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Dear families

Please find attached the most recent progress report for your son.

The grade descriptors are as follows.

### Progress KS4

GCSE subjects are graded 9-1. 9 is the highest grade. The progress grade is the GCSE grade that students were working at, at the time that teachers completed these assessment activities. This means that this is the grade they would get if they were examined now on the content they had covered so far from the syllabus. It is usually lower than the grade that students will get in their final GCSE exam, because:

- even while they are learning new content, they continue to deepen their understanding of what they have already learned.
- they continue to practise the skills they will need to perform well across all parts of the exam syllabus.

In Year 11, students receive a predicted grade. This is the grade that they are most likely to get if they continue to work with the same attitudes to learning up to their GCSE exams. If they demonstrate a more positive attitude, they may get a better grade than the prediction. If their attitudes to learning get worse, they risk getting a grade lower than their prediction.

In Year 10, we do not give a predicted grade as these are not accurate enough, often enough, to be useful to students or families. The most valuable feedback for them is the guidance on how to improve from their teachers.

### Progress KS3

Progress grade	A	B	C	D	E
Meaning	Outstanding: progress is exceptional and exceeds expectations	Good: progress is as good as, or even better than, expectations	<b>Progress is in line with expectations</b>	Progress is slightly below expectations	Progress is below expectations

### Attitudes to learning KS3 +4

Grade	Effort	Homework	Behaviour
<b>A</b>	Outstanding, consistently pushes himself and tries his hardest at all times, shows real interest and commitment to learning, contributes positively in lessons, is well prepared, brings equipment, is resourceful.	Outstanding, completes all homework to a high standard.	Outstanding, consistently responsible, and ready to learn, shows a very positive attitude to learning, follows instructions first time, stays on task, interacts and works constructively with teacher and his peers, is almost always able to regulate his own behaviour.
<b>B</b>	Good: consistently pushes himself and tries his hardest almost all the time, shows real interest and commitment to learning, contributes positively in lessons, is well prepared, brings equipment, is resourceful.	Good: completes almost all homework to the required standard.	Good: almost always responsible and ready to learn, shows a very positive attitude to learning, follows instructions first time, stays on task, interacts and works constructively with teacher and his peers, works hard to regulate his own behaviour.
<b>C</b>	In line with expectations, but inconsistent, usually pushes himself and tries hard, often shows real interest in the learning, and can contribute positively, is usually well prepared, brings equipment and can be resourceful.	Most homework completed, but there are gaps, and the work is not always of the required standard.	Usually responsible and ready to learn, but inconsistent. Usually shows a positive attitude to learning, can follow instructions first time, stay on task, interact and work constructively with teacher and his peers, can ignore distractions and works hard to regulate his own behaviour.
<b>D</b>	Slightly below what we would expect at this stage, he does not really push himself and does not contribute enough in class.	Some homework is completed, but not enough, and the work is slightly below the standard we expect at this stage.	He can be responsible and ready to learn but does not always follow instructions first time and sometimes needs too many reminders.
<b>E</b>	Cause for concern, shows little interest in learning, rarely contributes in class, is not prepared for lessons, often forgets equipment, makes little or no effort in class.	Cause for concern, hardly ever completes homework.	Cause for concern, shows a negative attitude to learning, does not regulate his own behaviour, is often off task and sometimes disruptive.