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1 May 2019

Dear Parents and Carers

I am writing to inform you that we are planning to reorganise the Maths classes in Year 9 to ensure that students are grouped correctly to ensure success in their GCSE examinations. There are two tiers of entry in Mathematics, the Foundation Tier and the Higher Tier. The papers are very different in terms of content and style, so in order to maximise students' chances of success in these papers, the following groupings will be implemented, as of 7 May 2019.

Higher Tier

There will be two 'target 7+' groups (working towards GCSE grades 7-9), one on either side of the year. There will also be 'target 5+' (working towards GCSE grades 5 and 6) groups on both sides of the year. Your child will be informed which group they are in when the changes are implemented. Students will be moved between groups if class teacher and formal assessments determine, over the course of Year 10, that they need to be moved to maximise their potential.

Foundation Tier

There will be two 'target 5' groups (working towards GCSE grade 5), 'target 4' (working towards GCSE grade 4) groups and smaller groups for those students requiring extra support to access the curriculum. Again, your child will be informed about which group they are in when the changes are implemented, and students will be moved between groups if class teacher and formal assessments determine, over the course of Year 10, that they need to be moved to maximise their potential.

Students have been allocated to their new groups based on an average of their performance in assessments across Year 9 to date. Please note that students will have the opportunity to move within their tier, but it will be highly unlikely that students move from the Foundation Tier groups into the Higher Tier groups unless their performance is exceptional.

If you have any queries, please contact me at acayless@thomastallis.org.uk.

Yours sincerely

A handwritten signature in black ink, appearing to read 'A. Cayless', is enclosed within a faint, dashed-line diamond shape.

Mr A. Cayless
DCL Mathematics