

CRITERIA

Approach to Learning

Code	Description
A+	Excellent: Shows commitment to getting the most out of all learning opportunities available. Actively participates in the lesson at all times and is fully engaged. Actively seeks feedback on how to improve the quality of their work. Perseveres with all challenges. Uses their initiative in a range of situations and does not always have to be told what to do. Consistently makes an excellent effort. Home learning is always submitted on time and is of an excellent standard.
A	Very good: Demonstrates a very good work ethic and shows commitment to improvement. Actively participates in lessons and shows engagement. Engages with SMART marking and feedback in order to improve the quality of their work. Usually perseveres with challenges presented. Has demonstrated that they can use their initiative in a range of situations and does not always have to be told what to do. Consistently makes a very good effort. Home learning is submitted on time and is of a very good standard.
B	Good: A responsible and hard-working student who tries hard. Shows a good interest in their learning and is attentive and focused. Responds well to feedback. Willingly participates in the lesson. Is willing to persevere when things get difficult. Takes responsibility for their work. Consistently makes a good effort. Home learning is submitted on time and is of a good standard.
C	Inconsistent: A student who does the majority of what is expected of them but fails to push themselves or make the most of the opportunities available. Shows some interest in their learning and is generally focused. May not try hard enough to improve their work after feedback. Sometimes participates in lessons. Takes some responsibility for their work. Might make a good effort in some lessons but it is inconsistent. Home learning is sometimes incomplete or late.
D	Poor: A student who needs support or intervention to become a more responsible learner. Is not interested in being challenged. Fails to act on feedback. Makes little effort to participate in lessons. Takes little pride in their work. Effort is frequently a cause for concern. The quality of home learning is poor. It is often incomplete, submitted late or not completed at all.

Progress

This is no longer awarded as a direct comparison of a predicted (attainment) grade against a student's guidance grade. Instead, it is based on the knowledge and skills that a student has acquired since the last progress report and also considers their starting point in terms of prior attainment. It is influenced mostly by the most recent assessment results.

Code	Description
E	excellent
A	good
U ...	below expected
U1	Student should focus on developing understanding of concepts
U2	Student should focus on improving organisation
U3	Student should work harder outside the lesson
U4	Student should work to improve examination technique and structures (*see below)
U5	Student should improve his attendance in lessons
U6	Student should focus on developing practical skills
U7	Student should be more involved in lessons
U8	Student should improve behaviour in lessons (C1/C2 warnings have been given)

*Further guidance about how the students can improve their examination technique and structures can be found at <https://www.phs.cheshire.sch.uk/parents/helping-your-child-with-learning>

Working at (Years 7 – 9)

This descriptor has been awarded based on work done by a student since the last progress report. It is bound to change (move up or down) and is not linked to a single assessment.

Descriptor	Description
Excelling	<p>Knowledge: Students in this band demonstrate a deep understanding of all subject matter and make perceptive links to their own independent learning and other curriculum areas and a range of their own independent learning. They consistently apply advanced skills and strategies independently.</p> <p>Skills: They show the ability to critically analyse, evaluate, and synthesise information. They skilfully apply their knowledge and skills to solve complex problems and they demonstrate creativity and originality in their work.</p> <p>Quality of work: They always produce very high quality work that reflects a sophisticated understanding of the subject. Feedback can be used to challenge and extend thinking in creative ways.</p> <p>Independence: They are skilful autonomous learners who are adept in structuring their own learning and whose learning is often guided by their own intellectual curiosity.</p>
Mastering	<p>Knowledge: Students in this band demonstrate a strong understanding of all subject matter covered in class and link it to knowledge from other curriculum areas and their own independent learning. They can independently apply their knowledge and skills.</p> <p>Skills: They show the ability to analyse and evaluate information and they fluently apply their knowledge to solve problems and show individual thinking within their responses.</p> <p>Quality of work: They consistently produce high quality work which benefits from feedback that advises them about areas to explore in order to add more sophistication to their work.</p> <p>Independence: They are able to work independently and with minimal guidance. There is often evidence of ideas and research from beyond what was delivered in lessons.</p>

Securing	<p>Knowledge: Students in this band demonstrate a considerable understanding of most of the subject matter covered in lessons.</p> <p>Skills: They show the ability to apply their knowledge quite consistently, with some support. Responses to tasks show the ability to use their knowledge effectively to solve problems or create detailed and thorough pieces of work.</p> <p>Quality of work: They regularly produce work that shows a strong level of understanding and competence in the subject. They require feedback that helps them to refine their understanding of some skills and content.</p> <p>Independence: They can work effectively and independently in lessons after tasks are introduced. Independence is evident in consistently effective responses to home learning tasks.</p>
Developing	<p>Knowledge: Students in this band are making progress in their understanding of the subject matter covered in lessons and are competent in explaining and recalling a lot of the knowledge content in lessons.</p> <p>Skills: They are developing their ability to apply the knowledge and skills exemplified in lessons to different problems and tasks – this can be seen in responses which might be brief at times or show partial understanding.</p> <p>Quality of work: They produce work that shows developing understanding and competence. Feedback is often used to help them extend their knowledge or practise the same skills again.</p> <p>Independence: They require ongoing support and guidance to consolidate their learning in the classroom and ensure that home learning tasks assist their progress.</p>
Emerging	<p>Knowledge: Students in this band are at an early stage of their learning journey and are starting to acquire and recall key subject knowledge.</p> <p>Skills: They are beginning to understand how knowledge and skills learned in lessons can be applied to different tasks and problems but need support to make these connections.</p> <p>Quality of work: They produce work that shows an emerging understanding and competence in the subject and often require feedback to reframe content and practise skills from lessons.</p> <p>Independence: They require significant support and guidance to develop their understanding. Home learning tasks require thoughtful scaffolding in order to be purposeful.</p>

Working at (Years 10 – 11)

This grade has been awarded based on work done by a student since the last progress report. It is bound to change (move up or down) and is not linked to a single assessment.

GCSE 9 to 1, CNAT Distinction*, Distinction, Merit and Pass are pass grades.

U grades are unclassified.

Working at (Years 12 – 13)

This grade is based on the work seen so far. It is bound to change (move up or down) and is not linked to a single assessment.

A level A*-E and BTEC Distinction*, Distinction, Merit and Pass are pass grades.

U grades are unclassified.

Predicted (Years 10 – 11)

This is the grade that subject teachers believe a student will achieve at the end of Key Stage 4 (Year 11) based on the evidence so far.

GCSE 9 to 1, CNAT Distinction*, Distinction, Merit and Pass are pass grades.

U grades are unclassified.

Predicted (Years 12 – 13)

This is the grade that subject teachers believe a student will achieve at the end of Key Stage 5 (Year 13) based on the evidence so far.

A level A*-E and BTEC Distinction*, Distinction, Merit and Pass are pass grades.

U grades are unclassified.

Examination

This is the exam grade that a student achieved in their main exam of the academic year.

Guidance (Years 10 – 11)

This is an individual guidance grade for a student based on their KS2 test results (or their CAT4 score in the absence of SATs) and the national KS3 or KS4 results in individual subjects. It gives a guide to the grade we believe a student should aim to attain by the end of the Key Stage. Some students may achieve higher than this grade while others work towards it; what matters is they work to raise their attainment.

Guidance (Years 12 – 13)

This is an individual guidance grade for a student based on the average GCSE score. It is the grade we would expect a student to attain at the end of the Year 13. We would expect many of our students to achieve above their guidance grades. It is not a prediction of what we think a student will achieve.