

Dear Parents / Carers,

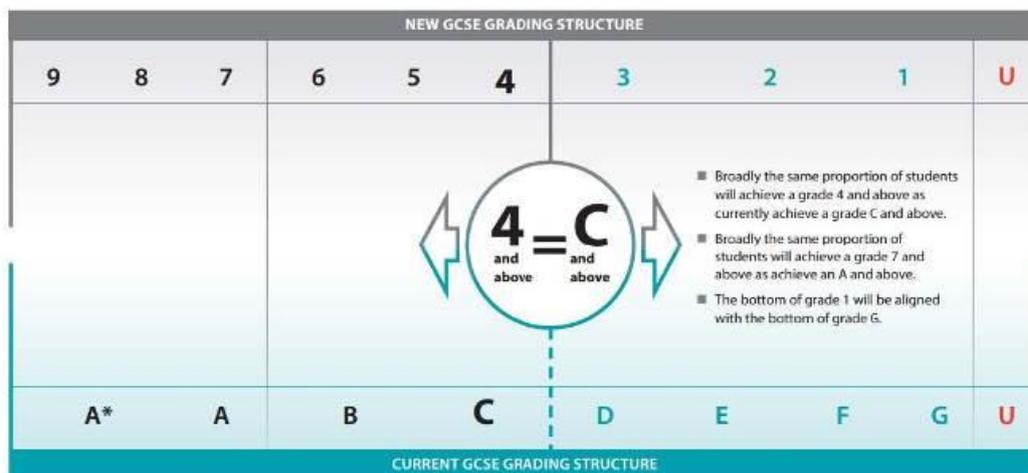
This letter accompanies your child's year 10 progress review which provides information about how your child has been working so far in year 10, plus an early indication of the targets that they can aim for in their Key Stage 4 courses. Please note that the target grades are subject to confirmation as the year progresses, and the targets provided on your child's annual report later in the year may be different as teachers gather more reliable information.

As a reminder, as a parent of a year 10 child, you will receive this year:

- A Progress Review: The progress review will include up-to-date grade information, plus judgements about progress, attitude to work, behaviour and homework, and an indication of whether or not students are underachieving in your subject.
- An Annual Report: This will include information in drop-down boxes about behaviour and quality of homework, will indicate targets and 'working at' grades, and a comment describing the approach to the subject, the quality of the work they typically produce, and the steps they need to take to improve.
- End-of-Year Exam results.

Grades and GCSE reforms

Your child's GCSE results will now be expressed as a number in most of the subjects they take. These do not correspond directly to the A* down to G system that was used previously. Numbered grades 9, 8, 7, 6, 5 and 4 cover the range A* - C and the numbers 3, 2 and 1 cover the grades D to G. The diagram below indicates how the new system and old system can be compared.



There are still a small number of GCSEs that will have results as letters, and these subjects will continue to provide information about targets and 'working at' grades in that form.

The criteria that teachers use to select a drop down box on the progress review are:

Progress

Excellent	Has shown improving working at grades in every test and assessed piece of work.
Good	Has shown improving working at grades in most tests and assessed pieces of work.
Variable	Some assessed pieces of work indicate progress, but this is not consistent.
Poor	Most assessed pieces of work show no progress or progress below expectation.

Attitude to Work

Excellent	Actively participates in and contributes to all lessons, completing all work set to a suitably high standard. Always brings the necessary books and equipment to every lesson and is ready to start work.
Good	Regularly makes a positive contribution to lessons and usually completes all work set to a high standard. Brings the necessary books and equipment to almost every lesson and is ready to start work.
Variable	Sometimes forgets books or equipment and is not always ready to start work. Regularly misses opportunities to contribute to lessons and does not always complete work to the best of their ability.
Poor	Makes limited or no particular effort to participate in lessons and does not complete classwork or homework to an appropriately high standard. Repeatedly does not have the necessary books and equipment for the lesson and so is not ready to learn.

Behaviour

Excellent	Behaviour is exemplary, with a positive and constructive attitude clearly evident at all times.
Good	Always cooperative and polite, usually makes a positive contribution to lessons.
Variable	Usually follows instructions in lessons and cooperates positively, but has not met College expectations of behaviour on all occasions.
Poor	Has regularly failed to meet behaviour expectations in lessons.

Quality of Homework

Excellent	Homework always completed on time, exceeding expectations on occasion.
Good	Homework always completed on time to a suitably high standard.
Variable	Some pieces of homework have not been up to the expected standard or have not been handed in on time, but expectations are usually met.
Poor	Homework is regularly not handed in on time, or is not often completely to the expected standard.

If you have any questions about your child's progress review, please contact their tutor who will be able to assist you.

Yours sincerely,



J. Giles

Deputy Principal