



'Academic excellence, spiritual development  
and social awareness through Christ.'

**Blessed Robert Sutton**  
Catholic Voluntary Academy

# A Guide to your Child's Attitude to Learning Report

**2021-2022**



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust

# Introduction to The Sutton Way

We expect our pupils to follow The Sutton Way at all times and behave well, both inside and outside the school, by showing self-discipline and respect for both themselves and others. This will be their response to the Catholic ethos of Blessed Robert Sutton Catholic Voluntary Academy and the homes from which they come; by their conduct they are expected to bring credit to both. We insist on high standards of conduct, behaviour and appearance and count on parental support to achieve this. This document outlines and clarifies the key role parents/carers can play in helping to make the most out of school reports and how you can support your child in making the maximum academic and personal progress possible.

## **I will behave in a way that demonstrates Spiritual Excellence by:**

- Respecting other people's views.
- Participating respectfully in Mass and Religious events.
- Taking an active role in Mass and Acts of Worship.
- Supporting charity.
- Showing Random Acts of Kindness.
- Exercising forgiveness.
- Helping others in need.
- Being a role model to others.



## **I will ensure Social Excellence by:**

- Attending each day and arriving on time for school and lessons.
- Speaking and acting politely and respectfully to all members of the School community.
- Making it easy for other people to achieve and being pleased when they do.
  - Showing resilience and communicating a positive image of myself.
  - Moving around the school safely and sensibly.
- Not allowing bullying to take place.
- Playing an active part in helping improve the school and the local community.
- Being a role model to others.



## **The Sutton Way**

The school expects pupils to follow The Sutton Way



## **I will ensure my own Academic Excellence by:**

- Being organised for learning every day in the correct uniform and with the correct equipment.
- Listening to instructions carefully and following them without question.
- Making it easy for everyone to learn and for the teachers to teach.
- Doing my best and taking pride in all my classes and homework.
- Show initiative and be an independent learner - accept advice through feedback from teachers. I will ensure I know how well I am doing and what I need to do to make progress.
- Being a role model to others.





# Understanding your child's Reports

## Attendance

Attending school on a regular basis is the key to your child doing well at school and will set him/her up with good routines for later life and the working world.

Year 7	
Attendance	100% = Great Attendar
N° Unauthorised Absences	
N° Sessions Late	
Behaviour Points	
Reward Points	
Reading Age	Year/Month

## Reading Age

The reading age is worked out following the GL assessment reading test that is carried out each term. For students with reading ages below their chronological age we recommend reading for 30 minutes a day, preferably out loud for some of this time so any misconceptions of language or words can be corrected. Students can read their books, magazines, newspapers or online articles, anything that is of interest to them.

## Attitude to Learning Grades

- A = Working beyond Expectation
- B = Working at Expectation
- C = Working below Expectation (some cause for concern)
- D = Working well below Expectation (serious cause for concern)

	Attitude to Learning			
	Behaviour & Engagement	Effort	Homework	Response to Feedback
Art & Design				
Computer Science				
Design & Technology				
English				
French				
Geography				
History				
Mathematics				
PE				
RE				
Science				





# How well am I learning?



# A



# B



# C



# D



## Effort

Actively participates in the lesson at all times, and is fully engaged

Shows great resilience and perseveres with all challenges, even when they are difficult

Shows a good interest in their learning and is attentive and focused

Shows resilience and is willing to persevere when things are difficult

Is involved in lessons and is generally focused and well behaved

May not try hard enough to improve their work after feedback

Makes little effort to be involved in the lesson and may disrupt the learning of others instead

Is not interested in being challenged and will give up without really trying



## Progress

I am successfully learning all or nearly all the curriculum

I am demonstrating a strong understanding of the knowledge and skills expected

I am successfully learning most of the curriculum

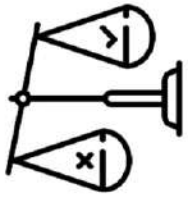
I am demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps

I am successfully learning some of the curriculum

I am demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps

I am not successfully learning the curriculum

I have gaps in the skills and knowledge expected



## Behaviour & engagement

I take full responsibility for my learning and am a positive role model towards others

I set the highest expectations of myself

My behaviour is good and I make positive contributions to the class

I follow all instructions and work well collaboratively and on my own

My behaviour is inconsistent/unpredictable

I receive warnings but am able to address my behaviour afterwards

My behaviour is disrupting mine and others learning

I fail to respond to warnings that are given during the lesson



## Response to feedback

I actively seek feedback to help produce the best work possible

I learn from my setbacks and mistakes

I always act upon the feedback that I am given

I take an active role in my own learning

I enjoy receiving praise but I find some critique of my work difficult to accept

I inconsistently act upon the feedback which I am given

I Struggle to accept critique/feedback and feel demotivated

When feedback is given I don't act upon it



## Homework

I often produce homework above the expected standard

I carry out independent research around the topics I am learning

I complete my homework at the standard that my teacher expects

I manage my time well to meet deadlines

I do meet deadlines but due to lack of effort, it fails to reach the expected standard

I often rush my homework so it lacks the required detail

My homework is rarely handed in on time

When I do complete homework it often fails to meet the expected standard





# Supporting your child

## How else can you support your child in their learning?



- Discuss this report with them
- Talk to your child about their Effort, Behaviour & Engagement, Homework and Response to Feedback grading
- Consider your child's school attendance and if necessary agree on a course of action to improve their attendance
- Reinforce how a positive attitude to learning has a direct impact on results
- Discuss any negative events – how they could be stopped from happening in future
- Ensure your child has a quiet place to study away from things such as social media, gaming and other distractions
- Encourage your child to complete their homework in good time, working on tasks every day and not leaving it until the last minute
- Encourage your child to read. There is a direct correlation between literacy and achievement – and as a school we recommend a minimum of 30 minutes reading every day



## Additional questions, please contact your child's Year Leader

Mrs Harkin (Year 7)	<a href="mailto:pharkin@brs.srscmat.co.uk">pharkin@brs.srscmat.co.uk</a>
Mrs McDowall (Year 8)	<a href="mailto:amcdowall@brs.srscmat.co.uk">amcdowall@brs.srscmat.co.uk</a>
Miss Waters (Year 9)	<a href="mailto:ewaters@brs.srscmat.co.uk">ewaters@brs.srscmat.co.uk</a>
Miss Scott (Year 10)	<a href="mailto:jscott@brs.srscmat.co.uk">jscott@brs.srscmat.co.uk</a>
Miss Meredith (Year 11)	<a href="mailto:kmeredith@brs.srscmat.co.uk">kmeredith@brs.srscmat.co.uk</a>



# Subject specific ideas

## How can you support your child in making progress in specific subject areas?



### Art & Design

- Encourage your child to practice and develop skills and techniques they have learnt in lessons at home
- Revisit with them their Personal Learning checklist (produced at the end of each term) to discuss areas of improvement and strength



### Computer Science

- Discuss with your child the importance of E-safety and staying safe online
- Encourage your child to learn a programming language (Python would be most helpful)
- Ensure your child works through the IDEA course to collect a Digital Skills certificate



### DT Food

- Revisit with them their Personal Learning checklist (produced at the end of each term) to discuss areas for improvement and strengths
- Discuss with them Food in the news (both written articles and on the television) and the impact it has on healthy lifestyles



### DT Product Design

- Revisit with them their Personal Learning checklist (produced at the end of each term) to discuss areas for improvement and strengths
- Discuss with them how the use of materials used in products can have an impact on the environment



### English

- Read as much as possible, fiction or non-fiction
- Discuss vocabulary and sayings – explain what words and phrases mean, for example 'use your loaf' and 'add insult to injury'



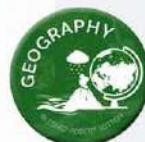
### French & Spanish

- Encourage your child to use their duolingo. This is a learning app that all students have a school account for - <https://www.duolingo.com/>
- Support your child to regularly memorise vocabulary on the Pearson active learn software. A vocab test is due regularly every 2 weeks



### Geography

- Encourage your child to keep an eye on the news
- Discuss with your child current news and share articles out of the news and magazines with them



# Subject specific ideas



## History

- Visit local history attractions such as castles and country estates
- Watch videos and complete quizzes on BBC Bitesize - <https://www.bbc.co.uk/bitesize>



## Maths

The Maths department have invested in MyMaths, an online-based maths tool. Your child has been given a username and password to access this site:

- Encourage your child make regular use of the revision site
- Explore the online games available on the website together



## PE

- Encourage your child to attend an extra-curricular lunchtime club:
  - Monday – Table Tennis
  - Tuesday – Y7 Netball
  - Wednesday – Badminton
  - Thursday – Y8 & Y9 Netball
- To read apps such as BBC sport (<https://www.bbc.co.uk/sport> ) and focus on a sport that they enjoy



## Performing Arts (Music & Drama)

- Revisit with them their Personal Learning Checklist (produced at the end of each term).
- Discuss how music is used in everyday life – films, tv, games, radio etc.
- Look at how expressing yourself through performing arts is a great way to support mental health
- Look out for plays and performances on TV or streaming sites, and discuss.



## Religious Education

- Explore and discuss with your child your family heritage/religious background and to be inquisitive about their own religious beliefs and the beliefs of others
- When travelling locally, nationally or internationally notice and be aware of religious symbols, dress codes and religious buildings



## Science

- Look out for science in the news! There's always something going on whether that be space week or a new discovery
- Read science magazines and discuss the articles in them, there's a lovely one called Whiz Pop Bang which has articles for the less keen reader (short and to the point!). National Geographic has lots of articles and is online. If you're a more adventurous reader then New Scientist has lots of more complex articles. If you like your stuff on line there is @sciencemagazine on Twitter
  - There are lots of museums to visit:
  - Think Tank, Birmingham
  - Natural History Museum, London
  - Science Museum, London
  - Woolsthorpe Manor House, Leicestershire (Newton's Birthplace)





# Literacy



“Reading is essential for those who seek to rise above the ordinary.”  
– Jim Rohn

The ability to read is at the core of students' academic and social, emotional and moral development in school. Furthermore, the ability to read directly corresponds to the ability to learn and is fundamentally related to the development of writing, speaking and listening skills.

Here at Blessed Robert Sutton it is our aim that all students understand that reading for pleasure is intrinsically linked to success. Our main objectives are to:

- Establish the attitude that reading is valuable
- Encourage students to express their own preferences and to access a range of challenging texts when selecting a range of reading material
- Create a culture where everyone is motivated to read for pleasure, both in school and at home

The single biggest factor affecting your child's exam results and future life choices is whether or not you choose to read with your child and model for them that reading is enjoyable and worthwhile.

In order for students to improve their reading ability it is essential that they are actively encouraged to read for pleasure at home as well as in school.

## What can you do?

Encourage a love of reading and support us in our endeavour to make students understand that reading for pleasure is directly linked to academic success. Discuss their reading progress and encourage them to read a wide variety of material.

Instant ideas to help your child love reading:



- Let your child choose what to read, rather than choosing what you think they should read
- Encourage your child to read magazines, comics, newspapers and the internet, as well as books
- Talk to your child about books or magazines you haven't enjoyed, as well as things you love
- Make time to read together if you can
- Buy books as presents. Don't forget TV tie-ins and books about interests such as computer games or bands
- Remember that your child is reading when they are looking at bus timetables, menus, instructions, TV guides and the internet



One of the biggest things a parent can do for a child is encourage them to read at home



St Ralph  
Sherwin  
Catholic Multi Academy Trust