequently asked questions about grade cards.**

### **What is a qualification target grade?**

These are the grades that we (the teachers and students) are aiming to beat.

The target setting process allows us to identify challenging, highly personalised targets for our learners. Essentially, we first look at how students with similar starting points have performed in the past, nationally. We then add stretch and challenge to the target based on feedback from teachers during the first term and the young person's score in our baseline assessments.

We set a target at the beginning of year one and then review it at the start of year two. Otherwise, we do not change the targets once they have been set, except in extremely rare circumstances.

### **What is a predicted grade?**

The prediction is the grade the teacher believes the student will achieve at the end of the course or module based on the rate of progress they have made so far.

At each grade-card data point the teacher will have an expectation of how much progress each learner should have made in order to go on to achieve their target grade.

In the weeks before each grade card is released each young person's teachers are working to assess their progress in a number of ways. For example, they may review banked modules, project work, topic test results, mock results, the quality of homework, the quality of class work, the student's engagement in the classroom, the student's ability to answer questions, and the quality of any work submitted for assessment.

The teacher is then asked to compare this measurement of progress to their expectations and make a prediction.

What the predictions tell you:

- **If the prediction matches the target grade, then the student is making progress as we expect.**
- **If the prediction exceeds the target grade, then the student is making much better progress than we had planned** (this should be celebrated).
- **If the prediction is lower than the target grade, then the student is not currently making the progress we had planned.** Where this is the case, we put action into place to get the student back onto flight-path as soon as possible. This can involve either adapting and reviewing teaching practice or arranging personalised intervention(s) for the learner.

## What is a work ethic grade?

Work ethic measures the learner's attitude to learning both in and outside of the classroom. Essentially, it identifies whether a student is meeting our expectations or not.

For example, it is not uncommon for a student to be making poor progress because they do not have the expected work ethic. It is also important to recognise that sometimes if a student is making poor progress, it may *not* be because of a poor work ethic. Either way it is important that we celebrate learners with an excellent work ethic and identify where work ethic can be improved because this is an element within a student's control that can affect their outcome.

These are the general definitions for work ethic:

Unacceptable (U)	Requires Improvement (RI)	Good (G)	Excellent (E)
Unprepared for lessons, lacking focus, approach to work is poor, incomplete, or missing work.	Not fully prepared for lessons, inattentive at times, limits level of effort applied to work, leaves work incomplete at times.	Well prepared for lessons, attentive, works well in all lessons, all homework is completed to an expected standard.	Fully prepared for all lessons, always attentive, works to the best of their ability in all lessons, all work is well presented, all homework is completed on time and to a high standard.

## How can I tell if my young person is doing well?

Generally speaking, if a student's predictions match or exceed their targets, and their work ethic in all their subjects is good or better then you can be assured they are doing well.

If a student's work ethic grades are all good or better, and a fraction of their predictions are below target, there is little cause for concern as some variation is to be expected from grade card to grade card, especially toward the start of a course.

If work ethic grades are "requires improvement" or "unacceptable", and/or if the predictions are consistently well below target, then there is cause for concern and we will be taking action to support the student.

## How can I find out more about my young person's progress?

Grade cards provide basic progress information, but at key intervals you will also receive full reports and be invited to information evenings (see the question below). Beyond this you are always welcome to contact us for further information. We prefer it if you direct enquiries to your young person's head of house, who has the holistic overview of the young person, who will forward the enquiry to the appropriate member of staff, and can ensure you are responded to promptly.

## How often will I receive a grade card or report?

We collect data on student progress every half-term. However, we do not always feed-back this information to you as a grade-card. Please use the table below as a guide:

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 12	Settling in Evening	Grade Card	Grade Card	Parents' Evening	Grade Card	Full Report
Year 13	Grade Card	Progress Review Evening	Full Report	Grade Card	Grade Card	N/A

## What should I do if I suspect the information on the grade card is incorrect?

Please contact [info@boa-stageandscreen.co.uk](mailto:info@boa-stageandscreen.co.uk) and we will query and resolve the issue for you.

### What should I do if I have not received a grade card when I expected one?

Please contact [info@boa-stageandscreen.co.uk](mailto:info@boa-stageandscreen.co.uk) and we will query and resolve the issue for you.

### What should I do if I have other concerns of queries?

Please contact [info@boa-stageandscreen.co.uk](mailto:info@boa-stageandscreen.co.uk) and we will query and resolve the issue for you.

### Please explain the grading systems for the GCSEs, A-Levels and BTEC qualifications?

The tables below detail the grading systems used for the qualifications we run. The grade at the top of each table is the best grade. GCSE Maths and English are now on the new 1-9 framework.

New GCSE	Old GCSE
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

A-Level
A*
A
B
C
D
E
U

L3 BTEC Extended Diploma (Year 13)
D*D*D*
D*D*D
D*DD
DDD
DDM
DMM
MMM
MMP
MPP
PPP