

Progress Report Guide Year 11

Mock Exam Grades

In February, students sat their mock exams under formal exam conditions, in the same way that the public exams will be held this summer. Details of how students have been assessed in each subject is briefly summarised in the 'Assessment Focus in each Subject' column of the report. 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 school website in the Reports and Progress section, under the Parents tab on the home page.

Target Grades

In Year 10, 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, from the previous year, of all students nationally and compare those students who got the same SATs scores in Year 6. Using this information, they can set target grades for students that are in line with similar students around the country. Due to the Covid-19 pandemic, this Year 11 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 nationally who 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
Sport CNAT, Childcare, Dance BTEC (Level 1/2 Tech Award)	L2D* Level 2 Distinction Star	L2D Level 2 Distinction	L2M Level 2 Merit	L2P Level 2 Pass	L1D Level 1 Distinction	L1M Level 1 Merit	L1P Level 1 Pass		
Hospitality & Catering (WJEC Level 1/2 Tech. Award)	L2D* Level 2 Distinction Star	L2D Level 2 Distinction	L2M Level 2 Merit	L2P Level 2 Pass	L1D* Level 1 Dist. Star	L1D Level 1 Dist.	L1M Level 1 Merit	L1P Level 1 Pass	
	U Student is unlikely to achieve a pass grade								
	X Student is unlikely to complete the course				Motor Vehicle Level 1		L1D Level 1 Distinction	L1M Level 1 Merit	L1P Level 1 Pass

Rank Order Information - ROI

Within your child's report, there is some rank order information regarding your child's academic performance, attendance and learning behaviours.

Rank order information for learning behaviours (Attitude to Learning and Home Learning) are generated by averaging your child's judgements across all of their subjects. Subject rank orders are generated from your child's performance in the mock exam. For subjects where NEA (Non-Examined Assessment) contributes to the final grade, this has been accounted for in the overall assessment mark from which the rank order has been generated.

Rank order information is being shared with parents/carers to give an idea of how your child compares with other students in their year group before they take their formal GCSE examinations where they will be compared to the national cohort.

This rank order information is being made available to you whilst outcomes can still be influenced. **The lower the number, the better the student is doing in the area being ranked.**

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.

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

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 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