

19 December 2024



Dear Parents and Carers

Please find enclosed your child's latest report for the Autumn term. Please take the time to look through the report and discuss your child's current progress.



This report shows student achievements in their recent tests, teacher projections based on how hard students are working, overall attitude to learning (OATL) and homework.

We have made changes to how we report on student progress this year and have moved away from WT, ARE and AGD as grades. We are now using a step system ranging from step 1 to a step 6.



Step	Level of thinking	Criteria
6	Synthesis Creating	Can you use knowledge, analysis and evaluation of learning to create something new and original?
5	Evaluation	Can you make informed judgements about ideas or information? Can you justify these choices with evidence?
4	Analysing	Can you break down the features of what you have learnt into smaller parts and explain why they have been used and how they are connected?
3	Applying	Can you apply what you have learnt to a new problem or task?
2	Understanding	Can you explain key concepts in your own words or teach someone?
1	Knowledge Recalling	Can you recall information?



The above criteria have been further developed with more detail for each subject and these can be found in students' exercise books. The steps allow students to be clear on what step they currently are and how to improve to the next step.



/continued overleaf ...





We have also made changes to the way we report Overall Attitude to Learning (OATL) at Park, breaking it down into four key areas - Proud, Active, Resilient and Knowledgeable:

- **Proud** – students are on time to lessons, take pride in their work, edit and refine work as well as manage their own time and resources
- **Active** – Students are active in their learning through connecting ideas and asking questions constantly. They are active in class discussions, and they engage with all learning
- **Resilient** – Students push themselves and don't give up. They use feedback to help them to improve
- **Knowledgeable** – Students think, speak and write like experts. They revisit learning, and they develop their own knowledge outside of the classroom

A detailed breakdown of the OATL success criteria can be found in your child's planner and in this letter.


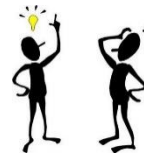


Yours faithfully

A handwritten signature in black ink, appearing to read "Lucy Conner".

Lucy Conner
Assistant Headteacher

Overall Attitude To Learning at Park

Great Learners at Park are: Proud, Active, Resilient and Knowledgeable

	-4	-1	2	9	12
Proud 	Rarely: <ul style="list-style-type: none"> • Arrives on time and ready to learn • Takes pride in work • Takes time to produce work of the best personal standard 	Sometimes: <ul style="list-style-type: none"> • Arrives on time and ready to learn • Takes pride in work • Takes time to produce work of the best personal standard 	Usually: <ul style="list-style-type: none"> • Arrives on time and ready to learn • Takes pride in work • Takes time to produce work of the best personal standard 	Always and confidently: <ul style="list-style-type: none"> • Arrives on time and ready to learn • Takes pride in work • Edits and improves drafts so that final pieces are their best • Manages own time and resources 	Consistently and proactively: <ul style="list-style-type: none"> • Acts as a role model for others • Is prepared, on time and ready to learn • Takes care over learning, always producing their best • Drafts, edits and improves work to ensure it is the best it can be • Manages time well, always meets deadlines
Active 	Rarely: <ul style="list-style-type: none"> • Engages in learning • Works hard • Participates in class discussion • Collaborates with others • Thinks for themselves 	Sometimes: <ul style="list-style-type: none"> • Engages in learning • Works hard • Participates in class discussion • Collaborates with others • Thinks for themselves 	Usually: <ul style="list-style-type: none"> • Fully engages in learning • Works hard • Participates in class discussion • Collaborates with others • Thinks for themselves 	Always and confidently: <ul style="list-style-type: none"> • Connects ideas • Thinks hard about big ideas • Ask good questions • Contributes to class discussion and builds on ideas of others • Collaborates with a range of people within the class • Engages in all learning with a positive attitude 	Consistently and proactively: <ul style="list-style-type: none"> • Connects ideas • Thinks hard and considers alternatives • Asks good questions • Leads class discussions • Collaborates with and values contributions of others • Engages in all learning with an inquiring mind and positive attitude.
Resilient 	Rarely: <ul style="list-style-type: none"> • Pushes themselves out of their comfort zone • Keeps going when they are stuck • Takes time to seek feedback or improve work 	Sometimes: <ul style="list-style-type: none"> • Moves outside of comfort into stretch • Tries to keep going when they are stuck • Uses feedback to help them improve 	Usually: <ul style="list-style-type: none"> • Prefers to stay in comfort for their learning • Is developing strategies to keep going when they are stuck • Uses feedback to help them improve 	Always and confidently: <ul style="list-style-type: none"> • Pushes themselves into stretch for most learning • Tries a range of strategies when stuck • Uses feedback to improve • Rarely gives up • Practises skills and knowledge 	Consistently and proactively: <ul style="list-style-type: none"> • Pushes themselves into stretch for their learning • Tries a range of strategies when stuck • Never gives up • Seeks and uses feedback - Practises skills and knowledge over and over to improve and refine
Knowledgeable 	Rarely: <ul style="list-style-type: none"> • Attempts to speak, think or write like an expert • Attempts to remember what has been taught 	Sometimes: <ul style="list-style-type: none"> • Uses learning to speak or write like an expert • Remembers key information and skills 	Usually: <ul style="list-style-type: none"> • Thinks, speaks and writes like an expert in the subject • Revises key information regularly • Develops ideas when they are interested in the specific topic or area • Remembers key information that has been taught and can explain this to show understanding 	Always and confidently: <ul style="list-style-type: none"> • Thinks, speaks and writes like an expert in the subject • Revisits and revises learning • Analyses information to develop own views • Develops learning outside of the classroom. 	Consistently and proactively: <ul style="list-style-type: none"> • Thinks, speaks and writes like an expert in the subject • Revisits and revises learning • Evaluates and analyses information to develop and refine own views • Can use learning to create something new and original • Develops expertise outside of the classroom through homework, wider reading and other experiences