



25th November 2020

Dear Parent/Carer,

On Friday this week, you will receive your child's first report. The outline of this report will show three key elements:

1. How your child is progressing academically at school
2. Their attendance
3. Attitude to learning

The purpose of this report is to share the academic progress your child is making at this time. At Avanti Hall, we pride ourselves on taking a holistic approach and focusing on individuality, imagination and creativity. We will be sharing more personalised reports that focus on these qualities in Learning and Teaching Cycles 2 and 4, where class teacher (primary) and tutor comments will provide further detail on all elements of school development.

The first part of your child's report will show key information, as shown below:

Learning and Teaching Cycle	Learning and Teaching Cycle 1
Child	Joe Bloggs
Year Group	Year 5
Class Teacher	Mr Smith

The next section of the report shows your child's attendance. Whilst 2020 has been a very unusual year, it is essential that we continue to prioritise pupil attendance. The attendance target at Avanti Hall School is 97%, while the term "good attendance" equates to 95% and over. To put this in real terms, having an attendance of 95% would mean that a student would miss half a day every fortnight. Having an attendance of 90% would mean having a whole day off every two weeks and an 80% attendance would mean one day missed a week. Missing significant amounts of learning time really does make a difference: statistics show that a student with 100% attendance is 2.8 times more likely to achieve their target grades, and this is why we are required to focus on attendance. An exact percentage will be added to the row that corresponds to the attendance at the time of the report, as seen in example below.

More than 97%	
95% to 97%	96.8%
Less than 95%	

The next part of the report will show the attitude to learning. This table will be detailed for every subject at secondary. Reports will show all four report cycles so you can start to build a picture of progress over time and see where improvements have been made.

Teachers have given a judgement based on classroom experience so far this term. The four categories are:

Exceptional - Consistently works at their best with the belief that this leads to educational excellence. They have a thirst for learning new knowledge and skills. Students are courageous in their attempts to complete challenging tasks. They demonstrate high levels of determination and are confident to learn from failure. They always listen and welcome different viewpoints and show empathy for others. They consistently help others improve learning. They are thankful for feedback and act on next steps. They take pride in the appearance of their work and are consistently trying to improve their presentation. They always show high levels of self-discipline, with excellent punctuality and complete independent learning to the best of their ability.

Good - Works at their best and knows that hard work leads to educational excellence. Students show enthusiasm and curiosity in their learning. They are happy to attempt challenging tasks and rarely give up. They are determined to succeed and learn from failure. They respect other pupils and adults. They listen to different views and demonstrate empathy for others. They help others improve learning. They welcome feedback and normally act on next steps. They are careful to present their work well and improve their presentation. They often show self-discipline and good punctuality and they complete independent learning well.

Inconsistent - Students sometimes show a lack of care and attention in work that will impact on their educational excellence. They are reluctant to attempt challenging tasks and can avoid them. They occasionally learn from failure but at other times they lose motivation. They respect other pupils and adults most of the time. They can listen to different views and demonstrate empathy for others but do not always do so. They sometimes help others improve learning. They do not always show gratitude for feedback but occasionally act on it to develop learning. They can be careful to present their work well and improve their presentation sometimes. They occasionally show self-discipline and can be punctual but rarely complete independent learning.

Not engaging - Routinely chooses not to work at their best and rarely believes that effort leads to educational excellence. They rarely show enthusiasm and curiosity in their learning. They actively avoid challenging tasks. They respect other pupils and adults occasionally. They rarely listen to different views or demonstrate empathy for others. They rarely help others improve learning. They rarely show gratitude for feedback and often fail to act on next steps. Work is often not presented well. They rarely show self-discipline and are frequently late and they complete independent learning rarely.

Attitude to Learning

Subject	Cycle 4	Cycle 3	Cycle 2	Cycle 1 -
Maths				Good
English				Exceptional

Attainment and progress

For primary pupils, we have used age related expectations to report where your child is now, these will be shared for Reading, Writing and Maths in the first round and we will expand these throughout the year to accommodate more subjects. We have created buffers within our reporting to allow for the fact that many children have not had the national curriculum taught before and this will be reflected in the report. What has been noticeably clear however, is the speed with which the primary pupils have picked up some of the core skills within the first half of this term.

The bandings will be shown as:

- Below
- Working Towards
- Expected
- Higher Standard

Academic progress (primary) example

Subject	Cycle 4	Cycle 3	Cycle 2	Cycle 1 -
Reading				Working Towards
Writing				Expected
Maths				Higher Standard

At Secondary level, we have calculated target grade for students, these are based on SATs scores, where we have them, or CATs test, which have been used when we do not have SATs data. These targets have been created using national benchmarks and are unique to each child. Learning is not linear, but these markers will help students work on key areas of the curriculum as they move through school. Teachers have given students a score, based on the matrix below and these will be identified as colours in the report.

Exceeding	Working significantly above target
On target	On target
Working Towards	Approaching meeting target
Below	At least 2 grades below target

We hope that these reports are a useful guidance for you to support the learning journey of your child and will provide useful information when discussing learning with teachers at our parent's evenings in the new year. We will confirm details of these when government guidance becomes clearer about the best way to hold such events.

Best Wishes,



Phil Arnold
Principal