

Hele's School

A great place to learn. A great place to grow.



Dear Parent/Carer,

November 2018

Key Stage 4 Interim Assessment Report – IA1

Please find enclosed a copy of your child's first Interim Assessment Report. You will find a commitment to learning grade, a target grade and a predicted grade. We look at three different aspects for commitment to learning: attitude to learning, independent learning and behaviour for learning. Teachers use a limiting judgement approach to report back the lowest aspect of commitment to learning from the three aspects. The commitment to learning criteria statements are below:

	Excellent	Good	Inconsistent	Unsatisfactory
Attitude to learning	I am determined, focussed, receptive and persistent. I make an effort to understand what is required for my own learning when the work is challenging. I always try to improve and do my best work.	I am focussed and generally positive in lessons. I will always give it a go and I usually aim to improve my work.	My attitude is inconsistent. At times I am focussed but sometimes I get distracted. I can lose interest when I find the work challenging or uninteresting.	My attitude is often negative. I avoid challenging work and I am not interested in being the best or doing the best work that I can.
Independent learning	I always complete homework to the best standard I can. I will ask my teacher, sometimes outside of lesson time, if I am not sure what to do. I sometimes complete extra reading and extra work in my own time.	I try to complete homework to a good standard, but I could achieve even better standards with more time and effort. I know where to find support outside the lesson if needed.	My homework is sometimes completed to an acceptable standard and deadlines are sometimes missed. I know that I am capable of achieving a higher standard but I often do not put the time and effort into the work.	I usually do not complete homework on time or to an acceptable standard. I do not take responsibility for completing my work.
Behaviour for learning	My behaviour is excellent. I try to be thoughtful and determined; I always achieve the best I can with any set work. I try to set a positive example to others.	My behaviour is good. I follow instructions and am considerate to others. I am mainly focussed on achieving the best I can.	My behaviour is inconsistent—It can be acceptable when I am working on something I enjoy, but I can be off-task when the work is more difficult or challenging.	My behaviour is unsatisfactory. I avoid learning and I am disengaged with my learning. When faced with challenging work I give up easily and will not try to complete the task. I often distract others or allow myself to be distracted.

The national transition to a reformed GCSE system started in 2017 with students sitting reformed GCSEs (on the 9-1 scale) in English and Maths. In order to try and help understanding of the different qualifications, a summary table is included below:

Reformed GCSE 9-1	Approx Equivalent Old GCSE	GCSE equivalent qualifications	Level 2 Certificates in ICT (CiDA) and Latin
9			
8	A*	Level 2 Distinction* (L2D*)	A*
7	A	Level 2 Distinction (L2D)	A
6	B+		
5	B-/C+	Level 2 Merit (L2M)	B
4	C	Level 2 Pass (L2P)	C
3	D	Level 1 Distinction (L1D)	
2	E-/F+	Level 1 Merit (L1M)	
1	G	Level 1 Pass (L1P)	

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Further information on the new GCSE 9-1 grades can be found on our school website: www.heles.plymouth.sch.uk/assessment.

We have amended our target setting strategy this year. Target grades are set based on prior attainment in reading and maths at KS2, as this is the measure used by the government for progress. We set target grades by looking at the national average performance in 2018 by students of the same prior ability and ensuring that students at Hele's are aiming to be better than average. We have adjusted target grades to reflect a grade that we expect all students to be able to achieve, whilst ensuring they make good progress. In some cases this may mean that the target grade is lower than last year. This has no reflection on the student's effort or achievement, but hopefully presents a more realistic and achievable goal to aim for. We have added to the report the 2018 national average GCSE grade achieved by students with the same prior ability to allow you to compare your child's performance against this.

Teachers then report a Professional Predicted Grade. This is their professional judgement of what is likely to be achieved at the end of the GCSE course, assuming the student continues to maintain the same standard of work and effort. Teachers also use +/- to indicate a fine grade. Plus grades mean a very secure grade, but with intervention could boost to the grade above. A minus grade means an insecure grade, where intervention will be necessary to secure this grade.

We firmly believe that establishing a culture of challenge and support will allow our young people to be highly successful in their future pathways. Students, in conjunction with their teachers, will be setting subject specific targets and next step actions in their exercise books and on page 13 of their planners. Please do use these to discuss with your child how to best support them in their learning.

Finally, a reminder that there is an opportunity for parents of students in Year 7-11 to meet with their child's tutor at the upcoming Meet the Tutor Evening on Wednesday 21st November. The evening provides an opportunity to reflect on the IA report and discuss targets for the year. Bookings are available now. Please click on the link on our website (under the Parents tab) or alternatively visit <https://heles.parentseveningsystem.co.uk> to book your appointment. If you do not have access to the internet, please contact the school office who will be happy to add an appointment on your behalf.

Thank you for your continued support and please do not hesitate to get in touch if you have any queries.

Yours faithfully



Mr T Graham
Assistant Principal – Assessment and Reporting