



HUNGERHILL LANE
EDENTHORPE
DONCASTER
DN3 2JY

TEL: 01302 885811

FAX: 01302 880384

Email: admin@hungerhillschool.com

Year 9 July 2022 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 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

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

Students recently completed a series of high stakes assessments. The performance of these assessments have been used to identify your child’s current working at grade.

If results are missing, this is due to either your child being absent for the assessment 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. Please note that the current and predicted grade for GCSE Citizenship will be sent home in September as the mock examination was only recently completed.

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

Written mock exam paper	Written mock exam paper and coursework assessment	Coursework Assessment	Exemplar Coursework Assessment	High Stakes Assessments
GCSE English GCSE Maths GCSE Science GCSE Geography GCSE History GCSE French GCSE Spanish GCSE Psychology	GCSE Food and Nutrition	GCSE Art	OCR Engineering OCR I Media OCR Sports Science BTEC Art and Design Practice (Graphic Design) Eduqas Vocational Music Eduqas Vocational Performing Arts	BTEC Health and Social Care

Each GCSE grade, 9-1, is split into one of three sublevels. This indicates how close students are to the next grade boundary.

For example:

- 4 + means your child has achieved a score towards the higher end of a grade 4
- 4 means your child has achieved a score in the middle of a grade 4
- 4 - means your child has achieved a score in the lower end of a grade 4

Please note that all students sat the Foundation Combined Science Papers. The information from this exam has enabled the science department to compare all students fairly and helps to inform setting and science curriculum pathways for next year as well as to identify misconceptions and gaps in learning. The highest grade that can be awarded on a Foundation paper is a grade 5. As a consequence, no students will have a current grade in science of a grade 6 or above.

We hope that this additional information will help you to provide guidance in supporting your child.

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.

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.

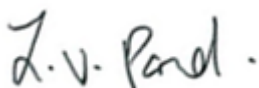
Progress Against Target

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

- Above Expected
- Expected
- Below Expected

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

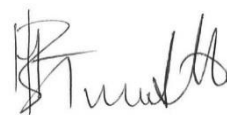
Yours sincerely



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.