

Year 10 January 2023 Subject Review Grades

Dear Parents/Carers,

Please find attached a copy of your child's progress report, within which you will find the following information:

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, self-esteem and provides opportunities to develop friendships and social skills.

Core Value Points and Intervention Points

Core Value Points include 'Positive Interactions' that students receive both inside and outside of lessons and are awarded for positive contributions to learning in lessons that deserve additional praise and also students who display our school's core values during lessons and in other areas of the wider school life. Intervention 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 intervention points than low level disruption.

Year 7 Attainment on Y7 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.

Academic Achievement

This section of the report provides information on your child's current performance in each subject they study.

Attitude To Learning Grades (AToL)

Attitude to Learning grades are awarded by teachers to reflect the levels of engagement shown towards each of their subjects. 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. We urge all parents to look carefully at the matrix (attached) and consider the criteria. We make no excuses for promoting aspiration, effort and positive work ethic for all students.

The descriptors are as follows:

Excelling - Fully engaged learners striving for excellence every lesson

Committed - Fully engaged learners performing well

Coasting - Passive learners that are coasting

Requires Improvement- Unsatisfactory attitude to learning

Students will be expected to achieve as many 'excelling' and 'committed' descriptors 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 two grades.

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 the 'Coasting' descriptor. Cases of poor or disappointing attitude to learning are fully investigated.

Working At Grades

Students recently completed a series of high stakes assessments. The performance of these assessments has been used to identify your child's Working At Grade.

An X grade indicates that your child has missed all or part of the assessments that contribute to this grade.

A U grade indicates that your child did not meet the minimum standard to be awarded a grade.

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 component submitted to date	Long Term Project Work
GCSE English GCSE Maths GCSE Science GCSE Geography GCSE History GCSE French GCSE Spanish GCSE Psychology GCSE Computer Science GCSE Citizenship	GCSE Food and Nutrition	GCSE Art BTEC Art and Design Practice (Graphic Design) OCR Sports Science OCR IMedia	OCR Engineering BTEC Health and Social Care WJEC Performing Arts



Each GCSE grade, 9-1, is split into one of three sublevels. This indicates how 'secure' students are within a particular grade.

For example:

4.8 means your child has achieved a score towards the higher end of a grade 4

4.5 means your child has achieved a score in the middle of a grade 4

4.2 means your child has achieved a score in the lower end of a grade 4

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

Flightpath Target

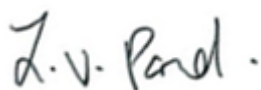
Using end of Year 11 targets as an end point, flightpaths indicate the linear journey students may undertake in their learning. At each high stakes assessment point a 'flightpath target' has been determined. If this target is achieved at this assessment point, then a student is considered to be making 'expected progress' and to be on track to achieve their end of year 11 target.

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 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



AtL Grade	AtL Descriptor
<p>Excelling (EX)</p>	<p>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. Their work is always to their best standard. They are self-motivated and exceed routine expectations in their pursuit of learning. 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. Students are reflective, engaging with written and oral feedback to improve their work, and are also willing to provide constructive feedback to their peers.</p>
<p>Committed (CM)</p>	<p>Students who demonstrate that they are fully engaged in the lesson and show that they are willing to learn. Students are actively listening and participating in lessons, their work is to their best standard. Students work well with their peers to solve problems before relying on their teacher, often viewing their own mistakes as an extended learning opportunity. Their determination ensures that they are solution focused and, where appropriate, support their peers. Students are able to reflect on their learning and identify opportunities for improvement.</p>
<p>Coasting (CS)</p>	<p>Students who arrive at lessons on time and equipped for learning. They usually complete the work set but their level of achievement is below what they would be capable of and have not yet developed the determination to step outside of their comfort zone. There are times when they require more drive to succeed and may need motivation from external sources. Students are sometimes reluctant to participate in group activities or respond to teacher questioning and demonstrating lower resilience. Their appetite for learning is not always evident.</p>
<p>Requires Improvement (RI)</p>	<p>Students who are demonstrating an unacceptable approach to lessons and show characteristics that will lead to them underachieving with their learning. Students regularly fail to engage in their learning and seldomly respond to teacher questions and/or challenge. As a result of this approach, quality of work is not of the level 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 drive themselves towards excellence; their work is regularly of a level below what they should expect of themselves.</p>



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