

Spring Term Interim Report Guide (Years 7-10)

Attitude to Learning and Home learning Grades

'Attitude to Learning' grades and 'Home Learning' grades are reported using the same scale:

EXC (Exceptional)	The student exceeds expectations of what is required of them on a day-to-day basis. He/she consistently takes full responsibility for their own learning and does all that they can to support and encourage the learning of others. Home learning is always completed to an excellent standard.
GD (Good)	The student consistently meets expectations in the area being reported on. Home learning is completed to a good standard.
INC (Inconsistent)	The student does what is expected of him/her in the main but fails to do so consistently in the area being reported on. Home learning is not always completed and / or to the expected standard.
CC (Cause for Concern)	There are significant concerns that need to be addressed as a matter of urgency in the area being reported on. The school will make contact to discuss ways to support improvement. Home learning is rarely, or not completed.
Abs (Absent)	The student has been absent from the class for a significant period.

Reading Assessment and Standard Age Score (Reported in Years 7, 8 & 9)

Reading ability plays a significant role in a student's ability to make progress in their learning and to access information to broaden and deepen their knowledge. We administer the NGRT from GL assessments to assess a student's reading age twice a year in Key Stage 3 (Years 7-9). Please follow the link below for further information:

<https://www.gl-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/>

This report includes the result from the first assessment this year, Test A. Summer reports will include a second assessment result, Test B.

Test	Y7 Test A
Standardised Age Score	91

The Standard Age Score (SAS) is based on the number of questions a student has answered correctly. The score is adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK:

SAS<74 Very Low	SAS 74-78 Below Average	SAS 89-111 Average	SAS 112-126 Above Average	SAS>126 Very High
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We want to share this information with parents and carers so that you are aware of how your child is doing with their reading which is likely to be a good indicator of their ability to access our full curriculum. It is important to be aware that one single test may not produce a result that is entirely accurate, but over time, it is expected that a picture of reading ability and reading progress will be built.

For children identified as having a below average or low reading ability, in addition to the support offered by our curriculum and teaching, we will usually conduct further assessments, so as to inform appropriate interventions for individual needs.

Target Grades (Year 10 only)

For every student, in each subject, the school sets a 'Target Grade' for the end of Key Stage 4 (end of Year 11). Targets are generated by the [Fischer Family Trust](#) (FFT), a not-for-profit organisation that processes the National Pupil Database for the Department of Education. FFT look at the GCSE results nationally from last year and, in previous years, they have compared those students who got the same scores as your child in their SATs in Year 6 and used this information to set target grades for your child that are in line with similar students around the country. Due to the Covid-19 pandemic, this Year 10 cohort did not sit SATs and so FFT have used the results of Cognitive Abilities Tests (CATs), that your child took in Year 7, to generate target grades.

We use the FFT20 benchmark for setting targets. This means if your child hits their target grade at the end of Year 11, they have achieved a result in line with other students in other schools that are making greater than average progress (20th percentile progress). In Year 10, we ask all subject teachers to review the FFT20 target grade assigned and, using their professional judgement, decide if it is a true reflection of the potential of each student in their subject. Teachers may then raise the target grade in their subject to make it more challenging and ambitious. This is the **Agreed Target Grade** that is reported home. Knowing this grade will help you understand your child's potential.

Grades for all GCSE targets use the 9 to 1 grading system with 9 being the highest grade. A guide to grading scales for the 9-1 grading system and non-GCSE subjects can be found below:

GCSE	9	8	7	6	5	4	3	2	1	
L1/2 Tech. Award Child Care	D* Level 2 Distinction Star	D2 Level 2 Distinction	M2 Level 2 Merit	P2 Level 2 Pass	D1 Level 1 Distinction	M1 Level 1 Merit	P1 Level 1 Pass			
L1/2 Tech. Award Hospitality & Catering	D* Level 2 Distinction Star	D2 Level 2 Distinction	M2 Level 2 Merit	P2 Level 2 Pass	D1* Level 1 Distinction Star	D1 Level 1 Dist.	M1 Level 1 Merit	P1 Level 1 Pass		
					Level 1 Motor Vehicle			D1 Level 1 Distinction	M1 Level 1 Merit	P1 Level 1 Pass

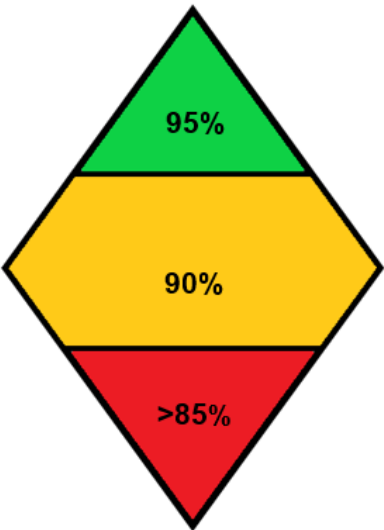
U grade	Means the student is unlikely to achieve a pass grade
X grade	Means the student is unlikely to have completed the course

We also report **attendance and praise / behaviour points** – please see overleaf for more information.

Please do not hesitate to contact your child's tutor or subject teachers if you are concerned, in any way, about their progress. You can do this using the email format with the teacher initial followed by surname:

ateacher@southdartmoor.devon.sch.uk

Guide to Attendance



95%
47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%
95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%
142 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days

Guide to Behaviour

Our praise and reward system is built upon a strong foundation, which strongly links together our values, principles, student actions and recognition. We issue achievement points to reward and reinforce positive student actions, which underpin our values and principles. Students receive five praise points for every achievement point awarded. In addition, students may be awarded ten praise points for outstanding home learning.

Stepped Sanctions

We use a stepped sanction approach to provide students with the opportunity to recognise, own and alter behaviour they know does not support our school values. Students receive ten behaviour points for each lesson bridging.