



The Wilnecote School

Title of Policy:

GCSE Tier Entry – Process & Guidance

Member of leadership team with lead responsibility for oversight and update of policy	Mrs. J Marsland
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Policy review cycle	Triennial
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Guidance on Tiered entry

Entry tier identification plan: GCSE MFL/Science/Maths

This plan outlines the process for identifying appropriate entry tiers for students in GCSE MFL, Science, and Mathematics. The identification process will reflect decisions made according to student MEGs, CWG, FAs/EFAs results, teacher voice, and mock exam performance. The timeline spans two academic years; Year 10 and Year 11. The final decision on tier entry will be made by the school, based on professional expertise, in the best interest of the student.

Year 10

- **Initial data collection (Autumn 1):**
 - **Communication with parents and students:** The DH communicates with parents and students to provide information explaining the tier placement process, outlining expectations, and clarifying how tier placement will evolve over time with reference to MEGs, CWGs and the importance of all forms of assessment including mocks.
 - HOD to lead initial tier of entry discussion with their department. Discussions should be informed by the generated MEGs for each student and students' initial performance.
 - Teachers review early progress, identifying potential concerns and begin informal tier discussions.
- **Mock exams (Spring 2):**
 - All students sit mock exams in MFL, Science, and Maths. The results of these exams are critical for informing potential tier decisions.
 - HOD communicates with parents, reminding them of the importance of mocks in informing tier decisions.
 - HoD leads the review of mock exam results alongside CWGs with colleagues to evaluate whether students are on track to meet their MEGs or if there are signs that a tier change may be necessary.
 - Continue teacher observations and assessments in the classroom to gauge student readiness for higher-tier exams.
 - **Communication with parents and students:** After mock results, HOD provide feedback to both parents and students regarding performance and early thoughts on tier suitability. This is an opportunity to explain the reasoning behind potential adjustments and gather any feedback.

Year 11

- **Re-assessment of tier placement (Autumn 2):**
 - After the Autumn Mock Exams, HoD to lead the review the results and compare them with students' MEGs and CWGs. These mock results are critical for confirming or adjusting tier placements.
 - Teachers provide input regarding student progress, performance in mock exams, and classroom engagement to inform tier decisions.
 - **Communication with parents and students:** Following the Autumn mocks, HoD provide feedback to parents and students, highlighting any changes or adjustments to tier expectations. Ensure that students are aware of their progress and potential tier entry.

Spring Term

- **Final tier decision (Spring 2):**
 - The final decision regarding tier entry will be made by the school, based on the **students' progress across Year 10 and Year 11, including mock exam results, CWGs, and teacher input**. The final decision will be made by the school using teachers' professional expertise, considering the best interest of the student and their likelihood of success in the exam.
 - This decision will be communicated to students and parents in March (Spring 2), with clear explanations for the choice of tier.
 - **QA with subject link SLT:** Before finalising tier decisions, ensure a quality assurance process is carried out by subject SLT. This process ensures consistency and alignment with school policies and best practices.
 - **Final parental and student communication:** Once the final decision is made, provide detailed communication to parents and students. Include the rationale for the tier decision and next steps for exam preparation.

Dear Parent/Carer,

Re: GCSE entry tier process for MFL, Science, and Mathematics

I hope this letter finds you well. As part of our commitment to providing the best educational experience for our students, we are writing to outline the process for determining the appropriate entry tier for your child's upcoming GCSEs in MFL, Science, and Mathematics. This process will span the two years of study; Year 10 and Year 11, and we aim to keep you fully informed at each stage.

Overview of the process

At the beginning of Year 10, we will generate a MEG (minimum expected grade for GCSE) for your child, based on prior attainment (such as Key Stage 2 results). This MEG will be our starting point for determining your child's tier of entry.

Throughout the two years, we will assess your child's progress and the results of these varied assessments will give teachers an indication of how well your child is performing relative to their MEG and thus inform their tier placement. Teacher observation of engagement within lessons and with independent study (homework and revision) will also inform tier of entry decisions.

The following assessment of progress will be used in addition to monitoring your child's engagement.:

1. A mock exam will take place in the Spring of Year 10, allowing us to assess how well students are progressing.
2. A second round of mock exams will take place in the Autumn of Year 11, providing a clearer picture of students' readiness for their final exams.
3. In class assessments throughout the two year course; formative assessments and expanded formative assessments.

The final decision will be made in the **Spring Term of Year 11**, ensuring that it reflects their academic strengths and provides them with the best opportunity for success.

We believe that clear communication is key to supporting your child's success. After the Year 10 mocks, we will provide you with feedback on your child's progress and any early indications of potential tier placement. Following the Year 11 Autumn mocks, we will update you again and inform you of any adjustments made to your child's tier. Finally, in February of Year 11, we will confirm the final tier entry decision and share the reasoning behind it.

To ensure consistency and fairness, there will be a quality assurance process led by our Senior Leadership Team to review tier decisions across departments. This helps ensure that all decisions are made in the best interests of each student.

School's Role in Tier Placement

While we understand that the process of determining GCSE tier placement is an important one for both students and parents, your child's performance in assessments and teacher feedback will be critical factors, as such, the final decision regarding tier placement will rest with the school. We will use our professional expertise to make the best decision for your child's success, taking into account their potential, progress, and the challenges they may face in their final exams.

We are committed to providing support and guidance throughout the two-year journey. If you have any questions about the tier process or would like to discuss your child's progress, please don't hesitate to get in touch with your child's teacher.

Thank you for your continued support. We look forward to working together to ensure the best possible outcomes for your child.

Yours sincerely,

Dear [Parent/Carer's Name],

Re: Feedback on [Student's Name]'s mock exam results and early thoughts on GCSE tier suitability

I hope you are well. I am writing to provide you with feedback following the recent mock exams in [subject(s)], as well as to share our early thoughts regarding the most appropriate GCSE tier for [Student's Name].

[Student's Name]'s performance in the mock exams is an important part of our process for determining tier suitability. Based on the results, we have noted [insert specific observations about the student's strengths, areas for improvement, or any other relevant details].

While we are still in the process of considering all aspects of [Student's Name]'s progress, including classroom performance, MEGs and CWGs the mock exam results have raised some important considerations regarding the appropriate tier placement. At this stage, we are considering [briefly outline potential tier options, e.g., whether a move to higher or foundation tier may be necessary].

We want to assure you that any decisions about tier entry will be made carefully, taking into account not just mock exam results, but also ongoing teacher assessments and the best interests of [Student's Name]. This is an opportunity for us to ensure that [Student's Name] is set up for the best chance of success in the final exams.

We would like to discuss any potential adjustments to tier placement with you and look forward to parents evening. Your feedback is crucial, and we welcome any thoughts or questions you may have regarding the direction we are considering.

In the coming weeks, we will continue to monitor [Student's Name]'s progress, and you will receive further updates as we finalise our decisions. The final tier decisions will be made after reviewing all relevant data, including the results of the Year 11 Autumn mocks and any additional assessments.

Thank you for your continued support. We look forward to working together to ensure the best possible outcome for [Student's Name] in the upcoming GCSEs.

Yours sincerely,

Dear [Parent/Carer's Name],

Re: Change of GCSE tier entry for [Student's Name]

I hope you are well. I am writing to inform you of an important update regarding [Student's Name]'s GCSE entry for [subject(s)]. After careful consideration of [his/her/their] progress throughout Year 10 and the recent mock exam results, we have decided to move [Student's Name] to the **Foundation Tier** for the upcoming GCSE exams in [subject(s)].

Our decision has been based on a number of factors, including:

- [Student's Name]'s performance in the most recent mock exams, where it became clear that a Foundation Tier entry would better match their current level of understanding and skill.
- Ongoing teacher assessments and observations in class, which have provided valuable insight into [his/her/their] strengths and areas of difficulty.
- The need to ensure that [Student's Name] has the best possible chance of achieving a grade that reflects [his/her/their] abilities and potential.

The Foundation Tier will allow [Student's Name] to focus on the core content that is most appropriate for [him/her/them], with the aim of achieving a strong pass (Grade 4-5). We believe this is the most supportive pathway for [his/her/their] continued success in the subject.

We understand that this change may raise some questions, and we are here to offer support during this transition. We will continue to monitor [Student's Name]'s progress closely and provide tailored support to help [him/her/them] succeed. If you would like to discuss this further or have any concerns, please do not hesitate to contact us.

Thank you for your ongoing support. We look forward to continuing to work together to ensure [Student's Name] achieves the best possible outcomes in [his/her/their] GCSEs.

Yours sincerely,

Dear [Parent/Carer's Name],

Re: Change of GCSE tier entry for [Student's Name]

I hope you are well. I am writing to inform you of an exciting update regarding [Student's Name]'s GCSE entry for [subject(s)]. After careful review of [his/her/their] progress throughout Year 10 and following [his/her/their] strong performance in the most recent mock exams, we have decided to move [Student's Name] to the **Higher Tier** for the upcoming GCSE exams in [subject(s)].

This decision has been made after considering several key factors:

- [Student's Name]'s excellent performance in the recent mock exams, where [he/she/they] demonstrated the potential to succeed at a higher tier level.
- Consistent progress observed by teachers in the classroom, along with a strong understanding of the more advanced concepts covered in the subject.
- Our belief that the Higher Tier will provide [Student's Name] with the best opportunity to achieve their full potential and secure a top grade (Grade 6-9).

We are confident that this decision is in the best interest of [Student's Name] and will allow [him/her/them] to perform to the highest standard. We will continue to support [Student's Name] with targeted revision and additional resources to help prepare for the challenge of the Higher Tier.

Should you have any questions or wish to discuss this decision further, please do not hesitate to contact us. Thank you for your continued support. We look forward to working together to help [Student's Name] achieve outstanding results in their GCSEs.

Yours sincerely,