

Dear parent/guardian,

The past few years in education have been characterised by considerable and rapid change and, as such, at Fazakerley High School we have had to respond to these changes accordingly.

Recent developments include:

- Recommendations made in the Wolf Report regarding the exclusion of certain vocational qualifications in performance measures,
- The introduction of linear courses and the first entry rule;
- Changes to how the school is held to account with the introduction of the Progress 8 and Attainment 8 measures from Summer 2016;
- More demanding content in GCSE programmes of study and the impact of this in subsequent examinations;
- The introduction of new, numerical grades (9-1) affecting English and mathematics in 2017 followed by all other subjects in 2018 and beyond;
- The removal of Key Stage 3 assessment levels currently affecting Years 7-9.

At Fazakerley High School, we have viewed these changes as an opportunity to evaluate and refine our current provision for curriculum, assessment, intervention and target setting. In this way, we are striving to ensure your child receives the very best educational experience we can deliver.

For those of you who have received an Interim report before, you will notice that some changes have been made in the way we present information. For those of you for whom this is new, the following information will certainly be of use.

From the beginning of Key Stage 3, pupils will be set a numerical grade range – what we expect them to achieve by the time they come to sit their GCSE examinations. These targets are linked to the aforementioned new, numerical GCSE grading system and are set based on how well your child achieved at the end of their primary education and also based on the results from baseline tests that we carry out when they join us in Year 7. As the pupil progresses in their education, this target range might be adjusted in order to ensure that he/she is being challenged appropriately.

At pre-determined points in the year, our staff will assess pupils to ascertain whether they are on target, above target or below target – you will see this represented in the Interim report. If your child is currently below target in any area of the curriculum, in said report, you will receive a reason for this underachievement and also what intervention is planned in order to ensure your child catches up and makes progress in line with national expectations for their age.

With regards to underachievement and intervention, if your child is currently below target in a given subject, you will notice that a number has been entered in the appropriate column by their class teacher. A key to explain these numbers is

presented below. Please note: there might be more than one reason for a pupil falling behind or more than one intervention strategy we are using to get them back on track:

**Reasons for underachievement:**

1. Poor attendance is inhibiting progress;
2. A poor attitude to learning is preventing progress;
3. The pupil is struggling to master some of the subject content;
4. The pupil rushes their work without focusing on mastering the skill;
5. The pupil doesn't produce enough work or fails to complete work to an acceptable standard.

**Planned intervention:**

1. A meeting has taken place or is set to take place between the pupil and the class teacher to highlight the reason for underachievement and to discuss ways to improve;
2. The appropriate Learning Mentor has been informed and both the teacher and the mentor are working with the pupil or will be working with the pupil in order to catch up;
3. The pupil is attending or will attend before, after school or lunch time sessions to catch up;
4. A Teaching Assistant is working with or will work with the pupil during lessons;
5. Additional homework tasks have been or will be provided;
6. A telephone conversation has taken place or will take place with the parent/guardian;
7. A meeting with the parent/guardian has taken place or will be arranged;
8. Other subject based intervention is being or will be carried out;
9. Other Senior Leadership Team intervention is being or will be carried out.

As has always been the case, you will receive information pertaining to the current attitude to learning of your child, the quality of their classwork and that of their homework.

For Year 10 pupils, a target grade is given – as with Key Stage 3 reports, this is based on a combination of how well they achieved in primary school and what current assessment data tells us about how well they are progressing in their studies. In addition to this, a current grade is recorded by the class teacher as well as an indication of whether your child is likely or unlikely to meet that

target grade. If your child has already met this target grade, this will be reported and a new, more challenging target grade will be set.

For your information, and especially for those parents/guardians of pupils in Key Stage 3 and Year 10 pupils studying GCSE mathematics and English, a table indicating how the new numerical grades compare with the current alphabetic grades is shown below:

Current Alphabetic GCSE Grade	New Numerical GCSE Grade
A**	9
A*	8
A	7
B	6
C/B	5
C	4
D	3
E	2
F	1

As previously mentioned, this is a time of great change. As a school, it is our purpose not only to process these changes with minimal disruption but also to ensure that your child is best placed to make the progress they are capable of making. As usual, we will do this by providing the highest quality education and the best pastoral care.

If you have any questions regarding the contents of this letter, we will be more than happy to answer your questions here in school. You can contact us by telephone using the number at the top of this letter or by emailing me directly:

[andrew.roberts@fazakerleyhigh.org](mailto:andrew.roberts@fazakerleyhigh.org)

Kind regards,

**Andrew Roberts**

Assistant Headteacher