KS4 Interim: How to support your child whilst ensuring they maximise their potential.

Attendance: 90.5%

Dear Parent/Carer,

In addition to Mr Bush's guidelines and our recent video, here is some support on how to read and discuss your child's most recent interim report.

Suggested responses.

Subject	Target	Attainment	Attitude to Learning
English Language	6	3	Satisfactory
English Literature	6		Satisfactory
Maths	6	3	Good
Science	5	3-2	Satisfactory
Food	6	2+	Good (H)
History	5	2	Good
PE (Core)			Satisfactory
PE	6	5	Good
PSHCE			Good
Spanish	5		

Green - Very Positive, Amber - Area For Improvement, Red - Serious Concern (B) Behaviour (H) Homework

Character Strengths	Total Points
Community	0
Compassion	0
Courage	0
Resilience	3
Responsibility	3
Total	6

Behaviour Incidents	Total Points
Late to School	0
Missed Detention	1
Equipment	0
Disruptive Behaviour	0
Other	14
Total	15

Homework Not Completed	6

This script is designed to help you have a constructive and supportive conversation with your Year 11 child about their Interim report. The goal is to focus on progress and actionable steps, not just the grades themselves.

Attendance: Key Points to Emphasise:

- **Missing a day isn't just one day: "Missing one day isn't just 5 or 6 lessons missed. It's the revision tips from a teacher, the answer to a question you had, or a key piece of coursework information. It can be hard to catch up."**
- **Link to their future: "Colleges and sixth forms often ask for attendance records. Showing you're reliable now really helps you get the place you want later."**

The "How": The Morning Routine

Goal: To be consistent, positive, and firm. Avoid turning mornings into negotiations.

Scenario 1: Your child is reluctant to get up.

- Avoid: "Are you getting up?" (This invites a "no" answer).
- Instead, be direct and positive: "Time to get up! I'll get breakfast sorted. What do you fancy, toast or cereal?"
- If they resist: "I know it's tough getting up when you're tired, but we can't let that feeling win. The day must start. Let's get moving."

Scenario 2: Your child says they feel unwell.

- First, show empathy: "I'm sorry you're not feeling great. Where does it hurt?"
- Then, assess the situation calmly. Differentiate between genuine illness (fever, vomiting, severe pain) and vague complaints ("I just feel sick," "I've got a headache").
- If it's a minor ailment: "I understand you don't feel 100%, but Year 11 is too important to miss unless you're properly ill. Let's get some breakfast and medicine for you. If you still feel really unwell at break time, you can go to the Medical Team, and we'll take it from there."
- Establish a clear rule: "Our rule is simple: if you're too ill for school, you're too ill for phones, gaming, and going out later. It's a day in bed to get better."
- Address the need to catch up ideology, which can make it harder in the long run: 'We don't want you to miss vital content for your GCSE studies, as you'll have to catch up on your own, from google classroom, without your teachers help.'

The "What If": Addressing Specific Excuses

Goal: To listen to their concerns but not let them become a barrier to attendance. Frame it as a problem to solve together.

Excuse 1: "I'm worried about a test" or "I haven't done my homework."

- You: "Okay, I hear that you're worried. Staying home won't make that feeling or the homework go away; it will just make it worse for tomorrow. The best thing to do is go in, face it, and speak to your teacher. Let's make a plan tonight to get on top of your homework so you don't feel like this again."

Excuse 2: "I'm having problems with friends" or "I don't like my teacher."

- You: "Thank you for telling me. That sounds really difficult, and I want to help. Avoiding the problem by staying at home won't fix it. Let's talk about what's happening. We can contact your Head of Year together if you'd like. The school can't help if they don't know there's a problem."

The "Team Effort": Working with the School

Goal: To show your child that you and the school are a united team working to support them.

- Keep communication lines open: Regularly check the school's attendance app or portal.
- Contact the school early: If you see a pattern of absence or are worried, don't wait. Email or call their Head of Year or the attendance officer.
- Your script for the school: "Hello, I'm [Child's Name]'s parent. I'm committed to ensuring their attendance is excellent this year and I'd like to work with you. Can you let me know if you have any concerns from your end? We want to present a united front to help them succeed

Attainment: Key Points to Emphasise:

Phase 1: The Set-Up (Creating the Right Environment)

Goal: To start the conversation in a calm, non-confrontational way. Don't just hand them the report and demand an explanation.

- When: Choose a relaxed time when neither of you is rushing or stressed. Avoid bringing it up during a disagreement or late at night.

- Where: A neutral space, like the kitchen table with a drink, is better than a formal "sit-down" in the living room.
- How to start:
    - You: "Hey, your latest school report has come through. Let's find 20 minutes after dinner to look at it together. I want to see where you're smashing it and figure out how we can best support you for the final push to the exams."

Phase 2: The Opening (Looking at the Big Picture)

Goal: To get their initial feelings and to frame the conversation collaboratively. Let them speak first.

- You: (Sitting down together with the report) "Okay, before we get into the details, have a look through. How do *you* feel about it overall? Is it roughly what you were expecting?"
- (Pause and listen to their answer without interrupting).
- You: "Right, let's find the biggest success story on here first. Which result are you most proud of, and why?"
    - This starts the conversation on a positive note and celebrates their hard work.

Phase 3: The Discussion (Drilling into the Details)

Goal: To talk about both strengths and areas for development in a constructive way, separating the grade from the child's identity.

For a Subject That's Going Well:

- You: "You've done brilliantly in History! The report says your effort is excellent, and it's clearly paying off. What do you think is working so well for you in that subject? Is it the revision technique you're using, or does the teacher explain things in a way that just clicks for you?"
    - The aim here is to identify successful strategies that could potentially be used in other subjects.

For a Subject That's a Challenge:

- Avoid: "Why is this Physics grade so low?" or "I'm disappointed in this result."
- Instead, be curious and supportive:
    - You: "Okay, let's look at Physics. This seems to be one of the trickier ones at the moment. What's the biggest challenge for you in that class? Is there a specific topic that you find tough?"
- Separate effort from outcome:
    - You: "I can see from your A2L grade that you are trying really hard, which is the most important thing. It seems we just need to find a way to make

that hard work translates into the results you want. It's about working smarter, not just harder."

Phase 4: The Action Plan (Agreeing on Next Steps) ☑

Goal: To end the conversation with a clear, simple, and agreed-upon plan. This turns anxiety into action.

- You: "Right, this has been really useful. Based on what we've talked about, what are 2 or 3 things we can do to support you?"
- Be specific and collaborative:
  - "For Maths, you mentioned algebra is the main issue. How about we agree that by next week, we will have looked at the BBC Bitesize algebra section together and tried some practice questions?"
  - "For English, you're doing really well. The plan is just to keep that great work going. No changes needed!"
  - "Is it worth us emailing your [Subject Teacher] together to ask for advice on the best way to revise for their subject?"
- Write it down. This shows you're serious and helps you both remember the plan.

Phase 5: The Closing (Reassurance and Support)

Goal: To end on a positive and encouraging note, reminding them that you're on their side.

- You: "Thank you for talking this through with me. Remember, this report is just a snapshot – it's a guide to tell us where to focus our energy. It is not your final story.
- You: "I'm proud of the effort you're putting in. Year 11 is a marathon, not a sprint. We're a team, and I'm here to help you every step of the way. Now, let's forget about this and go and do [something relaxing]."

Is your child ready for learning each day? Here is a quick checklist to help.

- Are they managing their time effectively? Are they dedicating enough time to studying? We recommend 2-3 hours of schoolwork per evening, broken up into 25-minute slots with a 5-minute gap in between.
- Have they completed any homework set?
- Are they on time to lessons?

What support can we offer in school?

- **Study Space: Monday- Thursday lunchtimes in CG06.** A quiet place for students to work or revise
- **Studio 11:** selected students invited to work with staff to improve their grades
- **Mentoring:** Post 16 students attached to each form to support students
- **Intervention classes:** Teachers run additional sessions to support your child with their studies. Individual teachers run these based on their class's needs. Additional sessions on Saturdays and in school holidays also run.

- **Weekly Form Time Achievement programme that supports students with how to revise**

- **Weekly Form Time Personal Development programme that supports students with soft skills in the workplace and builds on out character strengths**

Your partnership with us is vital in making sure that your child is ready, respectful and a hardworking GHS student. If you have any questions, please do not hesitate to contact the school.

Regards,

Mrs A Phull
Assistant Headteacher
i/c KS4 Achievement

