



29<sup>th</sup> September 2017

Dear Parents

## Attitude to Learning Grades

Your son or daughter will be bringing home this year's first set of Attitude to Learning grades next Wednesday. I thought I should write briefly to you in order to explain the grades.

The system opens up the opportunity for a dialogue between teachers and pupils, between pupils and parents and, occasionally, between parents and teachers. The criteria, which you will find on the back of the grade card, give all interested parties a vocabulary for discussing the many factors which teachers take into account when deciding these grades. They also recognise the fact that teachers' expectations are slightly different depending on the age of the pupil.

The system has the following features:

- There are three grades; Expected (E), Above Expected (AE) and Below Expected (BE)
- The 'Expected' criteria are meant to represent expected levels of Attitude to Learning at Town Close. We know from experience that pupils displaying these expected levels of attitude will make good progress with their studies.
- The 'Above Expected' criteria are designed to be challenging for most pupils and, as such, parents should not be concerned if their child does not get this grade in any subject.
- The criteria are designed to be progressive and linked. More is expected of pupils as they become older and, for example, Attitudes to Learning considered 'Above Expected' in Years 3 & 4 are 'Expected' in Years 5 & 6.
- There are no 'Below Expected' criteria set down because these would merely be negative restatements of the 'Expected' criteria.

Like any system of this nature, judgements of teachers are necessarily subjective. They are not perfect like the answer to a mathematics calculation, hence the opportunity for discussion between interested parties. It is also not true that, when considering which grades to award, teachers will treat each of the criteria as carrying equal weight. The key determining factor of how much weight to give each of the criteria will be whether, in the opinion of the teacher, the particular criteria in question is having a disproportionate effect on the progress of the child in that subject; this factor may vary from the point of view of individual teachers.

Yours sincerely

David Hall  
Director of Studies