Re: Understanding Student Progress Reports and Current Grades

Dear Post-16 Admissions Team,

We have written this covering letter to provide important context regarding the academic grades reported by students attending The Ilfracombe Academy who are applying for post-16 courses at different institutions.

At The Ilfracombe Academy, **we report students' current working grades rather than predicted GCSE grades.** It is important that post-16 providers understand this distinction when reviewing applications and making decisions about course suitability and entry requirements.

The grades shared on our student progress reports represent **a student's demonstrated level of attainment at the time the report was published.** They are not a prediction of the grades we believe a student will achieve in their final GCSE examinations.

In many subjects, current grades are informed solely by students' performance in full GCSE examination papers. For example, a student receiving a grade 4 in their Year 10 mathematics mock examinations has demonstrated attainment at grade 4 across a full set of GCSE mathematics papers at the end of Year 10. This should not be interpreted as a prediction that the student will achieve a grade 4 at the end of Year 11.

For clarity, our current grades are reported following three key assessment windows:

- **July – Year 10 mock examinations:** Providing an indication of students' attainment at the end of Year 10 (all subjects).
- **November – Year 11 mock examinations:** Assessing current attainment in English and mathematics only.
- **January – Final Year 11 mock examinations:** Providing an updated indication of attainment as students approach their final GCSE examinations (all subjects).

Our experience consistently demonstrates that students who engage positively with their learning and our comprehensive Year 11 support offer are highly likely to make further academic progress between the publication of their progress reports and GCSE results day. This is particularly evident among students who demonstrate strong attendance, a positive attitude to learning, consistent application in lessons and a commitment to home learning.

A current working grade should not be treated as a ceiling on a student's academic potential or as a definitive indication of their likely final GCSE outcome.

We encourage admissions teams to consider students' current attainment alongside their engagement, attitude to learning, academic progress and commitment to improvement when assessing their suitability for post-16 study.

Thank you for your understanding and for supporting our students as they take the next important steps in their education.

Yours faithfully,

Mr James Twomey, Deputy Headteacher
The Ilfracombe Academy