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**THE HART
SCHOOL**
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TPA/JMH/SHN

14 April 2026

Dear Parents and Carers,

I am pleased to inform you that your child's Year 7 Spring report will be published on Pupil Progress by the end of Wednesday 15 April 2026.

The reports are colour coded (more information regarding this below) - although the colours are important and give you information regarding your child's progress on their assessments, please do not be disheartened if your child looks like they are underperforming. This data is based on one round of formal assessments which are the first they have ever sat in secondary school and your conversations at parents evening will inform you on how we are supporting your child to meet their targets and how you can support at home.

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) – please see previous guidance on Pathways in KS3 [6BD2332BE988CDD611F6E39F40F7BE7C.pdf](#)
- Average grade in each subject, based on any assessments that have been conducted

At this stage in your child's education, the grades for their Learning Characteristics are every bit as important as the attainment grade, as this will likely determine their attainment by the end of this important year. The grades are described at the end of this letter.

Please be aware that if your child has any gaps in their average grades, it is likely to be because they were absent and did not sit the assessment – This is likely to be coded with an A or will be blank. If you would like to know if your child is on track as they do not have any data, please do ask the subject teachers for this information.

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 grade. This colour coding is based on your child's score in their formal assessments and does not take into account their progress in lessons and classwork throughout the year.



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

As provided in previous communications, 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 now.

- 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 class teacher.

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.



We look forward to welcoming you into school on Thursday 16 April for our Year 7 Parents' Evening where you will be able to discuss the details within this report with your child's subject teacher.

Yours Sincerely,

Tilly Payton
KS3 Lead and Literacy Intervention Lead