

Academic Transition through the College

INTRODUCTION

St Dunstan's College is an ambitious, supportive, inclusive, and honest educational community. We are ambitious in that we are academically selective and expect academic ambition from all pupils. We are supportive in that first response to difficulty or underperformance for any pupil of any ability will always be meaningful intervention in partnership with children, families, and staff to help them succeed. We are inclusive in that we value our diversity and work to ensure that all children admitted to the College reach their educational goals. At all times the College will comply with our obligations under the Equality Act. We are honest in that we will engage openly with families and children when the evidence is that any child may no longer be able to thrive within the school community.

Pupils are admitted into the College on the basis that they will be able to enjoy our educational opportunities and meet our expectations. For information on College Admissions please see our Admissions Policy (*P10*). All pupils are encouraged to discover and develop their knowledge, skills, and interests on a journey towards having choices about their future by the time they reach Year 13. Academic inclusion means meeting minimum academic thresholds to be sure of transition to the next phase of the College. This policy explains those criteria and how interventions are made when they are not met.

THE COLLEGE'S INTERVENTION AND TRANSITION THRESHOLDS

The College's attainment thresholds for younger pupils are set with this post-school outcome in mind. To support the pupils we have ***intervention thresholds*** that trigger clear and coordinated support to help pupils meet expectations. We also have ***transitions thresholds*** to ensure that pupils do not enter next phases of a St Dunstan's education when the evidence is clear that they will not be able to thrive in it.

Intervention to support progress and ambition is offered and made for pupils of all abilities when they underperform or face difficulties. This policy focuses on interventions when pupils are not meeting College transition thresholds. The table below summarises the criteria in place at the College for all current pupils:

		Threshold for intervention to help transition		Threshold for transition to be achieved
		Progress	Attainment	
From Year 12 into Year 13		Negative progress two or more subjects in Michaelmas or Lent Attainment Scores	CCC in Michaelmas or Lent Attainment Scores	Achieving at least CCC in end of year Trinity Term Internal Examinations.
From Year 11 into Year 12		Negative progress in five or more subjects in Year 11 Trial Examinations or Benchmarks	Average GCSE point score of less than 6.0 in Year 11 Trial Examinations or Benchmarks	Achieving an average point score of 6.0 across all GCSE and IGCSE Examinations taken.
From Year 10 into Year 11	Trinity Term	Negative progress in five or more subjects in Benchmarks or end of Year Trinity Term Examinations.	Average GCSE point score of less than 6.0 in end of year Trinity Term Examinations.	None, but Year 11 subject profiles may be changed by the College as an intervention. If needed, more students placed into Double Science pathway at end of Year 10.
	Lent Term		Average GCSE point score of less than 6.0 in the Lent Term Benchmarks Achieving less than 6, 6, 5 in the three Sciences in the Lent Term Benchmarks	Double or Triple Science pathways communicated to parents and students. Those not achieving a minimum of two grade 6s in the Lent term benchmarks will be advised to take Double Science pathway. Profile indicators are communicated to parents and students
	Michaelmas Term		Average GCSE point score of less than 6.0 in the Lent Term Benchmarks	

			Achieving less than 6, 6, 5 in the three Sciences in the Lent Term Benchmarks	None, but Year 10 subject profiles may be changed by the College as an intervention. Students will be placed into Double or Triple pathways at the end of Year 9.
		Threshold for intervention to help transition		Threshold for transition to be achieved
		Progress	Attainment	
Across the Lower School (Years 7 to 8 and 9)	Negative progress in eight or more subjects	Students who have not achieved: 1. Average point score of 6.0 in English, Mathematics, Biology, Chemistry, Physics, MFL OR 2. A grade 6 or higher in at least 5 optional subjects (at GCSE)	None, but students who have not achieved the below will be flagged as a concern and a reduced subject profile may be required by the College at any stage in the Lower School to best support individual GCSE outcomes in Year 11. 1. Average point score of 6.0 in English, Mathematics, Biology, Chemistry, Physics, MFL OR 2. A grade 6 or higher in at least 5 optional subjects (at GCSE)	
From Junior to Senior School		Ongoing standardised assessment	Standardised Testing undertaken in Year 5 and its review by the Transitions Panel	
Year 1 to Year 6	Ongoing standardised assessment	Ongoing standardised assessment		

<p style="text-align: center;">EYFS</p>		<p style="text-align: center;">Baseline assessments and Tapestry to monitor achievement of Early Learning Goals</p>	
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Communication, support, and intervention will be early and coordinated. Intervention will be planned considering Learning Scores, pastoral, medical, SEND, and wider contexts where relevant. It will often be coordinated through an Action Plan (*See Appendix C: Action Plans*).

If a transition threshold is not met after suitable intervention and support has been agreed and enacted, a pupil's place at the College will normally be withdrawn in line with the Parent Contract (*Clause 8a*). The decision is never taken lightly, and as outlined in this policy, its basis is genuine concern over the pupil's potential to have real choices arising out of a successful journey through the St Dunstan's curriculum programme.

All interventions and decisions relating to transition will be resourced and made in line with our policies relating to Special Educational Needs and Disabilities (SEND) Learning Support, and Equal Opportunities (*P13*). Flexibility in the application of thresholds will not be considered for a student without very strong Learning Scores (*see Appendix A*.)

KEY STAGE SPECIFIC INTERVENTION AND TRANSITION THRESHOLDS

Junior School Information

Before Year 5:

Transition across year groups up to Year 6 is expected and supported for all pupils in the Junior School. Given their age, there are no fixed points in time before Year 5 when academic levels are measured against thresholds for transition. Instead, Junior School staff continuously review standardised assessment data, Learning Scores and academic behaviour.

Staff will engage in open and early dialogue with families if there are concerns, and support will be put in place in response. If the decision of the school is that the pupil should no longer remain at St Dunstan's, it will be based upon clear evidence, ongoing dialogue, and only after supportive interventions have had a chance to improve the situation.

Transition into the Senior School (Years 5 and 6 into 7):

In the Trinity term of Year 5 all Junior School pupils undertake standardised assessments. The outcomes of these assessments are reviewed by a **Junior to Senior School Transitions Panel** to make decisions over transition to the Senior School in Year 7. The Panel will base its decision primarily on these standardised assessment results, but will also review wider information based upon previous assessment data, Learning Scores and classroom performance throughout their time in the Junior School.

The Panel's decisions will also be in line with our policies regarding Special Educational Needs and Disabilities (SEND), Learning Support, and Equal Opportunities (P13). All pupils who meet the threshold for transition into the Senior School will be assured of those places so they will have no need to prepare for admissions tests for other schools in Year 6 unless they choose to, or there are wider reasons for leaving St Dunstan's College.

Pupils for whom the Transitions Panel does not confirm transition to the Senior School will be supported in making applications to other senior schools and in preparation for any entrance assessments. They are also entitled to apply to the St Dunstan's College Senior School as an external candidate and to enter the admissions process as outlined in the Admissions Policy (P10).

Senior School Information

Pupils entering the Senior School should be confident of success. Academic thresholds exist to ensure supportive intervention in the short term, and that best interests are served in the long term. The College's resourcing of support for pupils, and all decisions over transitions, will be in line with responsibilities outlined in our policies regarding Special Educational Needs and Disabilities (SEND) Learning Support, and Equal Opportunities (P13).

Transition within the Sixth Form (Year 12 into 13):

Transition from Year 12 to Year 13 means achieving at least CCC in end of Year 12 summer examinations. Pupils not achieving this should not expect to continue studying at St Dunstan's in Year 13. The vast majority of Year 13 pupils apply for places at competitive institutions of Higher Education or training and employment. Entering Year 13 with less than CCC is not a basis for success in these applications.

Where progress earlier in Year 12 suggests this threshold may not be met, supportive intervention will be made alongside clear dialogue with the pupil and their family. It is always our intention that this intervention will help a pupil to a position where they do achieve at least CCC by the end of the year, and consequently continue towards success in Year 13.

The Year 12 into Year 13 threshold is rooted in pastoral care for the individual. In order for a pupil to have empowering choices for their future after St Dunstan's, they require a minimum of CCC grades at the start of Year 13. Whilst we recognise that this is not the only platform for success in life after school, it is considered a minimum platform for making a success of Year 13. Because pupils are examined at the end of Year 13 on all they have studied across Year 12 and 13, entering Year 13 without at least CCC from Year 12 sets them up to not succeed. The vast majority of pupils exceed this threshold and attain A*, A, or B grades by the end of Year 13. We believe that CCC is a necessary threshold for these ambitions, and a supportive enough one to include pupils for whom talents and ambitions may be highly diverse, or for whom personal circumstances have been complex.

Transition into the Sixth Form (Year 11 into 12):

Transition from Year 11 into Year 12 means achieving an average GCSE / IGCSE point score of 6.0 (*see Appendix B*). This is so a pupil has a realistic chance of achieving at least CCC by the end of Year 12, alongside fulfilling the wider expectations of the Sixth Form Diploma programme. Pupils not achieving an average GCSE / IGCSE point score of 6.0 should not expect to study at St Dunstan's in the Sixth Form. Transition will also depend upon the selection of A Level subjects that can realistically be expected to be completed to at least C grade standard, in line with the entry requirements for each A Level subject as outlined in the Sixth Form Prospectus. As a rule of thumb, pupils will only be permitted to choose A Level subjects in which they have achieved at least a grade 7 at GCSE or IGCSE, or that grade in a closely related subject if the subject itself was not taken at GCSE.

Where progress earlier in Year 11 suggests this threshold may not be met, supportive intervention will be made alongside clear dialogue with the pupil and their family. It is always our intention that this intervention will help a pupil to a position where they do achieve an average GCSE / IGCSE point score of 6.0 by the end of the year, and consequently continue towards success in Year 12.

Year 10 into 11

We do not withdraw places for pupils in the middle of their GCSE curriculum, or at the end of Year 10, on the basis of academic attainment. However, pupils not achieving an average GCSE / IGCSE point score of 6.0 in their Year 10 Lent Benchmarks, end of Year 10 examinations or

Year 11 Trial Examinations in Michaelmas Term, should expect robust intervention to help maximise their chances of achieving a minimum point score of 6.0 by the end of Year 11 (see Appendix B). This intervention might include, at the school's insistence: the resitting of internal examinations; regimes of supervised study; moving a pupil to the Double Science pathway; or withdrawal from one or more non-core GCSE subjects to facilitate greater progress and focus on others. Ten strong GCSE qualifications is always the ambition, but pupils are better served by having fewer, stronger qualifications than ten weaker ones, where that is the reality of the choice.

At the start of Year 10 some students will begin on a Double Award Science pathway, based on their attainment in Years 7-9 across Biology, Chemistry, and Physics. Further students, where needed, join the Double Award pathway at the end of Year 10 based on additional data.

The College reserves the right to reduce a student's GCSE profile at any stage in their Middle School journey if this support is deemed necessary to aid their achievement of 6.0 average point score across their GCSE subjects.

Transition from Lower to Middle School (Years 7, 8, and 9 into 10):

Transition from Year 9 into Year 10 is automatic and there is no attainment threshold for pupils.

Any pupil achieving an average point score of less than 6.0 in English, Mathematics, Biology, Chemistry, Physics, MFL or failing to achieve a grade 6 or higher in at least five optional subjects (at GCSE) in Attainment Scores or end of year examinations at any point across the Lower School will be supported to make better progress and hopefully secure transition through the school.

The College reserves the right to reduce a Lower School student's subject profile at any stage in their Lower School journey to best support their achievement of 6.0 in English, Mathematics, Biology, Chemistry, Physics, MFL, or to achieve a grade 6 or higher in at least five optional subjects (at GCSE).

The College's intervention and decisions over transitions will be in line with responsibilities outlined in our policies regarding Special Educational Needs and Disabilities (SEND) Learning Support, and Equal Opportunities (P13).

Appendix A: Learning Scores



The College believes all pupils have the potential to achieve in all subjects by developing strong learning habits. Learning Scores are used to encourage, report on, and guide those habits. Pupils who maintain strong and consistent Learning Scores do not, as a rule, miss thresholds. Consequently, pupil investment in Learning Scores is the key basis for successful study and progress at St Dunstan's. This is achievable for all pupils irrespective of ability or prior attainment because strong Learning Scores are a consequence of choices pupils make about how they study in and out of class on a day by day and week by week basis. They are not occasional measures of attainment or ability, but reflections of ongoing study. To reflect the importance given to Learning Scores, the College responds to them as follows:

- Pupils who score 17 (equivalent to 2 blue and 3 green) or more in a subject (or on average across subjects) should expect recognition for the excellent choices they are making about study.
- Pupils who score 13-16 in a subject (or on average across subjects) should expect support in reflecting on how to further enhance the choices they are making about study to aim for scores of 17 or more.
- Pupils who score 12 (3 yellow and 2 green) or less in a subject (or on average), or a 1 in any subject, should expect coordinated intervention to better guide the choices they make about study.
- Pupils who choose to study in a way that fails to raise Learning Scores after supportive intervention, or who consistently score 12 or less should expect formal review of their programme of study.

Learning Scores are not used as a threshold for transition at the College, but they are used as an indicator of how committed pupils are to learning and learning support put in place to help meet expectations of Attainment. Flexibility in the application of thresholds will not be considered for a student without very strong Learning Scores.

Appendix A (continued): Learning Scores Learning Scores – Key Stage 1

Subject Engagement*	
4	<ul style="list-style-type: none"> You show excellent focus in lessons, when working on your own or with others You are always engaged in both practical and written activities You listen really well to your teacher, teaching assistant and classmates
3	<ul style="list-style-type: none"> You show good focus in class, when working on your own or with others You are usually engaged in both practical and written activities You usually listen well to your teacher, teaching assistant and classmates
2	<ul style="list-style-type: none"> You can lose focus in lessons sometimes You are often slow to start your work and can be distracted quite easily Your level of engagement often results in you not meeting the learning intentions
1	<ul style="list-style-type: none"> You need regular reminding to stay focused during lessons You are slow to begin activities and stop working on them if you find them hard You can be disruptive in lessons
Response to feedback*	
4	<ul style="list-style-type: none"> You improve your work by responding to feedback from your teacher You try to apply your next steps to your future work You are always looking to improve
3	<ul style="list-style-type: none"> You sometimes improve your work by responding to feedback from your teacher You occasionally try to apply your next steps to your future work You are always looking to improve, but need support to do this
2	<ul style="list-style-type: none"> You listen to feedback, and respond occasionally You need to be reminded of your next steps by your teacher regularly Your teacher will often have to help you respond to your feedback
1	<ul style="list-style-type: none"> You find it difficult to listen to and respond to feedback Your teacher has to help you respond to your feedback
Organisation*	
4	<p>You take pride in the layout and presentation of your work</p> <p>You use suitable equipment or strategies to support your learning</p> <p>You manage your learning time well in class</p>
3	<p>You put a lot of effort into the layout and presentation of your work</p> <p>You select appropriate equipment or strategies to use in class</p> <p>You usually manage your learning time well in class</p>
2	<p>You need to further improve the layout and presentation of your work</p> <p>You can sometimes select the appropriate equipment, but other times require support</p>


	You require some help managing your learning time effectively
1	You need to work on the layout and presentation of your work You need support to select the appropriate equipment You find it tricky to manage your learning time effectively
Independence*	
4	You always try something first before asking for help You regularly challenge yourself and you learn from your mistakes You move between tasks quickly and independently
3	You usually try something first before asking for help You challenge yourself on occasions and you often learn from your mistakes You usually move between tasks quickly and independently
2	You will rarely begin a task without prompting You often need support from an adult to help with your learning You are slow to move between tasks and often get distracted when doing so
1	You need support from an adult to begin a task You need support from an adult during lessons You need support from an adult to move between tasks
Collaboration*	
4	You work really well as part of a group or pair You make good contributions in whole-class, group, or paired work You enjoy helping others in class and small groups
3	You try really hard when working as part of a group or pair You sometimes make good contributions in whole-class, group, or paired work You like to help others in class on occasions
2	You listen to others but do not share your ideas with your class, group or partner regularly Your teamwork can still be improved You find it tricky to communicate and help others when working as part of a team
1	You are reluctant to listen to or share ideas with your teachers or classmates You find it tricky to work as part of a team You rarely communicate and help other when working as part of a team
What is the key difference between each colour?*	
Means you routinely go above and beyond what is expected of you.	
Means your approach is normally and consistently good.	
	Means your approach is good sometimes, but not consistently, which holds you back.
	Means you rarely or only occasionally have a strong approach. Your learning will be limited as a result.
*In making Learning Score judgements, teachers will be mindful of how your approach to learning relates to any specific expectations outlined in a current Learning Support Profile or Action Plan, if you have one.	

Learning Scores – Lower Key Stage 2	
Subject Engagement*	
4	<ul style="list-style-type: none"> You are clearly engaged in all lessons and tasks, demonstrating a strong desire to improve You aim to get the most out of every lesson by having sustained focus during all activities You engage with the subject outside of the classroom setting
3	<ul style="list-style-type: none"> You show good focus in class, when working on your own or with others You are usually engaged in both practical and written activities You usually listen well to your teacher, teaching assistant and classmates
2	<ul style="list-style-type: none"> You can lose focus in lessons sometimes You are often slow to start your work and can be distracted quite easily Your level of engagement often results in you not meeting the learning intentions
1	<ul style="list-style-type: none"> You need regular reminding to stay focused during lessons You are slow to begin activities and stop working on them if you find them hard You can be disruptive in lessons
Response to feedback*	
4	<ul style="list-style-type: none"> You improve your learning outcomes by immediately acting on feedback from your teacher You regularly try to incorporate feedback into follow up tasks Your follow up actions to feedback have a sustained and positive impact on your learning
3	<ul style="list-style-type: none"> You usually act upon verbal and written feedback and it has a positive effect on your learning You try to apply the feedback given to follow up tasks, but sometimes need reminding Your follow up actions to the feedback generally have a positive impact upon your learning
2	<ul style="list-style-type: none"> You listen to and read your feedback, responding occasionally The quality of your follow up actions based on this feedback is inconsistent
1	<ul style="list-style-type: none"> You are reluctant to reflect on your own learning, and tend not to act on feedback given You see feedback from teachers and peers as a negative, rather than an opportunity to improve
Organisation*	
4	<p>You organise your workspace, possessions and equipment very well for each lesson</p> <p>The organisational structure of your work and its presentation, is always of the highest standard</p> <p>You always submit the required homework on time and you take pride in its quality</p> <p>You manage your time effectively and purposefully in and out of class.</p>
3	<p>You usually organise your workspace, possessions and equipment well for each lesson</p>

	<p>The organisation of your work is usually of a high standard, but quality in structure or presentation can occasionally be missing</p> <p>You usually submit the required homework on time and it is usually of a good standard</p> <p>You usually manage your time effectively but can still make improvements</p>
2	<p>The organisation of your workspace, possessions and equipment is inconsistent</p> <p>The organisation of your work is inconsistent in its structure and/or presentation</p> <p>Your homework can be good but its quality and punctuality often vary</p> <p>Your time management skills are developing but require improvement</p>
1	<p>The organisation of your workspace, possessions and equipment requires improvement</p> <p>The organisation of your work requires improvement in both its structure and its presentation</p> <p>You struggle to meet homework deadlines and/or expectations on a regular basis</p> <p>You struggle to manage your time in lessons</p>
Independence*	
4	<p>You always try something first before asking for help and regularly succeed with your efforts</p> <p>You regularly challenge yourself, you are resilient and you learn from your mistakes</p> <p>You independently assess, edit and improve your work</p>
3	<p>You usually try something first before asking for help and often succeed with your efforts</p> <p>You challenge yourself on occasions and learn from your mistakes</p> <p>You are beginning to independently assess, edit and improve your work</p>
2	<p>You are starting to form opinions and ideas for yourself</p> <p>You prefer to seek help when working independently</p> <p>You can self-assess your work but are less keen to edit and improve it</p>
1	<p>You regularly need support during a task and are slow to get started</p> <p>You tend not to engage with independent tasks</p> <p>You are unwilling to self-asses your work and rarely edit and improve it</p>
Collaboration*	
4	<p>You relish sharing information, ideas and suggestions in whole class and group scenarios</p> <p>You receive feedback from group/team members with an open-mind</p> <p>Your contributions to group work will often help others develop their learning further</p>
3	<p>You are happy to share information, ideas and suggestions with others in the group/class</p> <p>You usually receive feedback from group/team members with an open-mind</p> <p>You collaborate well with others when working as part of a group/team</p>
2	<p>You tend not to share ideas with group members, preferring to listen to others</p> <p>You can be quite passive in your approach to group work, as well as whole-class discussion</p> <p>You can be reluctant to contribute to group work and whole-class discussions</p>
1	<p>You prefer to take things in your own direction, rather than support the group decision</p> <p>You see advice from classmates as criticism, rather than an idea that can be worked on</p> <p>You are reluctant to contribute to group work and whole-class discussions</p>
What is the key difference between each colour?*	
<p>Means you routinely go above and beyond what is expected of you.</p> <p>Means your approach is normally and consistently good.</p> <p> Means your approach is good sometimes, but not consistently, which holds you back.</p> <p> Means you rarely or only occasionally have a strong approach. Your learning will be limited as a result.</p>	
<p>*In making Learning Score judgements, teachers will be mindful of how your approach to learning relates to any specific expectations outlined in a current Learning Support Profile or Action Plan, if you have one.</p>	

Learning Scores – Upper Key Stage 2	
Subject Engagement*	
4	<ul style="list-style-type: none"> • You engage in all activities with purpose and get the most out of every lesson, meeting or exceeding the learning intentions • You are ambitious about your progress in the subject and do everything you can to improve • You show curiosity and drive to do well in the subject at school and at home
3	<ul style="list-style-type: none"> • Your engagement during lessons is good and you are eager to achieve well in most activities, meeting the learning intentions as a result • You are keen to make progress and as a result you engage well in the subject during lessons
2	<ul style="list-style-type: none"> • Your focus during lessons can be good but you are easily distracted or slow to settle into activities when asked • The work produced in lessons can sometimes be less than you are capable of producing • Your desire to make progress in the subject is apparent in some lessons, but inconsistent
1	<ul style="list-style-type: none"> • You need regular reminding to stay focused in class and tend not to approach work with motivation • You are often slow to begin activities and tend to lose focus if they are challenging • Your lack of engagement means that you find it difficult to meet many of the learning intentions
Response to feedback*	
4	<ul style="list-style-type: none"> • Your learning progresses as a result of your detailed and well-thought through responses to both verbal and written feedback from both teachers and peers • You respond to feedback well during and after each piece of work and always try to incorporate it in follow up tasks as well • You relish feedback and it has a sustained and positive impact on your learning over time
3	<ul style="list-style-type: none"> • Your learning usually progresses as a result of your follow up actions to both verbal and written feedback, but they could be more thorough and detailed • You usually respond to feedback during and after each piece of work but don't always apply the feedback given to follow up tasks • You consistently seek to act upon feedback given from your teachers and peers
2	<ul style="list-style-type: none"> • You listen to and read your feedback, responding occasionally • The quality of your follow up actions based on this feedback is inconsistent
1	<ul style="list-style-type: none"> • You are reluctant to reflect on your own learning, and tend not to act on feedback given • You see feedback from teachers and peers as a criticism, rather than an opportunity to improve
Organisation*	
4	<p>You organise your workspace, possessions and equipment very well for each lesson</p> <p>The organisational structure of your work and its presentation, is always of the highest standard</p> <p>You always submit the required homework on time and you take pride in its quality</p>

	You manage your time effectively and purposefully in and out of class.
3	You usually organise your workspace, possessions and equipment well for each lesson The organisation of your work is usually of a high standard, but quality in structure or presentation can occasionally be missing You usually submit the required homework on time and it is usually of a good standard You usually manage your time effectively but can still make improvements
2	The organisation of your workspace, possessions and equipment is inconsistent The organisation of your work is inconsistent in its structure and/or presentation Your homework can be good but its quality and punctuality often vary Your time management skills are developing but require improvement
1	The organisation of your workspace, possessions and equipment requires improvement The organisation of your work requires improvement in both its structure and its presentation You struggle to meet homework deadlines and/or expectations on a regular basis Poor time management is a regular feature of your approach to lessons
Independence*	
4	Your approach to activities shows creativity and results in you taking intellectual risks in lessons You are resilient, enjoy solving problems and willingly take part in subject-related enrichment activities offered in school and at home Automatic self-assessment, as well as editing and improving your work, is part of your approach
3	You always approach activities with a positive mindset before asking for help You challenge yourself on occasions by taking intellectual risks but you are little uncomfortable in doing this You are becoming more resilient and frequently self-assess, edit and improve your work You take part in subject-related enrichment opportunities on occasions but not always
2	You show some academic curiosity and a willingness to form opinions and ideas for yourself You look for help when you are unsure what to do and are reluctant to try to identify strategies to address difficulties for yourself You tend not to take part in subject-related enrichment opportunities
1	You regularly need support from an adult during a task and are slow to get started You are reluctant to investigate or explore topics independently You are unwilling to take intellectual risks
Collaboration*	
4	You share insightful information, ideas and suggestions in a tactful and thoughtful manner You receive feedback and act upon ideas from group members with an open-mind You are able to generate a good atmosphere when working together with others Your contributions to group work will often help others develop their learning further
3	You are happy to share information, ideas and suggestions with others in the group/class You usually receive feedback from group/team members with an open-mind You collaborate well with others when working as part of a group/team
2	You tend not to share ideas with group members, preferring to listen to others You can be quite passive in your approach to group work, as well whole-class discussion You tend to be reluctant to contribute to group work and whole-class discussion
1	You are reluctant to share ideas and lack engagement in group activities You take feedback from peers as a criticism, rather than an idea that can be worked on Your feedback to others can often be misguided or abrupt
What is the key difference between each colour?*	
	Means you routinely go above and beyond what is expected of you.
	Means your approach is normally and consistently good.
	Means your approach is good sometimes, but not consistently, which holds you back.

 Means you rarely or only occasionally have a strong approach. Your learning will be limited as a result.

*In making Learning Score judgements, teachers will be mindful of how your approach to learning relates to any specific expectations outlined in a current Learning Support Profile or Action Plan, if you have one.

Learning Scores – Senior School

What are Learning Scores?

You will be given a Learning Score every term by each teacher. It will be out of 20, and made up of five smaller scores out of 4. Using the guidance below, teachers will give a 'best fit' score to your approach since your last Learning Score. The importance of the scores is that you can and should influence them by the choices you make, week by week, in and between lessons. You are encouraged and expected to make choices that will result in strong Learning Scores. They are not test results or exam grades, but reflections of how you are approaching your study. Strong scores maintained over time will lead to stronger grades too.

Engagement with the subject*

4	Your curiosity takes you beyond what is expected. You show willingness to take academic risks.
3	You think about new information and ideas presented to you. You seek to find out more.
2	You prefer to be given answers rather than to think for yourself when faced with challenge.
1	You are reluctant to engage with new ideas or information.

Response to feedback*

4	You actively seek feedback. Your consistently positive response to it drives strong progress over time.
3	Your response to feedback is seen in follow up work. There is room for it to have more impact.
2	You sometimes act on feedback in follow up work. It is not yet a habit driving progress.
1	You rarely act on or engage with feedback in follow up tasks.

Collaboration*

4	You collaborate with others proactively and productively, advancing your and their learning.
3	Your approach to collaboration with others normally and consistently helps you to learn.
2	You collaborate with others when asked, but in a way that you could develop to be more effective.
1	You tend to avoid or resist manageable opportunities for collaboration with others.

Strategies for study*

4	Your strategies for study, in and out of the classroom, are robust, creative, and highly effective.
3	You use strategies for study to support your learning both inside and outside the classroom.
2	You have strategies for your study, but are not consistent in enacting them yet.
1	You do not engage with the need for clear strategies for study, which undermines your learning.

Homework*

4	You approach all homework with ambition and routinely attempt enrichment tasks in this subject.
3	You complete and submit homework on time and to expectations.
2	Your homework does not consistently meet expectations of quality and/or of punctuality.
1	You struggle to meet homework deadlines and/or expectations on a regular basis.

What is the key difference between each colour?*

	Means you routinely go above and beyond what is expected of you.
	Means your approach is normally and consistently good.
	Means your approach is good sometimes, but not consistently, which holds you back.
	Means you rarely or only occasionally have a strong approach. Your learning will be limited as a result.

*In making Learning Score judgements, teachers will be mindful of how your approach to learning relates to any specific expectations outlined in a current Learning Support Profile or Action Plan, if you have one.

Appendix B: Grading in Numbers

The diagram below has been created by Ofqual for the Department for Education and explains how new GCSE grading numbers (9-1) compare to the current grading letters (A*-G). GCSE examinations sat at St Dunstan's are a mixture of those awarded in numbers and those in letters. The movement is towards numbers.

To support teacher, pupil and family familiarity with these numbers, all Attainment Scores and Exam grades for Years 7 to 11 are awarded in the same format as the future GCSE / IGCSE qualification in that subject. For example, where a teacher previously gave an A* or A grade to a pupil in the Lower School, they will now give a grade 9, 8, or 7, and so forth. Where they used to give a B or C, they will now give a 6, 5, or 4.

New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

Appendix C: Action Plan (AP)

St Dunstan's College: Action Plan (AP)

Pupil Name:		Tutor Group:	
AP Start Date:		Review Date:	

An AP is a supportive measure to help you move to a better relationship with your studies and the school. Its details will be agreed in partnership with you. It is not a sanction. Choosing not to engage positively with what is agreed, however, will be viewed as a choice to receive an appropriate sanction.

Reason/Context for AP (Please tick one or more box and add a relevant summary)

STARS		
Learning Scores		
Progress Scores		
Attainment Scores		
IPN		
Pastoral		
Pupil Request		
Other		
Agreed SMART Targets for Review (Specific, Measurable, Achievable, Relevant, Timebound)		

Actions Agreed between Pupil, Staff and Home to help meet targets

<p>Pupil: Consideration should include WHAT will be done, WHEN (including how often), WHERE (if not in timetabled lessons, including how to avoid potential distractions), and with WHOM (if not by the pupil alone).</p>	
<p>Staff: Consideration should include <i>both</i> ways to maximise the impact of the existing contact time and support available, <i>and</i> how to establish wider support relevant to meeting the targets set out above.</p>	

Teacher responsible for reviewing AP (name):			
Pupil Commitment to AP (signature/date):		Date:	

If the student is on the IPN register, please send a copy of this Action Plan to relevant IPN lead.