

NEW GRADING SYSTEM AT ST JOHN'S 2017 ONWARDS

Since 2016 there has been a review of existing GCSE/IGCSE's in the UK. Depending on the exam board and subjects some GCSE/IGCSE's will be moving towards a new number grading system, starting with Mathematics in 2017. Pupils taking exams in the next few years may therefore receive a mixture of number and letter grades.

Ofqual the government qualification body states :-

1. GCSEs in England are being reformed and will be graded with a new scale from 9 to 1, with 9 being the highest grade.
2. New GCSE content will be more challenging.
3. Fewer grade 9s will be awarded than A*s.
4. During this transition time, students will receive a mixture of letter and number grades.
5. The new grades are being brought in to signal that GCSEs have been reformed and to better differentiate between students of different abilities.

St John's has taken the decision to use the new number grading system to track and report on pupils in Key stage 3. Pupils in Key Stage 4 (years 10 and 11) will use the grading system that is relevant to each specific subject.

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

Source:- ofqual

EFFORT GRADE DESCRIPTORS

Grade	Key Word	Descriptor
1*	Outstanding	Pupil has met criteria for "1", but who have shown exceptional commitment to their work. Independent work and self-directed study is evident.
1	Excellent	Pupil is self-motivated and always tries their best. All work is completed on time and to a standard exceeding expected ability.
2	Good	Pupil consistently tries hard and shows commitment and interest. Work is completed on time and to an appropriate level of effort.
3	Inconsistent	Pupil has varying levels of effort and sometimes fails to complete work on time or to standard in line with their expected ability. Pupil may be coasting but not improving to their expected level.
4	Unacceptable	Minimal effort is being put in and pupil is disengaged. Work is rarely completed on time or is to a standard that is far below their potential ability.

ACHIEVEMENT GRADE DESCRIPTORS

A*-F	1-9	
A*	8-9	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations . There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .
A	7-8	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations . There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
B	5-6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
C	4-5	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
D	3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
E	2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support .
F	1	Minimal achievement in terms of the objectives.