

Bredon Hill Academy

Learning Together for Success



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Dear Parent/Carer

END OF TERM PROGRESS REPORT

Your child's termly report has been produced and sent to your My Child At School (MCAS) account. All full reports sent home are in an online format and you are able to print these off at home, should you wish. Alternatively, they are available to view at any point of your child's time with us through MCAS. To receive the full amount of information, you will need to open the web-version of MCAS and not the dedicated app. Your child is also able to view the report through their Student Portal.

Your child's target grades are generated from baseline assessment performances at the start of Year 6 or Year 7 and are either:

- Working Towards Curriculum Related Expectations (WT);
- Working At Curriculum Related Expectations (WA);
- Exceeding Curriculum Related Expectations (EX);
- Exceptional Performance against Curriculum Related Expectations (EP).

Attitude to Learning descriptors are explained underneath this letter.

Under the assessment tab in MCAS, you can see your child's target grades, number of achievements and sanctions per subject, current attitude to learning and if they are on track to reach their target grades by the end of Year 6, (if your child is in Year 6) or Year 8 (if your child is in Year 7 or 8). By clicking on a subject, and then the 'Topic: Working At Curriculum Related Expectations' tab, you can then receive a break-down of what topics/skills have been assessed in each subject so far this year based around our Curriculum-Related Expectations. This part of the report allows you to see what areas your child is working well in and their next steps. Over the course of the year, more Curriculum-Related Expectations will be added to the reports as further elements are assessed.

Where a statement is pink, it is a clear target for the pupil, yellow means they are at our Curriculum Related Expectations, green means they are Exceeding Curriculum Related Expectations and blue means they are working at an Exceptional Performance. Further details of our Curriculum Related Expectations for each target grade and subject area can be found on the assessment part of our website or by clicking here: [Assessment](#) and scrolling down to the relevant year group. Details of what each subject's curriculum involves is also available on our website or by clicking here: [Curriculum](#).

A summary overview of the report has been printed off and handed to your child.

Should you have any issues accessing your MCAS account, please refer to the original [letter](#), which includes a range of troubleshooting queries. We also have a dedicated email address mcas@bredon.worcs.sch.uk.

Thank you for your support.

A handwritten signature in black ink, appearing to read 'M Horton', is written in a cursive style.

Mike Horton
Assistant Headteacher



Please Note – the descriptors above give examples of the types of learning behaviours linked to each Attitude to Learning grade. It is not necessarily the case that all the descriptors apply to you.

| | |
|---|---|
| <p>1 Outstanding Learner</p> | <ul style="list-style-type: none"> • I consistently show all the characteristics of an ‘Active Learner’. I am resilient, seek challenge and use my independent learning skills to extend my learning whenever possible. |
| <p>2 Active Learner</p> | <ul style="list-style-type: none"> • I am motivated and engage with all tasks set in lessons. • I complete all work with high levels of care and attention. • I always take care when presenting my work, following the guidelines given. • I take on board all feedback given to me to further my learning journey. • I am determined to succeed and have the resilience to never give up. • I always arrive fully prepared for lessons. |
| <p>3 Compliant Learner</p> | <ul style="list-style-type: none"> • I engage with the majority of tasks set in lessons but could contribute further. • I complete most of my work carefully and listen to the guidance given to me. Sometimes my work could be more detailed. • I take pride in my presentation but sometimes need reminders about expectations. • I usually take on board feedback to support my learning journey. • I am keen to succeed but could do more to challenge myself. • I usually arrive fully prepared for lessons. |
| <p>4 Passive Learner</p> | <ul style="list-style-type: none"> • I tend to sit back in lessons whilst others around me contribute to tasks. • I attempt the work set but it can lack depth or doesn’t follow the guidance given. • I need reminders about my presentation and organisation. • I often don’t take on board the feedback given to me, which limits my progress. • I may need prompting to focus in lessons and complete tasks to a higher standard. • I sometimes forget the equipment I need for lessons. |
| <p>5 Reluctant Learner</p> | <ul style="list-style-type: none"> • I appear disengaged in lessons and do not always try to listen to the teacher or others. • I need prompting to start the work or stay on task. • My attitude to learning doesn’t follow the school’s expectations, which negatively affects my progress and the progress of others. • My work doesn’t follow presentation expectations. • I don’t respond to the feedback given to me. • I rarely have the correct equipment needed. |