



January 2019

Dear Parent/Carer

I am pleased to publish the latest report for your son. Hopefully these data will allow you to judge his progress and help you to support him in the run up to his GCSE examinations.

There is an opportunity to discuss the contents of this report on **Thursday 17 January** at the **Y11 Parents' Evening**.

### Attendance and merits

The figures show your son's **attendance percentage** and the number of times he has been recorded as **late** to school in this assessment cycle.

High attendance is obviously vital at this stage in your son's school career. Lessons are firmly focussed upon the knowledge and techniques needed in order to be successful in the forthcoming examinations. Even at this late stage there is a tremendous amount that can be achieved if students remain fully focussed and display positive attitudes to learning.

### Information tables

The first table shows your son's **attainment** in his subjects over the Key Stage, alongside the **aspirational target** he is working towards in each subject. The final two tables show his attitude to learning and independent learning over this academic year.

### Mock exam grades

The **Y10 Mock** grade and the **Y11 Mock** grade are the grades that your son achieved in these practice examinations. In each of these mock exams your son attempted, under exam conditions, a paper which contained typical exam question and so gives a very good indication of the effectiveness of his current exam preparation methods.

### Attainment

This is the GCSE or BTEC grade your son is likely to achieve at the end of the course if he maintains current standards. Please note that students are following the new GCSE courses, in which letter grades are no longer used. The students will receive a grade from 1 (the lowest possible) to 9 (the highest possible). The tables below show the approximate equivalence of the old GCSE letter grades and the new number grades and our

GCSE number grade	1	2	3	4	5	6	7	8	9
Old GCSE letter grade	G/F	F/E	D	C	C/B	B	A	A/A*	A*+

interpretation of the government's guidance.

Ofqual documentation	What this means for us at BGS
A grade 4 or higher will be achieved by the same proportion of pupils who currently attain a grade C or higher. The DfE call grade 4 a "standard pass".	Last year, at BGS, 86% of students gained a grade 9-4, in the new style GCSE subjects.
A grade 5 is intended to act as a benchmark against international standards. The proposal is to set this	This means that you need to achieve the equivalent of what was previously a high C to meet the new



Ofqual documentation	What this means for us at BGS
at between half and two-thirds of a grade above the minimum required for a current grade C. The DfE call grade 5 a “strong pass”.	benchmark. Colleges and sixth forms may ask for grade 5s.
A grade 7 should be set such that the proportion achieving at grades 7, 8 or 9 should be the same as those who were awarded A or A* in the last year of current GCSE examinations.	Last year, at BGS, 36% of students achieved a grade 9 – 7, in the new style GCSE subjects.
Approximately half of the proportion awarded A* should achieve a grade 9.	A lower percentage of students will achieve the top grade. Thus only those who achieve the equivalent of a very strong A* will be awarded a grade 9.

## Targets

Our targets are aspirational ones for students to aim for by the end of Year 11. This target has been set at such a level that if your son were to achieve it he would have made **outstanding** progress from the levels he achieved in KS2.

The table below shows how to compare your son’s target grades with the attainment grades he is being predicted.

Comparison between Attainment and Target	The progress that your child is on track to make
Attainment is greater than target	Beyond outstanding progress
Attainment is equal to the target	Outstanding progress
Attainment is one grade below the target	Good progress
<b>Attainment is two grades below the target</b>	<b>Expected progress</b>
Attainment is three or more grades below the target	Less than expected progress

The **attitudes to learning** and **independent learning** grades are as follows

Attitude to learning/ independent learning grade	Basic interpretation (please see page 25 of your child’s planner or our website for more detail)
1	Outstanding
2	Motivated
3	Poorly motivated
4	Disengaged

We hope you find this report helpful in initiating a discussion with your son about his current progress. I look forward to welcoming you to the Year 11 Parents’ Evening on Thursday 17 January.

Yours faithfully

# Beverley Grammar School

confidence | ambition | resilience | empathy



Gavin Chappell  
Headteacher