

BRIGHTON HILL COMMUNITY SCHOOL PROGRESS MODEL

Parent and student guide

[Abstract](#)

An introduction for parents and students to understand the BHCS progress model as implemented from the academic year starting September 2018. Last updated October 2025

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Table of Contents

<i>Assessing progress: Introduction.....</i>	3
<i>Assessing progress: End of Year 11 Performance Bands, Grades and Fine-Grades</i>	5
<i>Assessing progress: Year 7 baseline fine grade.....</i>	7
<i>Tracking progress: In-year fine grade progress to date.....</i>	9
<i>Assessing progress: Subject progress since joining BHCS.....</i>	10
<i>Assessing progress: Attitude to learning</i>	11
<i>Assessing progress: The Progress Tracker.....</i>	12
<i>Assessing Progress: Issuance of Progress Trackers.....</i>	13
<i>Glossary of terms.....</i>	14
<i>Appendices.....</i>	16

Assessing progress: Introduction

Our mission at Brighton Hill Community School is to create and maintain a culture where success is inevitable. In order to succeed, our students must have a clear vision of the journey they are on and the progress they are making on that journey.

We pride ourselves on developing the whole child, not only their academic progress, but their pastoral development too. The BHCS 'cornerstones' of courage, commitment, collaboration & kindness are key to this. This document is designed to provide you with an outline on how you can understand, monitor and support your child's academic progress and their inevitable journey to success.

With this inevitable success in mind there are four cornerstones of expectation we hold with our students, parents and staff:

- **Commitment** – We all develop a belief that everybody can improve and reach for excellence through effort and hard work. This is achieved when expectations and levels of challenge are consistently high.
- **Courage** – When we are learning new knowledge or skills, we understand the learning journey will rarely be easy, there will be a struggle where failure is initially expected and embraced. We learn from our mistakes and embrace challenges that will push our progress forward.
- **Collaboration** – We work together as a whole team and all benefit from good quality feedback, we strive to develop a culture where the BHCS feedback cycle is fully embedded.
- **Kindness** – We celebrate success & diversity of all. We aim to inspire each other to model the successes of others. We believe this will nurture and develop the characteristics of those individuals in ourselves, thus, supporting consistent improvement in all.

If success is a destination, a clear road map is required to reach that destination effectively. The start of your child's journey to this destination must therefore begin with determining their current position.

Over the last few years, the landscape of academic qualifications has changed significantly in all subject areas. Not only in terms of how qualifications are graded but also in terms of the focus of knowledge and skills to be mastered. As a school it has been necessary to respond to this in order to provide you with a clear understanding of your child's current attainment, as well as their progress and projected progress over time to their destination.

Since the 2018/19 academic year, students joining BHCS have had their KS2 SAT outcomes (for the academic year 2020-2021 & 2021-22 these were Primary School Teacher Assessed Grades due to the cancellation of all national assessments as a result of Covid-19) collated alongside their CAT 4 assessments. These results are subsequently aligned with National

data provided by FFT Aspire to determine each child's start point with us. We call this their '**baseline fine grade**'. A unique grade is allocated for each subject area of study.

To add an extra level of context, our new Year 7 students complete subject specific benchmark assessments across the opening weeks of their first term. The results of these assessments afford Heads of Faculty (HoF) the opportunity to make any final adjustments to individual student's 'baseline fine grades' using their professional judgement. It is from this 'baseline fine grade' that their progress is measured, reported and celebrated at each Teacher Assessment (TA) point in the 5 years they spend in our care.

With the changes to the academic landscape in mind, students who joined BHCS prior to the 2018/19 academic year were also reviewed. In order to maintain the validity and rigour of our assessments, while continuing to provide you with twice yearly reporting that is easy to understand and see your child's progress journey, the following changes were made to our assessment tracking.

Since the 2018/19 academic year, we have stopped operating two distinct assessment systems between KS3 & KS4. In each subject we now provide a bespoke progress pathway measures progress from the 'baseline fine grade' awarded in Year 7 unique to each subject and child. For students who joined before September 2018 this meant we:

- Applied a baseline grade based on their KS2 results
- Reviewed formal assessments conducted at BHCS since they had been with the school
- Aligned these with data provided by FFT Aspire, as well as used our experience of your child to date at that time.

The primary benefits of this system to you and your child are that it will afford the opportunity to not only celebrate the individual's progress within the year, but also give your child and you an even clearer vision on the potential GCSE outcomes by subject come the end of Year 11.

From a school perspective, the system will further strengthen our ability to track progress in line with potential GCSE outcomes and where necessary, apply targeted intervention in the form of 'therapies' to address the diagnosed areas for development that may be required to maintain your child's positive progress, from TA point to TA point, to achieve at least their minimum expected attainment pathway (EAP).

Assessing progress: End of Year 11 Performance Bands, Grades and Fine-Grades

Qualifications are now graded 9 – 1 in all GCSE subjects, with 9 being the highest level of achievement and 1 being the lowest awarded grade. A grade 4 is considered a pass (equivalent to a mid to low C in the old format) with a grade 5 considered a strong pass (equivalent to a high C in the old format). With our culture of high expectations, we expect to see students make a minimum of 1 fine grade of progress per term in each subject they study (see table 2).

Now all GCSE subjects have adopted the 9 – 1 grading system we are able to apply this model by subject to all students on arrival in Year 7. As a result, this model of minimum expected progress will continue across KS3 uninterrupted into Key Stage 4. The result is a clear progress pathway from their 'baseline fine grade' at the start of Year 7 towards a final projected end of course minimum projected 9 – 1 grade within an allocated 'End of Year 11 projected performance band'.

As the BHCS curriculum offer continues to evolve to meet our context and the needs of your child, new subjects are introduced, some of which, such as Cambridge Technical Awards and V-Certs (vocational awards equivalent to GCSE's) do not use the 9-1 outcome measure, but a grading system based on a distinction, merit & pass basis. For these subjects progress will be reported using fine grades in the same way as 9-1 but you will see the equivalent distinction, merit & pass descriptor alongside it.

We also have some subjects that are options from Year 9 only and not studied in Years 7 & 8. These subjects will follow the same process of setting baseline fine grades. This will commence from the start of year 9 when baseline fine grades will be provided in the Yr9 Teacher Assessment (TA) 1 Progress Tracker. Academic progress will be measured against these baseline fine grades across the 3 years of study in these specific subject courses.

As progress outcomes are determined by minimum expected attainment grades being achieved, all students and parents should be aware that full attendance, maximum effort and consistent adherence to all school policies must be applied to secure their inevitable success. Historically, where this is achieved, opportunities exist for students to progress beyond their documented 'end of Year 11 projected performance band'. Or in the case of the 'excellence performance band' achievement of the highest grade, grade 9, can be expected.

End of Year 11 projected performance band	Year 7 baseline fine grade	Projected final GCSE grade range
Excellence	2c and above	7-9
Strong	1f – 1a	5-6
Secure	1i – 1g	4
Foundation	1j - PRE	1 – 3

Table 1: End of Year 11 projected performance bands indicating projected final GCSE grade range, where minimum progress or higher is achieved and maintained across the years by the student.

In order to track progress, BHCS use a fine grading system where each whole grade is subdivided into 3 parts or 'fine grades', the fine grade model with descriptors is illustrated in Table 2 below.

Grade	Fine grade	Seen on progress tracker as the 'current working at fine grade'	Descriptor
4	a	4a	Securely meeting the criteria for this grade, close to achieving the grade above.
4	b	4b	Meeting at least half the criteria for this grade but not yet close to achieving the grade above.
4	c	4c	Meeting the minimum criteria for this grade, at risk of dropping a grade lower without sustained progress.

Table 2: Example of the fine grading system as shown at grade 4 (considered a GCSE standard pass)

Assessing progress: Year 7 baseline fine grade

The BHCS assessment system will provide a baseline fine grade determined at the start of year 7 and feature on the first Year 7 'baseline tracker' your child receives. This will be used to measure progress in subsequent terms and years by applying the fine grading scale explained previously and taking each subject's progress matrix into account (see appendices), in many subjects a bespoke baseline is then applied to reflect the progress journey in that specific subject.

From the start of Year 7, your child will be developing knowledge and skills that directly apply to the suite of qualifications we offer on the KS4 curriculum at BHCS. When your child comes to selecting their option subjects at the end of Year 8 you will have a clear view on which option subjects your child is progressing most positively in. This can help you and your child, along with guidance from the school, to select the best possible combination of subjects to pursue in KS4, Years 9 – 11 as part of the BHCS 'guided choices' process.

Naturally the Year 7 'baseline fine grade' will vary not only by individual student but for the individual student within each subject area. In Year 7 the fine grading system operates as described above to align with GCSE number grades; however, Year 7 is unique as there is an extended sub grading system at grade 1. Not all students will join BHCS with the knowledge and skills required to immediately achieve a GCSE grade 1 in any given subject. For this reason, the sub-grading for Grade 1 will extend beyond 1a – c to also include letters d through to j. See figures 1 & 2 below for different examples of student progress from different fine grade baseline starting points.

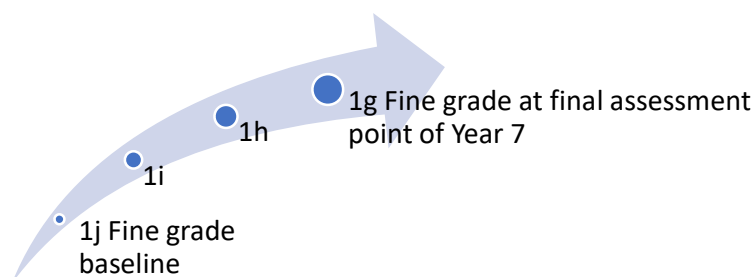


Figure 1: An example of student's progress journey measured in fine grades where the student's 'baseline fine grade' is 1j and the student makes the expected 1 fine grade of progress per term in their first year. In this scenario the student ends the year on a fine level of 1g and has yet to achieve the lowest fine grade aligned to a GCSE qualification of 1c.

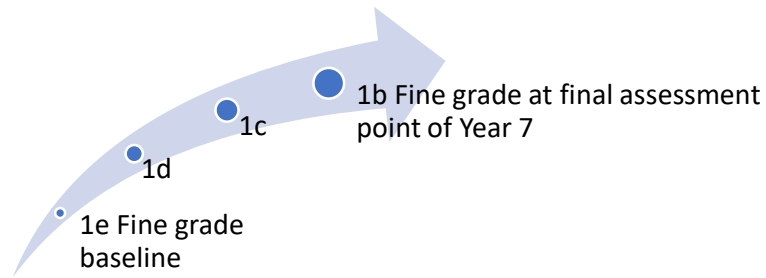


Figure 2: An example of student’s progress journey measured in fine grades where the student’s ‘baseline fine grade’ is 1e and the student makes the expected 1 fine grade of progress per term in their first year. In this scenario the student ends the year on a fine level of 1b and is now considered to be able to access a Level 1 GCSE qualification in this subject area.

Table 3 illustrates how progress journeys for different children (Student A, Student B, Student C & Student D) with different ‘baseline fine grades’ in English might look if the minimum expected progress of one fine grade per term is made across the 3 terms in Year 7. The scenarios are further extended to demonstrate the final GCSE outcome if the student maintains the termly minimum expected progress across all 5 years. *Note the illustrative example is for English.* See Appendices for the full minimum expected progress matrix by subject, baseline grade and termly assessment point. As previously stated, each subject’s demands in skill and knowledge vary across the years resulting in different subjects having different rates of expected progress. These rates of progress are reflected in the progress matrix of each subject.

Student	Baseline fine grade	Term 1 fine grade progress	Term 2 fine grade progress	Term 3 fine grade progress	Fine ‘working at’ fine grade at end of year 7	Minimum fine grade outcome of GCSE at end of course in Year 11
A	1j	+1	+1 (+2 total)	+1 (+3 total)	1g	3a
B	1e	+1	+1 (+2 total)	+1 (+3 total)	1b	5b
C	2a	+1	+1 (+2 total)	+1 (+3 total)	3a	7a
D	4b	+1	+1 (+2 total)	+1 (+3 total)	5b	9b

Table 3: Examples of 4 Year 7 children with different ‘baseline fine grades’ in English making expected minimum progress across their first year, including final outcome if minimum expected progress is maintained across all 5 years.

BHCS delivers ‘quality first teaching’ (QFT) across all subjects, designed to support your child in making a minimum of one sub level of progress a term. You will be able to clearly track and understand your child’s learning journey with us from the ‘progress tracker’ you will receive.

It is understood there may be students with skills and knowledge gaps and/or specific educational needs that join BHCS without being able to demonstrate the skills or knowledge to achieve the minimum initial baseline of 1j. In these cases, the BHCS ‘SEND’ team and/or teaching staff (depending on the level of need) will work closely with the child and parents/carers to report and track progress in supporting the child in reaching the standards of knowledge and skill required to reach 1j, from which point the progress model previously described will apply.

Tracking progress: In-year fine grade progress to date

After the first ‘baseline tracker’ is received in Term 1 of Year 7, the Year 7 Baseline fine grade will no longer feature on the ‘progress tracker’, but you can request this information if required from the relevant teacher. Instead, you will see the ‘in-year fine grade progress to date’ column. This number will inform you of how many levels of fine grade progress your child has made since the start of the year compared to their ‘baseline fine grade’. For students in years 8 – 11 the in-year fine grade progress to date is measured against the assessment end point of the previous academic year (TA2), relative to each subject’s progress matrix (see appendices).

Subject	End of year 11 projected performance band	In-year fine grade progress to date	Current working at fine grade	Subject progress since joining BHCS	Term 1 Attitude to Learning
English Literature	Strong	+1	1f	Making good progress	Good
English Language	Strong	0	1g	Making expected progress	Good
Maths	Excellence	-1	1h	Making expected progress	Excellent

Table 4: Demonstrates that ‘in-year fine grade progress to date’ can be reported as a positive progress number (+) where a student has made progress against their original position (year 7 baseline or bespoke baseline depending on subject), a 0 denoting no progress has been made compared to their original position compared to their Year 7 baseline, or a negative progress number (-) where student has made negative progress against their original position compared to their Year 7 baseline. The same is true for years 8

– 11 where progress is measured against the last assessment point (TA2) of the previous academic year

Assessing progress: Subject progress since joining BHCS

Reporting progress to parents/carers will be on a biannual basis via the ‘progress tracker’ and supporting parents’ evenings. It will present a view on how students are performing in each subject relative to their ‘end of Year 11 projected performance band’, and ‘current working at fine grade’ as described in Tables 1, 2 & 3. It will also include ‘subject progress since joining BHCS’ as detailed in Table 5 below which will appear alongside the ‘current working at fine grade’ for that subject as described in Table 2.

Subject progress since joining BHCS	Definition
Making less than expected progress	The student has regressed compared to their minimum expected progress and is no longer currently on target to achieve their ‘performance band’.
Making expected progress	The student remains on track to achieve their expected ‘performance band’.
Making good progress	The student has made more than expected progress and is set to achieve the next ‘performance band’ up from their originally projected ‘performance band’.
Making exceptional progress	The student is progressing at such a rate that they are now projected to achieve a GCSE grade 2 or more ‘performance bands’ higher than their originally projected ‘performance band’.

Table 5: Subject progress since joining BHCS descriptors are allocated relative to the student’s progress compared to their assigned ‘End of year 11 projected performance band’.

Assessing progress: Attitude to learning

The Progress Tracker will also provide a measure for attitude to learning (ATL).

Attitude to learning score	Definition of score
1 Excellent	The student is consistently engaged in their learning, always giving maximum effort and responding effectively to teacher feedback. Students show a real 'thirst for learning'. Behaviour is excellent at all times.
2 Good	The student usually is engaged in their learning, often giving their maximum effort and responding effectively to teacher feedback. Behaviour is good at all times.
3 Inconsistent	The student can be off task but responds to redirection. The student does not always respond to feedback and requires reminders to demonstrate progress. Behaviour can be inconsistent at times.
4 Poor	The student sometimes responds to redirection but sometimes escalation of sanctions is required. The student rarely responds to feedback independently and very little effort is made to engage in learning. An attitude to learning score of 4 or below will result in direct contact home. Behaviour is often poor.
5 Poor and disruptive	The student rarely responds to redirection and often escalation of sanctions is required. The student never responds to feedback and is unable to demonstrate an ability to work independently with no effort made to engage in their learning. Behaviour is often poor and disruptive.
6 Extremely disruptive	The student never responds to redirection and as a result additional support is required, this will often be alternative learning provision. There is no evidence of student response to feedback and no evidence of engagement in learning. Behaviour is consistently poor and highly disruptive.

Table 6 Attitude to learning (ATL) points scale with descriptors.

Assessing progress: The Progress Tracker

Below is a hypothetical example of how the ‘progress tracker’ will look for your child, including all the elements described above with a view to illustrating possible permutations. As in the example below, each piece of data reported is aligned to the different key questions our parents have told us they are interested in. Not all parents want the same information, so this format of key questions by column allows you to focus on just the key attainment and progress information that is of interest to you.

Subject	What level of GCSE should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
	End of Year 11 projected performance band	In-year fine grade progress to date	Current working at fine grade	Subject progress since joining BHCS	Term 1 Attitude to Learning
English Literature	Strong	+2	2b	Making good progress	Good
English Language	Strong	+3	3b	Making exceptional progress	Good
Maths	Excellence	+1	3b	Making expected progress	Excellent
Science	Strong	0	2b	Making expected progress	Good
History	Strong	0	1c	Making less than expected progress	Inconsistent

Table 7: Example of an extract from a Year 8 Term 1 Progress Tracker providing examples of each element.

In the hypothetical example above the following is true:

In English Literature, the student has achieved 2 fine grades of progress compared to their Year 7 Term 3 assessment point. In this case, for this student, they are ‘making good

progress'. This means if they continue to make at least the minimum level of progress in subsequent assessment periods, they are now in a position where they are projected to achieve a higher performance band (Excellence rather than Strong) in this GCSE subject come the end of the course.

In English Language, the student has achieved 3 fine grades of progress in this assessment period. At this point they are making 'exceptional progress'. This is because if they continue to make at least the minimum level of progress in each of the subsequent assessment periods they are now in a position where they are projected to achieve a performance band 2 bands higher (Excellence rather than Secure) in this GCSE subject.

In Maths, the student has achieved 1 fine grade of progress (the minimum expected level of progress) in this assessment period, as a result they are recorded as 'making expected progress' and remain on course to make their projected performance band ('excellence') if they continue to make at least the minimum level of progress in subsequent assessment periods.

In Science, the student has made no fine grade progress. The student is still categorised as 'making expected progress' because as it stands (if the student can recover and continue to make at least the minimum expected level of progress in subsequent assessment periods), they will still achieve their projected GCSE grade in their allocated performance band ('strong'). This student will however be flagged to teaching staff and therapies may well be applied beyond quality first teaching to support student progress.

In History the student has made no fine grade progress. However, in this instance even if the student goes on to make the minimum level of fine grade progress each term they will not achieve their projected performance band (achieving secure rather than strong). They have now fallen to a lower performance band and are therefore identified as making 'less than expected progress'. This student will be flagged to teaching staff and therapies will be applied beyond quality first teaching to support student progress.

Assessing Progress: Issuance of Progress Trackers

	Year 7	Year 8	Year 9	Year 10	Year 11
Progress Tracker 1	23 rd February	2 nd December	12 th January	3 rd February	10 th November
Progress Matrix Comparison Point	Term 1	Term 1	Term 1	Term 1	Term 1
Progress Tracker 2	15 th June	20 th April	11 th May	1 st June	16 th March
Progress Matrix Comparison Point	Term 3	Term 2	Term 2	Term 3	Term 2

Table 8: 2025/26 Window release dates of progress trackers by term and year group.

NB: Progress is rarely linear for any student. The progress tracker acts as a guide for parents and students. Depending on where the progress issuance falls, compared to the termly matrix, may see students slightly behind or slightly ahead of their EAP. For example, Progress Tracker 1 for Years 8, 9 & 10 are issued before the end of Term 1 (but progress is measured against the end of Term 1 matrix for the respective year) so some students may yet close the gap with the remaining teaching weeks remaining if they are behind their projected EAP, this gap however should be no greater than -1 fine grade. Further behind than this would suggest a student needs additional therapies. The BHCS progress review system would assure the relevant support is put in place for children in this position.

Glossary of terms

Fine grade: Grades are awarded from levels 1 – 9. In school the grades are subdivided into fine grades to afford closer monitoring of progress. The culture of high expectations at BHCS requires students to achieve an average of one fine grade per term of progress. With three terms a year, the fine grade is structured as a, b, c. (refer to table 2 for more detail).

Progress tracker: Document issued twice a year (with Year 7 having an additional Baseline Tracker at the start of their first academic year at BHCS) providing an overview of student progress by subject, including 'performance band', 'baseline fine grade', 'fine grade progress', 'working at fine grade', 'progress descriptor' and 'attitude to learning' score.

End of Year 11 projected performance band: The projected GCSE band in which the student should end the subject course if they maintain the minimum expected sub grade progress per term. This answers the common parent question: *"What level of GCSE should my child achieve?"*

Minimum expected fine grade progress: Students are expected to make a minimum of 1 fine grade of progress per term in each subject they study.

Baseline fine grade: All students will receive a baseline fine grade at the start of year 7 this will be calculated using KS2 SAT results, BHCS benchmark exams and data provided by FFT Aspire.

In-year fine grade progress to date: The term used to identify the total number of fine grades of progress achieved compared to the end point assessment (TA2) of the previous year. For Year 7 this is compared to their baseline fine grade issued at the start of Year 7 (TA1). This answers the common parent question: *"Is my child making progress this academic year?"*

Fine grade: Whole grades are sub-divided into 3 fine grades where grades are GCSE numbers and sub-divisions are the letters a-c where a, is the top sub grade, b is the middle grade and c is the bottom grade of the subdivisions.

Assessment period: Students are assessed with formative and summative assessments across each term. These assessments are used (alongside other indicators such as home learning performance, Attitude to Learning, attendance & professional judgement) to

determine a 'current working at fine grade' which allows the calculation of a fine grade for progress documented in each 'Progress Tracker'.

Current working at fine grade: This is the fine grade the student is currently achieving for the course as a whole. It is the accumulative grade from fine grade progress achieved across terms reflecting knowledge and skills secured. This answers the common parent question: *"What grade is my child currently achieving?"*

Subject progress since joining: This defines whether the student is currently below, on above or significantly above their minimum projected performance band. This answers the common parent question: *"Is my child still on track to achieve their end of year 11 projected performance band?"*

Attitude to learning score: A measure of a student's behaviour, engagement and commitment to progress in the classroom. This answers the common parent question: *"Is my child still displaying the right attitude to learning?"*

Appendices

Appendix I – Linear Progress Matrix for English

NB: In exceptional circumstances students may be awarded a higher baseline fine grade than 4A. If achieving the minimum expected progress per term they can reach the maximum grade of 9A sooner than Year 11 Term 3. In some cases this may lead to consideration of early exam entry.

Baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	KS4 Exams	Performance Band
4A	5C	5B	5A	6C	6B	6A	7C	7B	7A	8C	8B	8A	9C	9B	9A	9	Excellence
4B	4A	5C	5B	5A	6C	6B	6A	7C	7B	7A	8C	8B	8A	9C	9B	9	
4C	4B	4A	5C	5B	5A	6C	6B	6A	7C	7B	7A	8C	8B	8A	9C	9	
3A	4C	4B	4A	5C	5B	5A	6C	6B	6A	7C	7B	7A	8C	8B	8A	8	
3B	3A	4C	4B	4A	5C	5B	5A	6C	6B	6A	7C	7B	7A	8C	8B	8	
3C	3B	3A	4C	4B	4A	5C	5B	5A	6C	6B	6A	7C	7B	7A	8C	8	
2A	3C	3B	3A	4C	4B	4A	5C	5B	5A	6C	6B	6A	7C	7B	7A	7	
2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5A	6C	6B	6A	7C	7B	7	
2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5A	6C	6B	6A	7C	7	
1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5A	6C	6B	6A	6	Strong
1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5A	6C	6B	6	
1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5A	6C	6	
1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5A	5	
1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5	
1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5	
1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	4	Secure
1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4	
1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4	
1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	3	Foundation
PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3	
PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3	
PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	2	
PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	1	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1	

Appendix II – Bespoke Progress Matrix for Maths

NB: In exceptional circumstances students may be awarded a higher baseline fine grade than 4A (2B). If achieving the minimum expected progress per term they can reach the maximum grade of 9A sooner than Year 11 Term 3. In some cases this may lead to consideration of early exam entry.

Linear Baseline	Bespoke Baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	KS4 Exams	Performance Band
4A	3C	2A	3C	3B	3A	4C	4B	4A	5C	5A	6B	7C	7A	8B	9C	9A	9	Excellence
4B	3C	2A	3C	3B	3A	4C	4B	4A	5C	5B	6C	6A	7B	8C	8A	9B	9	
4C	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5A	6B	7C	7A	8B	9C	9	
3A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	6C	6A	7B	8C	8A	8	
3B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5A	6B	7C	7A	8B	8	
3C	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	6C	6A	7B	8C	8	
2A	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	6C	6B	7A	7	
2B	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	6C	6A	7B	7	
2C	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5A	6B	7C	7	
1A	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5A	6C	6A	6	Strong
1B	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5A	6B	6	
1C	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	6C	6	
1D	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5A	5	
1E	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5	
1F	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5	
1G	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	4	Secure
1H	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4	
1I	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4	
1J	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	3	Foundation
PRE 1	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3	
PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3	
PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2A	2B	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	1	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1	

Appendix III – Bespoke Progress Matrix for Science

NB: In exceptional circumstances students may be awarded a higher baseline fine grade than 4A. (2A) If achieving the minimum expected progress per term they can reach the maximum grade of 9A sooner than Year 11 Term 3. In some cases this may lead to consideration of early exam entry.

Baseline	Bespoke Baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	Exam	Performance Band
4A	2A	3C	3B	3A	4C	4B	4A	5A	6B	7C	7B	7A	8B	8A	9C	9A	9	Excellence
4B	2A	3C	3B	3A	4C	4B	4A	5B	6C	6A	7C	7A	8C	8B	8A	9B	9	
4C	2A	3C	3B	3A	4C	4B	4A	5C	5A	6B	7C	7A	8C	8B	8C	9C	9	
3A	2C	2B	2A	3C	3A	4C	4B	4A	5B	6C	6B	6A	7B	7A	8C	8A	8	
3B	2C	2B	2A	3C	3B	3A	4C	4B	5C	5B	5A	6A	7C	7B	7A	8B	8	
3C	2C	2B	2A	3C	3B	3A	4C	4B	5C	5B	5A	6A	7C	7C	7B	8C	8	
2A	1B	1A	1A	2C	2B	2A	3C	4C	4B	5C	5B	5A	6B	6A	7C	7A	7	
2B	1C	1B	1A	2C	2C	2A	3C	4C	4B	4A	5B	5A	6C	6B	6A	7B	7	
2C	1D	1C	1B	1A	2C	2B	2A	3B	4C	4B	5B	5A	6C	6B	6A	7C	7	
1A	1E	1D	1C	1B	1A	2C	2A	2B	3C	3B	4B	5C	5B	6C	6B	6A	6	Strong
1B	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	4B	5C	5B	6C	6B	6	
1C	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3A	4B	5C	5B	6C	6	
1D	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	4B	5C	5B	5A	5	
1E	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	4B	4A	5C	5B	5	
1F	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3A	4B	4A	5C	5	
1G	1I	1H	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4B	4A	4	Secure
1H	1I	1I	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	4C	4B	4	
1I	PRE 1	1J	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4	
1J	PRE 1	1J	1H	1G	1F	1E	1D	1C	1C	1B	1A	2C	2B	2A	3C	3A	3	Foundation
PRE 1	PRE 2	PRE 1	1J	1H	1G	1F	1D	1D	1C	1B	1A	2C	2B	2A	3C	3B	3	
PRE 2	PRE 2	PRE 2	PRE 1	1J	1H	1G	1F	1D	1D	1C	1B	1A	2C	2B	2A	3C	3	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2A	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	3	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	1	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1	

Appendix IV – Bespoke Progress Matrix for MFL.

NB: In exceptional circumstances students may be awarded a higher baseline fine grade than 4A (1G). If achieving the minimum expected progress per term they can reach the maximum grade of 9A sooner than Year 11 Term 3. In some cases this may lead to consideration of early exam entry.

Linear Baseline	Bespoke Baseline	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	Exams	Performance Band
4A	1G	1C	2C	3C	3A	4C	5C	5A	6B	7C	7A	8B	9C	9B	9A	9	Excellence
4B	1G	1C	2C	3C	3A	4C	5C	5A	6B	7C	7B	8C	8A	9C	9B	9	
4C	1G	1C	2C	3C	3A	4C	4A	5B	6C	6A	7C	7A	8B	8A	9C	9	
3A	1G	1D	1A	2A	3B	3A	4B	5C	5A	6B	6A	7B	8C	8B	8A	8	
3B	1G	1D	1A	2A	3B	3A	4B	5C	5A	6C	6B	7C	7A	8C	8B	8	
3C	1G	1D	1A	2A	3B	3A	4B	5C	5A	6C	6B	7C	7B	7A	8C	8	
2A	1G	1D	1A	2A	3C	3B	4C	4A	5B	5A	6C	6A	7C	7B	7A	7	
2B	1G	1D	1A	2B	3C	3B	4C	4A	5B	5A	6C	6B	6A	7C	7B	7	
2C	1G	1D	1B	2C	2A	3C	3A	4B	5C	5B	5A	6C	6B	6A	7C	7	
1A	1G	1E	1C	1A	2B	2A	3B	4C	4A	5C	5B	5A	6C	6B	6A	6	Strong
1B	1G	1E	1C	1A	2C	2B	3C	3A	4B	4A	5C	5B	5A	6C	6B	6	
1C	1G	1E	1C	1A	2C	2B	2A	3B	4C	4B	4A	5C	5B	5A	6C	6	
1D	1G	1E	1C	1A	2C	2B	2A	3C	3A	4C	4B	4A	5C	5B	5A	5	
1E	1G	1E	1D	1B	1A	2C	2B	2A	3B	3A	4C	4B	4A	5C	5B	5	
1F	1G	1E	1D	1C	1B	1A	2C	2B	3C	3B	3A	4C	4B	4A	5C	5	
1G	1G	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	4	Secure
1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4	
1I	1J	1I	1G	1F	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4	
1J	1J	1I	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	3	Foundation
PRE 1	PRE 1	1J	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3	
PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3	
PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	2	
PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2	

Appendix V – Bespoke Progress Matrix for Spanish

NB: If Spanish is selected in Year 9 with no KS3 exposure the following progress matrix applies. In exceptional circumstances students may be awarded a higher baseline fine grade than 4A (1J) resulting in accelerated progress compared to that shown on the matrix and potentially achieving a grade 9 by Year 11 exams.

Linear Baseline	Bespoke Baseline	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	Exams	Performance Band
4A	1J	2A	3A	4A	5B	6B	7B	8B	9C	9A	9	Excellence
4B	1J	2A	3A	4A	5B	6B	7C	8C	8A	9B	9	
4C	1J	2A	3A	4A	5B	6B	7C	8C	8A	9C	9	
3A	1J	2A	3A	4A	5B	6B	7C	7A	8B	8A	8	
3B	1J	2A	3A	4A	5B	6C	6A	7C	7A	8B	8	
3C	1J	2A	3A	4A	5C	5A	6C	6A	7B	8C	8	
2A	1J	2B	3B	4B	4A	5B	6C	6A	7B	7A	7	
2B	1J	2B	3B	4B	4A	5B	6C	6A	7C	7B	7	
2C	1J	2C	3C	4C	4A	5C	5A	6C	6A	7C	7	
1A	1J	2C	3C	4C	4A	5C	5A	6C	6B	6A	6	Strong
1B	1J	1A	2A	3A	4B	5C	5B	5A	6C	6B	6	
1C	1J	1A	2A	3A	4B	4A	5C	5B	5A	6C	6	
1D	1J	1B	2B	3B	4C	4B	4A	5C	5B	5A	5	
1E	1J	1B	2B	3B	3A	4C	4B	4A	5C	5B	5	
1F	1J	1C	2C	3C	3B	3A	4C	4B	4A	5C	5	
1G	1J	1D	1A	2A	3C	3B	3A	4C	4B	4A	4	Secure
1H	1J	1E	1B	2B	2A	3C	3B	3A	4C	4B	4	
1I	1J	1F	1C	2C	2B	2A	3C	3B	3A	4C	4	
1J	1J	1G	1D	1A	2C	2B	2A	3C	3B	3A	3	Foundation
PRE 1	1J	1H	1E	1B	1A	2C	2B	2A	3C	3B	3	
PRE 2	1J	1I	1F	1C	1B	1A	2C	2B	2A	3C	3	

Appendix VI – Bespoke Progress Matrix for Religious Studies

NB: In exceptional circumstances students may be awarded a higher baseline fine grade than 4A (2C). If achieving the minimum expected progress per term they can reach the maximum grade of 9A sooner than Year 11 Term 3. In some cases this may lead to consideration of early exam entry.

Linear Baseline	Bespoke Baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	KS4 Exams	Performance Band
4A	2C	2B	2B	2A	3C	3B	3A	4B	5C	5A	6B	7C	7A	8B	9C	9A	9	Excellence
4B	1A	2C	2C	2B	2A	3C	3B	4C	4A	5B	6C	6A	7B	8C	8A	9B	9	
4C	1B	1A	1A	2C	2B	2A	3C	3A	4B	5C	5A	6B	7C	7A	8B	9C	9	
3A	1C	1B	1B	1A	2C	2B	2A	3B	4C	4A	5B	6C	6A	7B	8C	8A	8	
3B	1D	1C	1C	1B	1A	2C	2B	3C	3A	4B	5C	5A	6B	7C	7A	8B	8	
3C	1D	1C	1C	1B	1A	2C	2B	3C	3A	4B	5C	5A	6B	7C	7A	8C	8	
2A	1E	1D	1D	1C	1B	1A	2C	2A	3B	4C	4A	5B	6C	6A	7B	7A	7	
2B	1E	1D	1D	1C	1B	1A	2C	2A	3B	4C	4A	5B	6C	6B	6A	7B	7	
2C	1F	1E	1E	1D	1C	1B	1A	2B	3C	3A	4B	5C	5A	6B	6A	7C	7	
1A	1F	1E	1E	1D	1C	1B	1A	2B	3C	3A	4B	5C	5A	6C	6B	6A	6	Strong
1B	1G	1F	1F	1E	1D	1C	1B	2C	2A	3B	4C	4A	5C	5B	5A	6B	6	
1C	1G	1F	1F	1E	1D	1C	1B	2C	2A	3B	4C	4A	5C	5B	5A	6C	6	
1D	1H	1G	1G	1F	1E	1D	1C	1A	2B	3C	3A	4B	4A	5C	5B	5A	5	
1E	1H	1G	1G	1F	1E	1D	1C	1A	2B	3C	3A	4C	4B	4A	5C	5B	5	
1F	1I	1H	1H	1G	1F	1E	1D	1B	2C	2A	3B	4C	4C	4B	4A	5C	5	
1G	1I	1H	1H	1G	1F	1E	1D	1B	2C	2A	3C	3B	3A	4C	4B	4A	4	Secure
1H	1J	1I	1I	1H	1G	1F	1E	1C	1A	2B	2A	3C	3B	3A	4C	4B	4	
1I	1J	1I	1I	1I	1H	1G	1F	1D	1B	2C	2B	2A	3C	3B	3A	4C	4	
1J	PRE 1	1J	1J	1J	1I	1H	1G	1E	1C	1A	2C	2B	2A	3C	3B	3A	3	Foundation
PRE 1	PRE 1	1J	1J	1J	1I	1H	1G	1E	1D	1B	1A	2C	2B	2A	3C	3B	3	
PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1I	1H	1F	1D	1C	1B	1A	2C	2B	2A	3C	3	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1E	1D	1C	1B	1A	2C	2B	2A	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	PRE 1	1J	1J	1H	1G	1F	1E	1C	1B	1A	2C	2B	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	PRE 1	PRE 1	1J	1I	1H	1F	1E	1D	1C	1B	1A	2C	2	

Appendix VII – Bespoke Progress Matrix for Digitech KS3, Drama, Design & Technology, Food & Nutrition, Computing KS3 & KS4, KS4 Business, KS4 Information Technology, KS4 Media

NB: In exceptional circumstances students may be awarded a higher baseline fine grade than 4A (1E). If achieving the minimum expected progress per term they can reach the maximum grade of 9A sooner than Year 11 Term 3. In some cases, this may lead to consideration of early exam entry.

Linear Baseline	Bespoke Baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	Performance Band
4A	1E	1A	1A	2C	3C	3B	3A	7C	7B	7A	8C	8B	8A	9C	9B	9A	Excellence
4B	1E	1B	1A	2C	3C	3B	3A	6A	7C	7B	7A	8C	8B	8A	9C	9B	
4C	1F	1C	1B	1A	2A	3C	3B	6B	6A	7C	7B	7A	8C	8B	8A	9C	
3A	1F	1D	1C	1B	2B	2A	3C	5C	6B	6A	7C	7B	7A	8C	8B	8A	
3B	1G	1D	1D	1C	2C	2B	2A	4A	5C	6B	6A	7C	7B	7A	8C	8B	
3C	1G	1E	1D	1C	1A	2C	2B	4A	5C	6B	6B	6A	7C	7B	7A	8C	
2A	1G	1E	1D	1C	1B	2C	2B	4B	5C	5B	6C	6B	6A	7C	7B	7A	
2B	1G	1E	1D	1D	1B	1A	2C	4B	5C	5B	5A	6C	6B	6A	7C	7B	
2C	1H	1F	1E	1D	1C	1A	2C	4C	4A	5C	5B	5A	6C	6B	6A	7C	
1A	1H	1F	1E	1D	1C	1B	2C	4C	4B	4A	5C	5B	5A	6C	6B	6A	Strong
1B	1H	1F	1E	1E	1C	1B	1A	3A	4C	4B	4A	5C	5B	5A	6C	6B	
1C	1H	1F	1E	1E	1C	1B	1A	3B	3A	4C	4B	4A	5C	5B	5A	6C	
1D	1I	1G	1F	1E	1D	1C	1A	3C	3B	3A	4C	4B	4A	5C	5B	5A	
1E	1I	1G	1F	1F	1D	1C	1B	2A	3C	3B	3A	4C	4B	4A	5C	5B	
1F	1I	1H	1G	1F	1E	1D	1C	2B	2A	3C	3B	3A	4C	4B	4A	5C	
1G	1I	1H	1G	1G	1E	1D	1C	2C	2B	2A	3C	3B	3A	4C	4B	4A	Secure
1H	1J	1I	1H	1G	1F	1E	1D	1B	2C	2B	2A	3C	3B	3A	4C	4B	
1I	1J	1I	1H	1H	1G	1F	1E	1C	1A	2C	2B	2A	3C	3B	3A	4C	
1J	1J	1I	1H	1H	1G	1F	1E	1C	1B	1A	2C	2B	2A	3C	3B	3A	Foundation
PRE 1	PRE 1	1J	1I	1I	1H	1G	1F	1E	1D	1C	1A	2C	2B	2A	3C	3B	
PRE 2	PRE 2	1J	1I	1I	1H	1G	1F	1e	1D	1C	1B	1A	2C	2B	2A	3C	
PRE 2	PRE 2	PRE 1	1J	1J	1I	1H	1G	1F	1E	1d	1C	1B	1A	2C	2B	2A	
PRE 2	PRE 2	PRE 2	PRE 1	1J	1J	1I	1h	1G	1F	1E	1d	1C	1B	1A	2C	2B	
PRE 2	PRE 2	PRE 2	PRE 1	PRE 1	1J	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	

Appendix VIII – Bespoke Progress Matrix for History

NB: In exceptional circumstances students may be awarded a higher baseline fine grade than 4A (2C). If achieving the minimum expected progress per term they can reach the maximum grade of 9A sooner than Year 11 Term 3. In some cases this may lead to consideration of early exam entry.

Baseline	Bespoke Baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	KS4 Exams	Performance Band
4A	2C	2B	2A	3C	3B	3A	4C	4A	5B	6C	6B	7C	7A	8A	9C	9A	9	Excellence
4B	2C	2B	2A	3C	3B	3A	4C	4A	5B	6C	6B	7C	7A	8A	9C	9B	9	
4C	1A	2C	2B	2A	3C	3B	3A	4B	5C	5A	6C	6A	7B	8B	8A	9C	9	
3A	1A	2C	2C	2B	2A	3C	3B	4C	4A	5B	5A	6B	7C	7A	8B	8A	8	
3B	1B	1A	2C	2B	2A	3C	3B	4C	4A	5B	5A	6B	7C	7A	8C	8B	8	
3C	1B	1A	1A	2C	2B	2A	3C	3A	4B	5C	5B	6C	6A	7B	7A	8C	8	
2A	1C	1B	1A	2C	2B	2A	3C	3A	4B	5C	5B	6C	6A	7C	7B	7A	7	
2B	1C	1B	1B	1A	2C	2B	2A	3B	4C	4A	5C	5A	6B	6A	7C	7B	7	
2C	1D	1C	1B	1A	2C	2B	2A	3B	4C	4A	5C	5A	6B	6B	6A	7C	7	
1A	1D	1C	1C	1B	1A	2C	2B	3C	3A	4B	4A	5B	6C	6C	6B	6A	6	
1B	1E	1D	1C	1B	1A	2C	2B	3C	3A	4B	4A	5B	6C	5A	6C	6B	6	
1C	1E	1D	1D	1C	1B	1A	2C	2A	3B	4C	4B	5C	5A	5B	5A	6C	6	
1D	1F	1E	1D	1C	1B	1A	2C	2A	3B	3A	4C	4B	4A	5C	5B	5A	5	
1E	1F	1E	1E	1D	1C	1B	1A	2B	3C	3B	3A	4C	4B	4A	5C	5B	5	
1F	1G	1F	1E	1D	1C	1B	1A	2B	3C	3C	3B	3A	4C	4B	4A	5C	5	
1G	1G	1F	1F	1E	1D	1C	1B	2C	2B	2A	3C	3B	3A	4C	4B	4A	4	
1H	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4	
1I	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4	
1J	1J	1I	1H	1G	1E	1D	1C	1C	1B	1A	2C	2B	2A	3C	3B	3A	3	
PRE 1	PRE 1	1J	1I	1H	1F	1E	1D	1D	1C	1B	1A	2C	2B	2A	3C	3B	3	
PRE 2	PRE 2	PRE 1	1J	1I	1G	1F	1E	1E	1D	1C	1B	1A	2C	2B	2A	3C	3	
PRE 2	PRE 2	PRE 2	PRE 1	1J	1H	1G	1F	1F	1E	1D	1C	1B	1A	2C	2B	2A	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1I	1H	1G	1G	1F	1E	1D	1C	1B	1A	2C	2B	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2	

Appendix IX – Bespoke Progress Matrix for Geography

NB: In exceptional circumstances students may be awarded a higher baseline fine grade than 4A (2C). If achieving the minimum expected progress per term they can reach the maximum grade of 9A sooner than Year 11 Term 3. In some cases this may lead to consideration of early exam entry.

Baseline	Bespoke Baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	KS4 Exams	Performance Band
4A	2C	2B	2A	3C	3B	3A	4C	4A	5B	6C	6B	7C	7A	8B	9C	9A	9	Excellence
4B	2C	2B	2A	3C	3B	3A	4C	4A	5B	6C	6B	7C	7A	8A	9C	9B	9	
4C	1A	2C	2B	2A	3C	3B	3A	4B	5C	5A	6C	6A	7B	8B	8A	9C	9	
3A	1A	2C	2C	2B	2A	3C	3B	4C	4A	5B	5A	6B	7C	7A	8B	8A	8	
3B	1B	1A	2C	2B	2A	3C	3B	4C	4A	5B	5A	6B	7C	7A	8C	8B	8	
3C	1B	1A	1A	2C	2B	2A	3C	3A	4B	5C	5B	6C	6A	7B	7A	8C	8	
2A	1C	1B	1A	2C	2B	2A	3C	3A	4B	5C	5B	6C	6A	7C	7B	7A	7	
2B	1C	1B	1B	1A	2C	2B	2A	3B	4C	4A	5C	5A	6B	6A	7C	7B	7	
2C	1D	1C	1B	1A	2C	2B	2A	3B	4C	4A	5C	5A	6B	6B	6A	7C	7	
1A	1D	1C	1C	1B	1A	2C	2B	3C	3A	4B	4A	5B	6C	6C	6B	6A	6	
1B	1E	1D	1C	1B	1A	2C	2B	3C	3A	4B	4A	5B	6C	5A	6C	6B	6	
1C	1E	1D	1D	1C	1B	1A	2C	2A	3B	4C	4B	5C	5A	5B	5A	6C	6	
1D	1F	1E	1D	1C	1B	1A	2C	2A	3B	3A	4C	4B	4A	5C	5B	5A	5	
1E	1F	1E	1E	1D	1C	1B	1A	2B	3C	3B	3A	4C	4B	4A	5C	5B	5	
1F	1G	1F	1E	1D	1C	1B	1A	2B	3C	3C	3B	3A	4C	4B	4A	5C	5	
1G	1G	1F	1F	1E	1D	1C	1B	2C	2B	2A	3C	3B	3A	4C	4B	4A	4	
1H	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4	
1I	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4	
1J	1J	1I	1H	1G	1E	1D	1C	1C	1B	1A	2C	2B	2A	3C	3B	3A	3	
PRE 1	PRE 1	1J	1I	1H	1F	1E	1D	1D	1C	1B	1A	2C	2B	2A	3C	3B	3	
PRE 2	PRE 2	PRE 1	1J	1I	1G	1F	1E	1E	1D	1C	1B	1A	2C	2B	2A	3C	3	
PRE 2	PRE 2	PRE 2	PRE 1	1J	1H	1G	1F	1F	1E	1D	1C	1B	1A	2C	2B	2A	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1I	1H	1G	1G	1F	1E	1D	1C	1B	1A	2C	2B	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	PRE 1	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2	

Appendix X – Bespoke Progress Matrix for Dance

NB: In exceptional circumstances students may be awarded a higher baseline fine grade than 4A (1E). If achieving the minimum expected progress per term they can reach the maximum grade of 9A sooner than Year 11 Term 3. In some cases, this may lead to consideration of early exam entry.

Linear Baseline	Bespoke baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	Exams	Performance band
4A	1E	1A	1A	2C	3C	3B	3A	4A	5B	6C	7C	7A	8B	8A	9C	9A	9	Excellence
4B	1E	1B	1A	2C	3C	3B	3A	4A	5B	6C	7C	7A	8B	8A	9C	9B	9	
4C	1F	1C	1B	1A	2A	3C	3B	4B	5C	5A	6B	7C	7B	8C	8A	9C	9	
3A	1F	1D	1C	1B	2B	2A	3C	4C	4A	5B	6C	6A	7B	8C	8B	8A	8	
3B	1G	1D	1D	1C	2C	2B	2A	3A	4B	5C	5A	6C	6A	7B	8C	8B	8	
3C	1G	1E	1D	1C	1A	2C	2B	3B	4C	4A	5B	6C	6A	7B	7A	8C	8	
2A	1G	1E	1D	1C	1B	2C	2B	3B	3A	4B	5C	5A	6B	7C	7B	7A	7	
2B	1G	1E	1D	1D	1B	1A	2C	3C	3B	4C	4A	5B	6C	6A	7C	7B	7	
2C	1H	1F	1E	1D	1C	1A	2C	3C	3B	4C	4A	5C	5A	6B	6A	7C	7	
1A	1H	1F	1E	1D	1C	1B	2C	3C	3B	3A	4B	4A	5B	6C	6B	6A	6	Strong
1B	1H	1F	1E	1E	1C	1B	1A	2A	3B	3A	4B	4A	5C	5B	6C	6B	6	
1C	1H	1F	1E	1E	1C	1B	1A	2B	3C	3B	4C	4B	4A	5C	5B	6C	6	
1D	1I	1H	1F	1E	1D	1C	1A	2C	2A	3B	4C	4B	4A	5C	5B	5A	5	
1E	1I	1H	1F	1F	1D	1C	1B	1A	2C	2B	2B	2A	3B	4C	4A	5B	5	
1F	1I	1H	1G	1F	1E	1D	1C	1A	2C	2C	2B	2A	3B	4C	4A	5C	5	
1G	1I	1H	1G	1G	1E	1D	1C	1B	1A	2C	2B	2A	3B	4C	4B	4A	4	Secure
1H	1J	1I	1H	1G	1F	1E	1D	1B	1A	1A	2C	2B	2A	3B	4C	4B	4	
1I	1J	1I	1H	1H	1G	1F	1E	1C	1B	1A	2C	2B	2A	3B	3A	4C	4	
1J	1J	1I	1H	1H	1G	1F	1E	1C	1B	1A	2C	2B	2A	3C	3B	3A	3	Foundation
PRE 1	PRE 1	1J	1I	1I	1H	1G	1F	1D	1D	1C	1A	2C	2B	2A	3C	3B	3	
PRE 2	PRE 2	1J	1I	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	3C	3	
PRE 2	PRE 2	PRE 1	1J	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	2	
PRE 2	PRE 2	PRE 2	PRE 1	1J	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2	
PRE 2	PRE 2	PRE 2	PRE 1	PRE 1	1J	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2	

Appendix XI – Bespoke Progress Matrix for Music

NB: In exceptional circumstances students may be awarded a higher baseline fine grade than 4A (1E). If achieving the minimum expected progress per term they can reach the maximum grade of 9A sooner than Year 11 Term 3. In some cases, this may lead to consideration of early exam entry.

Linear Baseline	Bespoke Baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	Exams	Performance band
4A	1E	1A	1A	2C	3C	3C	3B	4A	5B	5A	6C	6B	7B	8B	9B	9A	9	Excellence
4B	1E	1B	1A	2C	2A	2A	3C	4B	5C	5B	5A	6C	6A	7B	9C	9B	9	
4C	1F	1C	1B	1A	2B	2A	2A	4C	4A	5C	5B	5A	6B	7B	8A	9C	9	
3A	1F	1D	1C	1B	2B	2B	2A	4C	4B	4A	5C	5A	6B	7B	8B	8A	8	
3B	1G	1D	1D	1C	2C	2C	2B	3A	4B	4A	5C	5A	6C	7C	8C	8B	8	
3C	1G	1E	1D	1C	1A	2C	2C	3A	4C	4B	4A	5B	6C	6A	7A	8C	8	
2A	1G	1E	1D	1C	1B	1A	1A	3B	4C	4B	4A	5B	5A	6B	7B	7A	7	
2B	1G	1E	1D	1D	1B	1B	1A	3B	3A	4C	4B	5C	5A	6C	7C	7B	7	
2C	1H	1F	1E	1D	1C	1B	1A	3C	3A	4C	4B	5C	5B	5A	6A	7C	7	
1A	1H	1F	1E	1D	1C	1B	1B	3C	3B	3A	4B	4A	5C	5B	6B	6A	6	Strong
1B	1H	1F	1E	1E	1C	1B	1B	3C	3C	3B	4B	4A	5C	5B	6C	6B	6	
1C	1H	1F	1E	1E	1C	1C	1B	2A	3C	3B	4C	4B	4A	5B	5A	6C	6	
1D	1I	1G	1F	1E	1D	1D	1C	2A	3B	3A	4C	4B	4A	5C	5B	5A	5	
1E	1I	1H	1F	1F	1D	1D	1C	2B	3C	3B	3A	4C	4B	4A	5C	5B	5	
1F	1I	1H	1G	1F	1E	1E	1D	2B	3C	3B	3B	3A	4C	4B	4A	5C	5	
1G	1I	1H	1G	1G	1E	1E	1D	2C	2A	3C	3C	3B	3A	4C	4B	4A	4	Secure
1H	1J	1I	1H	1G	1F	1F	1E	1B	1A	2C	2B	2A	3B	3A	4C	4B	4	
1I	1J	1I	1H	1H	1G	1F	1F	1C	1B	1A	2C	2B	2A	3C	3A	4C	4	
1J	1J	1I	1H	1H	1G	1G	1F	1C	1B	1B	1A	2C	2B	3C	3B	3A	3	Foundation
PRE1	PRE1	1J	1I	1I	1H	1G	1G	1D	1D	1C	2C	2C	2B	2A	3C	3B	3	
PRE1	PRE1	1J	1I	1I	1H	1H	1G	1E	1D	1C	1B	1A	2C	2B	2A	3C	3	
PRE2	PRE2	PRE1	1J	1J	1I	1I	1H	1F	1E	1D	1C	1B	1A	2C	2B	2A	2	
PRE2	PRE2	PRE2	PRE1	1J	1J	1J	1I	1G	1F	1E	1D	1C	1B	1A	2C	2B	2	
PRE2	PRE2	PRE2	PRE1	PRE1	PRE1	1J	1J	1H	1G	1F	1E	1D	1C	1B	1A	2C	2	

Appendix XII – Bespoke Progress Matrix for PE

NB: In exceptional circumstances students may be awarded a higher baseline fine grade than 4A (1A). If achieving the minimum expected progress per term they can reach the maximum grade of 9A sooner than Year 11 Term 3. In some cases, this may lead to consideration of early exam entry.

Linear Baseline	Bespoke baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	Exams	Performance Band
4C	1A	2C	2A	3C	3A	4C	5C	5C	5B	5A	6A	7B	7A	8B	8A	9C	9	Excellence
3A	1B	1A	2B	3B	3B	3A	5B	5B	5C	5B	6B	7C	7B	8C	8B	8A	8	
3B	1C	1D	1D	1C	2C	2B	2A	3C	3A	4B	5C	6C	6A	7C	7A	8B	8	
3C	1D	1E	1D	1C	1A	2C	2B	3C	3A	4C	4A	6B	6B	6A	7A	8C	8	
2A	1F	1E	1D	1C	1B	2C	2B	3C	3B	3A	4B	6C	6C	6B	7B	7A	7	
2B	1G	1E	1D	1D	1B	1A	2C	3C	3C	3B	4C	5B	6B	6B	7C	7B	7	
2C	1H	1F	1E	1D	1C	1A	2C	2A	3C	3B	3A	5C	6C	6B	6A	7C	7	
1A	1H	1F	1E	1D	1C	1B	2C	2B	2A	3C	3B	4A	5A	6C	6B	6A	6	Strong
1B	1H	1F	1E	1E	1C	1B	1A	2C	2B	2A	3C	3A	5B	5A	6C	6B	6	
1C	1H	1F	1E	1E	1C	1B	1A	2C	2C	2B	2A	3B	5C	5B	5A	6C	6	
1D	1I	1H	1F	1E	1D	1C	1A	1A	1A	2C	2B	3C	4A	5C	5B	5A	5	
1E	1I	1H	1F	1F	1D	1C	1B	1A	1A	2C	2B	2A	4B	4A	5C	5B	5	
1F	1I	1H	1G	1F	1E	1D	1C	1B	1B	1A	2C	2B	4C	4B	4A	5C	5	
1G	1I	1H	1G	1G	1E	1D	1C	1B	1B	1A	1A	2C	3A	4C	4B	4A	4	Secure
1H	1J	1I	1H	1G	1F	1E	1D	1C	1C	1B	1B	1A	3B	3A	4C	4B	4	
1I	1J	1I	1H	1H	1G	1F	1E	1D	1C	1C	1B	1A	3C	3B	3A	4C	4	
1J	1J	1I	1H	1H	1G	1F	1E	1E	1C	1C	1B	1A	2A	3C	3B	3A	3	Foundation
PRE 1	PRE 1	1J	1I	1I	1H	1G	1F	1E	1D	1C	1C	1B	1A	2A	3C	3B	3	
PRE 2	PRE 2	1J	1I	1I	1H	1G	1F	1F	1E	1D	1D	1C	1B	2B	2A	3C	3	
PRE 2	PRE 2	PRE 1	1J	1J	1I	1H	1G	1G	1F	1D	1D	1C	1B	2B	2B	2A	2	
PRE 2	PRE 2	PRE 2	PRE 1	1J	1J	1I	1H	1H	1G	1D	1D	1C	1B	2B	2C	2B	2	
PRE 2	PRE 2	PRE 2	PRE 1	PRE 1	1J	1J	1I	1I	1H	1E	1E	1D	1C	2C	1A	2C	2	

Appendix XIII– Bespoke Progress Matrix for Art

NB: In exceptional circumstances students may be awarded a higher baseline fine grade than 4A (1E). If achieving the minimum expected progress per term they can reach the maximum grade of 9A sooner than Year 11 Term 3. In some cases, this may lead to consideration of early exam entry.

Linear baseline	Bespoke baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	Exams	Performance band
4A	1E	1A	1A	2C	3C	3B	4C	5C	7B	7A	8C	8B	8A	9C	9B	9A	9	Excellence
4B	1E	1B	1A	2C	3C	3B	4C	4A	7C	7B	7A	8C	8B	8A	9C	9B	9	
4C	1F	1C	1B	1A	2A	3C	3a	4A	6A	7C	7B	7A	8C	8B	8A	9C	9	
3A	1F	1D	1C	1B	2B	2A	3A	4B	6B	6A	7C	7B	7A	8C	8B	8A	8	
3B	1G	1D	1D	1C	2C	2B	3B	4b	5a	6B	6A	7C	7B	7A	8C	8B	8	
3C	1G	1E	1D	1C	1A	2C	3b	4C	5b	6B	6B	6A	7C	7B	7A	8C	8	
2A	1G	1E	1D	1C	1B	2C	2B	4C	5C	5B	6C	6B	6A	7C	7B	7A	7	
2B	1G	1F	1D	1D	1B	1A	2C	3A	4a	5B	5A	6C	6B	6A	7C	7B	7	
2C	1H	1F	1E	1D	1C	1A	2C	3B	4B	5C	5B	5A	6C	6B	6A	7C	7	
1A	1H	1G	1E	1D	1C	1B	2C	3C	4C	4A	5C	5B	5A	6C	6B	6A	6	Strong
1B	1H	1G	1F	1E	1C	1B	1A	2A	3A	4B	4A	5C	5B	5A	6C	6B	6	
1C	1H	1H	1F	1E	1C	1B	1A	2B	3B	4C	4B	4A	5C	5B	5A	6C	6	
1D	1I	1H	1G	1E	1D	1C	1A	2c	3C	3A	4C	4B	4A	5C	5B	5A	5	
1E	1I	1H	1G	1F	1D	1C	1B	1A	2A	3B	3A	4C	4B	4A	5C	5B	5	
1F	1I	1J	1G	1F	1E	1D	1C	1B	2B	3C	3B	3A	4C	4B	4A	5C	5	
1G	1j	1J	1H	1G	1E	1D	1C	1B	2C	2A	3C	3B	3A	4C	4B	4A	4	Secure
1H	1J	1I	1H	1G	1F	1E	1D	1C	1A	2B	2A	3C	3B	3A	4C	4B	4	
1I	1J	1J	1I	1H	1G	1F	1E	1C	1b	2C	2B	2A	3C	3B	3A	4D	4	
1J	PRE 1	1J	1I	1H	1G	1F	1E	1D	1c	1A	2C	2B	2A	3C	3B	3A	3	Foundation
PRE 1	PRE 1	1J	1J	1I	1H	1G	1F	1E	1D	1C	1A	2C	2B	2A	3C	3B	3	
PRE 2	PRE 2	PRE 1	1J	1I	1H	1G	1F	1F	1D	1C	1B	1A	2C	2B	2A	3C	3	
PRE 2	PRE 2	PRE 1	PRE 1	1J	1I	1h	1G	1F	1E	1D	1C	1B	1A	2C	2B	2A	2	
PRE 2	PRE 2	PRE 2	PRE 1	1J	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2B	2	
PRE 2	PRE 2	PRE 2	PRE 2	PRE 1	1J	1J	1I	1H	1G	1F	1E	1D	1C	1B	1A	2C	2	