



Wyvern St Edmund's
Learning Campus

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Dear Parent/Carer,

Earlier this week you will have received our new style school report. This report provides you with information about your child's academic achievement alongside a new category, personal development. A checklist explaining how we assess personal development should have accompanied the report when it was sent home but this did not happen. Please accept my apologies for the omission of the checklist and any confusion its absence may have caused. The checklist, giving more details about each category, can be found overleaf.

Personal Development at Wyvern St Edmund's

At Wyvern St Edmund's we wish to help every student be the very best version of themselves they can be. We want students to grow five key qualities that we believe will help them make the most of school and prepare them for the world of further education and employment. These are **punctuality**, being **equipped for learning**, **respectful and considerate**, **independent and resilient**, **curious and interested**. To do these things "*routinely*" (*almost every single lesson*) sets a really high standard, as they need to be doing these things all, or nearly all of the time.

To achieve a 'Yes' in every category would be extremely high praise indeed! It should be quite rare that any student achieves a 'Yes' in every category for personal development because we wish our students to continually seek out new challenges and go beyond their 'comfort zone' in order to become the very best version of themselves.

How we make judgments

Judgments about **punctuality** and **being equipped** are easily made but to get a 'Yes' requires a 100% record on these things – so reminding students how important it is to be on time and prepared. Does your child always have their 'green pen' in maths? Do they always remember their calculator? Similarly, when we judge whether your child is **respectful and considerate**, we might be thinking that they could listen *even more* attentively in lessons, or consider the values and beliefs of others before commenting in class discussions.

To show **independence and resilience**, we might be looking for them to take even greater responsibility for their learning than they do currently (even if their current level is producing good work and puts them on track). We might wish them to get a little further with the trickiest work before asking for help, or make contributions to class discussions where currently they sit quietly.

The final category is especially hard to achieve. If we judge **curious and interested** as a 'no' it does not mean your child is lacking curiosity or uninterested in their learning. Rather, it means we would love them to 'go the extra mile', to engage deeply in every lesson, to take on the very toughest tasks we offer in lessons, to ask challenging questions about the topic, to debate and share their opinion or even to undertake extra reading and research outside of lessons. These are the qualities that will inspire a love of learning for life and help students to be successful in future employment.

Again, I apologise for the omission of the checklist and I hope this letter makes more clear how we are making judgements around personal development. If you have any questions please do contact me at school nmartin@wyvernsteds.org.

Yours sincerely

Mr N Martin
Assistant Headteacher

Punctual

- I pack my bag myself before school
- I arrive in school on time
- I check my timetable to see what lesson I have next
- I walk quickly to my next lesson
- I plan ahead to allow time to travel from social times to my lesson



Equipped for learning

- I have at least two black pens, a pencil and a ruler at all times
- I bring the correct books to lessons
- I remember to bring my PE kit
- I wear my uniform with pride
- I make sure I get plenty of sleep so that I am prepared for learning

Respectful and considerate

- I listen attentively to staff
- I listen attentively to other students
- I think before I act
- I am considerate of others and their right to learn
- I will be polite and well-mannered at all times

Independent and resilient

- I get out my book and write the date and title without prompting
- I set myself goals and keep track of my progress
- I think about the best way to complete tasks based on my own strengths
- I change how I do things when I see there is a problem with how I am doing them
- I complete all home learning to the best of my ability

Curious and interested

- I ask questions when I am unsure what to do
- I ask questions to deepen learning
- I participate well during class activities
- I challenge others' points of view through constructive discussion and questioning
- I undertake further research to learn more about the topic I am studying