

Borden Grammar School



Audit Information Booklet

Year 8

Introduction

To assess your son's achievement at each audit period Borden uses the 'Borden Standards'. We have created our own system with descriptors for each subject at Bronze, Silver, Gold and Platinum (this document was distributed to parents at the start of the year). The 'Borden Standard' will support students' flight path to GCSE and enable the school to track their progress.

We are confident that this system will allow us to set targets, monitor progress and motivate your son to be the best that he can be.

The achievement grade should reflect the quality of what has actually been achieved within the classroom and for homework since the last grade, or in the case of internal exams, in the exam performance itself. There is often a correlation between the grades but it is not automatic.

Please note that the achievement grade relates to the Borden Standard and how your son is progressing through the standard whilst the attitude to learning grades relate to classwork, homework and conduct & behaviour (see additional explanation).

The target is generated from your son's starting point from their Key Stage Two tests; many students do however exceed their target and should be encouraged to do so.

We hope this will provide information in order for you to monitor your son's progress through Year 8.

In PSHE the grades are as follows:

- AEL** – Working above the expected level
- WEL** – Working at the expected level
- BEL** – Working below the expected level

Attitude to Learning – Key Stage 3

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 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 learning forward.*
3. **Satisfactory:** *tasks are usually completed according to the instructions. Might be coasting, does not always contribute readily to class activities.*
4. **Cause for concern:** *a student whose attainment is affected by inconsistent application. Concentration and work tend to be below the standard expected; he often needs reminding what is required. He 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 own learning or to the subject.*

Attitude to learning - homework

Homework is an integral part of the extension and enrichment activities at Borden. Homework is set according to the relevant homework timetable and should be recorded in the planner. Homework grades indicate the (relative) standard of students' homework, and whether it is handed in on time. Parents are asked to support their sons actively by encouraging them to take this independent learning seriously, signing their planner and providing an appropriate working environment.

1. **Exemplary:** *homework is submitted on time, showing a great deal of commitment to do well. Extra work or independent research has been undertaken.*
2. **Good:** *homework is submitted on time demonstrating a commitment to the subject.*
3. **Satisfactory:** *homework is usually handed in on time displaying knowledge of the topic studied.*
4. **Cause for concern:** *homework is frequently late or is not fully completed. When it is completed it is done to a minimum standard and shows limited effort to move his learning forward.*
5. **Very poor:** *homework is consistently late or not fully completed. It shows little or no commitment to independent learning.*

Attitude to learning - conduct and behaviour

Conduct and behaviour indicates how seriously students take their own education and the extent to which they respect the rights of others to learn. Good behaviour is an essential component of good learning and high expectations of both are maintained throughout the school.

1. **Exemplary:** *a significant commitment to learning is consistently demonstrated through positive behaviour and respect for others.*
2. **Good:** *positive behaviour is demonstrated with a clear understanding of boundaries within the context of the classroom.*
3. **Satisfactory:** *generally on task displaying an acceptable commitment to positive behaviour.*
4. **Cause for concern:** *often not on task, despite reminders about conduct. This adversely affects his learning and that of others.*
5. **Very poor:** *tends to be disruptive and/or discourteous. Does not seem to understand the code of conduct demanded by the school.*