

Monday 17<sup>th</sup> December 2018

Dear Parents

As term draws to a close, your child's Autumn Term Report, will shortly be available to view, from Tuesday 18<sup>th</sup> December, on the Parent Portal.

Within Pre-Prep this term, we have been reflecting on, and slightly adjusting, the way in which we award grades in Years 1 and 2. I would like to take this opportunity to share this information with you.

### **Attainment Grades**

All children are unique, and young children in particular, can fluctuate greatly in the knowledge, understanding and skills that they demonstrate within their learning, from one week to the next. Teachers look for a 'best fit' judgement across the term, with levels being awarded based on a child's independent work. It may be, therefore, that when supported, a child can achieve beyond the grade awarded. A child may also have exceeded expectations, or fallen short of them on occasions, but it is their consistent performance across a term that informs the level given.

Grades are awarded from a 1 to a 5. A '3' indicates that a child is performing at the expected level, when working independently. Using the National Curriculum as our baseline, we have high expectations of children's learning at Spratton Hall and, therefore, a '3' indicates a very successful level of working. Grades of '4' or '5' are indicative of a child working at the emerging level, indicating that they benefit from higher levels of differentiation, and additional adult support, either throughout, or at the onset of their learning, in order to facilitate their progress.

Children who have been awarded grades of '1' or '2' have demonstrated consistently, through the independent application of their knowledge, understanding and skills, that they are working at an Exceeding level.

It is important to note that, term by term, our expectations increase, in terms of what a child is expected to know and demonstrate independently within each area of the curriculum. Therefore, for example, a child who maintains a '3' from one term to another, must have made progress in order to meet the heightened expectations. As previously mentioned, young children can vary hugely in the time it takes and the way in which they become secure within their learning. Children often need more time to repeat and revisit their learning in many contexts, before they progress further and this plateauing may be indicated by a lower grade than was previously awarded. This is quite usual during the acquisition of new knowledge and does not necessarily indicate a concern.

### **Effort Grades**

As above, it is important to emphasise that young children vary greatly in the amount of effort and stamina that they apply to their learning from one day to the next. Again, teachers are making 'best fit' judgements, across a term, which reflect a child's ability to work unaided, to sustain their

listening and concentration, engage in their learning, respond to targets, think things through for themselves and demonstrate care and enthusiasm for the task in hand.

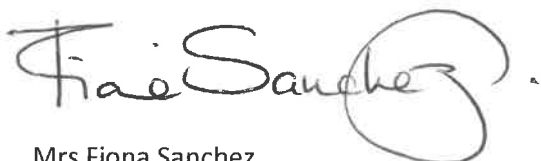
A 'G' is a perfectly good grade, which indicates, as described above, that a child is demonstrating what is expected of them, within their independent learning. It is important that an 'E' is recognised as being particularly special, and to this end, we have slightly redressed the balance of the number of E's being given compared to G's. By no means are we becoming more negative in our grading, we simply wish for an 'E' to be recognised as exceptional.

An 'N' is used to highlight an area for development, which a child is being encouraged to improve upon, in order to aid their progress. **An 'N' does not mean that there is a major problem.** For example, it may be that a child who is awarded an 'N' within Speaking and Listening may be actively sharing ideas within discussions, but needs to apply greater effort to the application of their listening skills.

Again, it is quite usual for children's grades to fluctuate slightly as they master new skills, embed their knowledge and develop as a learner. Please be reassured that if your child's teacher is at all worried about an area of your child's learning, they will arrange to discuss this with you prior to you receiving their written report, and/or during Parents' Evening. Similarly, if you have any concerns which you wish to raise, please do not hesitate to contact your child's class teacher, in order to talk this through with them.

I hope I have provided a little more insight into the way in which we award effort and attainment grades in Pre-Prep. If you have any further queries, please do contact me at [fjs@sprattonhall.com](mailto:fjs@sprattonhall.com) or, if you experience difficulties with your login to the Parent Portal, please contact Mr Bradnam, Director of Studies, at [srb@sprattonhall.com](mailto:srb@sprattonhall.com)

Kind regards

A handwritten signature in black ink that reads "Fiona Sanchez". The signature is written in a cursive style with a large, circular flourish at the end of the name.

Mrs Fiona Sanchez  
Head of Pre-Prep