

ISB Secondary Progress Report Guide

1. Attainment grades

ISB attainment grades are 'best fit grades' that are:

- based on clear assessment criteria that become more challenging each year.
- not based on a single test or piece of work but on a variety of evidence including tests, assessments, and classwork.

Generic attainment grade descriptors

Please note that below are general grade descriptions. Specific subject grade descriptions for year groups are shown in the KS3 Assessment Criteria Handbook, IGCSE and IBDP syllabuses.

9/8 (7 at IB) Excellent understanding of the concepts and subject matter covered. Asks inquisitive insightful questions. Has mastered the necessary skills taught. Can apply new knowledge, skills and techniques to new situations. Able to help others in class with their learning and development. Demonstrates independence within their work.

7 (6 at IB) Very good understanding of the concepts and subject matter covered. Able to answer high level questions and ask questions which demonstrate understanding. Able to apply new skills and techniques efficiently. Demonstrates some independence within their work.

6 (5 at IB) Good understanding of the concepts and subject matter covered. Able to answer questions in class. Is competent to use and apply the skills and techniques taught appropriately.

5/4 (4 at IB) An understanding of the concepts and subject matter covered. Is able to demonstrate some of the skills and techniques taught and apply them appropriately.

3 (3 at IB) A limited understanding of the concepts and subject matter covered. Is aware of the different skills and techniques taught and can apply some of them appropriately.

2 (2 at IB) Has struggled with many of the concepts and subject matter covered and found the skills and techniques taught difficult to apply.

1 (1 at IB) Minimal achievement in terms of the objectives.

ISB grade conversion table

**IGCSE EQUIVALENCY
TABLE**

Attainment Grade	AQA/EDEXCEL I/GCSE Grade	CAIE IGCSE Grade	O-Level Grade
9	9	A*	-
8	8	A*	A1
7	7	A	A2
6	6	B	B3/B4
5	5	C	C5
4	4	C	C6
3	3	D	D7
2	2	E	E8
1	1	F/G	-
0	0	U	U

2. Determining progress

Subject grades inform how far the student has achieved the assessment criteria. Learning objectives and related assessment criteria tend to become more challenging from one year to the next. A grade 5 in Year 9 is therefore not equal to a grade 5 in Year 7 or 8.

- If a student meets or exceeds their baseline grade from one term to another or one year to another, they are making good progress and on track.
- If a student does not meet their baseline grade from one term to another or one year to another, then they are not making progress and may be a cause for concern, support and intervention.

For instance, in the diagram below it shows how a student makes progress through more challenging learning objectives despite having a similar grade from one year to another. Here, student X shows that they are on track with expectations and meeting targets of grade As. Student Y is on track from Y7 to 8 but then is not making as much progress as expected in Y9 and 10. This would cause us concern. However, in Y11 they are back on track. Student Z, however, is making more progress than expected in Y9, compared to their performance in Y8.

Student X Attainment		Student Y Attainment		Student Z Attainment	
Year 7	7	5	4		

Year 8	7	5	4
Year 9	7	4	5
Year 10	7	4	5
Year 11	7	5	5

What is important is that students are gaining a similar or a higher grade in each criteria band related to the baseline level. If they are not showing progress, then students and parents are notified, and intervention and support may be required.

3. Effort grades

These are given by subject teachers and are generated using the grid below. Every teacher must ensure that this is a fair reflection of the student's attitude and effort over the reporting cycle period based on all the evidence. Any students with a high level of concern would be expected to already have had interventions taken place.

Grade	Descriptors	Actions
A	Consistently	Consider celebrating student success.
B	Usually	Consider whether interventions and support might be necessary.
C	Sometimes	Inform Tutors and Parents/ Guardians.
D	Causing a high level of concern.	Head of Faculties in contact with parents. Inform HoY.
E	Major concern, severely affecting their learning and that of others.	Head of Year in contact with parents. Inform SLT.

4. Attendance and Punctuality

Excellent attendance and punctuality are essential for student learning and well-being. Punctuality to 7.15am daily registration and high attendance (above 90%) is a basic expectation as this promotes learning, academic progress, and student well-being.

The school only has 180 days for student learning. It is imperative that students do not take holiday or leave during the school term. If a student is unwell or has another serious issue that leads to absence, then please contact the secondary office first thing in the morning. If this is prolonged, then the school will do what it can to support your child with their learning.

100%	95%	90%	85%
Excellent	Good	Concern	Significant Concern

Parents will receive contact about a student's attendance or punctuality when:

- Students have an unauthorised absence
- Attendance falls below 85%
- Students are late for school twice a week
- A lunch time detention will be issued should the student be late to school twice in the following week

5. Reviews and reflections

Throughout the year there are many opportunities for students to review and reflect on their learning and themselves. In everyday lessons, teachers build opportunities for feedback and reflection through plenaries, debriefs and other strategies. Our goal is to support students in metacognition so that they can reflect on, and know how to develop in terms of skills, understanding and knowledge.

Self-reflections and tutor reviews: These generally occur after the progress reports. Students state what they feel is going well and what they may need to improve on. Tutors also comment on students' learning, well-being and enrichment.

Parent-Teacher-Student meetings: There are generally two meetings per year. These are opportunities for parents and students to meet the subject teacher to discuss progress in specific subjects and areas for development.

Parents are also encouraged to contact the secondary office to arrange a time to speak with any teacher at any time should the need arise. We are here to support you and your child.

Academic confidence and 1-2-1: There are generally two meetings per year where Tutors and Tutees meet for a 1-2-1 conversation. These are '360' meetings that may cover academics, well-being, enrichment or other aspects. The aim is to support each student in terms of their goals for the term, year and life.