HALL MEAD
SCHOOL

CURRICULUM, LEARNING & TEACHING POLICY

Students can do more

Students remember more

Students know more

EMPOWER
LEARNING ACADEMY TRUST

Rationale

At Hall Mead School, we believe passionately that we follow an ethical curriculum that offers wide opportunity and participation and which meets collective and individual needs. We subscribe to the definition that the term 'curriculum' refers to the entire planned learning experience.

Our aim, is to minimize gaps in understanding between students in the Academy through quality first teaching, enabling them to become active citizens of a democratic society by developing their knowledge of history, the world, science, and the arts. This will improve the attainment and progress of all students, because they will know more, remember more and be able to do more as a consequence of the teaching they experience and the environment in which they learn.

This policy is supported by 4 Appendices:

1. Curriculum Plan 2021/22;
2. Presentation of Learning Guidance;
3. Home Learning Guidance;
4. Assessment, Recording and Reporting Guidance.

Core Principles:

Curriculum

- Ensure all students have access to a broad, balanced, challenging and knowledge rich education, matched to individual needs.
- Provide a foundation that reflects the importance of English, maths and the Ebacc, including a Modern Foreign Language.
- Recognise the value of creative and practical subjects.
- Provide a curriculum that promotes students' personal, social and health education, and British values.
- Provide the majority of students with access to an academic education that culminate in a full set of GCSEs, whilst providing meaningful alternatives for those students who are unable to access GCSE.

Teaching and Learning

- Provide students with opportunities to develop a substantive knowledge base which includes skills and creativity.
- Use strategies that enable students to remember and apply prior learning and learning in other subjects.
- Encourage students to develop subject specific literacy and use this effectively.
- Have well planned schemes of work that build on prior learning and provide the structure for future teaching and learning.

- Provide suitable levels of challenge for students of all abilities.
- Encourage students to learn independently.

Assessment

- Accurately measure what a student knows and can do.
- Recognise the importance of regular formative and summative assessment.
- Regular feedback outlines what students need to do and enables them to improve.
- Identify key gaps in learning and conceptual understanding which informs future teaching.
- Link to planned schemes of work and cross-curricular expectations.
- Can take a variety of forms depending on subjects, topics or students.
- Provide meaningful information for students, parents, caregivers, subject leaders.
- Records the progress being made by for each student in each subject.

Teachers

Curriculum:

- Have well-developed subject knowledge that enables them to adapt teaching to meet different student needs with fluency
- Know the challenging aspects of each scheme of learning and how they can be delivered effectively
- Use evidence of students' learning to feed into the planning and adaption of schemes of learning
- Where appropriate, draw links between schemes of learning and the bigger picture, for example: local issues, careers, current affairs, etc.
- Contribute to the development of schemes of learning
- Know how each scheme of learning can be used to promote literacy and numeracy

Teaching & Learning:

- Skilfully deliver and adapt planned sequences of lessons (learning schemes) to enable all learners to acquire and develop subject specific knowledge.
- Make it clear to students what they are learning and what they need to know/do
- Use the students' context and prior learning to identify and address gaps in knowledge
- Use spacing and interleaving to regularly revisit prior learning; boost long term memory of key subject knowledge and improve retrieval
- Enable students to connect new knowledge with existing knowledge
- Maintain and model high expectations
- Provide a suitable level of challenge through what is taught
- Use questioning to develop and deepen students' subject knowledge and vocabulary.
- Develop students' learning habits and learning skills
- Regularly set and mark homework in line with guidance provided
- Effectively manage each class
- Promote and follow the Hall Mead 'Lesson Principles'

Assessment:

- Regularly mark students' work for understanding and accuracy
- Regularly provide feedback on what has been done well and possible improvements or next steps
- Provide opportunities for students to respond to feedback
- Check and encourage effective organisation and presentation of work
- Carry out and mark key assessment tasks identified in schemes of learning
- Review assessments to identify what students know and can do and act on what they need to improve
- Make sure students are addressing gaps in their learning
- Mark internal assessments and external exam components in line with published deadlines
- Record marks in SIMs as required and complete reports in line with published deadlines

Middle Leaders

Curriculum:

- Lead the design of learning schemes that are subject specific, knowledge rich and accessible to all
- Ensure that learning schemes build a foundation of knowledge and skills at each Key Stage which prepares students for further study
- Know and develop the strengths and weaknesses of their team in relation to subject knowledge and pedagogy
- Lead the development of teachers, subject knowledge and pedagogy and deploy them effectively
- Ensure that there are opportunities to link subject specific content with broader learning, for example, British Values and SMSC
- Provide courses that are matched to student need and future destinations
- Identify links between subject knowledge/skills and relevant career opportunities

Teaching & Learning:

- Quality assure teaching and learning by carrying out observations, learning walks, book checks and student interviews.
- Take steps to address areas in need of further development
- Help teachers develop up to date subject knowledge and pedagogy
- Ensure teachers are supported and have access to the required resources
- Work with Lead Practitioners to guide, support and challenge as required
- Ensure prior assessment data is used in the planning and delivery of learning
- Monitor the setting and effectiveness of homework
- Use knowledge of prior teaching to effectively sequence learning, removing unnecessary repetition and addressing gaps in knowledge

Assessment:

- Ensure that each scheme of learning includes suitable assessment to measure the impact on learning
- Moderate assessments to ensure teachers complete assessments accurately and in line with the schemes of learning
- Quality assure teachers' marking and feedback
- Use key assessments to identify areas and/or key cohorts for improvement and plan to how address these accordingly
- Be aware of and act upon changes to exam requirements and regulations, ensuring teachers are doing the same
- Review schemes of learning in the light of assessment data

HALL MEAD
SCHOOL

EMPOWER
LEARNING ACADEMY TRUST

Senior Leaders

Curriculum:

- Oversee the breadth and balance of the whole curriculum
- Ensure that there are opportunities to link subject specific content with broader learning, for example, British Values and Citizenship
- Work alongside middle leaders to shape the curriculum and its delivery according to our context and student need
- Be aware of and respond to local and national changes and developments, communicating these to relevant stakeholders
- Work in conjunction with ELAT colleagues, local schools and relevant national bodies
- When planning the school curriculum, take account of the school calendar and staff workload

---

Teaching & Learning:

- Define and promote the school's teaching and learning priorities including principles for sequenced sets of lessons
- Quality assure teaching and learning
- Provide opportunities for teachers to work individually and collaboratively to develop aspects of subject pedagogy
- Manage colleagues' performance, providing support and challenge
- Provide regular and relevant professional development opportunities

---

Assessment:

- Regularly review key assessment data with HODs/HOFs to ensure the correct areas/cohorts are being identified and focused upon
- Use assessment data, including marking and feedback, to quality assure learning and progress
- Cross reference areas for improvement with assessment data
- Be aware of key performance measures and know how the areas they line manage impact upon these
- Encourage collaborative working within departments, across departments and across the Trust
- Ensure staff know and understand the principles of assessment and feedback

Students

Curriculum:

- Be able to make informed choices about their future at key points in their education
- Appreciate the need for and benefits of following a broad and balanced programme of study for as long as possible
- Further develop their skills and interests by participating in extra-curricular activities

Teaching & Learning:

- Approach each lesson with a positive frame of mind and be ready and equipped to learn
- Be inquisitive, confident and prepared to learn through trial and error
- Develop a resilient approach to learning "If I can't do it yet I will be able to in the future"
- Play an active role in learning, developing self-discipline and independence in order to get the most out of every lesson
- When absent from a lesson, be proactive in addressing gaps in learning
- Do homework on time and to the best of their ability

Assessment:

- Know what they already know and what they are trying to learn
- Respond positively to test results and feedback, acting upon it to improve learning. For example, revisiting, redrafting or improving work.
- See assessment as an opportunity to show what they have learnt and can do
- Be proactive in addressing gaps in their knowledge and skills

Governors

Curriculum:

- Oversee and agree the curriculum strategy, understanding its link to the school ethos and student outcomes
- Question leaders about the strategic intent of the curriculum in relation to the local context of the school
- Support the work of the school
- Ensure the curriculum and relevant strategic decisions are financially prudent

Teaching & Learning:

- Hold leaders to account relating to the performance of teachers in the classroom, including appraisal
- Ensure a clear vision and strategy to deliver quality first teaching
- Review evidence that quality first teaching is being achieved and having the desired impact

Assessment:

- Agree the strategic intent and principles for assessment and reporting
- Know the strengths and weaknesses of the school, as well as what strategic plans are in place, in relation to GCSE outcomes and the IDSR
- Use assessment data to hold leaders to account in relation to the impact of quality first teaching on student outcomes

HALL MEAD
SCHOOL

EMPOWER
LEARNING ACADEMY TRUST

Lesson Principles

At Hall Mead School, we believe that all our teachers can excel in the classroom and we expect our teaching staff to be reflective practitioners, who engage with opportunities to develop their practice and work collaboratively to improve the practice of others. To aid this process, we have identified six '**Hall Mead Lesson Principles**' (HMLPs) that we believe underpin excellent teaching over time and that we expect our teachers to think about when delivering their subject-level curricula. These Lesson Principles will typically be seen over a period of great teaching rather than in every individual lesson and include key thinking around subject knowledge, pedagogical knowledge and an understanding of how we can best ensure our learners know more, remember more and are able to do more. Our departments are given the freedom to deliver these core principles in the best way for their context but they will always link directly to the learning of our students.

1. **Lessons are driven by a challenge question, which sits within a coherent sequence of learning**, so that lessons build depth, breadth and accuracy in knowledge and its application.

2. **Lessons draw on subject specific and wider approaches to teaching, including memory and retention**, so that learning time is maximised, and students can unlock and apply prior learning.

3. **Lessons include well-planned explanations, modelling and independent practice (knowledge, understanding, application)**, so that students know more, remember more and can do more.

4. **Lessons consider every learner, every lesson**, so that all students have high expectations of what they can achieve and are supported in doing so.

5. **Lessons connect learning to the wider curriculum through literacy, oracy, numeracy, SMSC and careers**, so that learning is strengthened and supported by wider learning goals and students' schemata are developed.

6. **Lessons use approaches to assessment to check the understanding of all students and respond appropriately**, so that students can always move forward in their learning.

HALL MEAD
SCHOOL

EMPOWER
LEARNING ACADEMY TRUST

Appendix One

Curriculum Plan 2021/22

Subject	Year						10	11	Totals
	7		8		9				
	EQUA	LITY	EQUA	LITY	EQUA	LITY	Acad	Acad	
English	6	6	6	6	7	7	8	8	54
Maths	6	6	6	6	6	6	8	8	52
Science	6	6	6	6	6	6	10	9	55
Food Tech	2	2	2	2	2	2			
DT	2	2	2	2	2	2			
Computing	2	2	2	2	2	2			12
PSCHEE	2	2	2	2	2	2	1	2	15
Language (KS3)	6	6	6	6	5	5			34
Language (GCSE)/Vocational							5	5	10
Art	2	2	2	2	2	2			12
Drama	2	2	2	2	2	2			12
Music	2	2	2	2	2	2			12
Geography	3	3	3	3	3	3			18
History	3	3	3	3	3	3			18
Humanities (Geography or History GCSE)							5	5	10
RE	2	2	2	2	2	2			12
PE (core)	4	4	4	4	4	4	3	3	30
GCSE Option 1							5	5	10
GCSE Option 2							5	5	10
Total	50	50	50	50	50	50	50	50	

Banding and Setting

- KS3: Classes are mixed ability apart from English, maths and Spanish (Year 9).
- KS4: maths, English and Spanish are taught in sets. All other subjects are taught in mixed ability.

GCSE

- Option subjects: art, business studies, computer science, construction, design and technology, film studies, food technology, geography, media studies, music, physical education, religious studies, triple science.
- Alternative pathway subjects: art, child development, construction, sports studies.

Appendix Two

Hall Mead School Presentation of Learning Guidance

We value excellence at Hall Mead School and strive to instil in our students a sense of pride and passion in everything they do. The purpose of this guidance is to ensure a consistently high standard of presentation across the whole school by establishing and maintaining high expectations. It creates clear and consistent guidelines for the presentation of students' learning which all students and staff follow. Application of this guidance is intended to apply to the vast majority of children in our school, however, exceptions will be made on an individual basis according to need.

Staff will ensure that presentation is actively taught and promoted. It should be explicitly spoken about with students.

The following guidelines should be used to support the excellent presentation of learning:

- Written work should be completed using black or blue ink.
- All drawings, diagrams and tables should be done using a pencil.
- Dates, titles and challenge questions must be written out in full and underlined using a ruler.
- Errors should be crossed out with a single line using a ruler.
- Students should be encouraged to take responsibility for their exercise books and should keep them clean, tidy and safe.
- We encourage students to use plastic wallets or similar to store exercise books in to protect them whilst in school bags and from inclement weather.
- No doodling or graffiti is permitted in any school book, including rough books and student planners.
- Teacher marking and feedback should be in red pen with student responses in red.
- Loose leaf work should be glued into exercise books.
- Some subjects may have additional expectations relating to the nature of the learning.

HALL MEAD SCHOOL

EMPOWER LEARNING ACADEMY TRUST

Appendix Three

Home Learning Guidance

Guiding Principles:

1. The principles of homework mirror the Hall Mead Lesson Principles. The tasks set may help students answer a challenge question or set the lesson in a wider context. It might foster confidence through independent practice, or connect learning to the wider curriculum. Teachers should consider every learner, every lesson so that homework is supportive, challenging but achievable. Consideration must be given to the learning needs of individual students.

2. Homework should have a clear purpose which is understood by all. It should focus on acquisition, consolidation or expansion of knowledge. It should help students know more, remember more and be able to do more and allow independent practice.

3. Homework should be set regularly and recorded in SIMs and student planners. This may vary depending on the number lessons allocated to each subject per week. 'Time filler' homework should be avoided.

4. Homework should consider the resources students have access to outside of school and whether they have the knowledge to complete the homework successfully.

5. Rarely should homework be completed for the next day.

6. It should be clear how homework will be used and whether it is to be written or verbal.

Appendix Four

Assessment, Recording & Reporting Guidance

At Key Stage 3, results of assessments, formative feedback and improvement targets are given to students in line with the schemes of learning for each subject. Progress is reported to parents twice per year (mid and end of year reports). An example of which is shown at the end of this section.

This system has the intention of:

- Linking progress in learning specifically to the key learning strands in each subject
- Providing more detailed information about the learning taking place as opposed to a numerical grade showing current attainment.

Heads of Department and Directors of Faculty have a responsibility, supported by members of SLT, to ensure that effective use of assessment is being used by teachers and that relevant tracking and intervention is taking place as a result of the assessments they carry out. Summative assessments are carried out at the end of each scheme of learning and additionally if required.

Low stakes testing to develop memory of key knowledge and formative feedback take place more frequently, depending upon the frequency of lessons for that subject. We would expect this to be every two weeks for a core subject and every four weeks for other subjects.

At Key Stage 4, progress is reported 5 times, and gives parents a numerical GCSE grade matched against an estimate grade. The estimate used for students is the FFT 20 estimate based upon their KS2 attainment. These are revised during the Key stage in the light of subsequent GCSE cycles. See the sample a report and Frequently Asked Questions at the end of this section for more information.

In addition to progress information, the reports at both key stages also includes information relating to effort, attendance, punctuality, achievement points and behaviour points. Effort grades are awarded from A (highest) to E (lowest). These are aggregated to form an 'Effort Score' which is used to inform praise and interventions through the pastoral system.

HALL MEAD
SCHOOL

EMPOWER
LEARNING ACADEMY TRUST

Feedback Guiding Principles

The following principles outline the Academy's vision for feedback. It is the responsibility of individual subjects to translate these principles into departmental practice and to ensure that subject teachers apply them consistently in their approach. In doing so, the Academy understands that there will be differences in the interpretation and realisation between subject disciplines.

Timely and Specific	**Challenge Question Understood**
Students need to know specifically what they are doing well, coupled with very clear and specific actions they should take in order to move forward and have maximum impact. The closer the feedback is to the submission date, the bigger the impact.	Focus on the knowledge, skill or understanding that will provide the best springboard for improving the progress of each student.
The Journey	**Think Individual**
Improved learning is the destination. Signposting students will bring a deepened knowledge and understanding of the subject and their wider learning needs; including; literacy, oracy, numeracy and metacognition. Diagnostic information informs you of any misconceptions or gaps in knowledge, so that you can plan effective lessons.	Consider that every learner is different and will have specific needs. The type of feedback you give and the language in which it is couched should reflect this.
Communication	**Activates and Motivates**
Give feedback on the accuracy of spelling, punctuation and grammar including subject specific vocabulary. Exercise professional judgement and be aware of those students with specific learning needs. Use the marking symbols.	High impact feedback deepens thinking, which leads to achievement and progress and encourages students to be independent.

Marking Frequency

All staff are required to mark and respond to students' written work on a regular basis of at least once every three weeks or twice every half term. Heads of Department will set specific expectations relevant to their curriculum.

Sample Key Stage 3 Report

Pupil Name: C Leverclogs   **Form:** 9CX   **Attendance:** 97.4 %   **Number of lates:** 1

Subject	Progress					Effort
ENGLISH Mr D. Jones	**Reading:** Secure at a mid level	**Writing:** Secure at a mid level	**Spelling, Punctuation & Grammar:** Secure at a mid level	**Speaking & Listening:** Not yet assessed		A
MATHEMATICS Ms P. Prabaharan	**Number:** Secure at a mid level	**Geometry & Measure:** Secure at a mid level	**Algebra:** Secure at a low level	**Probability & Statistics:** Not yet assessed	**Proportion & Ratio:** Not yet assessed	B
SCIENCE Mrs S. Day	**Biology:** Not yet assessed	**Chemistry:** Secure at a mid level	**Physics:** Secure at a high level	**Investigation Skills:** Secure at a high level		B
COMPUTING Mr K. LUCAS	**Data Representation:** Secure at a high level	**Algorithms:** Not yet assessed	**Programming:** Not yet assessed	**IT:** Not yet assessed	**Hardware & Networking:** Not yet assessed	B
GEOGRAPHY Mr B. Moriarty	**Locational Knowledge:** Secure at a mid level	**Process & Concepts:** Secure at a high level	**Application of Knowledge:** Secure at a high level	**Evaluation of Knowledge:** Not yet assessed	**Geographical Skills:** Secure at a high level	A
HISTORY Mrs L. BANNISTER	**Historical Knowledge:** Secure at a high level	**Evidential Understanding:** Secure at a mid level	**Cause & Consequence:** Secure at a mid level	**Change & Continuity:** Not yet assessed		A
SPANISH Mr A. Cobos	**Listening:** Not yet assessed	**Speaking:** Secure at a mid level	**Reading:** Not yet assessed	**Writing:** Secure at a low level	**Vocabulary:** Secure at a mid level	A
ART Miss D. BIGSBY	**Artistic Understanding:** Secure at a high level		**Use of Materials:** Secure at a high level		**Drawing Skills:** Secure at a high level	A
DRAMA Mrs C. Lucas	**Devised Performance:** Secure at a high level	**Work Based on Script:** Not yet assessed	**Ability to Work with Others:** Secure at a high level		**Quality of Written Work:** Not yet assessed	A
DESIGN & TECHNOLOGY Mrs A. Hunt	**Designing:** Not yet assessed		**Making:** Secure at a high level		**Technical Knowledge:** Secure at a mid level	A

EMPOWER
LEARNING ACADEMY TRUST

FOOD & NUTRITION Mr S. Chatfield	Practical Skills: Secure at a mid level	Nutrition: Not yet assessed		Food Science: Secure at a low level	Food Provenance: Not yet assessed	A
MUSIC Mr R. Wells	Performing: Secure at a high level		Composing: Secure at a high level		Listening: Secure at a high level	A
PHYSICAL EDUCATION Mrs E. TOPP	Practical Performance: Secure at a high level		Social Values & Interactions: Secure at a mid level		Knowledge & Understanding: Secure at a mid level	A
PSCHE (Non Exam) Mrs G. BARNES	Knowledge & Understanding of Personal, Social, Citizenship, Health & Economic Issues: Secure at a high level					A
RELIGIOUS STUDIES Mr J. Cashman	Knowledge & Understanding: Secure at a high level		Evaluation & Comparison: Secure at a high level		Speaking & Listening: Secure at a high level	A

				Effort Score Benchmarks	
C Leveclogs Effort Score	131	Highest score in 9CM	137	Oustanding	125-140
				Good	88 – 124
				Requires improvement	68 – 87
				Cause for concern	67 or below
Achievement Points: 45			Behaviour Points: 1		

Key Stage 3 Reports – Frequently asked Questions

What is this report showing me?

This report provides a progress statement for each key learning strand in each subject and an effort grade for each subject. Additionally, it includes an effort score matched against the highest in the class, percentage attendance, number of lates, achievement points and behaviour points.

What does the statement actually mean?

Pupils are graded either high, mid or low on the security of learning in each strand. This indicates how well a child has learned the topics and concepts covered this year in each strand. Parents should think of grades as follows:

High	This indicates that the pupil has demonstrated a very effective level of learning in a specific strand, based upon the topics studied so far. They are showing excellent retention, recall and application of knowledge and skills.
Mid	This indicates a pupil who has a sound grasp in a specific strand, based on the topics studied so far. They are able to retain and recall key aspects of their learning and able to use knowledge and skills appropriately. They are yet to fully grasp the more advanced aspects of the topics being studied.
Low	This indicates a pupil who is developing their learning in a specific strand, based upon the topics studied so far. They need to work on increasing their knowledge and understanding of key concepts and how they apply their knowledge and skills.

Why are some strands not yet assessed?

Each strand is only judged once enough work has been completed and assessed. In some subjects, due to increased absence and disruption during the coronavirus pandemic, students may have some strands that are not yet assessed.

HALL MEAD
SCHOOL

EMPOWER
LEARNING ACADEMY TRUST

What are achievement points?

Achievement points are used to recognise when a pupil has done something good. This could include academic achievement, putting in more effort, participating fully in class or extra-curricular activities and helping others.

What are behaviour points?

On the occasions where a teacher has to issue a sanction to a pupil this is recorded as a behaviour point. This can be for a wide range of reasons including not completing class/homework, distracting others and demonstrating behaviour that falls below our expected conduct.

Attendance Thresholds:

Excellent	Attendance above 98%	Less than four days of absence in an academic year.
Average	Attendance above 95%	Less than nine days of absence in an academic year.
Low	Attendance below 90%	Missing four weeks or more of school in an academic year.

Year 10 Review: May 2018

Pupil Name: Charles Brown   **Form:** 10xxx
Attendance: 100.0 %   **Number of lates:** 0

Subject	Predicted Grade		Effort
ENGLISH Miss H. JAMES	Language: 5	Literature: 5	B
MATHEMATICS Ms P. Prabaharan	5		B
SCIENCE Mr S. MITCHELL	5	5	B
PHYSICAL EDUCATION (Core) Mrs E. TOPP	n/a		B
PSHE & Citizenship	6		A
GEOGRAPHY Mrs A. BRIGHTY-GLOVER	5		B
SPANISH Mr J. Goffard	5		C
FOOD & NUTRITION Ms J. DOCKRILL	7		A
RELIGIOUS STUDIES Mrs K. Fanning	5+		B

🟩 Currently working above estimated attainment   ⬜ Currently working within estimated attainment   🟧 Currently working below estimated attainment

				Effort Score Benchmarks	
				Outstanding	125 – 140
Charlie's Effort Score	103	**Highest score in Form**	131	**Good**	88 – 124
				Requires improvement	68 – 87
				Cause for concern	67 or below
Achievement Points: 30				**Behaviour Points: 0**	

Attendance Thresholds:

Excellent	Attendance above 98%	Less than four days of absence in an academic year.
Average	Attendance above 95%	Less than nine days of absence in an academic year.
Low	Attendance below 92%	Missing four weeks or more of school in an academic year.

Please take time to discuss this report with your child and make sure they have their own record of this information on the relevant page in their planner.

EMPOWER LEARNING ACADEMY TRUST

Key Stage 4 Reports – Frequently Asked Questions

What is this report showing me?

Our reports provide a predicted attainment grade for each subject matched against an aspirational attainment estimate for your child. Additionally we include an effort score matched against the highest in the class, percentage attendance, number of lates, achievement points and behaviour points. One report each year will also include a comment from the student's form tutor.

How is a student's attainment estimate worked out?

Estimates are based upon the prior attainment, in English and maths, alongside GCSE outcomes of the top 20% of students nationally. We match what students with a similar Key Stage 2 result have achieved in the past and use this to estimate what each student could achieve.

These estimates also take into account other factors that may impact upon a student's progress such as attendance, school changes and individually identified learning needs which is why students with the same prior attainment can have different estimates.

Why aren't students given a target grade?

Whilst estimates are quite accurate for English and maths they can be less so for other subjects, particularly those that a student may not have studied before. In addition, estimates are revised each year in the light of each new set of national GCSE results.

Our experience also tells us that target grades often act as a 'glass ceiling' to attainment. Once a grade has been reached, effort can drop, resulting in a reduction in attainment the next term.

Instead, we provide written and verbal targets that give the students specific actions to carry out to help improve further.

Why has a grade gone red this time when it was white before?

At Hall Mead we operate what is called a 'flight path' for each student. This is the trajectory from their starting point to their end of key stage estimate. As we go through the academic year we expect students to get closer to that estimate. Therefore a student who stays on the same grade could see this go from one colour to another.

HALL MEAD
SCHOOL

EMPOWER
LEARNING ACADEMY TRUST

Why is there more red on my child's report?

It could be the case that a student is really not working well at school and not progressing but it is rarely that straightforward. There are many factors that affect attainment and progress including the topics being studied at a particular time, a student's like/dislike of a subject, talent in a particular area, quality of teaching, social/personal issues, etc.

Estimates are based on the English and maths assessments students did in Year 6. These are not always accurate for estimating performance across the wider range of subjects. If a student did well in English or maths this would lead to higher estimates in other subjects. If the student then did less well in those subjects they would be further away from their estimate than we would expect at a particular point in the year causing the grade to go red. This does not necessarily mean a student is failing in that subject. It tells you that their current prediction falls below where we would want them to be and therefore, they are possibly capable of doing better in the future.