



HOW WE ASSESS YOUR CHILD'S PROGRESS  
IVYBRIDGE COMMUNITY COLLEGE

This leaflet explains how we will track, assess and report on the progress your child is making on their learning journey through Ivybridge Community College.

## Rationale

The College will assess each student at three points throughout the year and report back to parents in December, March and July.

Information will be provided on **Conduct, Effort, Independent Learning** and **Progress**. Ivybridge Community College is an effort driven school where all students can achieve their potential through hard work, 100% effort every day and a belief that there are no shortcuts or in fact, secrets, to success.

In line with the College **PACE** policy, **Conduct, Effort** and **Independent Learning** are the most important drivers at Ivybridge Community College. These are our key and consistent foci at each **Assessment Point**.

In addition to these reports, you will also gain feedback on your child's academic progress during **Parents' Evenings**. These are held each year, and you can make appointments with each of your child's subject teachers. Your child will also be regularly assessed, both formally and informally, in lessons by their teacher and this assessment will be used by teachers to adapt lessons accordingly.

## Conduct, Effort and Independent Learning Grades

All students are awarded **Conduct, Effort** and **Independent Learning Grades** on a scale of 1-4 for each subject at every assessment point.

Students are awarded the **Grade** for each category which best describe their characteristics as a learner.

Student **Conduct, Effort** and **Independent Learning** is monitored closely; intervention and support are put in place if this falls below our expectations.

## Conduct Criteria

### Grade 1

- Your conduct is exemplary at all times, promoting a purposeful learning environment in the classroom.
- You take responsibility at all times.
- You show respect and empathy towards all staff and peers at all times.

### Grade 2

- Your conduct is consistently good and supports a purposeful learning environment in the classroom.
- You have demonstrated that you can take responsibility.
- You treat all staff and peers respectfully and follow instructions.

### Grade 3

- Your conduct requires improvement at times which can impact upon the learning environment in the classroom.
- You do not always take responsibility.
- You do not always show respect to staff or peers and do not always follow all instructions.

### Grade 4

- Your conduct is often below College expectations and has a negative impact upon the learning environment in the classroom. On occasions, you have had to be removed from the lesson.
- You rarely take responsibility.
- You frequently do not show respect towards staff and peers and do not follow instructions.



## Effort Criteria

### Grade 1

- You consistently meet all of the criteria for Grade 2.
- You are an exceptional student who has an extremely positive attitude towards learning, always striving to do your best and demonstrate a thirst for learning.
- You often go above and beyond expectation.
- You are fully committed to your learning in the classroom, with a positive mindset and are a role model for others.

### Grade 2

- You have a consistently positive attitude towards learning, strive to do your best and participate well in lessons.
- You have the appropriate books and equipment with you for learning (your Super 7).
- You are continuing to develop your independent learning skills, show a pleasing level of resilience when faced with challenges in class.

### Grade 3

- Your attitude towards learning occasionally dips below expectations and at times there are aspects of the lesson where you fail to participate fully or achieve your best.
- Sometimes you do not have the books and equipment needed to support your learning (your Super 7).
- Although you may sometimes produce good work, at times, you only complete the minimum required
- You have not yet developed a sense of resilience to support your learning in class.
- There is room for improvement if you are going to achieve your full potential.

### Grade 4

- Your attitude towards learning is often below expectations and you consistently fail to participate in aspects of your work as fully as possible.
- You often do not have the books and equipment needed to support your learning (your Super 7).
- This level of commitment means that you are likely to be underachieving and seriously at risk of not meeting your full potential.

## Independent Learning Criteria

### Grade 1

- Your commitment to home learning and your response to feedback demonstrate your high levels of intellectual curiosity.
- You have outstanding independent learning skills and high levels of resilience, often going beyond what is required.

### Grade 2

- Your home learning is completed on-time, reflects a good level of effort and you act upon the feedback provided.
- You are continuing to develop your independent learning skills and show a pleasing level of resilience when you face challenges in your learning outside of lessons.

### Grade 3

- Your home learning is sometimes incomplete or not handed in and may not be to the level of which you are capable.
- You do not often act on feedback given.
- You have not yet developed a sense of resilience to support your independent learning to overcome challenges.
- There is room for improvement if you are going to achieve your full potential.

### Grade 4

- You have many late, incomplete or missing pieces of home learning which are not completed to the level of which you are capable.
- You rarely act on feedback provided.
- You are not yet taking responsibility for your independent learning.
- This level of commitment means that you are likely to be underachieving and seriously at risk of not meeting your full potential.

## Progress

At Ivybridge Community College we believe that there are no limits to student potential. To support this philosophy, we do not issue students with Target Grades based on their Key Stage 2 data.

## Year 7 and Year 8

Our main focus in Year 7 and 8 is that students have settled in to learning at Ivybridge, work hard and apply themselves fully in all lessons and tasks. Student progress is monitored by teachers throughout the year using a range of strategies and lessons are adapted accordingly as a result. In line with this, we have chosen to report exclusively on **Conduct, Effort** and **Independent Learning**.

In 2017, the government introduced new, tougher GCSEs.

The GCSEs are graded on a scale from 9-1: Grade 9 being the highest, Grade 1 being the lowest.

The College also offers some vocational options at Level 2 (GCSE equivalent) and these are typically graded using Pass, Merit, Distinction and Distinction\*.

New grading structure	Previous grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	
2	E
1	F
	G
U	U

STRONG PASS  
5 and above=top of C and above

STANDARD PASS  
4 and above=bottom of C and above



From Years 9 to 11, teachers give Predicted Grades using the new GCSE grades. These are informed by in-class tests, assessed tasks, home learning and teacher assessment.

A chart comparing the previous letter grades, which you may be more familiar with against the new number grades, is shown for your information.

## Year 9

Students are issued with **Whole Grade Indicators** in March and July. These are using the GCSE 9 – 1 grading system and are early indications of what we might expect students to achieve at the end of Year 11 if they continue to engage fully with their studies and make progress in line with national expectation.

### **Understanding the Whole Grade:**

If, for example, a student is awarded a 4 then we would expect them to achieve a grade 3, 4 or 5 at GCSE, with 4 being the most likely at this stage.

## Years 10 and 11

In Years 10 and 11, at each assessment point, students will be issued with a **Fine Grade Prediction** for each subject. This is based on the teacher's professional judgement and is a prediction of what we think a student can achieve at the end of Year 11 if they continue to engage well in their learning and make progress in line with national expectations.

Numbers are **Fine Graded** for extra clarity, for example:

- 7+ A grade 7 but potential for an 8
- 7 A solid grade 7
- 7- A weak 7 which without consistent effort could drop to a 6

If a student is studying a vocational subject, they are awarded Pass, Merit, Distinction or Distinction\* grades.

These are **Fine Graded** for extra clarity, for example:

- M+ A Merit but potential for a Distinction
- M A solid Merit
- M- A weak Merit which without consistent effort could drop to a Pass.



## Sixth Form

Students in Years 12 and 13 are working toward their Level 3 qualifications.

Grades issued are a **Fine Grade Prediction** of what we think they can achieve at the end of Year 13 if they continue to engage well in their learning and make progress in line with national expectation.

All A Level subjects are awarded letter grades and vocational subjects Pass, Merit, Distinction and Distinction\*.

In November, Year 12 students are issued with **Conduct**, **Effort** and **Independent Learning** grades only.

Grades are also Fine Graded in the Sixth Form for extra clarity, for example:

- A1** A grade A but potential for an A\*
- A2** A solid grade A
- A3** A weak A which without consistent effort could drop to a B.

Student conduct, effort and progress is monitored closely; intervention is put in place if needed to maximise progress and ensure that students are supported to achieve their full potential.

