



Hungerhill School
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3 June 2026

Year 8 June 2026 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 for every student to achieve 97% attendance or above. National research shows that excellent attendance is key to future success and helps instil good habits for later career pathways. Being in school also benefits students' well-being and self-esteem and provides opportunities to develop friendships and social skills.

Attainment on Year 7 Entry – Key Stage 2 SAT Scores

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

CAT4 – GL Cognitive Ability Tests

Your child was assessed at the start of Year 7 using national standardised assessments to establish their cognitive levels at the beginning of their Hungerhill journey. These tests provide four scores:

- **Reading Age** - this can be compared to your child's actual age.
- **CAT4 Verbal** -assesses ability to understand the meaning of words.
- **CAT4 Quantitative** -assesses arithmetic skills.
- **CAT4 Non-Verbal** -assesses the ability to visualise and manipulate shapes (working memory).

The national average score for a CAT4 test is 100.

Attitude to Learning Grades (AToL)

Attitude to Learning grades reflect the level of engagement shown in each subject. The criteria aim to motivate students by challenging them, rewarding effort, and identifying where extra support may be needed.

Descriptions:

- **Excelling** – Fully engaged learners striving for excellence.
- **Committed** – Fully engaged learners performing well.
- **Coasting** – Passive learners who are not working to full potential.
- **Requires Improvement** – Unsatisfactory attitude to learning.



Hungerhill School is part of the Brighter Futures Learning Partnership Trust

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Students should aim for as many 'Excelling' and 'Committed' grades as possible across all subjects. Students are expected to achieve as many 'Excelling' and 'Committed' descriptors as possible in all subjects. The Headteacher commends those who demonstrate a consistently outstanding attitude to learning across a range of subjects. Attitude to learning is one of the most important indicators of strong progress and good outcomes. Evidence shows that a high attitude to learning score can have a huge impact on a student's final grade.

Percentage Score and Current Working Grade Against Age-Related Expectations

Before each data capture, students complete a high-stakes assessment in every subject. Where assessments have taken place in the exam hall, students will receive:

- their own percentage score
- the average Year 8 score for comparison (See table below)

For subjects assessed through practical or project work (Art, IT, Music, Drama, Food, DT, and PE), students will receive one of the following:

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

Please note that Citizenship does not currently have a formal assessment and therefore no working grades are included.

Subject	Average Percentage Score for the year group
English	57%
French	72%
Geography	61%
History	65%
Maths	54%
Science	54%
Spanish	65%

Following the most recent set of high stakes assessments, your child's working at grade may have changed. This is due to greater coverage of the curriculum with the assessment of more knowledge. If you have any concerns regarding your child's progress, please contact their subject teacher in the first instance.

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

Yours sincerely



Mrs K. Crawford
Headteacher



Mrs G. Singleton
Assistant Headteacher



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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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