



Dear Parent/Carer

You will shortly be receiving your child’s autumn term progress report. Page 1 is the overview sheet which aims to summarise their progress and Attitude To Learning (ATL) in each subject. On the next page you will see a breakdown of their performance by unit within each subject.

How is your child’s overall progress in each subject determined?

We have used KS2 SATS data (or alternative comparable data) to determine a student’s expected progress, from which actual progress can be judged.

What do you mean by Attitude To Learning (ATL)?

Your child’s teacher will have awarded a best fit value between 0 and 4. This is based on a range of criteria, full details of which are included at the end of this document.

What is the NGRT (New Group Reading Test)?

The NGRT is an online assessment which KS3 students complete in both the autumn and summer terms. This assessment provides an indication of pupil’s reading age. The highest achieved reading age is reported.

How do I interpret my child’s subject results?

A percentage score is shown for every completed unit in each subject. Where the entire cohort have completed the unit of study you will also see two further results: “Result required for top 50%” and “Result required for top 10%”. This additional information will provide an indication of how well they have performed compared to their peers.

SUBJECT ATTAINMENT:	Student’s Result (%)	Result Required for top 50%	Result Required for top 10%
HISTORY			
Unit 1 – What is History?	92.00	62.00	86.00
Unit 2 – Roman Empire	80.00		

In the example above, the 50% and 10% scores are absent for Unit 2 as the whole cohort have, at the time of publication, not completed this unit.

Why report in this way?

We trust that by reporting this level of detail you can understand their performance in each subject, and identify units of study they are more confident in and areas where their performance has not been as strong.

On our Academy website, within the *Learning, Curriculum* pages, each subject has provided a detailed overview of the content coverage in each unit of study.

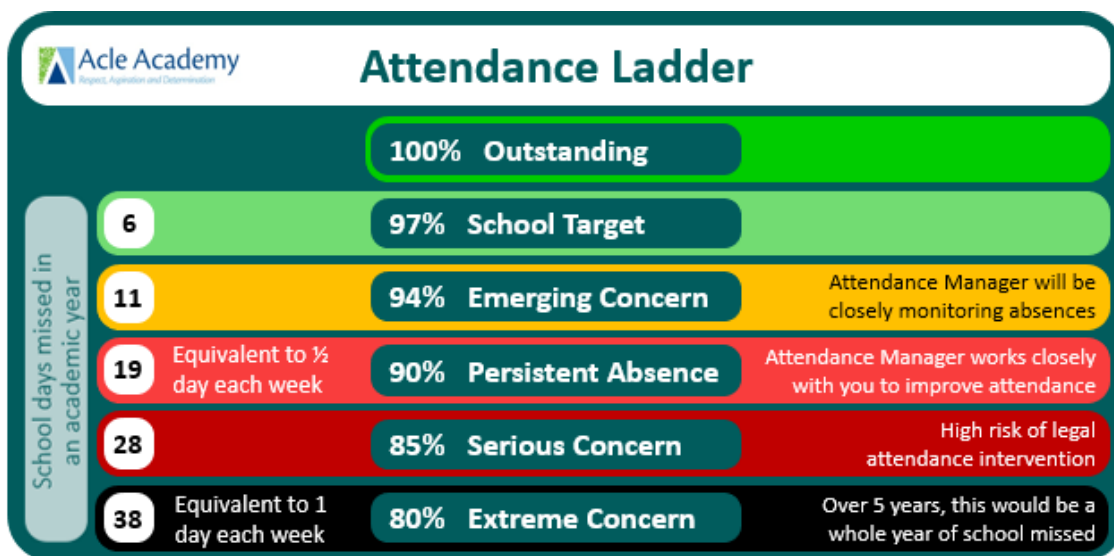
<https://www.wensumtrust.org.uk/acleacademy/learning/curriculum>

Once on the website you’ll see the subjects listed on the sidebar menu on the right.

By providing this information we hope you can gain more context about the units of study for which we are reporting.

Attendance Matters

The DfE document entitled "*Working Together to Improve School Attendance*" became statutory in August 2024. It gives clear expectations for schools and parents in terms of their legal responsibilities for ensuring that children are receiving an education. The Attendance Manager will continue to monitor attendance closely and will be liaising with the Heads of Year to identify emerging concerns. We appreciate that there are a variety of barriers to regular school attendance and want to work with the families of our students to help support regular attendance.



How can I support my child?

As we continue to develop our KS3 offer we aim to provide resources and guidance to parents and pupils which will support them to improve. Our intention is that these will be designed in such a way that they will link to each subject's individual units of study.

Subject specific questions should be directed towards the appropriate teacher.

If you have any general questions regarding your child's report please don't hesitate to contact Mr Newstead, vice principal snewstead@acle.norfolk.sch.uk

ATTITUDE TO LEARNING GRADES - a 'best fit' approach is applied

Standard of work:	Behaviour and attitude
ATL 4: Outstanding - <i>"Always"</i>	
<ul style="list-style-type: none"> work and homework of an excellent personal standard attempts the most challenging tasks with a great desire to succeed actively participates in lessons and is curious about learning and fully engaged in the class looks for opportunities to expand vocabulary and incorporate academic language in writing takes great pride and responsibility in looking at how to improve work and listening to teacher feedback 	<ul style="list-style-type: none"> enthusiastic and highly motivated to learn seeks opportunities to proactively extend studies where appropriate is mature and works independently when required does not give up even when faced with difficult challenges and is consistently determined to succeed has a positive influence on the learning of others, engages in discussion and shows empathy to others consistently high levels of respect for others
ATL 3: Good - <i>"mostly / frequently"</i>	
<ul style="list-style-type: none"> produces work and homework of a good standard attempts challenging tasks and completes them to a good standard makes relevant contributions to lessons and seeks to get involved seeks out opportunities to use academic language and expand vocabulary completes self-assessment tasks and usually responds positively and constructively to teacher feedback 	<ul style="list-style-type: none"> enthusiastic and ready to learn looks for opportunities to extend learning where possible tries hard to work independently but may sometimes rely upon teacher direction works through difficult challenges with determination but sometimes requires teacher direction positive and open-minded, works well with others behaviour is good, teachers and peers are respected
ATL 2: Room For Improvement - <i>"not enough", "sometimes"</i>	
<ul style="list-style-type: none"> work can be completed to a high standard, but isn't consistent and sometimes only completed to the minimum requirements rarely attempts the most challenging tasks, settling for just completing the basic tasks makes some contributions to class discussions written and spoken vocabulary is sometimes not academic and slips into everyday language teacher feedback is responded to but may lack the determination to redraft and improve work fully 	<ul style="list-style-type: none"> ready to learn keen to learn in lessons but often does not look to develop this outside the classroom lacks maturity or independence in class positive attitude but may sometimes give up too easily be slow to start tasks and does not actively seek support if challenged works well with fellow pupils can become distracted and go off task usually respectful and considerate of others
ATL 1: Below Expected - <i>"Occasionally", "limited"</i>	
<ul style="list-style-type: none"> work and homework are often inadequate and not completed to an acceptable standard limited to the most basic tasks and does not attempt to challenge understanding contribution to lessons can be limited or not appropriate written work is limited, ie not attempting full sentences/applying the basic rules of SPAG and formal English Teacher feedback is responded to only briefly or not at all and limited willingness to improve is shown 	<ul style="list-style-type: none"> may begin lessons by not being ready to learn and attitude can often be too negative rarely looks for opportunities to develop learning further and home learning is a real barrier in terms of quality or completion of work requires the teacher to give frequent instructions or reminders in order to engage with the work gives up too easily and will not attempt tasks struggles to work productively with peers and thus detrimental to students and peer's learning can show a lack of respect for teaching staff and behaviour is below what we deem acceptable
ATL 0: The teacher is unable to make a professional judgement on ATL due to lack of attendance	