



# Dronfield Henry Fanshawe School

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Success with Care

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Dear Parents/Carers and Students

## KS5 Student Progress Reports (SPR)

You will shortly be in receipt of your child's first Student Progress Report for this academic year, and I am writing to explain the information it contains.

Your child has a target across their subjects based on their performance at GCSE. This is a 'ballpark figure' and is in no way a ceiling on expectation. They also have a projected grade for the end of the year based on what the teacher thinks they will achieve if their Attitude to Learning remains as it is now. Please be aware that students with targets of A\* will only be able to achieve a maximum of an A grade in external AS examinations at the end of Y12 as determined by examination boards but will be able to access A\* grades in A Level examinations at the end of Y13.

The SPR shows an Attitude to Learning score and an Attitude to Homework score for every subject (the descriptors are shown below, and more detailed descriptors linked to the 3Rs of Responsibility, Resilience and Reflection can be found at the end of the letter).

### Attitude to Learning

1	<b>Outstanding attitude.</b> You consistently display a thirst for knowledge and a love of learning in independent, group and whole class work, which has a very strong impact on your progress in lessons.
2	<b>Good attitude.</b> Your attitude to all aspects of learning, including in independent, group and whole class work, is consistently good, and has a positive impact on your progress in lessons.
3	<b>Attitude requires improvement.</b> Your attitude to all aspects of learning is inconsistent and has a negative impact on the progress you make in lessons.
4	<b>Unacceptable attitude.</b> Your lack of engagement or persistent low-level disruption of learning has a negative impact on your progress and the progress of others in lessons.

### Homework

1	<b>Outstanding homework.</b> You consistently display a thirst for knowledge and a love of learning producing exceptional homework which has a very strong impact on your progress.
2	<b>Good homework.</b> Your attitude to homework is consistently good, and has a positive impact on your progress.
3	<b>Homework requires improvement.</b> Your attitude to homework is inconsistent and has a negative impact on your progress.
4	<b>Unacceptable homework.</b> Your lack of engagement with homework has a negative impact on your progress.

Each student will receive a mean ATL across all subjects and scores between 1 and 2 are superb! Please congratulate your child if they have achieved this.

Where a student needs to make an improvement an ATL 3 is awarded, with a corresponding statement to indicate the improvement needed. An ATL 3 may be given even if a student is well behaved but is being too passive in class as we want all our students to demonstrate a 'love for learning' and a 'thirst for knowledge'.

### ATL Descriptors for SPRs

- 1 Outstanding
- 2 Good
- 3.1 Could improve by producing work that reflects their ability.
- 3.2 Could improve by arriving ready to learn and not wasting time getting started.
- 3.3 Could improve by listening more carefully in lessons.
- 3.4 Could improve by contributing more frequently in lessons.
- 3.5 Could improve by expecting more of themselves.
- 3.6 Could improve by acting on feedback.
- 3.7 Could improve by attending more lessons and catching up on any work missed.
- 3.8 Could improve by focusing more and not causing low level disruption (e.g. excessive chatting).
- 3.9 Could improve further by doing more organised independent study outside the classroom.
- 3.10 Could improve further by attending extra-curricular sessions to improve performance.
- 4.1 Must improve their behaviour in class.
- 4.2 Must have more care for the well-being of others.
- 4.3 Must stop disrupting lessons.
- Abs Unable to comment due to absence.
- Tab Teacher absent

### Gradings (9-1, A\*-E etc.)

The grade entered is a projection of what a student is likely to achieve at the end of the year if ATL remains as it is now.

It is not 'where they are now'.

Y10 students' projection is for the end of Y11, Y12 students' projection is for the end of Y13.

### ATL 3

We give ATL of 3 to help students to know how to improve. We encourage a '**thirst for knowledge and a love of learning**'. We do not expect students to be 'passive'. We do not give ATL3 for simply being below target

### ATL 4

We give ATL of 4 for behaviour which impacts negatively on others. Red cards/behaviour points/detentions/contacting home should back this up.

Where a student's behaviour is having a negative impact on others, an ATL 4 will be awarded and must be discussed with your child as this is unacceptable and must be rectified.

The SPR also details Achievement points and Behaviour Points compared to the average (mean) for the year group.

Finally, the SPR shows your child's attendance. Whilst absence through illness is unavoidable, we expect students to attend a minimum of 95% of the time and many manage 100% attendance. Well done! The correlation between high attendance and success is extraordinarily strong, as is that between low attendance and underachievement. Please support us in getting your child into school every day and on time.

The students will have an opportunity in mentor time to stick their SPR into their planner and reflect on specific targets to work on. Please have this conversation at home so they are well prepared for this task.

We are striving to help the students reach their maximum potential by ensuring their aspirations and expectations are high and as Michaelangelo wrote.

*"The greatest danger for most of us is not that our aim is too high, and we miss it, but that it is too low, and we reach it."*

If you have specific questions about your child's progress overall, please contact.

Y12 – Mr L Lomas [llomas@dhfs.uk](mailto:llomas@dhfs.uk)

Y13 – Mr L Stuart [lstuart@dhfs.uk](mailto:lstuart@dhfs.uk)

I hope you have found this information useful, thank you as always for your continued support of our school.

Yours sincerely,



Mrs T. Davies  
Deputy Headteacher



# Attitude to Learning and the 3Rs at Dronfield Henry Fanshawe School

Students have this 3Rs/ATL grid in their planners

		Responsibility	Resilience	Reflection	
<div style="background-color: #ffcccc; border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block; text-align: center;"> <p>Students have this 3Rs/ATL grid in their planners</p> </div>	1	Outstanding	<p><b>Student always:</b></p> <ul style="list-style-type: none"> <li>Respects and takes responsibility for their wellbeing and that of others</li> <li>Takes responsibility for caring for the shared environment</li> <li>Shows acceptance of diversity and difference</li> <li>Ready to learn and loves to learn</li> <li>Makes interconnections between things they have learnt before and what they are learning now as well as with other subjects and the wider curriculum</li> <li>Identifies their own misunderstandings and asks questions</li> <li>Takes responsibility for meeting deadlines</li> <li>Talks to parents or carers about what they are learning, showing them work and discussing next steps.</li> </ul>	<p><b>Student always:</b></p> <ul style="list-style-type: none"> <li>Manages their own emotions and offers support to others.</li> <li>Expects the most from themselves and never accepts less than their best</li> <li>Is an upstander for the rights of others</li> <li>Chooses and enjoys high challenge tasks to make them think hard and push their learning forward</li> <li>Bounces back from setbacks and sees failure as an opportunity for learning</li> <li>Has a can-do attitude and persists until the task is completed to the best of their ability</li> <li>Directly links their success to their working habits</li> </ul>	<p><b>Student always:</b></p> <ul style="list-style-type: none"> <li>Reflects on their impact on others</li> <li>Reflects on how they can help the wider community</li> <li>Reflects on the needs of others as much as their own</li> <li>Considers which reading strategies can help them best understand the text they are reading</li> <li>Actively seeks and acts on feedback to make immediate and significant improvements</li> <li>Edits, checks and redrafts their work</li> <li>Celebrates their own strengths and has plans for areas of improvement.</li> </ul>
	2	Good	Student often does the things above but not yet all the time	Student often does the things above but not yet all the time	Student often does the things above but not yet all the time
	3	Requires improvement	<p>Student is occasionally 'good' but too often:</p> <ul style="list-style-type: none"> <li>Is improperly ready to learn</li> <li>Is a passive learner allowing teachers and others to 'spoon feed' them in the learning process</li> <li>Comes up with excuses for underachievement</li> <li>Does not support the learning of others</li> <li>Does not accept responsibility for others' wellbeing</li> <li>Does not care for the shared environment</li> <li>Shows a lack of respect towards others.</li> </ul>	<p>Student is occasionally 'good' but too often:</p> <ul style="list-style-type: none"> <li>Gives up too easily</li> <li>Does not believe in their own potential</li> <li>Thinks that others' success is down to ability not attitude</li> <li>Takes critical feedback personally</li> <li>Does not see failure as an opportunity to learn</li> <li>Does not stand up for the rights of others</li> <li>Rarely offers support to others.</li> </ul>	<p>Student is occasionally 'good' but too often:</p> <ul style="list-style-type: none"> <li>May not reflect on their impact on others</li> <li>May concentrate on their needs rather than the needs of others</li> <li>Rarely uses the correct reading strategies to help them understand text they are reading</li> <li>Fails to actively seek feedback</li> <li>Offers limited response to feedback, often ignoring it and repeats similar mistakes</li> <li>Submits work which is not their best.</li> </ul>
	4	Inadequate	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Is passive and lets others (i.e. staff/ peers/ parents/ carers) take responsibility for their learning</li> <li>Rarely thinks about what/why/how they are learning</li> <li>Asks few questions / makes a limited contribution</li> <li>Shows a lack of commitment to the school</li> <li>Affects negatively their own learning and that of others</li> <li>Has a negative impact on the shared environment</li> <li>Shows a lack of respect towards fellow students, staff and others in the community.</li> </ul>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Uses setback or challenges as excuses to give up</li> <li>Expects far too little of themselves</li> <li>Shows little or no self-belief</li> <li>Sees failure as a result of their ability rather than their attitude</li> <li>Rarely produces their best work</li> <li>Does not stand up for the rights of others</li> <li>Demonstrates apathy.</li> </ul>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Often struggles to reflect on their impact on others</li> <li>Concentrates on their needs above the needs of others</li> <li>Shows a resistance to feedback and rarely attempts to respond appropriately</li> <li>Submits work which has clearly not been checked</li> <li>Continues to make the same mistakes by ignoring feedback</li> <li>Is defensive around feedback.</li> </ul>