



**OXTED SCHOOL**  
BRINGING OUT THE BEST

Bluehouse Lane, Oxted, Surrey RH8 0AB

Telephone	01883 712425
Facsimile	01883 723973
Email	frontdesk@oxtedschool.org
Website	www.oxtedschool.org
Headteacher	Mrs N Euridge BA Hons, NPQH

Dear Parents and Carers

## Grade Descriptors

As part of our ongoing efforts to improve the quality and effectiveness of the information that you receive regarding your son/daughter's progress, we have recently amended our 'Approach to Learning' (ATL) grade descriptors.

These ATL descriptors are used to give you an understanding of your son/daughter's performance in the classroom. The descriptors have been amended to better reflect the powerful learning characteristics that we believe are the key to students becoming effective learners, and these are now evident in the descriptors. We have also focused the criteria more specifically on 'behaviour for learning' rather than just 'behaviour'. Our aim is to challenge student passivity in class and to encourage them to engage actively with their own learning, both inside and outside of the classroom, and to act positively upon teacher feedback to improve the standard of their work and their classroom experience.

When looking at your son/daughter's ATL grades, we ask that you look closely at the criteria for the grade given. If these are primarily grade 1 then your son or daughter should be congratulated on their approach to learning. If they have been given grade 2, 3 or 4, please ensure that you are clear on the criteria and which aspects of their approach to learning need addressing to improve their ATL to a grade 1. Teachers have been asked to give a best fit ATL grade in cases when not all criteria apply. We hope that these new ATL descriptors will allow you to identify the subjects in which your son/daughter is working successfully and those in which there is room for improvement.

All students will receive a Flight Path Grade (FPG). The FPG is a forward projection as to what the student is likely to achieve at the end of KS4 or KS5 based on their current rate of progress. However, target grades will no longer be given to students as this does not fit in with the 'Growth Mindset' philosophy the Oxted School wishes to develop. A 'Growth Mindset' would suggest that most basic abilities can be developed through dedication and hard work and that target grades have the potential to limit on the aspirations of students. It is far more important to instil in our students a passion for learning and a resilience, as it is these qualities that are essential for academic success. Therefore, a student's capacity to improve their FPG can be judged by their 'Approach to Learning' (ATL) grade, which will assess the learning skills and attributes of student. So if a student gets an ATL grade of '1' this means they are working to their maximum capacity and deserve congratulation, regardless of what their FPG is. However, if the ATL grade is less than '1' then there is room for improvement and the capacity to improve their FPG.

Yours sincerely

**Mr N O'Flynn**  
**Deputy Headteacher – Curriculum**  
[noflynn@oxtedschool.co.uk](mailto:noflynn@oxtedschool.co.uk)



**IOP** Institute of Physics

An Academy & part of  
The Howard Partnership Trust



We're working  
towards Artsmark  
Awarded by Arts  
Council England



ATL	Description
1	<ul style="list-style-type: none"> <li>Highly-motivated, determined learner who has the <b>courage</b> to try a range of methods and is <b>resilient</b> when faced with challenges</li> <li>Settles to work quickly, listens attentively and follows instructions without fuss</li> <li>Able to work independently or <b>collaboratively</b> with others</li> <li>Work shows <b>creativity</b> and student is capable of seeking a range of <b>resources</b> to succeed</li> <li>Student can successfully <b>reflect</b> upon their work and teacher feedback in order to understand ways to improve</li> <li>Respects others points of view and allows them to express their opinions at the relevant times. Polite and well-mannered to staff and students</li> <li>Arrives on time, fully equipped. Class and independent work is always completed to the highest standards and handed in on time</li> </ul>
2	<ul style="list-style-type: none"> <li>Motivated and usually <b>resilient</b>, though may need to show more <b>courage</b> to persevere with challenging work</li> <li>Settles to work and listens attentively in most lessons and follows instructions with minimal fuss</li> <li>Works independently or <b>collaborates</b> with others when required but may need to further develop levels of self-motivation and independence</li> <li>Work shows attempts at <b>creativity</b> and student can use <b>resources</b> to improve work but may need prompting</li> <li>Can <b>reflect</b> upon their work and teacher feedback and generally knows how work can be improved</li> <li>Respects others points of view and allows them to express their opinions at the relevant times. Polite and well-mannered to staff and students</li> <li>Lack of equipment is a rarity and student generally settles into work well. Class and independent work is completed fully and missed deadlines are a rarity</li> </ul>
3	<ul style="list-style-type: none"> <li>Can show <b>resilience</b> and motivation, though needs to show more <b>courage</b> to persevere with challenging work</li> <li>Often slow to settle to work, listens when requested by staff but instructions often need to be repeated before being followed</li> <li>Independent work is minimal and <b>collaborative</b> work can be a struggle</li> <li>Work often lacks <b>creativity</b> and <b>resources</b> are used infrequently</li> <li>They can accept advice but rarely seek it and is reluctant to <b>reflection</b> on work and teacher feedback. Passivity may be a concern</li> <li>At times, is not respectful to others points of view and can fail to allow others to express their opinions.</li> <li>Requires improvements in organisation of equipment and books. Some deadlines missed although work is usually completed following staff reminders</li> </ul>
4	<ul style="list-style-type: none"> <li>Levels of commitment and motivation are inconsistent, often lacking <b>resilience</b> and the <b>courage</b> to tackle a challenge</li> <li>Limited evidence of independent work or <b>collaborative</b> work</li> <li>Work often lacks <b>creativity</b> and <b>resourcefulness</b></li> <li>Sees learning as something forced upon them and finds <b>reflecting</b> upon their work and teacher feedback difficult to do</li> <li>Finds it difficult to be respectful of others' points of view and makes it difficult for others to express their opinions.</li> <li>Class and Independent work are rarely fully completed</li> <li>There is a lack of equipment or books most lessons. Most work submitted is below expectations for the student</li> </ul>