

27 March 2025

Year 11 March 2025 Subject Review Grades

Dear Parent/ Carer,

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. Please also be aware that as students' progress into Year 11 positive attendance is one of the criteria for students to access the end of year prom.

Year 7 Attainment on Y7 Entry Scaled Scores

Due to COVID, Year 11 students were unable to sit their Key Stage 2 SATs. Your child was 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
- 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 CAT assessments were repeated, which provides us with a more rounded profile of your child's reasoning abilities. The national average score for a CAT 4 test is 100.

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.

For updates on positive and negative conduct points, please continue to view these on Class Charts.

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.

A X grade indicates that your child has missed all 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(s)	Written mock exam paper and Non-Exam Assessments (NEA)	Non-Exam Assessments (NEA) completed to date
GCSE English GCSE English Literature GCSE Maths GCSE Science GCSE Geography GCSE History GCSE French GCSE Spanish GCSE P.E. GCSE Psychology	GCSE Food and Nutrition OCR Engineering BTEC Health and Social Care OCR Sports Science OCR IMedia	GCSE Art BTEC Art and Design Practice (Graphic Design) WJEC Performing Arts

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



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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.

Progress Against Flightpath Target

This compares student's predicted grade against their flightpath target grade.

Students will be awarded one of three grades:

- Above Expected
- Expected
- Below Expected

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 and look forward to seeing you at the Year 11 Parents' Evening on Thursday 17th April 2025.

Yours sincerely

Mrs K. Crawford
Headteacher

Mr D. Archer
Executive Deputy Headteacher

