

21st July 2022

Dear parents/carers of Year 9 2022-23,

This letter outlines the changes we have made to the way we will monitor the progress of your child and how this information will be reported to you each term.

Departments set key pieces of work for every year group which are completed by all students and assessed in an agreed way by staff each term. Subject teachers mark these key pieces of work using a combination of **formative** and **summative** assessment.

Formative Assessment = *Comments about what students have done well and what they need to do to improve*

Summative Assessment = *Marks and/or grades*

Each term your child will receive a **Learning Judgement** from each of their subject teachers.

Learning Judgement	Description
Excellent	<ul style="list-style-type: none"> Always tries hard, perseveres when learning is challenging and seeks to achieve excellence in all that they do Contributes fully in lessons and is always well-organised Produces homework to a very high standard and often goes beyond the minimum expected
Good	<ul style="list-style-type: none"> Consistently works hard and seeks to produce work that meets expectations Contributes well in class and is well-organised Always completes homework
Inconsistent	<ul style="list-style-type: none"> Can work well to produce work that meets expectations, but not on every task Can contribute well and be well-organised, but not consistently Sometimes completes homework
Poor	<ul style="list-style-type: none"> Regularly misses homework deadlines and/or does not complete home or classwork to an acceptable standard Often disorganised Does not concentrate well in lessons

Learning judgements are our primary mechanism for supporting your child's progress and we share these for each subject in each termly report. They outline explicitly what successful learners need to do to achieve their academic potential.

- An **Excellent Learning Judgement** indicates a student to have developed excellent learning habits for future academic success.
- A **Good Learning Judgement** indicates a student to have developed good learning habits for future academic success.

- An **Inconsistent Learning Judgement** indicates a student needs to work towards a ‘Good’ Learning Judgement to ensure they develop the right learning habits for future academic success.
- A **Poor Learning Judgement** indicates a student needs to work towards a ‘Good’ Learning Judgement to ensure they develop the right learning habits for future academic success.

In the vast majority of cases where a student is underachieving in a subject, it is because they are displaying the qualities described above in the ‘inconsistent’ or ‘poor’ learning judgement description. The descriptors are there to help you and your child have meaningful conversations about what they need to do in order to be more successful in and outside of the classroom. If your child receives an ‘inconsistent’ or ‘poor’ judgement from a subject teacher, this will always be accompanied by one or two specific identified areas for improvement from the list below. We will also provide some strategies for how to support your child to improve in each of these areas.

- Classwork (CWK)
- Homework (HWK)
- Behaviour (BEH)
- Participation (PAR)
- Organisation (ORG)
- Attitude to Learning (ATL)
- Literacy (LIT)
- Numeracy (NUM)
- Attendance (ATT)

In the **autumn term report**, your child will receive a **forecast GCSE grade** for each subject so that you can see whether they are on track to meet their **minimum expected GCSE grade**. This will help you and your child make informed decisions about their GCSE subject choices. The **summer term report** will also include a forecast grade for each subject which will draw on all the assessed work over the course of Year 9 to generate a final forecast GCSE grade.

1. Minimum Expected GCSE Grade (MEG)

This is the minimum grade a student is expected to achieve at GCSE for all subjects. These are set using your child’s baseline data. We would normally use Key Stage 2 scaled scores as the baseline for our target setting model. Your child did not complete Key Stage 2 SATs so did not get a scaled score (due to Covid). In the absence of this data we have used in-house testing, data from previous school cohorts and national data trends to produce what we believe to be comparable minimum expected GCSE grades for our students in Year 9. Once we have a full suite of results data from summer 2022 onwards, it might be that some adjustments are necessary to ensure that our MEGs remain suitably aspirational. Although our projected outcomes are aspirational, we treat these grades a minimum expectation rather than a ‘target’ and expect that with high quality teaching and learning, our students should be able to meet and, in many cases, exceed them. Most students at HWS do achieve or exceed these minimum expected grades. At this stage we do not know how, or if, the Government plan to measure students’ progress at the end of their GCSE year and we wish to remain mindful of this before we make any large changes.

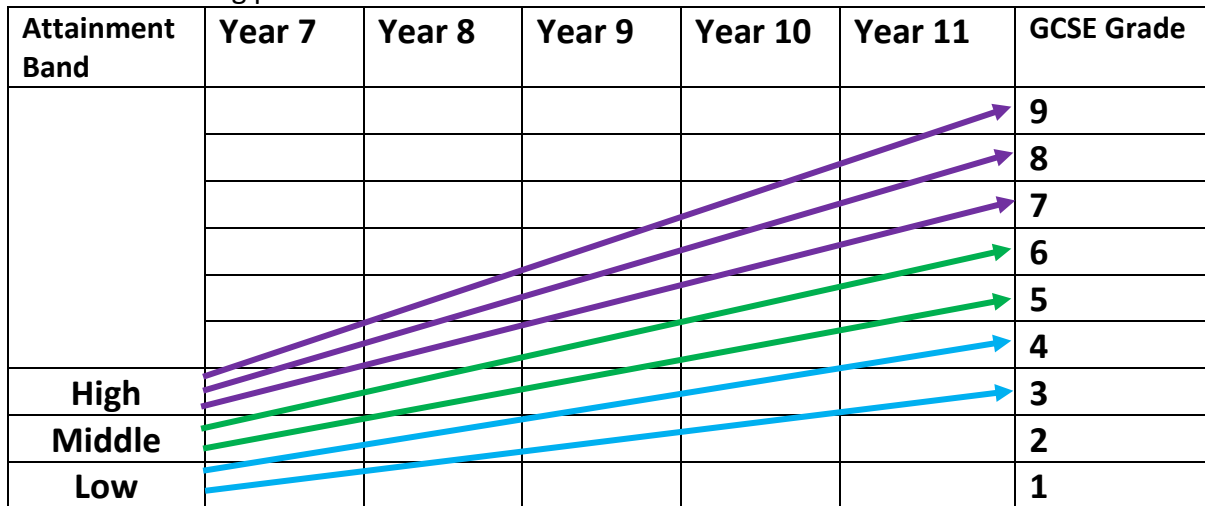
2. Forecast GCSE Grade

This is a professional judgement, made by subject teachers, of the grade a student is likely to achieve in their subject in Year 11 if they continue to work at their current rate. Teachers consider all the assessed pieces of work completed by a student over the term (autumn report) or the year (summer report) to inform these holistic forecast grades. The forecast grade should in no way be seen as fixed, or a ‘cap’ to achievement. Students can always improve their performance if they seek out challenges, put in the necessary effort, act on

their feedback from their teachers and continually try to improve. Where students are not on track, the school will intervene in some way to support improvement.

3. Expected Progress from Year 7 Attainment Band to Key Stage 4 GCSE Grade

Your child's baseline data put them into one of three attainment bands: high, middle and low. The diagram below shows the progress that students are expected and most likely to make from their starting points.



4. GCSE Grades

The table below shows how new GCSE grades (numbers) correlate to old style GCSE grades (letters). A grade 4 is considered a pass. A grade 5 is considered a strong pass.

9	A*
8	A
7	
6	B
5 (strong pass)	C
4 (standard pass)	
3	D
2	E
1	F
U	G
	U

Yours faithfully,

Anna Hamilton
(Assistant Head Teacher)