



# Year 6

## Settling In Afternoon

### Welcome





# Year 6

# Curriculum and Assessment

# Welcome

# Our Curriculum at BHA

‘Learning Together for Success’ is the core purpose of everything we do. Throughout Years 6, 7 and 8, we offer a broad, balanced and enriching curriculum, which is inclusive and meets statutory requirements. Our curriculum is designed to be progressive and build on previous learning, which supports our pupils to ‘know more, do more and remember more’ and prepares them for the next stage of their education.

We have a strong social, moral, spiritual and cultural ethos, which helps prepare the pupils for life in the modern world. Our core values of Belief, Honesty and Aspiration underpin everything we do within and outside the classroom.

# How do I know what my child is studying?

Our website's curriculum pages has all the details for each academic year:

<https://www.bredon.worcs.sch.uk/page/?title=Our+Curriculum&pid=176>

For example, Music -

<https://www.bredon.worcs.sch.uk/page/?title=Music&pid=188>

Exercise books are kept in school.

# Home Learning

Home Learning is set in most subjects, usually following the timetable on the website. In year 6, English and Mathematics are the focus.

<https://www.bredon.worcs.sch.uk/page/?title=Home+Learning&pid=124>

Home Learning is shared with pupils in lessons and teachers record it so it is visible in the Student Portal and MCAS. There's space to record the home learning in pupils' journals, if needed.

To help prepare for the SATs, we recommend a 'little and often' approach to math and English. Pupils have log-ins to access TTRockstars, Spelling Frame and SATs Boot Camp. Revision guides for math and English will be distributed after half-term.

The best possible time spent at home is shared reading.



# The importance of extra-curricular

- Most clubs and extra curricular activities are at lunch time to support transport arrangements.
- Currently over 50 clubs on during the week, including sports, Minecraft, craft, fossils, retro video game and home learning support. All pupils encouraged to take part in at least one.
- Interhouse competitions.
- Visiting speakers and subject-related trips and on-line lessons/events e.g. magistrates, Michael Rosen Day, Compton Verney.
- End of Year trips (Last year: 6 – Cotswold Wildlife Park, 7 – Ninja Warriors, 8 – Aztec).
- Local area visits.
- Residentials (Last year: 7 – France, 8 – York).

# How do I know how my child is doing?

- Talking at home.
- Parents' Evening: Virtual with Subject Teachers – 25<sup>th</sup> February X-side and 4<sup>th</sup> March Y-side.
- Through the MCAS app – updates on house points (range of opportunities to achieve these) and final warnings/detentions.
- Rewards system: subject commendations, house point certificates, competitions, Zero Heroes, Three R Commendations.
- Social media and fortnightly school newsletter.
- We will contact you if we have concerns.
- Termly reporting cycle focuses on **curriculum-specific achievements and next steps.**





### Home Learning

Does [redacted] have home learning? More

Assigned Date	Homework Title	Due Date
05/05/22	The Outsiders - Reading Assessment Revision	<b>Today</b>
09/05/22	Sweet and Sour Chicken	20/05/22 (10 days)
25/04/22	Glaciers: what and where?	28/05/22 (18 days)

### Assessment

How is [redacted] performing? More

	Autumn Attitude to Learning	Spring Attitude to Learning
Art	2	3
Computing	2	1
Design and Technology	2	3
English	3	4
Food Preparation and Nutrition	2	1
French	3	3
Geography	2	3
History	2	3
Maths	2	2
Music	3	4
PE	3	3
PSHE	1	2
RE	3	3
Science	2	3

### Behaviour

[redacted] recent behaviour More

Date	Description	Status
10/05/22	DET-Other	
06/05/22	Excellent Presentation HP	
24/04/22	Excellent Effort HP	
29/03/22	Excellent Effort HP	
21/03/22	1Sanction	

### Classes

[redacted] Classes

Class Name	Class Details
8C	Tutor Group Mr K Bailey
8C/Ad	Art Mr D MacDonald
8C/Co	Computing Mr J Bishop
8C/Dt	Design and Technology Miss A Gunby
8C/Fd	Food Preparation and Nutrition Mrs K Parkinson
8C/Fr	French Ms A Amzallag

### Reports

How is [redacted] performing? More

Published	Report
04/04/2022	Spring Report (2021 - 2022 Spring 21/22)
13/12/2021	Autumn Report v3 (2021 - 2022 Autumn 21/22)

- Dashboard
- Data Collection Form
- Announcements
- Assessment
- Behaviour
- Home Learning
- Reports
- Timetable
- Academic Calendar
- Parental Consent

# The Importance of Attitude to Learning

- Five point scale: outstanding (1), active (2), compliant (3), passive (4), reluctant (5).
- Pupils seeking to be 'active' learners across all subjects:
  - I always arrive fully prepared for lessons
  - I am motivated and engage with tasks set in lessons.
  - I complete all work with high levels of care and attention.
  - I always take care when presenting my work, following the guidelines given.
  - I take on board all feedback given to me to further my learning journey
  - I am determined to succeed and have the resilience to never give up.



# How is my child assessed? (1)

GL Assessment used to baseline pupils at the start of year 6, start of year 7 and end of year 8. This gives the school a standardised score between 60-140 for each pupil in English, maths and science. The 'average' is 100.

GL Assessments are used for a pupil's target grades and also to enable the school to show the progress individual pupils, and cohorts of pupils, have made in their time with us. This information is not shared with pupils or parents/carers.

Four target grades:

- Working towards curriculum related-expectations (pink)
- Working at curriculum-related expectations (yellow)
- Exceeding curriculum-related expectations (green)
- Exceptional performance against curriculum-related expectations (blue)

All subjects use their own assessment methods that suit their individual context. Assessment is ongoing, continuous and helps inform the next steps of a individual pupil's learning journey.

# How is my child assessed? (2)

- Curriculum-Related Expectations underpin each subject's curriculum, how it's delivered and how it's assessed.
- Each subject's working-at CREs are available on our website in the curriculum pages. Can be implicit or explicit in lessons.

Here's part of the English ones:

	Working Towards	Working At	Exceeding	Exceptional
Understanding Content	I can read a range of age-appropriate texts and show literal understanding. I can use a dictionary to check the meaning of unfamiliar words.	I can begin to identify and retrieve key details from a range of age-appropriate texts. I can begin to make inferences and identify a writer's intention. I begin to show an awareness of context.	I can begin to make inferences and deductions from increasingly challenging texts. I can identify a writer's intention and viewpoint. I show an awareness of the relevant context.	I can confidently infer meaning from a wide range of challenging texts, linking understanding and inference to the relevant context and themes. I can explain a writer's intention and viewpoint.
Using Evidence	I can, at times, support and justify my views through appropriate explanation.	I can begin to support my ideas using relevant textual details or other forms of evidence.	I can support my ideas using relevant textual details.	I can draw upon well-chosen references from a text to support my ideas, linked to the question set.

# Termly Reporting Cycle (1)

- Available on MCAS and the Student Portal. Summary report also printed off and sent home as a paper copy.
- Focus from the school's point of view is primarily on attitude to learning.
- Targets are ambitious and 'on track' reporting links to a pupil achieving the target by the end of year 6.
- Summer Term also includes a form tutor comment linked to personal development of your child.
- Reports are curriculum focused.

## Autumn Term Progress Report 2025-26



Bredon Hill Academy  
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Pupil Name: [REDACTED]

Tutor Group: 8H

Attendance (Year to Date): 90.20%

Total Number of House Points (Year to Date): 12

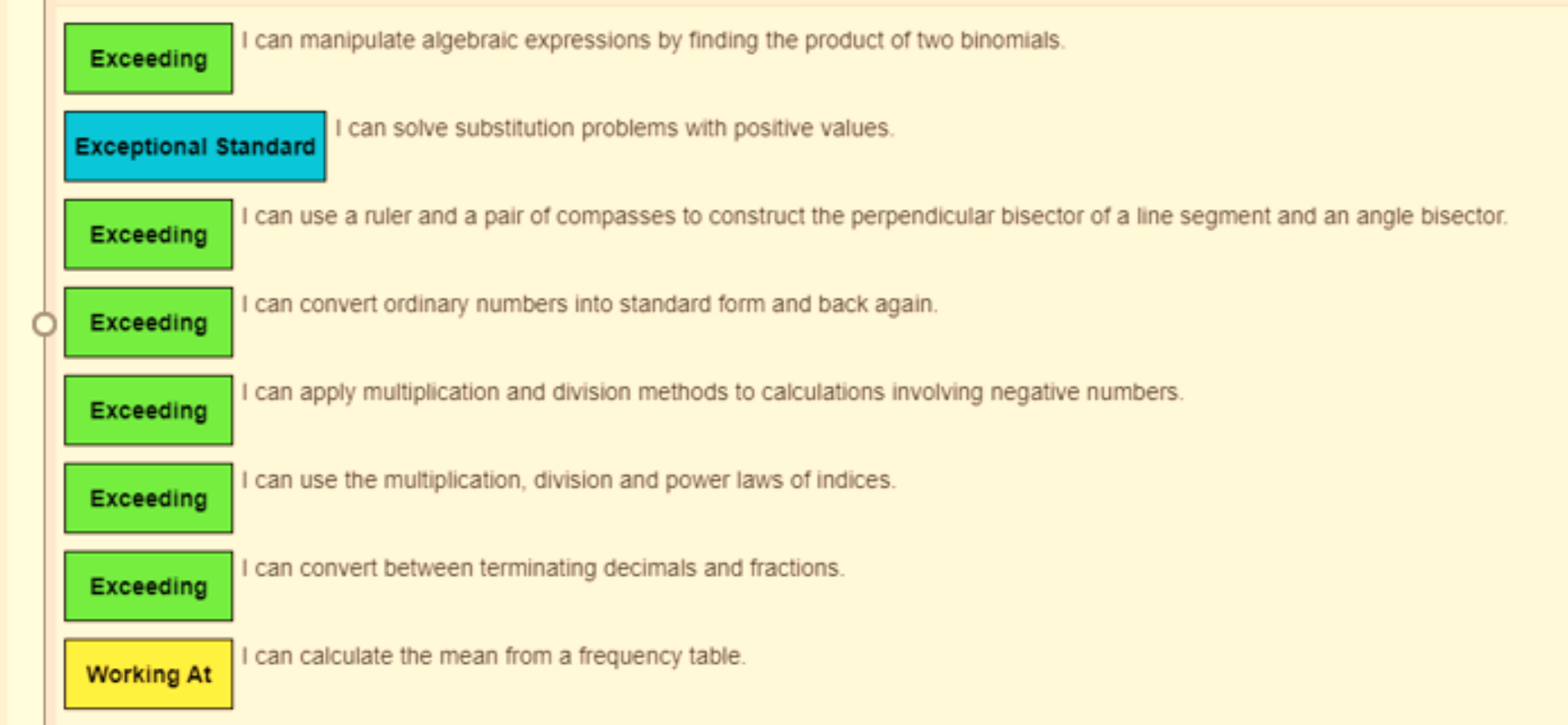
Total Number of Detentions (Year to Date): 0

Subject	End of Year Target	Is [REDACTED] on track to reach the target?	Attitude to Learning
Art & Design	EX	Y	1
Computing	WA	Y	2
Design & Tech.	WA	Y	2
English	EX	Y	1
Food Prep.	WA	Y	1
French	EX	Y	1
Geography	EX	Y	2
History	EX	Y	1
Mathematics	WA	Y	1
Music	WA	Y	1
PE	WA	Y	1
PSHE	WA	Y	1
RE	EX	Y	1
Science	WA	Y	1

Please use your My Child At School online account (not the app) to view specific strengths and targets for improvement for your child. The letter emailed home gives instructions on how to access this part of the report. The information is also available in your child's Student Portal.

# Termly Reporting Cycle (2)

- Performance against curriculum-related expectations also reported termly and identifies subject specific strengths and next steps.
- Significant difference to first school: focus on academic, not pastoral.
- This information is available by clicking on individual subjects in the 'assessment' section on the web-based version of MCAS/Student Portal (not the app) and is not printed off. It is cloud-based and updated periodically.



A screenshot of a student report card showing performance levels for various math topics. The report card is displayed on a light yellow background. On the left side, there is a vertical scroll bar with a white circular handle. The report card contains eight rows, each with a colored box indicating the performance level and a corresponding description of the skill.

Exceeding	I can manipulate algebraic expressions by finding the product of two binomials.
Exceptional Standard	I can solve substitution problems with positive values.
Exceeding	I can use a ruler and a pair of compasses to construct the perpendicular bisector of a line segment and an angle bisector.
Exceeding	I can convert ordinary numbers into standard form and back again.
Exceeding	I can apply multiplication and division methods to calculations involving negative numbers.
Exceeding	I can use the multiplication, division and power laws of indices.
Exceeding	I can convert between terminating decimals and fractions.
Working At	I can calculate the mean from a frequency table.