

New GCSE Grading Structure for years 7-10

- Reformed GCSEs will be introduced gradually over three years from September 2015;
- September 2015 (now!) will see year 10 students in English and Maths begin on the new grading structure;
- Broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above;
- A grade 5 will be awarded to the top third of students gaining the equivalent of a grade C or bottom third of a grade B;
- Grade 5 is seen by the Department for Education as a 'good pass'.

| New grades | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|------------|----|---|---|---|---|---|---|---|----|---|
| Old grades | A* | A | | B | C | | D | E | FG | U |



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Target setting

| New grades | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|-----------------------------|----|---|---|---|---|---|---|---|----|---|
| Old grades | A* | A | | B | C | | D | E | FG | U |
| Key stage 2 levels (year 6) | | 6 | | 5 | 4 | 3 | 2 | | | |



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Fine grading

For example:

- Grade 5.0 – very vulnerable and as likely to get a 4 as a 5
- Grade 5.5 – a good chance of gaining a 5 but is far from certain and will need support to secure
- Grade 5.8 – certain to get a 5 at least and is almost as likely to get a 6.0



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| Subject | Commitment to learning | End of year 11 target | <ul style="list-style-type: none"> Exceeding expected progress Meeting expected progress Failing to make expected progress |
|----------------------|------------------------|-----------------------|---|
| English | 5 | 6 | Exceeding |
| Maths | 2 | 6 | Failing |
| MFL | 4 | 6 | Meeting |
| Subjects continue... | | | |



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| Subject | Commitment to learning | End of year 11 target | <ul style="list-style-type: none"> Exceeding expected progress Meeting expected progress Failing to make expected progress | End of year attainment |
|----------------------|------------------------|-----------------------|---|------------------------|
| English | 5 | 6 | Exceeding | 3.8 |
| Maths | 2 | 6 | Failing | 3.0 |
| MFL | 4 | 6 | Meeting | 2.5 |
| Subjects continue... | | | | |

