

## Spring Term Report Guide (Years 7-9)

### Mid-Year Assessments

In January of this year, students in KS3 (Years 7-9) sat mid-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 mid-year assessments are reported as a percentage for each subject. A Year Group Average is reported for each subject alongside your son / daughter's assessment mark to help you to see how your son / daughter's grade sits within the group. If there is no assessment percentage entered in your child's report, it is likely that they were absent when the assessment was sat.

Should your son / daughter's mark be lower than the year group average but they 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

SPARX Home Learning completion rates are reported for English and maths as a percentage. '**Attitude to Learning**' grades and '**Home Learning**' grades for subjects other than maths or English are reported using the same 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. Home learning is always completed to an excellent standard.
<b>Good (Gd)</b>	The student consistently meets expectations in the area being reported on. Home learning is completed to a good standard.
<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. Home learning is not always completed and / or to the expected standard.
<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. Home learning is rarely, or not completed.
<b>Absent (Abs)</b>	The student has been absent from the class for a significant period.

### Reading Assessment and 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. 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 results from these assessments:

Test	Year 7 Test A	Year 7 Test B	Year 8 Test A
<b>Standard Age Score (SAS) (UK average = 100)</b>	111	112	114

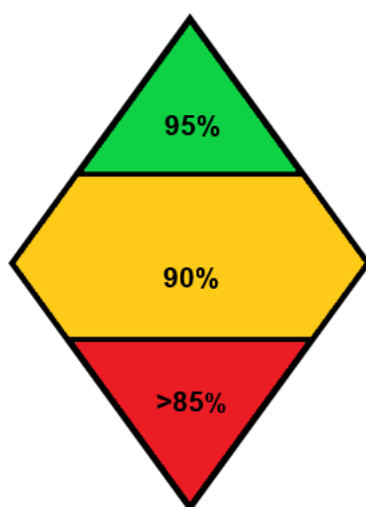
**The Standard Age Score (SAS)** is based on the number of questions a student has answered correctly. The score is adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100, so a score above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



<b>95%</b>
47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
<b>90%</b>
95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
<b>85%</b>
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](mailto:ateacher@southdartmoor.devon.sch.uk)