

BEACONSFIELD HIGH SCHOOL



**GRADE CARD
INFO YEAR 7**

KS3 – Year 7 Reporting and Assessment Guidance for Parents 2026

Introduction to Reporting at Beaconsfield High School

The purpose of the reporting system is to inform students and parents about students' attainment and commitment to their studies. It is important that our students know how they are performing and that they are encouraged and supported in their time at school. Reporting takes two forms:

- Gradecards – reported three times a year.
- Parents' Evening – once a year.

GradeCards

On the Gradecard (sent home three times a year), you will see the following information:

- Target Grade – Summer Only
- 'Working At' Grade – Spring and Summer
- 'Attitude to Learning' Grade – all year
- Progress Indicator – Spring and Summer

Target Grade

The target grade is created from a unique set of data that is calculated using prior attainment information including data from Key Stage 2 standardised test scores, 11+ test scores, results from the baseline tests that your child sat when they joined the school, and the teacher's professional judgement. Using this data, we create a target grade for each subject, which your child should aspire to achieve by the May of Year 9. Target grades have an element of challenge, and progress towards subject targets will be reviewed termly. The grade descriptors will help you and your child understand at what level they are working and the skills they aim to acquire in Key Stage 3.

Grade Descriptors

We have introduced Grade descriptors to help you and your child understand their progress through Key Stage 3 (y7-9). They describe what your child is expected to know or understand when they have achieved a particular grade. Their teacher will take a professional opinion on whether sufficient criteria have been reached. They also show the next steps for your child. We are aligning progress with our taught curriculum rather than GCSE grades which will be used in Key Stage 4.

Please find a helpful video explanation and subject breakdown here: [Beaconsfield High School - Grade Card Descriptors](#)

| | Developing | Proficient | Confident | Mastery |
|--------|------------|------------|-----------|---------|
| Year 7 | → | | | |
| Year 8 | → | | | |
| Year 9 | → | | | |

‘Working At’ Grade (WAG)

This is the grade your child is currently working at. It reflects their current performance in a combination of classwork, homework and assessments.

| Grade | Abbrev | Descriptor |
|------------|--------|---|
| Developing | Dev | Beginning to grasp key skills and knowledge; starting to apply learning with some guidance. |
| Proficient | P | Secure understanding of most skills and knowledge; can apply learning independently in familiar contexts. |
| Confident | C | Consistently strong understanding; applies skills accurately and independently in a range of contexts, showing clear reasoning. |
| Mastery | M | Exceptional and precise application of skills; works independently, applies learning creatively, and demonstrates deep understanding beyond the expected level. |

- + grade means your child is securely working at this grade and maybe close to moving up to the next grade
- whole grade means your child is working securely at this grade
- - grade means your child is just working at this grade but it is not secure and they could drop to the grade below.

Attitude to Learning (ATL)

This is based on:

- Participation in lessons, both as an individual and in group work
- Being resourceful, risk taking, resilient and reflective
- Organisation of equipment / meeting deadlines
- Application to tasks – how motivated / engaged students are

| ATL | Attitude to Learning Descriptors |
|-----|---|
| 1 | Your child has an exceptional attitude to learning and effort level |
| 2 | Your child has a very good attitude to learning and effort level |
| 3 | Your child has a good attitude to learning and effort level |
| 4 | Your child’s attitude to learning and effort needs to improve |
| 5 | Your child’s attitude to learning and effort is a cause for concern |

‘Attitude To Learning’ Grade 3 is the minimum level of attitude and effort that we would expect your child to be achieving.

Progress Indicator (PI)

This shows the progress your child is making towards their end of Year 9 target grade.

| Progress Indicator Descriptors | Code |
|--|------|
| Progress towards your target grade is exceptional . | E |
| Progress towards your target grade is good . | G |
| Progress needs to improve as you are at risk of not achieving your target grade, | I |
| Progress is a cause for concern , and at present you are unlikely to achieve your target grade. | C |

Throughout the year, your child’s teacher will provide feedback on homework and assessments, indicating how to make improvements to their work, in order to help them make progress.

Tracking Progress

As a school we will track the progress of all students. We will be looking for students who may be underachieving in a particular subject area or across a group of subjects. In this scenario we may offer any one, or a combination, of the following:

- Students may be set extra work, to consolidate or help them practise areas that are causing them problems
- Subject intervention
- Mentoring
- Peer support
- Study skills sessions
- 1-1 meetings with tutors
- 1-1 meetings with Head of Learning
- Learning action plan

If you have any subject-specific concerns, please contact the subject teacher or Head of Department in the first instance. If you have more general or pastoral concerns, please contact the Head of Learning.

Using Gradecards and Supporting your Child

The Gradecard reflects the progress your child has made this term. It is a valuable opportunity for you and your child to discuss their current Working At Grade (WAG), as well as establishing their strengths and areas for development. Please be aware that rates of progress can vary between subjects, and therefore your child may have the same grade in two different subjects but a different progress indicator; this is perfectly normal. Research by Carol Dweck (Stanford University) has shown that it more effective to praise effort and commitment, rather than attainment. This places a great value on students' effort and thus encourages students to focus on their development and consequent improvement rather than comparing their performance to others; this is a key skill for their future learning.

How will I receive my child's report?

All Gradecards are emailed to the parents' primary contact email address submitted to the school, and it is also emailed to the student's school email address.

Attendance, Achievement and Behaviour Points

Subject teachers, Form Tutors and Heads of Learning regularly reward students for their academic and school community achievements with House Points. The percentage attendance, authorised absences, and unauthorised absences, will also be noted on the Gradecard. For each school day there are two registered sessions which include a morning and afternoon registration. If your child is absent for a full school day this would be recorded as two absences. Achievement and Behaviour Points are allocated for a variety of achievement and behaviour types. The most commonly allocated reward or sanction equates to 5 points. On our website, you can find the Behaviour for Learning Policy for more details (page 11 to 14).

When will I receive my child's Gradecard?

| Year Group | Gradecard Number | Week of Issue |
|------------|------------------|--------------------------------|
| 7 | Gradecard 1 | 1 st December 2025 |
| 7 | Gradecard 2 | 23 rd March 2026 |
| 7 | Gradecard 3 | 13 th July 2026 |
| 8 | Gradecard 1 | 8 th December 2025 |
| 8 | Gradecard 2 | 9 th March 2026 |
| 8 | Gradecard 3 | 13 th July 2026 |
| 9 | Gradecard 1 | 15 th December 2025 |
| 9 | Gradecard 2 | 2 nd March 2026 |
| 9 | Gradecard 3 | 13 th July 2026 |

Parents' Evenings

This year we are continuing with remote parents' evenings and possibly in person for some year groups. Appointments are booked online; approximately a fortnight before the event you will receive a letter explaining how to log in to the parent booking system and set up your appointments. Appointments will open a few days after this, to give everyone a chance to read the instructions. It is a simple procedure once you've signed in.

Each appointment is five minutes long, and as form tutors are also subject teachers, you will not be able to book an appointment with your child's form tutor. Therefore, should you have any pastoral concerns, please contact your child's Form Tutor or Head of Learning separately. You will find that the focus of the meeting will be on progress rather than attainment. Teachers will make you aware of any minor concerns, and discuss with you the next steps that your child should take, in order to make the best progress. You will hear from the subject teacher or Head of Learning before this if there are any major concerns.

We strongly encourage your child to attend the appointment too so that they can fully participate in the discussion.

- **Y7 Parents' Evening: Thursday 4th December 2025**
- **Y8 Parents' Evening: Thursday 26th March 2026**
- **Y9 Parents' Evening: Thursday 5th March 2026**