



## Summer Term Report Guide (Years 8 and 9)

### End of Year Assessments

Before the half-term break, students in KS3 (Years 7-9) sat end of year assessments in each subject. These assessments were carefully designed, based on the core knowledge covered by each subject to date. More information about how each subject has carried out their assessment and the 'next steps' feedback your son / daughter has received can be found on the South Dartmoor Community College website under the Parents tab, in the Reports and Progress section.

Results from the end of year assessments are reported as a percentage for each subject. If there is nothing entered in the assessment column in your child's report, it is likely that they were absent when the assessment was sat for that subject.

### Rank Order Information - ROI

Assessment between subjects will vary but to help you to see how your child's results compare to their peers, your child's rank order in each subject has been calculated from the results of their end of year assessment. **The lower the number, the better the student is doing in the area being ranked.**

Should your son / daughter be ranked lower in a subject but have done their best, then this will be reflected in their Attitude to Learning grade. Should the opposite be the case, then their Attitude to Learning grade will be reflected with a Cause for Concern (CC) grade and teachers should have contacted home.

Your child's attendance in school is also ranked.

### Attitude to Learning and Home learning Grades

'Attitude to Learning' grades are reported using the following scale:

<b>Exceptional (Exc)</b>	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.
<b>Good (Gd)</b>	The student consistently meets expectations in the area being reported on.
<b>Inconsistent (Inc)</b>	The student does what is expected of him/her in the main but fails to do so consistently in the area being reported on.
<b>Cause for Concern (Cc)</b>	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.
<b>Absent (Abs)</b>	The student has been absent from the class for a significant period.

## Reading Assessment Standard Age Score

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. Test A is conducted in the spring term and Test B is conducted later in the year. This report includes the results from these assessments. Please follow the link below for further information:

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

**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. The average score is 100, so a score above 100 indicates above average reading ability and a score below 100 indicates a below average reading ability. 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.

SAS < 74 Very Low	SAS 74-88 Below Average	SAS 89-111 Average	SAS 112-126 Above Average	SAS > 126 Very High
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Where we feel that a reading age may not be a true reflection, we may administer a re-test. 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.

We also report **attendance and praise / behaviour points**:

## Guide to Attendance

Attendance in reports is coloured using the boundaries shown below:

95% or above
90% - 95%
Less than 90%

Absence from school can impact students' education, which is why it is important that all students attend regularly.

Attendance during one school year	Equivalent number of missed:	
	Days	Hours of learning
95%	9	45
90%	19	95
85%	29	145

We also report the number of broken weeks which is the number of weeks where a student has missed one or more days of school, impacting their attendance pattern and overall attendance.

## Guide to Behaviour

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 in regard to behaviour to provide students with the opportunity to recognise, own and alter behaviour before having to leave the classroom. Students receive 10 negative Class Chart points for each reflection.

**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](mailto:ateacher@southdartmoor.devon.sch.uk)