

## Summer exams, summer reports and curriculum preparation for the 2020-21 academic year

Dear Parents/Carers and Pupils/Students,

Under normal circumstances, we would already have written Y12 full reports, administered Y10 exams, and be working on Y10 full reports. KS3 summer exams would be underway, and lastly, a mixture of full reports and progress reviews would follow on after the summer exams for KS3. Clearly, 'normal' is not on the radar, so in these extraordinary times, an extraordinary plan is required.

### Summer exams and summer reports:

1. KS3, Y10 and Y12 exams are cancelled. Each subject, at the full discretion of the Head of Department, may choose to do some form of 'summer assessment' for KS3, and some form of 'light touch', diagnostic assessment as part of the face-to-face support for Y10 and Y12 from June 15<sup>th</sup>. However, this will be limited and will not be a substitute for the progress data we collect through the normal school exams.
2. As a result, Full reports for Y12, Y10, Y7, Y8 and the Progress review for Y9 are cancelled, to be replaced with an '**Extraordinary Summer 2020 Review**', (**ES20R**) to be completed one year group per week for the next five weeks, starting with Y12.

The Extraordinary Summer 2020 Review (ES20R) intends to:

- a) Provide everyone with a **summary of subject content/topics/tasks and key pieces** set during lockdown in each subject in each year. This is a checklist to enable pupils/students and their parents/carers to check on progress and completion of work set during the lockdown period.
- b) Provide an '**engagement grade**' giving a 'best-fit' overview of how **well each pupil/student has engaged with lockdown work**, based on the factual track record held by teachers, bearing in mind the most up-to-date knowledge we have about each child's circumstances. The 'engagement grade' will show how well subject teachers feel each child has done to keep up with work, how well it has been completed against our individual expectations, and how well the child has communicated with us over time.
- c) Provide class teachers and Pastoral staff with a complete picture of pupil performance during lockdown, so that 'mopping-up' interventions can be accurately directed (especially important once the years groups are promoted and new teachers are assigned to classes from September 2020).

Producing the ES20R is not an exact science based on unequivocal 'hard' data, and upon occasion, we may get our judgements wrong. We are reporting the facts as we have them, and if we don't know any specific, or exceptional, circumstances as to why your child has not been able to engage with remote learning, we will use the most appropriate grade descriptor that matches the facts as we have them at the time. The descriptors are attached to the end of this letter for your information.

We feel that now is an appropriate time to produce this summary review because it is important for us to give pupils/students some reassurance that the vast majority of them have worked impressively well during the most difficult of times, showing resilience, effort and commitment to keeping their learning underway. Where necessary, it may help parents/carers to work more closely with us to help their child get back on track before the summer break where there are issues to 'mop up', including coverage of any exceptional circumstances about which we are unaware.

Given the nature of this extraordinary review, it will not be sent out in the green report book, but it may be included in it for safe keeping once pupils return to school, as a record of the strange times we have all endured during 2020.

The order for completion and dispatch of the ES20R to you will be:

1. Y12 w/b 8<sup>th</sup> June
2. Y10 w/b 15<sup>th</sup> June
3. Y7 w/b 22<sup>nd</sup> June
4. Y8 w/b 29<sup>th</sup> June
5. Y9 w/b 6<sup>th</sup> July (to include Options confirmation letter)

## **Curriculum preparation for the 2020-21 academic year:**

Plans for the new academic year have to be made assuming that it will be a normal start to the Autumn Term. At this point, a normal start is unlikely and media sources are already speculating wildly about what might happen, and when. If we have our usual plans and processes ready for launch in September, then it makes our job of developing special, interim plans to respond to the specific circumstances at the time far easier.

The new timetable is in place, and all options for the new Y10 and Y12 cohorts are now 'locked in'. Please do not request any changes – these can be accommodated more easily in September. As usual, the new cohorts have a 4-week period of grace to trial their new options and request a change if it is really necessary (usually, only a handful of requests are made).

As the current Y7 cohort is promoted to Y8, normally, we would formalise the setting structure for the classes in both halves of the year group, and extend that setting across the majority of subjects. However, those decisions are usually based on good data generated across the year, not least the outcomes from the summer exams. As those exams are cancelled, we have decided to make a significant change to the school curriculum, by extending mixed ability teaching into the majority of subjects in Y8 – in essence, the arrangements from Y7 will roll forwards into Y8. However, we will re-mix the classes by creating our usual x and y-half populations, which means that there will be some alterations to the classlists. The fine detail is that the Maths and Computing curriculum block will continue to set based on the existing arrangements from Y7, and Science joins this arrangement, whilst Modern Foreign Languages will identify the top 64 pupils in the year group to access Spanish as an additional language for 1 lesson per week. Technology, PE/Games, Art and Music will continue with their smaller sized, mixed ability classes as usual. This leaves the new, mixed ability groups to replace the formal setting structure normally found in English, Geography, History, RE, and the remainder of French classes.

As Y8 are promoted into Y9, the existing Y8 structure will roll forwards, with some tweaks to the sets made at the discretion of Heads of Department in conjunction with Pastoral staff.

The new classes your child has been assigned to in Y8, Y9 or Y10 (including confirmation of Option choices) respectively will be issued to you towards the end of this term, once the necessary details have been finalised.

As always, if you have any questions or queries, do please contact me at school.

Yours sincerely

Mr N. Parker  
Deputy Head – Curriculum

## **Engagement grade descriptors:**

**Grade A = Excellent:** The pupil/student has:

- Completed all, or the vast majority, of work set by the teacher
- Produced work of a standard that has met all, or the vast majority, of the teacher's expectations, in terms of both quality and quantity in each of the weekly tasks set
- Returned work to the teacher by the recommended deadlines in all, or the vast majority of instances
- Responded very well to any feedback provided
- Maintained high quality and very regular communication with the teacher
- Shown an exceptional level of effort and commitment to their learning, considering the circumstances

**Grade B = Good:** The pupil/student has:

- Completed most of the work set by the teacher
- Produced work of a standard that has met most of the teacher's expectations, in terms of both quality and quantity in each of the weekly tasks set
- Returned work to the teacher by the recommended deadlines in most instances
- Responded well to any feedback provided
- Maintained good quality and regular communication with the teacher
- Shown a high level of effort and commitment to their learning, considering the circumstances

**Grade C = Satisfactory:** The pupil/student has:

- Completed some of the work set by the teacher (about  $\frac{1}{2}$  of the total)
- Produced work of a standard that has met some of the teacher's expectations, in terms of both quality and quantity in each of the weekly tasks set
- Returned work to the teacher by the recommended deadlines in about  $\frac{1}{2}$  of the instances
- Responded occasionally to any feedback provided
- Maintained satisfactory communication with the teacher
- Shown some effort and commitment to their learning, considering the circumstances

**Grade D = Poor:** The pupil/student has:

- Completed little of the work set by the teacher (about  $\frac{1}{4}$  of the total)
- Produced work of a standard that has met a few of the teacher's expectations, in terms of both quality and quantity in each of the weekly tasks set
- Returned work to the teacher by the recommended deadlines, but infrequently, and/or with no regular pattern
- Rarely responded to any feedback provided
- Maintained infrequent, and/or poor quality communication with the teacher
- Shown a lack of effort and commitment to their learning, considering the circumstances

**Grade E = Very poor and significant concerns:** The pupil/student has:

- Completed hardly any/none and/or returned hardly any/none of the work set by the teacher (less than  $\frac{1}{4}$  of total)
- Not responded to any feedback provided, or reminders (either via email or letter home)
- Shown very little/no effort and commitment to their learning, as far as the teacher can tell
- Not made their teacher aware of any reason as to why no work has been completed or returned

**Grade Ex = Exceptional circumstances:** The pupil/student has:

- Specific reasons to explain why they have not been able to complete school work in this subject during the lockdown period
- Communicated these reasons clearly to the school and/or the subject teacher

**Grade N/A = Not applicable:**

- The pupil/student is on the 'no ICT at home' list, so work has not been expected to be returned to school
- The nature of work set has not required any formal 'proof' of completion to be sent to the class teacher (this will apply particularly to all KS3 PE/Games sessions)