



**THE HART
SCHOOL**
*Creative
Education
Trust*

JMH/SHN/RSA

16 July 2026

Dear Parents and Carers,

I am pleased to inform you that your child's end of year report will be published on Pupil Progress today.

The reports are colour coded (more information regarding this below). Although the colours are important and give you information regarding your child's progress towards their target grades based on their summer assessments, their attitude to learning is of equal importance. You can see what the grades mean at the end of this letter.

For each subject, this report includes your child's:

- Attendance year-to-date
- Current attitude to learning, behaviour in lessons and their homework completion (known as our Learning Characteristics)
- Minimum Target Pathway (MTP) for KS3 Students (See guidance here for a reminder of what these pathways mean [Key Stage 3 Pathways](#)) or Minimum Target Grade (MTG) for Y10 or Y12 students.
- Average working at grade in each subject based on any assessments that have been conducted since their last report.

Please be aware that if your child has any gaps in their average grade, it is likely to be because they have been absent and missed assessments.

As we finish the end of the academic year, it is also important to remind parents that classes and sets are reviewed regularly so you may find that, in September, your child is in a different class. We make these decisions based on the most up to date achievement data we have on students and we make these decisions in the best interests of our students so that we can ensure that the curriculum is effectively tailored to best meet their needs and continue to support and challenge all students.

Colour Coding

Grades in the student reports are colour coded to indicate the progress a student has made since Key Stage 2, compared to their target pathway/grade. This colour coding is based on your child's score in their formal assessments.



Blue	Above expected progress (above minimum target grade)
Green	Making expected progress (meeting minimum target grade)
Yellow	Below expected progress (below minimum target grade)
Red	Far below expected progress (2 or more grades below minimum target grade)

Interpreting Your Child's Report

Following the first page, which gives an overview of all subject areas and your child's learning characteristics, we also provide an individual report for each subject so you can clearly see what your child is doing well and the areas that they need to work on. Some of these individual subject reports are very detailed, but we find parents are often grateful for the extra information, allowing them to support their child with any gaps in their learning.

Accessing Your Child's Report

You should have access to Pupil Progress from our reports earlier in the academic year. However, if you have been unable to access this for any reason, please follow these instructions to get yourself started on the Pupil Progress app so that you can access this report:

- 1) Open this email on your phone and download the Pupil Progress App
 - For iPhones: tap [here](#) to download the app
 - For Android phones: tap [here](#) to download the app
 - 2) You will receive a separate email with details about how to set up your account once you have downloaded the app. Open that email on your phone and follow the instructions.
- If you have any queries about the grades in this report, please don't hesitate to get in touch with your child's year team or class teacher.

Yours sincerely,

Mrs J Mahon
Vice Principal - Curriculum and Assessment



Attitude to Learning Descriptors

1. Excellent: Demonstrates an excellent commitment to their learning. Hard work and significant effort is put in to achieve their own aspirational goals. They show a genuine interest in the subject, ask thoughtful questions and demonstrate pride in their work. They are always well-organised and prepared to learn.
2. Good: Demonstrates a good attitude to their learning. They are well organised and demonstrate high levels of effort in their learning and generally approach challenging tasks with a positive attitude. They show responsibility in responding to class expectations and only rarely requires reminders. They can show resilience.
3. Some Concern: Demonstrates an inconsistent attitude towards their work in this subject area. They may struggle to sustain effort and enthusiasm throughout the lesson. They do not always give their all to learning tasks and some work is of poor quality and/or unfinished. They are not always well-organised. If this continues, it is likely to result in them underperforming and not achieving their potential.
4. Serious Concern: Does not display a good attitude to their learning and classwork is often of poor quality and/or unfinished in this subject area. They are inattentive and may distract others. They show little interest in the subject, and their organisation is often poor and this impedes their ability to make progress. They are often reluctant to participate in certain activities or offer their own opinions when questioned.
5. Absent: Has either been off long term absent from school or provided with alternative provision (e.g. literacy support) during a particular lesson and therefore has not attended lessons in this subject.

Behaviour in Lessons Descriptors

1. Excellent: Consistently demonstrates excellent behaviour in lessons and sets a positive example for others. Shows a respectful attitude towards staff and peers, contributing to a focused and inclusive learning environment. Always follows the school's behaviour policy and engages fully in all classroom activities, supporting both personal and peer learning. They may have received Praise Postcards or Phone Calls.
2. Good: Behaviour in lessons is consistently positive and in line with the school's expectations. Shows respect for staff and classmates, remains focused on tasks, and responds well to guidance. Follows the school's behaviour policy and helps to maintain a calm, purposeful classroom atmosphere.
3. Some Concern: Behaviour in lessons is occasionally off-task and may require verbal and written reminders to stay focused. Adherence to the school's behaviour policy is inconsistent, with some disruption to learning evident, which may have resulted in a classroom removal. Greater self-regulation and attention to expectations are needed to support continued progress.
4. Serious Concern: Behaviour in lessons is a serious concern and frequently disrupts the learning environment. Regularly fails to meet expectations set out in the school's behaviour policy, receives classroom removals, and shows limited engagement with classroom routines. Ongoing intervention is required to address persistent behavioural issues.
5. Absent: Has either been off long term absent from school or provided with alternative provision (e.g. literacy support) during a particular lesson and therefore has not attended lessons in this subject.

Homework Descriptors

1. Excellent: Consistently completes homework on time and to a high standard. Demonstrates excellent effort, attention to detail, and clear understanding of the subject matter. Work is well-presented, accurate, and often goes beyond expectations. Shows independence and initiative in tackling homework tasks.



2. Good: Homework is mostly completed on time and meets expected standards. Shows a solid understanding of the material and good effort in presentation and accuracy. Occasionally demonstrates initiative or independent thinking. Reliable in managing homework responsibilities.
3. Some Concern: Homework is sometimes late or incomplete. Effort and quality of work are inconsistent. May require reminders or support to complete tasks to an acceptable standard. There are occasional gaps in understanding or presentation.
4. Serious Concern: Homework is frequently late, missing, or incomplete. Shows minimal effort or understanding of the tasks set. Rarely meets the expected standard without significant support. Persistent lack of engagement with homework despite reminders or interventions.
5. Absent: Has either been off long term absent from school or provided with alternative provision (e.g. literacy support) during a particular lesson and therefore has not attended lessons in this subject.
6. N/A: Homework is not set in this subject.