

Summer Term Report Guide (Years 7-10)

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

Much of the summer term report home will be familiar to you. Teachers continue to report '**Attitude to Learning**' grades and '**Home Learning**' grades in each subject. These 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.

Results from the **End of Year Assessments** (or Mock Exam Results for Year 10) are also being reported. The results of end of year assessments are reported as a percentage for each subject, along with the average percentage for each class (**Class Average %**). If there is no assessment percentage entered in your child's report, it is likely that they were absent when the assessment was sat.

Teachers carefully designed assessments / mock exam papers based on the core knowledge covered by each subject over the course of the year. This is briefly summarised in the '**How We Assessed Core Knowledge**' column. 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 by following this [link](#).

Please bear in mind that assessment between subjects will vary. For example, achieving 50% in Science might be above the class average due to the difficulty of the science paper. However, in another subject the exam may have been easier and so the class average will be much higher. Due to this, please do not compare percentage results between subjects. It is also worth noting that many classes are mixed ability. Should your son / daughter receive a lower percentage compared to the class average, 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 made contact with you.

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/>

Test	Year 7 Test A	Year 7 Test B
Standard Age Score (SAS)	82	85

This report includes the results from these assessments: Test A conducted in the spring term and Test B, conducted later in the year.

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.

Agreed 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). We start with a target 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 of all students nationally from last year. They compare those students who got the same scores as your child when they were taking their SATs in Year 6 and use this information to set target grades for your child that are in line with similar students nationally.

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). We then ask all subject teachers to review the FFT20 target grade and use their professional judgement to 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 non-GCSE subjects can be found below:

A*	A	B	C	D	E	F	G
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D2 Level 2 Distinction	M2 Level 2 Merit	P2 Level 2 Pass	P1 Level 1 Pass
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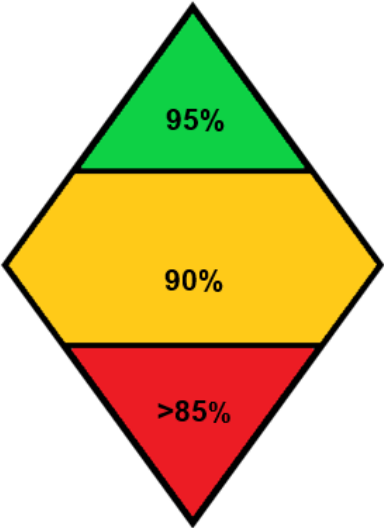
D* Level 2 Distinction Star	D2 Level 2 Distinction	M2 Level 2 Merit	P2 Level 2 Pass	D1 Level 1 Distinction	M1 Level 1 Merit	P1 Level 1 Pass
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D* (Distinction Star)	D (Distinction)	M (Merit)	P (Pass)
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U 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**:

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.