

July 2022 Year 8 Subject Review Grades

Dear Parents/Carers,

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

Attendance

Our attendance target is that every student achieves 97% attendance or above. Nationally, research shows that excellent attendance is their key to 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 throughout the year. 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 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 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. 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.

We are committed to encouraging students to become active, independent, self-motivated learners and take responsibility for their own learning. We make no excuses for 'raising the bar' as far as aspiration, effort and consistent hard work are concerned and all students are capable of achieving grades 4s and 3s in all subjects. 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.

The ATOL 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



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Attainment on Y7 Entry

Due to COVID, Year 8 students were unable to sit their Key Stage 2 SATs. Your child has been assessed on entry using CAT standardised assessments to establish the levels at which they were working at the start of their Hungerhill journey. These tests determined four scores:

- Reading age - this can be compared against the actual age of your child. During this term, your child has completed their standardised reading test and this score has been updated since the last report.
- CAT 4 Verbal - this assesses your child's ability to understand the meaning of words
- CAT 4 Quantitative - this assesses your child's arithmetic skills
- CAT 4 Non-Verbal - this assesses your child's ability to visualise and manipulate shapes (working memory)

The national average score for a CAT 4 test is 100.

Current Working Grade Against Age Related Expectations

Prior to every data capture, students will undertake a high stakes assessment in each of their subjects. This assessment may take the form of an in-class exam, a practical performance or project work. Teachers will assess students' work against age related expectations and the current working grade your child receives is determined by this assessment.

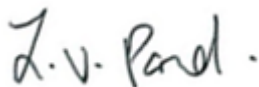
Students will be awarded one of three current working grades:

- Working above age related expectations
- Working at age related expectations
- Working below age related expectations

Please note that current working grades have not been included for PSHE, R.E. and reciprocal reading as students have not been formally assessed in these subjects.

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

Yours sincerely



Mrs L Pond
Headteacher



Mr P Storey
Deputy Headteacher



Miss H Tredgett
Assistant Headteacher



Attitude to Learning (ATOL) Descriptors

ATOL 4 Fully engaged learners striving for excellence every lesson

The following attributes must be actively demonstrated every lesson. This grade should be reserved for those students who are at the pinnacle of their group in terms of showing the character to excel. These are the students who strive for excellence every single day. Students who always demonstrate that they are fully engaged in the lesson, actively showing passion for their learning and an eagerness to achieve their full potential. Behaviour is impeccable, they actively show respect towards the teacher, their peers and themselves. Their work is always to their best standard. Their participation is highly active, and they take opportunities to learn independently, showing a proactive approach to drive themselves forward towards their goals. They show characteristics of bravery and resilience and are prepared to work outside their comfort zone to develop themselves. Leadership skills may be evident, and they demonstrate maturity when communicating with others.

ATOL 3 Fully engaged Learners performing well

This grade should be used for students who are performing very well in lessons but don't quite reach the standards set by those at the pinnacle of the group. These are students who are motivated to succeed and are consistent with their positive approach and effort. Students who usually demonstrate that they are fully engaged in the lesson and show that they are keen to do their best the majority of the time. Behaviour is always at least 'good' and they demonstrate respect towards the teacher, their peers and themselves at all times. Their work is usually to their best standard without having to be prompted by the teacher; there may be times when they require further encouragement to really push for excellence. They generally expect high standards from themselves and can drive themselves, but at times they may require prompting.

ATOL 2 Passive learners that are coasting

This grade should be used for those students who do not cause disruption to lessons but are perhaps more passive in their learning. They may be described as 'coasting' and require prompting/pushing and extrinsic motivation. They may be compliant and respectful but don't necessarily stretch themselves of their own accord. Students who arrive at lessons on time and equipped for learning. They complete the work set but some of their learning is more passive than active. They usually produce work of a satisfactory level but do not always drive themselves towards excellence. Behaviour is not an issue; they never actively disrupt the learning of others or the flow of the lesson, but they are happy to be a more passive members of the class unless directed by the teacher. There are times when they require more drive to succeed and may need motivation from external sources at times.

ATOL 1 Learners who disrupt others

This grade should be used for students who fail to meet the basic expectations in the classroom and should include those who require IN2/IN3 events during lessons. Their approach may at times be good but a lack of consistency is negatively affecting them achieving their full potential. Students who are demonstrating an unacceptable approach to lessons and show characteristics that will lead to them underachieving with their learning. The behaviour they show can lead directly to the loss of learning for themselves and/or others in the class; IN1 and/or IN2 behaviour events are common and there may have been cause for the student to be removed from the lesson (IN3). As a result of this approach, quality of work is not of the levels required and the student is not showing the necessary character to fulfil their potential. They can produce work of a satisfactory level but do not always drive themselves towards excellence; at times, their work may be of a level below what they should expect of themselves.

