

Summer Term Report Guide (Years 7-9)

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. You can find more detailed information about how each subject has carried out their assessment and the 'next steps' feedback your son / daughter has received 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, except for English which reports a writing Standard Age Score, generated from a No More Marking test (details below). 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.

No More Marking test and the writing Standard Age Score

A student's ability to write with clarity and accuracy plays a significant role in their ability to demonstrate their learning and communicate effectively. To assess this, we administer the No More Marking test from Improving Secondary Writing to generate a writing age twice a year in KS3 in the autumn and summer terms.

The writing Standard Age Score (SAS) is based on repeated comparative judgements of student writing on a task carried out by over 60,000 students nationally. A student writing at their age-equivalent level when compared with students their age nationally will have a SAS of 100 - the average. So, a score above 100 indicates writing that is 'above average' and a score below 100 indicates writing that is 'below average'. It is important to be aware that this score has been generated from a single test point and therefore may not be an entirely accurate assessment of writing ability. However, it is indicative of writing ability and where necessary, further assessment will be carried out to ensure individual writing needs are being met.

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. Within your child's report, rank order information is also given regarding your child's learning behaviours (Attitude to Learning and Home Learning). These are generated by averaging your child's judgements across all of their subjects. Your child's attendance in school is also ranked. **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 and Home Learning grades. Should the opposite be the case, then Attitude to Learning and Home Learning grades will be reflected with Cause for Concern (CC) grades and teachers should have contacted home.

Attitude to Learning and Home learning Grades

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

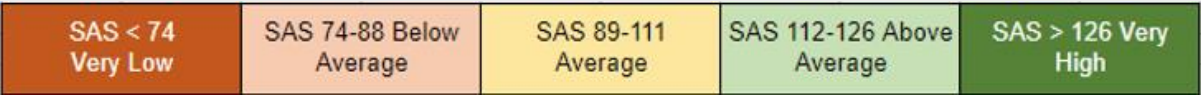
Exceptional (Exc)	The student exceeds expectations of what is required of them on a day-to-day basis. He/she consistently takes full responsibility for their own learning and does all that they can to support and encourage the learning of others. Home learning is always completed to an excellent standard.
Good (Gd)	The student consistently meets expectations in the area being reported on. Home learning is completed to a good standard.
Inconsistent (Inc)	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.
Cause for Concern (Cc)	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.
Absent (Abs)	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/>

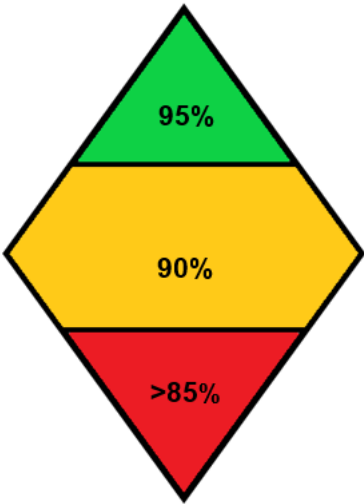
The **Standard Age Score (SAS)** is based on the number of questions a student has answered correctly. The score is adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100, so a score above 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.



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



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 in regard to behaviour to provide students with the opportunity to recognise, own and alter behaviour before having to leave the classroom. Before students have to leave the classroom, they are made aware of the school value they have not demonstrated correctly. 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

