

A Guide to Sidmouth College Reports

Each term students will receive a report detailing key academic and pastoral information to build a picture throughout the year. These reports will be emailed home to the main contact.

An Interim Report will contain: Academic information by subject; Current Levels/Predicted Grades for that academic year (eg: Autumn, Spring, Summer), a grade for Behaviour, Classwork and Homework for the given period. Pastoral information will include: Stamp Totals, Behaviour Points, percentage attendance and unauthorised absence.

A Profile Report will contain: the same as the Interim Report with the addition of a Teacher Comment, specifying student progress and further development in each subject. A Head of House concluding comment as well as a Punctuality and Uniform grading.

Pastoral Information:

PRAISE POINTS: Students are asked to follow the Sidmouth College Way throughout the school day. If met, at the end of each lesson pupils collect a stamp in their Student Planners. If a student collects all 25 stamps and then has a parent/carer signature they can receive 26 stamps in a week. If students receive 20-25 stamps they receive 1 praise point. If they receive 26 stamps they receive 2 praise points. Students can also receive extra praise points for doing something above and beyond what is expected by the Sidmouth College Way. Further details of how praise points are awarded and the Sidmouth College Way can be found in the Student Planner. The average number of praise points to date will be given for that year group.

Behaviour Logs: Total number of behaviour incidents recorded to date. Guidelines for Negative Student Action can be found in the Student Planner.

Percentage Attendance: Percentage attendance to date from the beginning of the year.

Unauthorised Absence: Number of unauthorised absences to date from the beginning of the year.

Punctuality and Uniform: Graded either Good, Satisfactory, Variable or Unsatisfactory.

Academic Information will include:

CURRENT LEVEL/PREDICTED GRADE:

KS3 CURRENT LEVEL is based on Teacher assessment and evidence collected from classwork and tests and indicates the level at which the pupil is currently working. A traffic light system indicates whether a student is 'above' (green), 'on' (yellow) or 'below' (red) their 2 levels of progress target which is raised termly. Please note that one sub level below target will indicate 'below' (amber) but this should not raise concern at this stage. KS3 levels range from level 3c to 7a, with level 3 being the lowest. Students can attain a level 8 in Mathematics and the SEN department will use P Scales when students achieve less than Level 2. Each level is split into THREE sub levels a, b, c.

- E.g. 4a Indicates that a child is working to the top of level 4
 4b Indicates that a child is working securely at level 4
 4c Indicates that a child is working just within level 4
 The level reflects overall performance not the most recent unit of work or project.

KS4 PREDICTED GRADE is the grade given by the teacher based upon current standards and expected progress: i.e. the grade the student is likely to attain if present performance is maintained. A traffic light system indicates whether a student is 'above' (green), 'on' (yellow) or 'below' (red) their 'Expected Progress' target grade. GCSE grades range from A* to G in finite, for example: 'C+' means the student is currently predicted a 'C' but could achieve a 'B'; 'C' means currently predicted a confident 'C' grade and 'C-' means currently predicted a 'C' grade but not yet a confident prediction. BTEC Science grades are Level 1 Pass (P1), Level 2 Pass (P2), Level 2 Merit (M2) and Level 2 Distinction (D2). Core PE still follows the KS3 Levels System.

KS5 PREDICTED GRADE is the grade given by the teacher based upon current standards and expected progress: i.e. the grade the student is likely to attain if present performance is maintained. A traffic light system indicates whether a student is 'above' (green), 'on' (yellow) or 'below' (red) their target grade. GCE A Level grades range from A* to E in finite (as at GCSE).

TARGETS:

KS3 – Target levels of 2 & 3 Levels of progress will be set. These are based upon performance in national tests at KS2, baseline testing and CATs testing on entry to the College. Targets will be reviewed on a regular basis to provide stretch and challenge. Where students exceed their target level or are likely to do so well before their next assessment point, a more appropriate target will be set.

KS4 - Each student will be given two target grades indicating 'Expected Progress' and 'Better than Expected Progress' at KS4. These targets will provide stretch and challenge, and are based on performance in earlier national KS2 tests and performance at the end of KS3.

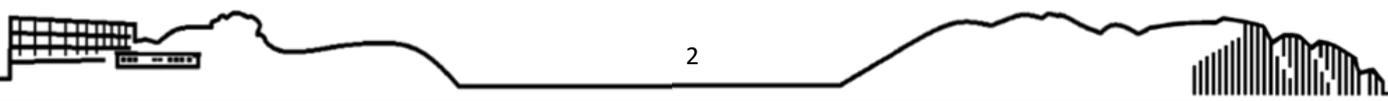
KS5 - Target Grades are based on performance at GCSE and knowledge of individual student performance. Targets are reviewed on a regular basis to provide stretch and challenge where students have shown potential to exceed their Target Grade and a Personal Target is then set.

For those students who are underachieving, teachers, Heads of Department and Heads of House will support and provide appropriate intervention to help students achieve their full potential.

BEHAVIOUR, HOMEWORK & CLASSWORK:

Graded as Excellent (E), Good (G), Improvement Required (I), or Unsatisfactory (U).

BEHAVIOUR	
Excellent	Self-motivated and able to work independently. Approach to lessons is positive, purposeful and attentive and teacher's instructions are always followed. Always able to work without disrupting or disturbing others, whether working individually, in pairs or in groups.
Good	Focused and attentive and quickly follows teacher's instructions. Tasks are carried out with minimum intervention from the teacher. Able to work in a range of classroom situations with only minimum supervision and input.
Improvement Required	Usually able to concentrate well on work but may lose focus from time to time. Not always able to work effectively in groups or work without teacher input or supervision. Sometimes needs reminding of classroom rules, but usually returns to being on task.
Unsatisfactory	Often off task, or needs to be reminded of classroom rules and sanctions. Disturbs the learning of others and behaviour has a negative impact both on ability to learn and ability of other pupils to make progress. Teacher's instructions often have to be repeated or reinforced to have an impact.



CLASSWORK	
Excellent	Work always completed diligently and to a standard that matches or exceeds current levels/grades. Self-motivated and enthusiastic; shows pride in work and determination to master new skills and gain new understanding. Fully and actively engaged in lessons and works effectively both individually and in groups. Achieves performance criteria for individual pieces and also puts into effect previous suggestions for further improvement from the teacher when attempting new work. Always arrives at lessons fully prepared with all necessary equipment and kit.
Good	Work is completed carefully and usually matches individual capability. Presentation is good and care taken to complete tasks to a good standard. Willingly takes part in lessons and works effectively with other students when necessary. Keen to improve performance and demonstrates use of criteria, model answers and notes given by the teacher to show what successful work looks like. Subject to occasional reminders, arrives at lessons fully prepared with all necessary equipment and kit.
Improvement Required	Work in class usually completed to an acceptable standard but occasionally rushed or barely satisfactory. Completes tasks without full reference to guidance on what successful results or improvement should look like. Sometimes appears to take insufficient time or care with work. Not always able to focus efforts consistently when working with others. Subject to occasional reminders, normally arrives at lessons with necessary equipment and kit.
Unsatisfactory	Insufficient time or care taken over work on a frequent basis. Work sometimes has to be repeated, or the teacher needs to provide additional intervention or supervision, because it is not completed to an acceptable standard. Little note is taken of success criteria and so work often shows no progress or improvement. Rarely shows pride in quality of work and regularly arrives at lessons without necessary equipment or kit.

HOMEWORK	
Excellent	Homework tasks are always completed on time and to a standard that matches or exceeds current levels/grades. Self-motivated to complete homework tasks and seek help from teacher when needed. Achieves performance criteria for individual pieces and also puts into effect previous suggestions for further improvement from the teacher.
Good	Homework is completed on time and almost always matches individual capability. Presentation is good and care has been taken to complete tasks to a good standard. Uses criteria, model answers and notes given by the teacher to help understand what successful work looks like. Keen to improve performance.
Improvement Required	Homework usually produced on time and to an acceptable standard but is occasionally late or barely satisfactory. Completes tasks without full reference to guidance on what successful results or improvement should look like. Sometimes appears to take insufficient time or care with work.
Unsatisfactory	Insufficient time or care taken over homework on a frequent basis. Work is sometimes done in catch up sessions because it is not completed on time or to an acceptable standard. Little note is taken of success criteria and so work does not show progress or improvement.

Comments:

Teacher – A personalised comment by the Subject teacher to include progress since the last report. A statement of what a student needs to do in order to improve or to reach the next grade or level. A suggestion of how the student can make that improvement.

Tutor - Will summarise the key pastoral factors including attendance and punctuality, overall attitude to learning, behaviour, uniform and stamp totals. Effort, engagement and contribution in Personal Development/Tutorial sessions. A comment on stamp totals. A suggested target for overall improvement.

Head of House - There will be a brief concluding comment from the Head of House. To include a congratulation or admonition when due. A focus on the key point or issue raised by the report. Point the way forward for the student.

Please note: In order to make sure you receive all communication from school, please inform us of any email changes.

If you would like further information regarding Sidmouth College Reports please email your child’s Head of House in the first instance:

Drake: mwhitworth@sidmouthcollege.devon.sch.uk

Grenville: chughes@sidmouthcollege.devon.sch.uk

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