

# **Borden Grammar School**



# **Audit Information Booklet**

## **Key Stage 5**

## Introduction

To assess your son/daughter's achievement at each audit period Borden uses A level fine grades, for example:

- B+ a student who is working very securely at a grade B
- B a student who is working at a grade B
- B- a student who is beginning to show the characteristics of grade B work

The use of A level fine grades will enable you to track your son/daughter's progress throughout Key Stage 5.

The target grade relates to the target grade generated from your son/daughter's starting point, from their GCSE performance and how students of similar GCSE scores perform nationally. Many students do however exceed their target grade and should be encouraged to do so.

The three attitude to learning grades reflect how your son/daughter is performing in relation to class work, study outside the classroom and overall adaptability to Key Stage 5 work.

We hope this will provide information in order for you to monitor and support your son/daughter's progress in Sixth Form

### **Attitude to learning – classwork**

The classwork grade is an indication of how a student responds to formal teaching in school and the extent to which he/she makes an effort in lessons including individual and collaborative work.

1. **Exemplary:** *consistently on task, showing a high degree of commitment to the class and the learning environment. Attitude in lessons is always responsive and positive.*
2. **Good:** *attitude in class is constructive. Tasks are completed well demonstrating a willingness to join in and move his/her learning forward.*
3. **Satisfactory:** *tasks are usually completed according to the instructions. Might be coasting, does not always contribute readily in class*
4. **Cause for concern:** *a student whose attainment is affected by inconsistent application. Concentration and work tend to be below the standard expected; he/she often needs reminding what is required. He/she does not show real commitment or enthusiasm for learning.*
5. **Very poor:** *a negative attitude is displayed in class; work is not completed showing no real commitment to his/her own learning or to the subject.*

### **Attitude to learning - study outside the classroom**

Independent work and meeting deadlines are an indication of how a student responds to the requirements of the A level course. Work outside the classroom is vital for all post 16 students if they are to achieve their potential.

1. **Exemplary:** *tasks are submitted on time, showing a great deal of commitment to do well. Independent work is always undertaken in order to move his/her learning forward. This is a key feature of all work submitted.*
2. **Good:** *tasks are submitted on time. Independent work is undertaken demonstrating a commitment to the subject.*
3. **Satisfactory:** *tasks are usually handed in on time displaying knowledge of the topic studied. Independent work is undertaken but needs to be directed a little more.*
4. **Cause for concern:** *tasks are frequently late or are not fully completed. There is little evidence of independent work*
5. **Very poor:** *tasks are consistently late or not fully completed showing little or no commitment. Independent learning is not a feature of this students work.*

### **Attitude to learning – adaptability**

A student's adaptability to the demands of learning at post-16 is crucial to their success, how a student responds to organising their time and participating in their learning is an indicator of their future achievement.

1. **Exemplary:** this student shows purpose, direction and capability. He/she is very well organised. He/she participates fully in all the course activities.
2. **Good:** this student has a sense of direction. He/she is adaptable, well organised and shows an ability to manage time effectively. He/she participates in the course activities
3. **Satisfactory:** there is some evidence of self-organisation and a sense of purpose and direction. He/she shows some ability in time management and relates to other students in the group.
4. **Cause for concern** this student demonstrates a limited sense of purpose and direction and a minimal level of self-organisation.
5. **Very poor:** this student lacks purpose or direction. He/she is disorganised and is unlikely to succeed on this course