

# Churchill Academy & Sixth Form

## Understanding your Key Stage 4 report



### Target Grades

These are set by your child and their subject teachers in the first term of their Key Stage 4 courses. These should be challenging and aspirational targets which we hope motivate students to perform to their best potential. For more information about the target setting process and how this is informed by data, please visit the [Academy website](#).

### Current Attainment

This grade represents an assessment by your child's subject teachers of their *current* level of attainment in each subject. This grade is based on a combination of classwork, tests, homework and other assessments. We would rarely expect students to be currently working at their target grades in early stage in their courses.

### Grading System

In 2017, the Government changed the grading system for GCSEs from the A\*-G system to a numerical system using grades 9-1. The table below shows how the new grades are equivalent and also an approximate mapping for vocational qualifications such as BTECs and Cambridge Nationals.

Legacy GCSE Grades	New GCSE Grades (from 2017)	Vocational Qualifications	Level Equivalent
A*	9	L2 Distinction* (8.5)	Level 2
	8		
	7		
A	6	L2 Distinction (7)	
	5		
	4		
B	3	L2 Merit (5.5)	
	2		
	1		
C	9	L2 Pass (4)	
	8		
	7		
D	6	L1 Distinction (3)	Level 1
	5		
	4		
E	3	L1 Merit (2)	
	2		
	1		
F	9	L1 Pass (1.25)	
	8		
	7		
G	6		
U	U	Not Yet Achieved (NYA)	

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### Attitude to Learning: Effort Grades

At Churchill, we believe a student's attitude to learning is the biggest determining factor in the progress they will make with us. All students, no matter what their ability, can demonstrate attitudes to learning which will maximise their chances of success. We use our Effort Grades to help students develop their attitude to learning.

#### A student making Excellent effort...

**Excellent effort means being committed to getting the most out of all learning opportunities available. It is what all students should aim for.**

- Excellent participation in the lesson at all times, and is fully engaged;
- Actively seeks and responds to feedback on how to improve the quality of their work;
- Shows great determination and views setbacks and mistakes as opportunities to learn and grow;
- Manages their time and work efficiently and is an excellent role model who is highly disciplined;
- Uses their initiative in a range of situations without always having to be told what to do;
- Shows dedication and enthusiasm for learning at all times.

#### A student currently making Good effort...

**Good effort means being a responsible and hardworking student who tries their best all of the time.**

- Shows a good interest in their learning and is attentive and focused;
- Responds well to feedback and targets and completes work to the expected standard;
- Shows determination and is willing to persevere when things are difficult;
- Takes responsibility for their work and is well organised;
- Willingly does all that is asked of them and sometimes more.

#### A student currently making Insufficient effort...

**Insufficient effort means that a student is probably doing most of what they are supposed to do but is failing to push themselves or make the most of the opportunities available.**

- Often participates in lessons and is generally focused and well behaved;
- May not try hard enough to improve their work after feedback;
- Is usually well organised but does the minimum that is asked of them and not much more;
- Might make a Good level of effort some of the time but this is not consistent.

#### A student currently making Poor effort...

**Poor effort means that a student needs support or intervention to become a more responsible learner.**

- Makes little effort to be involved in the lesson and may disrupt the learning of others instead;
- Fails to act on feedback provided and as a result may not make much progress;
- Is not interested in being challenged and will give up without really trying;
- Spends an inadequate amount of time on tasks and may produce poor work as a result;
- Takes little or no responsibility for their own learning or behaviour;
- Effort is frequently a cause for concern.

### Attendance

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Regular school attendance is an important part of giving children the best possible start in life. Our school target for attendance is 95% or above. Students who miss school frequently can fall behind with their work and do less well in exams. Good attendance also shows potential employers that a young person is reliable.

Below is a table showing how children's percentage of attendance equates to the amount of school time missed.

% Absence	Equivalent days missed	Equivalent sessions missed	Equivalent weeks missed	Equivalent lessons missed
5%	9 days	18 sessions	2 weeks	50 lessons
10%	19 days	38 sessions	4 weeks	100 lessons
15%	29 days	58 sessions	6 weeks	150 lessons
20%	38 days	72 sessions	8 weeks	200 lessons
25%	48 days	96 sessions	10 weeks	250 lessons
30%	57 days	114 sessions	11.5 weeks	287 lessons
35%	67 days	134 sessions	13.5 weeks	337 lessons

It is also important to arrive at school on time. If a child arrives late to school every day, their learning begins to suffer. Below is a graph showing how being late to school every day over a school year adds up to lost learning time.



### Behaviour

House points are awarded to students who demonstrate commitment to their learning or the school values of Kindness, Curiosity and Determination.

Behaviour points are issued when a student breaches our expectations. We also hold students accountable to the Academy's vision and values:

- To make a positive difference
- To set no limits on what we can achieve
- Kindness, Curiosity and Determination

This report shows a snapshot of the number of house points and behaviour points that your child has received, up to the point the report data was collected. Full details of all house points and behaviour points can be reviewed in the My Child At School (MCAS) portal.