

## Year 9 Subject Review Grades

Dear Parent/ Carer,

Please find attached a copy of your child's attitude to learning grades, current grades, predicted grades and target grades.

### Attendance

Our attendance target is that every student achieves 97% attendance or above. Nationally, research shows that excellent attendance is key to your child's future success and instils good habits for future career pathways. Being in school is also beneficial to students' well-being and self-esteem and provides opportunities to develop friendships and social skills.

### Positive and Negative Points

Alongside your child's AtoL grade, we are also sharing with you the number of positive and negative points they have accrued during lessons. Positive points include 'Bonus Credits' and 'Core Value Credits'. Bonus Credits are awarded in all lessons daily for positive contributions that deserve additional praise and are worth one achievement point. Core Value credits are awarded to students who display our school's core values during lessons and in other areas of the wider school life; these are awarded less often than Bonus Credits and carry the value of 5 achievement points.

Negative points indicate that your child has shown behaviour that has fallen below the expected standards in lessons or around the school. More serious behaviours carry a greater number of negative interaction points than low level disruption.

### Attitude To Learning Grades (ATOL)

We have introduced a new Attitude to Learning matrix for this academic year. The new criteria aim to motivate all students; by further challenging all students and rewarding their efforts, while also highlighting those that require further support and guidance to achieve their full potential. We urge all parents to look carefully at the new matrix and consider the changes; although we are still operating on a 1-4 scale, the descriptors have changed significantly. We make no excuses for 'raising the bar' as far as aspiration, effort and consistent hard work are concerned.

The new descriptors are as follows:

4. Fully engaged learners striving for excellence every lesson
3. Fully engaged learners performing well
2. Passive learners that are coasting
1. Unsatisfactory attitude to learning.

We are committed to encouraging students to become active, independent, self-motivated learners and take responsibility for their own learning. With that in mind, students who require prompting/pushing to complete work and don't necessarily stretch themselves of their own accord will be awarded a grade 2.

Students will be expected to achieve as many 4s and 3s as is possible in all subjects. The Headteacher commends consistently outstanding attitude to learning across a range of subjects. Students' attitude to learning is one of the most important indicators of good progress and outcomes. A positive and committed attitude to learning is crucial for success in terms of results and instilling a work ethic that will improve students' employability in the future. Evidence shows that high levels of attitude to learning can increase the final grade a child receives by up to 2 grades. Cases of poor or disappointing attitude to learning are fully investigated.

### **Year 7 Attainment on Entry Scaled Scores**

These show student's attainment from their Key Stage 2 SATs which they completed in Year 6 of primary school. A scaled score of 100 is the national average. Scores range from 80 – 120.

### **Current Grades**

The current grade for each subject is the result of the high stakes assessment which your child completed in the Autumn term and is the standard at which your child is currently performing in terms of the work they have produced.

The table below shows how students were assessed in their different qualifications.

<b>Written exam paper</b>	<b>Written exam paper and practical assessment</b>	<b>Project Work</b>
GCSE English GCSE Maths GCSE Science GCSE Geography GCSE History GCSE French  GCSE Spanish GCSE Psychology GCSE Citizenship	GCSE Food and Nutrition OCR Engineering	RSL Music RSL Performing Arts OCR Sports Science OCR IMedia BTEC Health and Social Care BTEC Graphic Design (Art & Design Practice) GCSE Art

For the maths assessment, students sat a full GCSE examination paper equivalent to 33% of the real GCSE. For the English assessment, students completed a partial GCSE exam paper also equivalent to 33% of the real GCSE. For French and Spanish assessments, students were examined in three of the four exam areas of reading, writing and listening. In terms of the speaking component, students produced work in class to demonstrate their skills in this area. They will be formally assessed in this component later in the year to enable students to demonstrate the full range of skills that they have developed since starting the course.

Citizenship is a brand new subject for Year 9 students which will comprise of two GCSE papers. For data capture 1, the students sat one section of a GCSE exam paper on the 'Life in Modern Britain' module in Citizenship. The students completed this after 13 lessons, which has provided us with a baseline grade. At the end of Year 9, the students will be sitting a full GCSE paper and this will give us an indication of progression since the baseline test.

If results are missing, this is due to either your child being absent for the high stakes assessment in the subject prior to Christmas or the member of staff being absent from school due to illness and unable to mark the work at this time. If a member of staff has been absent, they will endeavour to mark your child's papers as a matter of priority.

## **Predicted Grades**

Teachers have used their professional judgement in determining these grades. They are based on the performance of your child in assessments and coursework produced so far at Key Stage 4 and have considered their attitude to learning. These grades provide an indication of the final grade that students may receive if they continue to work as they are currently. We hope that you appreciate that at this time, students have only just started their Key Stage 4 courses and over time, predicted grades could change as skills and content become more challenging.

## **Target Grades**

These grades are calculated based on KS2 prior attainment scores from a statistical model developed by the Fischer Family Trust. The model looks at the GCSE results of previous cohorts of all students nationally who got the same scores at KS2 and uses that to generate a target grade. There has been no teacher input regarding these grades and they are not based on any assessments or work that has been completed in school. Please be aware that target grades are set at a highly aspirational level. We believe that by setting the bar high, students will rise to the challenge in this important year.

## **Progress Against Target**

This compares student's predicted grade against their target grade. Students will be awarded one of three grades:

Above Expected  
Expected  
Below Expected

**Grading Systems:** Different Level 2 qualifications use different grading systems as outlined below:

### *GCSE qualifications:*

9 (highest grade)  
8  
7  
6  
5 Strong Pass  
4 Standard Pass  
3  
2  
1

### *BTEC and OCR qualifications:*

Level 2 Distinction \* (highest grade)  
Level 2 Distinction  
Level 2 Merit  
Level 2 Pass (standard pass)  
Level 1 Distinction  
Level 1 Merit  
Level 1 Pass

### *RSL qualifications:*

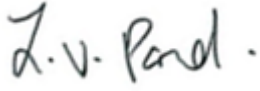
L2 Distinction (highest grade)  
L2 Merit  
L2 Pass (standard pass)

We hope that the information provided helps to keep you up to date with your child's progress.

Should you have any queries regarding your child's grades, please contact the appropriate Achievement Leader via the email address below:

Key Stage 4 Mr. Parry [Parry.D@hungerhillschool.com](mailto:Parry.D@hungerhillschool.com)

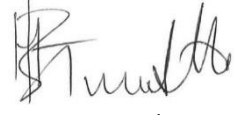
Yours sincerely



Mrs L Pond  
Headteacher



Mr P Storey  
Deputy Headteacher



Miss H Tredgett  
Assistant Headteacher