New ATL Reporting

The way we will be reporting ATLs this year looks a little different to previous years. Responding to parental feedback, we want to make sure our reports allow parents/carers and students to get a very clear picture of positive learning behaviours the student has shown that term, as well as highlighting any areas for improvement.

FAQs

I am concerned about the ATL scores my child got. What should I do?

In cases where you are worried about your child's ATL for a specific subject(s), please make contact with your child's teacher for that subject. They will be best placed to give you advice on how to support your child to improve. If you are more generally concerned overall, please email your child's form tutor, who should be able to give you a clearer picture of what is going on for your child at school.

How will you discuss this report with our children?

We want students to be part of the conversation around their learning behaviours. We strongly encourage you to use the 'Guided Conversation' section in the report to do this at home. Further to this, we will also be using form time to allow students to reflect on their ATL report, and set targets.

My child has SEND - does the same ATL reporting apply?

We recognise that some students' additional needs or diagnoses may influence how they approach learning and the behaviours they demonstrate in lessons. For example, maintaining focus, organisation or being fully prepared for learning may be consistent areas of difficulty for some students.

These reports are not intended to be negative or punitive, nor are they a judgement of a student's ability, effort or potential. They are an opportunity to recognise individual strengths, celebrate progress and help parents understand how their child is presenting and experiencing learning in the classroom.

Any targets should be realistic and appropriate to the individual student, recognising that progress will look different for everyone. We hope the reports provide a positive starting point for conversations between parents and their children about their learning, individual strengths and any support or strategies that may help them.

I have feedback on this report. What should I do?

This is our first year of trialling this new ATL reporting system. We are confident that the report will give you a clearer picture of your child's learning behaviours, but we are always open to feedback, both positives, and potential improvements. Please send any feedback to Imogen Peel - i.peel@cncs.co.uk.

What about subjects where students do not receive homework (e.g. core PE)?

You will see that in subjects where homework is not set, your child has been awarded a 3 as they are 'expected' not to complete homework for that subject.

Are the descriptions generic across all departments?

Yes. We believe that the behaviours that make for a good Newman Learner are common to all subjects that students study here. All teachers use the same bank of descriptors when deciding which grade to give students. The full bank of descriptors are here:

Category	4 – Exceeds expectations	3 – Expected	2 – Sometimes	1 – Rarely
Behaviour	Consistently demonstrates excellent learning behaviours, maintaining focus and responding positively and independently to instructions	Listens, focuses on learning and does not disrupt others.	Behaviour is sometimes inconsistent; may need reminders to listen, focus or avoid distracting others.	Frequently loses focus or disrupts others' learning, requiring regular reminders or intervention.
Engagement	Consistently engages actively and positively, contributing thoughtfully and producing high-quality classwork.	Engages appropriately in lessons, contributing when expected and completing classwork to the expected standard.	Engagement can be inconsistent; sometimes contributes and completes classwork, but sometimes needs reminders.	Rarely engages with learning or completes classwork without significant prompting.
Homework	Completes homework to a high standard, on time, with sustained effort and attention to detail.	Completes homework which is almost always to the expected standard and submits it on time.	Homework is sometimes incomplete, late or below the expected standard.	Homework is rarely completed or submitted to the expected standard.
Readiness to Learn	Consistently arrives promptly and fully prepared, with all required equipment and materials, without needing reminders.	Almost always arrives on time with the required equipment and materials for the lesson.	Is sometimes late or missing required equipment and materials.	Is frequently late or unprepared, often without the required equipment and materials.