



8 July 2016

Dear Parents/Guardians

Mascalls Academy is committed to continuous improvement. Following consultation we have made some changes to our academic and pastoral systems for September 2016 that will positively impact your child's education.

**Firstly**, our conversion to a model of 'Human Scale Education'. This means moving from our current system of five learning communities to three 'Small Schools' (known as Colleges). The reason for this change is to give your child a more comprehensive team of dedicated teaching staff who will oversee all academic tracking and monitoring of academic progress, in addition to the outstanding pastoral care you are accustomed to. The structure of these colleges can be seen below and you will receive a follow up letter indicating which college your child will be allocated to:

 		
<p><b><i>Earhart College</i></b></p> <p><b>Head of College</b></p> <p>Mrs Catherine Root</p> <p><b>Deputy Head of College</b></p> <p>Ms Maria Kemp</p> <p><b>Head of Pastoral</b></p> <p>Mr Mike Illsley</p> <p><b>Assistant Head of Pastoral</b></p> <p>Miss Niamh Dunne</p>	<p><b><i>Shackleton College</i></b></p> <p><b>Head of College</b></p> <p>Mr John Vennart</p> <p><b>Deputy Head of College</b></p> <p>Mrs Jo Brooks</p> <p><b>Head of Pastoral</b></p> <p>Mr Aaron Hatherill-Smith</p> <p><b>Assistant Head of Pastoral</b></p> <p>Miss Megan McWhinney</p>	<p><b><i>Luther King College</i></b></p> <p><b>Head of College</b></p> <p>Mr Will Monk</p> <p><b>Deputy Head of College</b></p> <p>Mrs Sharon Mahon</p> <p><b>Head of Pastoral</b></p> <p>Miss Anna Mohamed</p> <p><b>Assistant Head of Pastoral</b></p> <p>Miss Kristina Horn</p>
<p><b>Head of Post 16</b>      <b>Deputy Head of Post 16</b>      <b>Post 16 Advisory Team</b></p> <p>Miss Claire Shaw-Kew      Miss Lucy Entacott</p>		

At present, the Head of Learning Community (HOLC) role is largely pastoral. Pastoral care will continue to be driven by the pastoral team (Head of Pastoral and their Assistant) and academic tracking and monitoring will be undertaken by the Head of College and their Deputy. In short, this team of four will replace the current team of one. We will be able to support your child better by having more staff looking at your child's academic progress and if progress dips, a strategy of immediate intervention to ensure your child gets back on track. This team will also be responsible for ensuring more effective communication with parents.

Additional benefits include a greater emphasis on inter-college competition, not just in sports but in all disciplines. Each competition will enable pupils to compete for their college against the other two colleges in a year round series of events, all aimed at fostering healthy competition. The second strand to this system decouples Post 16 students from the current vertical advisories. The rationale behind this is to ensure that Post 16 students get a more appropriate diet of pastoral support and PSHE in addition to a dedicated team of Post 16 staff who will track and monitor their academic progress. The decoupling of Post 16 students allows us to keep the three lower school colleges smaller, which supports the philosophy of better, more individualised care for your child.

**Secondly**, the disapplication of National Curriculum Levels. The government's move from A\*-G to 9-1 grading at GCSE has made it difficult to devise a system that creates a fluid transition from KS3 into KS4. Mascalls has responded to this by creating the 1 to 9 flight path grading system that stays with your child from year 7 to year 11. Based on KS2 tests, pupils will be placed on the 1 to 9 flight path at the beginning of year 7, or transferred onto this flight path if your child is in year 8 or 9. This flight path indicates the minimum grade your child should achieve by the end of year 11 with 9 being an A\* and 1 being a G grade.

#### **EG**

Historically, a middle ability KS2 test result would have converted to a 4b. A 4b grade at the end of KS2 suggests that the minimum grade that should be achieved at GCSE is a C grade. The new KS2 system will offer a 'Secondary School Ready' score. This will be converted into our flight path. A middle ability KS2 score will convert to flight path 4 or 5 which indicates a minimum GCSE grade of either 4 (C- to C) or 5 (C+ to B-). From this system it is possible to see what the lowest GCSE prediction for your child will be at the beginning of year 7. This is by no means a guaranteed path of progress but a mere guide to track minimum expected progress rates. Mascalls will aim to ensure every pupil performs higher than their minimum expected flight path. Please see overleaf for a full breakdown of the new 1 to 9 grading system compared to the old A\*-G system. There will be more information and training for parents, if required.

**Finally**, to achieve a seamless and more effective transition through KS3 to KS4 we must mirror our practice at KS4 in KS3. At present, in KS4 pupils are set by ability in English, maths and science. The non-core subjects are taught in mixed ability groups. From September, KS3 pupils will be set in English, maths and science and taught in mixed ability classes in the non-core subjects. This philosophy supports a more individualised delivery of lesson content where every pupil is challenged to progress beyond their expected level. This system also supports the theory that pupils achieve outstanding outcomes when lessons are tailored to their individual needs through planned task differentiation, something that is often lacking in set ability groups.

Reformed 1 to 9 grading compared to Legacy A*-G Grade Map		
Ref GCSE Grades	Ref GCSE fine grades	Legacy GCSE Grades
9	9H	A*1
	9M	
	9L	A*2
8	8H	A*3
	8M	
	8L	A1
7	7H	A2
	7M	
	7L	A3
6	6H	B1
	6M	
	6L	B2
5	5H	B3
	5M	
	5L	C1
4	4H	C2
	4M	
	4L	C3
3	3H	D1
	3M	D2
	3L	D3
2	2H	E1
	2M	E2
	2L	F1 & E3
1	1H	F3 & F2
	1M	G1
	1L	G3 & G2

I would like to take this opportunity to thank you for your continued support and assure you that your child's education remains our primary priority.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Wayne Barnett', with a long horizontal flourish extending to the right.

**Wayne Barnett**  
Principal