

Progress Report Guide Year 11 - March 2023

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

Spring Mock Exam Grades

In February, students sat their spring mock exams under formal exam conditions, in the same way that the public exams will be held this summer. We continue to work 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 improve their grades.

Target Grades

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 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 (20th 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

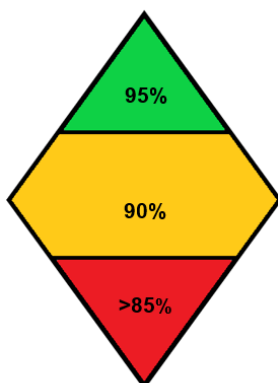
Attitude to Learning and Home learning Grades

'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.

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

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.

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.