

November 2015

Dear Parents/Carers

I am pleased to provide the first interim report of this academic year in its new format informing you of your child's progress so far. It is anticipated that this will provide the necessary information for you to monitor progress over the forthcoming year with sufficient subject information to identify strengths and areas for development. Further information can of course be provided through your child's Personalised Learning Director.

As I am sure you are aware there have been significant alterations made nationally to the examination system, for example; a new 9 to 1 grading system has replaced A* to G; the content of GCSEs has changed; coursework assessment has been reduced; examinations now take place at the end of year eleven; the benchmark pass grade has increased and the National Curriculum levels have been removed and are not being replaced.

These changes, combined with our own internal review of assessment, have resulted in Q3 Academy making significant changes to the assessment procedures that you will need to be familiar with in order to understand how your child's progress is measured. The current grades have been generated based on data from Year Seven and Eight along with the understanding your child has demonstrated during the first half-term, this has been strengthened with a series of formal assessments in every subject, moderated carefully to ensure consistency across all teachers. This rigour provides a strong basis from which to provide evidence-based predictions.

Year Nine students will follow predominantly the reformed GCSEs with 'number grades' being reported. The exception to this is Business, ICT and Design & Technology which have a final year of unreformed GCSEs and will be reported with a letter grade.

On the Academy website is a detailed presentation of the changes and also the assessment 'fact sheet' (<http://www.q3academy.org.uk/reports>) which summarises the information into key points. Key terminology referred to in this report is also explained within the report.

I would like to take this opportunity to say how much I am looking forward to working closely with you to ensure your child reaches their full potential whilst at Q3 Academy. If I can be of any further assistance, now or in the future, please feel free to contact me using the email below or by telephone on 0121 358 6186 and I will get back to you.

Yours sincerely

Mrs E Blake

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CHIEF EXECUTIVE (PRINCIPAL) Dr Caroline J S Badyal, EdD, MA BE.d, DipEd, NPQH Q3 - QUAERERE | 'SEEK THAT WHICH IS GOOD, THAT WHICH IS RIGHT, THAT WHICH IS TRUE'



Key Terminology

End of Year 11 Target

The grade your child is expected to achieve at the end of their Key Stage Four studies based on their results in mathematics and English at Key Stage Two.

Aspirational Y11 Prediction*

The grade the Learning Consultant predicts the student will achieve if they fully engage with the additional planned intervention including extending the learning day for some.

Variable Y11 Prediction*

The grade the Learning Consultant predicts the student will achieve if they continue to work as they currently are.

On Target

Yes or No

Subject Strands

Each subject has provided a grade for all strands that make up the subject. 'N' means that strand is yet to be studied and/or assessed.

Homework

1. Homework is consistently done to a high standard and is reliably submitted on time. Time has been invested with clear evidence of own research or extension of the original set work.
2. Homework is of a varying standard but the majority is of a good quality with occasional pieces of work that are exceptional. It is almost always handed in on time and on the rare occasion it is not done it is always submitted the next day.
3. Homework is usually submitted on time but with little evidence of effort or time being invested in the work.
4. Work is rarely submitted and detentions have been set regularly for non-completion. When homework is completed it shows little effort and is often incomplete and/or copied from the web or peers. No attempt has been made prior to deadline to seek additional help.

Behaviour for Learning

1. Student is equally capable of working as part of a group in a variety of different roles or individually. An effective problem solver who has a range of strategies to deploy when faced with challenges. Hard work with significant effort is put in to achieve own aspirational goals. Is reliably well prepared for lessons and deadlines are met. Being an effective communicator both orally and written is able to provide clear explanations of key concepts. Student is an attentive and enthusiastic learner who is a regular contributor to activities. Actively seeks feedback recognising the part it has to play in improving understanding.
2. Shows responsibility in responding to class expectations and only rarely requires reminders. Responds fully to all feedback on work submitted. Equipment brought to lessons and deadlines met. Capable of working individually or in groups but has preference for one or the other. Will explain understanding but this has to be drawn out. Will persist in an activity but has limited strategies which can result in giving up.
3. Majority of learning time is used well with student completing the minimum requirements. Encouragement is required to respond to questions verbally or written. Student is usually prepared for learning although can struggle to sustain effort and enthusiasm throughout the lesson. Will correct basic errors identified in feedback but needs to be reminded to respond in detail to a question posed.
4. Inattentive and may distract the effort of others or avoids participation in the learning. Can struggle to focus for the entirety of the lesson and is frequently not prepared for learning.

Student Action

Included if a student is below target or, if on target, at Learning Consultants' discretion.

Department/Subject Action

Included if a student is below target or, if on target, at Learning Consultants' discretion.

PLD Comments

Included if a student is below target in several subjects.

*Predicted grades can go up and down and are not a guarantee of future results.

Q3 Assessment Grading System

Old National Curriculum Level	GCSE Unreformed GCSE	GCSE Reformed GCSE	Q3 Assessment Grades
		9	9
	A*	8	8
	A	7	7
	B	6	6
		5	5
7	C	4	4
5a to 6a	D, E, F	3	3
4a to 5b		2	2
3a to 4b	G	1	1
3b to 3c			E3
2			E2
			E1

A 'C' is considered a 'Pass' in GCSE unreformed qualification.

A '5' is considered a 'Pass' in GCSE reformed qualification.

Finer Comparison

Unreformed GCSE Grade	Reformed GCSE Grade
N/A	9
A*	8
A	7
B	6
B-/C=/C+	5
C-	4
D	3
F=/F+/E	2
F-/G	1