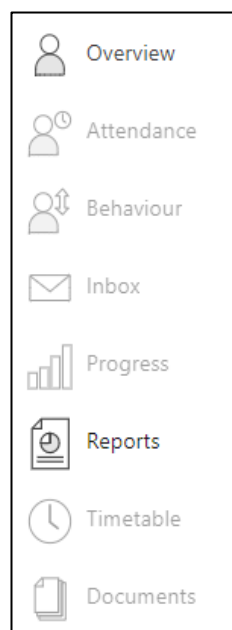




June 2026

Dear Parent/Carer,

Year 7 Report



Following the communication emailed to you in May regarding improvements in reporting for students in Year 7, your child's report is now available to view on the GO 4 Schools website; unfortunately, reports are not available via the app. This is an opportunity to see how your child has progressed during their first year at King Edward VI School. Reports sit alongside the attendance, behaviour, and timetable information that you can view on GO 4 Schools and can be accessed once you have logged onto the website via icons as shown on the left-hand side of this letter. Select 'Reports' and then click on the latest report.

We try as much as possible to refrain from mentioning actual grades to students in Year 7 and Year 8 because we don't want to apply unnecessary pressure at this stage, preferring them to concentrate on acquiring the appropriate skills for GCSE and enjoying the subjects that they are studying. However, we also appreciate that many of you want to be provided with more details about their achievement.

Class teachers have provided a comment for each subject; you will also see a target grade alongside Fischer Family Trust (FFT) 50% and 5% estimates (for students that sat Key Stage 2 SATs papers), a progress indicator and an approach to learning rating.

A student's target grade for a subject is based on estimation data generated by FFT, an independent non-profit organisation commissioned by the Department for Education. The target is defined as the grade that the student is targeted to achieve in Key Stage 4 examinations for that subject.

FFT provides us with subject specific estimates with three degrees of challenge; FFT 20% is used as the basis for our target setting, the estimates are based on progress seen in the top 20% of schools (high challenge). FFT also provides estimates based on grades achieved in 50% of schools (average challenge), and in the top 5% of schools (very high challenge). Many of our students achieve higher than their target. Potential individual performance is estimated based on how students of similar ability on entry (at the end of Key Stage 2) perform nationally. Similar ability is defined as similar prior attainment (usually Key Stage 2 test results), gender, and month of birth.

The 'progress indicator' shows how students are achieving in line with expectations and indicates whether at the time of writing the report, they were above target, on target, working towards target (1 grade below) or below target (2 or more grades below).

For each subject, an approach to learning rating has been selected from excellent, good, inconsistent, and poor, with good being the expectation and excellent the rating for those students that exceed expectations (see illustration that follows).

Excellent	Good	Inconsistent	Poor
Exemplary approach to work, is highly self-motivated. Goes above and beyond in lessons and completes home learning to a high standard, embraces challenging tasks. Encourages the views and opinions of others and supports peers with their learning.	Good approach to work, is self-motivated. Works well in lessons and completes home learning to the required standard, is willing to attempt challenging tasks. Open to the views and opinions of others and works well with their peers.	Sometimes lacks self-motivation and has an inconsistent approach to lessons and home learning. Does not always engage effectively with the views and opinions of others.	Lacks self-motivation, does not engage well in lessons and rarely if ever completes home learning. Can be inconsiderate of the views and opinions of others.

During their time with us, all students are treated as individuals and supported to achieve their potential. We understand that there may have been circumstances contributing to your child not achieving their potential in the Key Stage 2 SATs and that this may have had an impact on the external estimates generated by FFT. We know that progress is often made by students at different rates in each subject; this can vary according to subject specific expectations, the amount of lesson time and differing starting points. Individual students may progress at different rates due to a variety of factors, for example, maturity and/or personal circumstances. At this stage, please take the estimates provided as an indication of potential future performance. As each student progresses through the school and more knowledge is gathered about their abilities through the assessments that they take, class teachers will use their expertise to project probable future grades, and this information will become available from Year 9 onwards.

Please be aware that progress indicators for students with estimates at the upper grade range (grades 7 to 9) are more likely to be 'below target' or 'working towards target'. **This does not mean that they are not performing well in their subjects.** Estimates for Religious Education can be higher than you might expect; this is partly because most of our students study the subject up to GCSE level, but this is not the case nationwide. In other subjects, for example PE, students might be assessed on their practical skills only in Years 7 and 8, but at GCSE there will be a significant theoretical element to the course, so please do also take this into consideration. If class teachers have any concerns about your child, these will be reflected in the approach to learning rating and comments, so please do look at these to obtain an overall understanding of achievement.

If you have any concerns about your child's progress, please raise these with their form tutor in the first instance. Further information about GO 4 Schools can be found on the school website under the 'Information' header. Subject information can be found under the 'Curriculum' header of the website.

Yours sincerely,

Mr M Shaw – Assistant Headteacher

Mrs J Critchley – Data Manager

* See the GO webpage for access information: [GO 4 Schools - King Edward VI](#)

**[Curriculum Overview - King Edward VI](#)