



Guidance on Interpreting Reports from The Cavendish School.

Attitude to Learning (ATL)

This is a numerical value awarded by the teacher to reflect a student's approach to their studies. This encompasses, effort and punctuality (both to lessons and in meeting deadlines) along with their 'growth mindset' (taking risks, learning from mistakes and resilience) as well as leadership and involvement with group work. The grade descriptions for ATL are as follows:

1 - Excellent (Green)

You are an extremely hardworking student. You are very inquisitive and creative. You are able to lead group work and support the learning of others. You like to challenge yourself and are resilient when faced with difficulties, reflecting on how to improve what you have done. You are careful to check information that you are given. You enjoy taking risks and learning from mistakes. You are punctual and meet deadlines.

2 – Good (Yellow)

You work hard and regularly ask questions in class. You participate well when working with others. You can often be resilient, accepting the need to take risks and make mistakes as part of learning. You show some initiative and willingness to take responsibility for your learning, and are thoughtful about your work, often looking to see how to improve. You are always prepared and equipped to learn.

3 – Requires Immediate Improvement (Amber) (slight concern)

Your effort and behaviour is inconsistent and should be improved. You occasionally ask questions and show some interest. You need to push yourself harder and try to find things out for yourself. You appear to listen in class but go off task too often. You can work quite well in a group, sometimes making contributions. Deadlines are sometimes missed and some tasks require more detail and time spent on them.

4 – Requires Significant Improvement (Red) (major concern)

Your behaviour and effort does not help you or your peers to learn. You find it hard to stay on task. You need to ask more questions in order to work out how to improve. Only occasionally does your work result in you progressing. You need to work on staying focused when learning, ensuring that deadlines are met and all tasks are completed in detail and not rushed.

Current Working Level (CWL)

This measures students' attainment to date. This is the teacher's professional judgment based upon homework, classwork, oral work, practicals and tests. It is what teachers believe a student would achieve were they to sit an examination today, based upon the work that they have studied so far. We use 'The Cavendish Scale' to report this (see below).

Projected Grade

A Projected Grade is what teachers believe students will achieve, based upon their Current Working Level, Attitude To Learning and rate of progress. At Key Stage 3 (Years 7, 8 & 9) Projections are made to the end of the current academic year; however, for GCSEs & BTECs, Projections are made for students' attainment at the end of the course. We use 'The Cavendish Scale' to report this (see below).

The Cavendish Scale

The table below shows the hierarchy of attainment for Years 7 to 11. This is our 'Cavendish Scale', which is based upon the new 9-1 GCSE Scale. It also shows the approximate equivalence of this Cavendish Scale to

the old National Curriculum Levels, the new KS2 Scaled Scores, the old GCSE A*-G grades and new GCSE 9-1 Scale. Some of our students are studying for a BTEC Level 1 qualification in Home Cooking; this is also shown:

New KS2 Scaled Score	Old NC Level	The Cavendish Scale	Old GCSE Scale	New 9-1 GCSE Scale	BTEC Level 1 Home Cooking
		9+		9	
		9=		9	
		9-		9	
		8+	A*	8	
		8=	A*	8	
		8-	A*	8	
		7+	A	7	
		7=	A	7	
		7-	A	7	
		6+	B	6	
	8b	6=	B	6	
	8c	6-	B	6	
	7a	5+	B	5	
	7a	5=	C	5	
	7b	5-	C	5	
	7b	4+	C	4	
	7c	4=	C	4	
	7c	4-	C	4	
	6a	3+	D	3	
120	6b	3=	D	3	
117	6c	3-	D	3	
113	5a	2+	E	2	
110	5b	2=	E	2	
107	5c	2-	E	2	Pass
103	4a	1ii+ / 1+	F	1	
100	4b	1ii= / 1+	F	1	
97	4c	1ii- / 1=	F	1	
93	3a	1i+ / 1=	G	1	
90	3b	1i= / 1-	G	1	
87	3c	1i- / 1-	G	1	
83	2a	iii+	U	U	
80	2b	iii=	U	U	
	2c	iii-	U	U	
	1a	ii+	U	U	
	1b	ii=	U	U	
	1c	ii-	U	U	
	B	i+	U	U	
	B	i=	U	U	
	B	i-	U	U	

As can be seen in the table above, we use a system of fine-grades to sub-divide each level. These indicate how confident we are that a student will achieve that grade. This is outlined below:

Confidence	Symbol
High	+
Medium	=
Low	-

Growth Targets

Students are set Growth Targets in order to challenge them to aim higher and raise their aspirations. These are reviewed regularly and are raised once they are met. They are intended to convey the message that there is no 'cap' on achievement or potential, and that with the right mindset, students are capable of achieving anything.

Written Comments

Finally, we also report two brief comments, one on students' progress to date, the 'Can' comment, and the other a target to improve, the 'Needs to' comment. These should be subject specific, be it skills based or content explicit.

If you have any questions regarding this report, please do not hesitate to contact me, or your child's form tutor.

Mr Hopkin
Deputy Headteacher.