

## Standardised Grading

Assessment at My Online Schooling supports pupils to understand their current level of progress and how they can improve in the future. Teachers will explain how grades are arrived at and share the mark schemes and success criteria used.

Attainment grades at My Online Schooling are awarded using our standardised grading criteria. This framework is designed to consistently encourage pupils to develop the study skills required to succeed at Key Stage 3, International GCSE, at A-Level and later in life, rewarding higher-level approaches to learning, such as analysis, evaluation and creation.

Teachers use their professional judgement to apply the criteria in a manner that is appropriate to the level of study, so the exact requirements to attain each grade will vary according to year and subject, but the principle behind the grading will remain consistent.

	Grade	Criteria
<b>Exceptional</b>	<b>9</b>	<p>The pupil shows exceptional subject knowledge and understanding. They are able to analyse and evaluate information, and independently use existing knowledge in the creation of new work. They are adept at solving complex problems in previously unseen contexts.</p> <p>They consistently demonstrate creative, critical thinking and can transfer knowledge to new contexts, often independently and without guidance.</p> <p>Communication is clear, concise and logical, with precise use of language and specialist terms.</p>
<b>Confident</b>	<b>8</b>	<p>The pupil shows excellent subject knowledge and understanding. They are able to analyse and evaluate information and reach valid conclusions with clear explanation. They are capable of solving complex problems in previously unseen contexts, and, with prompting, use existing ideas in the creation of new work.</p> <p>They often demonstrate creative, critical thinking, and can transfer knowledge to new contexts with occasional guidance.</p> <p>Communication is usually clear, concise and logical, with precise use of language and specialist terms.</p>

	<b>7</b>	<p>The pupil shows very good subject knowledge and understanding. They are sometimes able to analyse and evaluate information but are sometimes more descriptive than analytical. They are sometimes capable of solving complex problems in familiar contexts and, with teacher guidance, use existing ideas in the creation of new work.</p> <p>They sometimes demonstrate creative, critical thinking, and can apply knowledge to familiar situations and unknown contexts.</p> <p>Communication is usually clear, concise and logical, with frequent use of language and specialist terms.</p>
<b>Competent</b>	<b>6</b>	<p>The pupil shows good subject knowledge and understanding but with minor gaps. They are sometimes able to analyse and evaluate information, but the work is usually descriptive in nature. They are capable of solving more basic problems.</p> <p>They sometimes demonstrate creative, critical thinking, and can sometimes apply knowledge to familiar situations and unknown contexts.</p> <p>Communication is often clear, concise and logical, with frequent use of language and specialist terms.</p>
	<b>5</b>	<p>The pupil shows some good subject knowledge and understanding but with moderate gaps. They are sometimes able to draw valid conclusions, and any evaluations are descriptive in nature. They are sometimes capable of solving basic problems.</p> <p>They sometimes demonstrate creative, critical thinking, and can apply knowledge to familiar situations.</p> <p>Communication is often clear, concise and logical, with frequent use of language and specialist terms.</p>
<b>Emerging</b>	<b>4</b>	<p>The pupil shows reasonable subject knowledge and understanding, but there are significant gaps. They are sometimes able to analyse and evaluate information, but the work is usually more descriptive than analytical. They are sometimes capable of solving basic problems.</p> <p>They can sometimes demonstrate creative thinking and can sometimes apply knowledge to familiar situations.</p> <p>Communication is sometimes clear, concise and logical, with infrequent use of subject-specific language and specialist terms.</p>

	<b>3</b>	<p>The pupil shows low level subject knowledge and understanding, but there are considerable gaps. They do not regularly analyse and evaluate information, and their work is almost always descriptive. They are sometimes capable of solving basic problems.</p> <p>They rarely demonstrate creative thinking and rarely apply knowledge to familiar situations.</p> <p>Communication is sometimes clear, concise and logical, with infrequent use of subject-specific language and specialist terms.</p>
<b>Beginning</b>	<b>2</b>	<p>The pupil shows insufficient subject knowledge and understanding. They are rarely able to apply this knowledge to any contexts or problems. They lack the skills necessary to solve problems.</p> <p>Communication can sometimes be unclear, irrelevant, or demonstrates misunderstanding.</p>
	<b>1</b>	<p>The pupil shows very little or no subject knowledge, and is unable to solve rudimentary problems.</p> <p>Communication is frequently unclear, irrelevant, or demonstrates high levels of misunderstanding.</p>
<b>Unable to Assess</b>	<b>U</b>	<p>The pupil does not participate in enough lesson content (many absences without approved prior arrangement), or the pupil is new to the class, so it is not possible to allocate a grade supported by appropriate evidence.</p>

## Approach to Learning (AtL) Descriptors

The approach to learning (AtL) grade provides a more holistic understanding of how a pupil is coping in the classroom in terms of their engagement and independent learning. The bulleted list for each approach to learning grade is an indication of the types of attitude pupils display. As well as an attainment grade, an AtL grade should also be applied accurately to any reports using the following descriptions. It is a **best-fit model** and pupils may not display all of the characteristics in the category. The AtL grade is **not** cumulative and only applies to the term at hand.

ME or 'meets expectation' is the **minimum** expected level of attitude and conduct from pupils. Teachers are required to accurately report pupils that are working below the minimum expectation should this occur and be applicable to the behaviours and attitudes shown in lessons.

**Please note:** If a pupil has an active ILA exemption, no grade should be awarded. We are mindful of the additional support needs, challenges and barriers many of our pupils face. A pupil may not be particularly participatory in lessons, however, they may show they are putting in the effort and learning in other ways.

	Grade	Engagement	Independent Learning
<b>Exceeds Expectation</b>	<b>EXC</b>	<ul style="list-style-type: none"> <li>• Displays <b>exceptional</b> commitment, enthusiasm and excitement for learning</li> <li>• Actively asks questions and suggests steps, actions in order to explore issues events or problems from different perspectives</li> <li>• Can develop alternative approaches and is prepared to take risks with their learning</li> <li>• Collaborates effectively with other learners</li> <li>• 100% attendance or near 100% attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently producing work of exceptional and exemplary quality to maximum ability</li> <li>• Independent learning tasks are consistently submitted on time</li> <li>• Grade <b>not attainable</b> if pupil has 5 or more missed deadlines per term - taking into account IL exemptions</li> <li>• Very good attention to detail</li> </ul>

<b>Meets Expectation</b>	<b>ME</b>	<ul style="list-style-type: none"> <li>• Shows interest in improving their learning</li> <li>• Sometimes seeks assistance from the teacher or other learners</li> <li>• Tends to rely on other learners to come up with alternative or creative approaches</li> <li>• Usually engages in the lessons but needs reminding to keep on task and does not consistently give maximum effort</li> <li>• Participates in all phases of the lesson</li> <li>• Generally good attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Completes independent learning to a good standard, appropriate to ability</li> <li>• More attention to detail is needed</li> <li>• Mostly meets deadlines set, but needs to make more effort in meeting deadlines</li> </ul>
<b>Working Towards Expectation</b>	<b>WTE</b>	<ul style="list-style-type: none"> <li>• Sometimes lacks the motivation to learn and is sometimes put off by failure</li> <li>• Appears reluctant to modify or depart from limited approaches</li> <li>• Occasionally asks questions to clarify their understanding</li> <li>• Inconsistent participation in lessons</li> <li>• Learning is interrupted by frequent absences</li> <li>• Behaviour can sometimes be disruptive</li> </ul>	<ul style="list-style-type: none"> <li>• Independent learning tasks are sometimes completed</li> <li>• More frequently has challenges adhering to deadlines</li> <li>• Evidence of work being rushed, lacking development and not reaching the standard of which the student is capable</li> </ul>

<p><b>Working Below Expectation</b></p>	<p><b>WBE</b></p>	<ul style="list-style-type: none"> <li>• Makes little apparent effort and needs frequent reminders to stay on task</li> <li>• Shows little interest in improving their understanding of the subject and is quickly put off by failure</li> <li>• Does not ask questions</li> <li>• Learning is severely affected by persistent absences</li> <li>• Displays disruptive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Independent learning tasks are rarely completed without permitted exemption</li> <li>• Significant challenges in adhering to deadlines which are often missed</li> <li>• Significant challenges in working to a standard of which the student is capable</li> </ul>
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