



## Report Guide Years 7-10 - July 2022

The way we are reporting home is changing and will continue to evolve next year. We are working more closely with other schools in our Trust so that teachers have greater opportunities to work together and collaborate. This means we can ensure that teacher assessments are as accurate as possible. In turn, it means your son / daughter will receive quality individual feedback in every subject, so that they know what to do next and how they can get better.

**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)

Much of the summer term report home will be familiar to you. Teachers continue to report '**Attitude to Learning**' grades in each subject and in addition we are reporting '**Home Learning**' grades using the same scale:

<b>EXC (Exceptional)</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>GD (Good)</b>	The student consistently meets expectations in the area being reported on. Home learning is completed to a good standard.
<b>INC (Inconsistent)</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>CC (Cause for Concern)</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>Abs (Absent)</b>	The student has been absent from the class for a significant period.

New to the reports are **End of Year Assessments** (or Mock Exam Results for Year 10). The results of end of year assessments have been reported as a percentage for each subject.

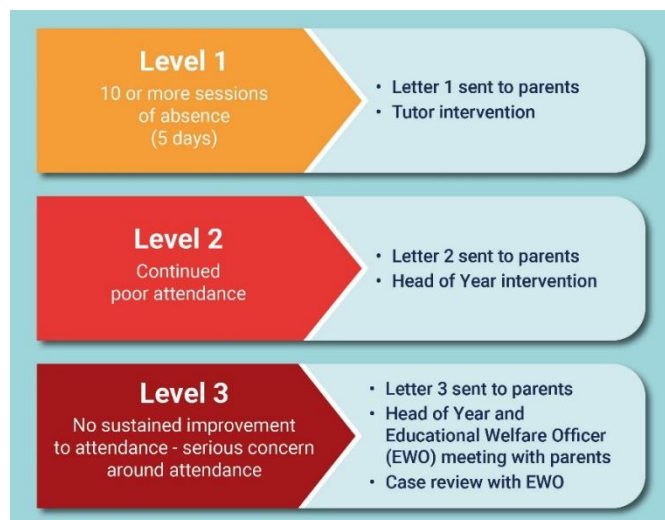
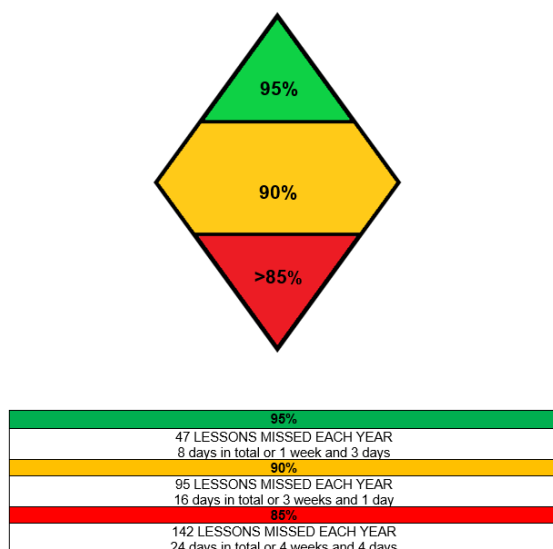
Teachers carefully designed assessments / mock exam papers based on the core knowledge covered by each subject over the course of the year. This is briefly summarised in the '**Assessment Focus in each Subject**' column. You can find more detailed information about how each subject has carried out their assessment and the next steps feedback your son / daughter has received by following this [link](#).

In order to know how well your son / daughter has done in relation to their class, please compare their result to the **Class Average %**. It is worth noting 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.

We also continue to report **attendance and behaviour**:

## Guide to 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.

### 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 internal bridging.

## Year 10 Target Grades

For every Year 10 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 and is the leading independent provider of education data for schools in the UK.

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 (20<sup>th</sup> percentile progress). Knowing the FFT target for your child will help you understand their 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