



Sandbach High School

and Sixth Form College

Our Academy, Our Future

Student Progress Policy

Objective:

To set out the school's approach to target setting, assessment and progress monitoring.

Prior to Admittance

The Achievement Coordinator for the new Year 7 visits local feeder schools to meet rising Year 7 students and to talk to their primary school teachers. At these meetings, information is gleaned about specific students including those with specific special educational needs and disabilities.

Prospective students are assigned to mixed ability form groups and teaching groups within four clusters of subjects. Those clusters that set, base their setting on the KS2 decimalised test levels. Decimalised test levels, where available, allow for more accurate setting within the clusters.

Cluster	Subjects	Ability Range
1	Maths, Science, French, Spanish, ICT	Setted
2	History, Geography, RE, English	Mixed ability
3	Technology	Mixed ability
4	Dance, Music, Art, PE (<i>years 7 and 8</i>)	Mixed ability (form groups)

Years 7 – 9

Cluster arrangements operate throughout the first three years for subjects where students are setted. Twice a year there is a formally scheduled cluster review meeting (see school calendar) when academic colleagues come together to discuss individual students' progress. Subject teachers are asked to nominate students who might benefit from a change in teaching group. They must have previously discussed these possible moves with either the students or their parents so that any changes are not unexpected. Nominations are also put forward by pastoral colleagues and parents are able to request that their daughter's progress is discussed.

Students who transfer from their primary schools with AN are immediately added to our additional needs register and after the full cohort has sat a series of baseline assessments, students are removed and added to the register as appropriate. As well as receiving in class support, some of these students who arrive below the expected standard in English and maths (below level 4) have the opportunity to attend catch-up sessions, to accelerate their progress from level 3 to level 4 in both literacy and numeracy.

Throughout KS3 all teaching staff receive prior achievement data (KS2 decimalised test levels, where available) and set targets based on progress for all subjects. Target levels are shared with both students and parents via planner and reports. With this information teachers are able to track their students' actual progress in relation to their target grades and report progress to parents via progress reports, written reports and parents' evenings.

Students joining part way through KS3 may be given assessments in Maths and Science. The results of these assessments and information from their previous schools and prior achievement at KS2 guide the allocation of students to teaching groups.

Adopted by Governors October 2015

Years 10 -11

Students are assigned to setted teaching groups in the core subject Maths, and in English they will be place into broader bands depending on their attainment in KS3 English. In Modern Foreign Languages and other option subjects, where the number or teaching groups permit, setting also takes place.

Throughout KS4 all teaching staff receive FFT estimated attainment grades and set target grades primarily based on progress, but using FFT estimations to support, for all level 2 subjects. Target grades are shared with students and parents as well as teachers, form teachers, curriculum leaders, pastoral leaders and SLT at the beginning of Year 10. With this information teachers are able to track their students' actual progress in relation to their target grades and report progress to parents via progress reports, written reports and parents' evenings.

Record of Achievement – all students have the opportunity to work on compiling evidence for their RoA during PSHCE lessons.

Those students for whom a full complement of GCSE courses is not deemed appropriate have the opportunity to opt for a non-examination course rather than study for a Modern Foreign Language qualification.

Throughout the two year period work is monitored closely to avoid students getting behind schedule - subject teachers/curriculum leaders/form teacher/achievement coordinators/SLT are all active in this tracking procedure.

General throughout all Key Stages

All students are graded for progress and Attitude to Learning (AtL) in each subject once per term, with progress indicators being used to inform parents of the progress their child is making in relation to national expectations (currently on track for 2 LOP or less - less than expected; on track for 3 LOP – expected; on track for 4 LOP -more than expected; on track for 5 LOP-outstanding).

Progress Indicators

Progress Indicator	Less than expected	Expected	More than expected	Outstanding
Explanation	Student is currently not on track to achieve nationally expected progress/prediction	Student is currently on track to achieve nationally expected progress/prediction	Student is currently on track to achieve above nationally expected progress/prediction	Student is currently on track to achieve significantly above nationally expected progress/prediction

N.B. We use National expectations as a minimum measure of **progress** for all of our students. However, in discussion with students we set agreed aspirational **targets** (which is why a student may be 'on target' with a progress indicator that says 'Outstanding' or 'below target' with a progress indicator that says 'Expected progress').

AtL grades on reports also follow this structure with teachers using the (less than expected; expected; more than expected; outstanding) criteria to select the best-fit AtL indicator.

Students should be prepared.				
Their preparation for the lesson (e.g. equipment) enables a successful learning experience				
	Less than expected	Expected	More than expected	Outstanding
Resilient	Gives up easily	Shows some resilience in the face of challenge	Shows resilience in the face of challenge	Inspires others with their resilience in the face of challenge
Engaged	Sometimes engaged and motivated in lessons	Engages in lessons and is motivated	Engages well in lessons and is self-motivated	Engages fully in lessons and is highly self-motivated, inspiring others
Determined	Makes some effort to improve with encouragement from teacher	Makes an effort to improve independently	Responds well to challenges independently	Determination to succeed despite difficulties along the way, inspiring others
Curious	Sometimes shows a curiosity for learning in line with ability	Shows a curiosity for learning in line with ability	Shows a curiosity for learning beyond ability	Pursues a curiosity about the subject (e.g. HWK – independent research about Suffragettes/Shakespeare)
Ambitious	Makes some contributions, occasionally voluntarily	Makes regular contributions, sometimes voluntarily	Confidently contributes in lessons and takes a risk in lessons, for example with contribution or response to question	Makes an outstanding contribution in lessons, asks and answers challenging questions (in line with ability)
Respectful	Is mostly respectful and considerate of others	Is respectful and considerate of others	Is respectful, considerate and supportive of others	Is respectful, considerate and supportive of others, inspiring others
Likely to get...	BfL grades: 2s with some 3s (maybe some 4s)	BfL grades: 2s, with some 1s	BfL grades: 2s with many 1s	BfL grades: 1s with some 2s

This is reported to parents and monitored by Curriculum Areas, Achievement Co-ordinators and the Additional Needs team. Students whose progress is a concern will be the subject of action planning by one or more of these groups of staff.

Students on the Additional Needs register may have a School Focus Plan (SFP) in which their progress can be tracked on a termly basis. On a termly basis each student's progress is discussed and if they are consistently achieving all their targets they are congratulated and removed from the register.

Those students who are considered to be gifted and talented are placed on the gifted and talented register and their progress is tracked.

A designated member of the School Leadership Team reads and comments on each student's written report throughout KS3 and 4. Over the five years the SLT mentor is able to keep track of a student's progress.

All students are interviewed by their SLT mentor and Achievement Co-ordinators leaders with their full written reports before reports are sent home. Full Written Reports include cross-curricular involvement and attendance as well as academic progress.

Interim Reports are used when concern (academic or behaviour) is expressed by either subject teachers, pastoral staff or parents.

Special achievements (attendance, AtL, BfL, R2L award etc) are presented regularly and a record kept (i) on reports (ii) by students in their RoA and (iii) in the termly Headteacher's Report to Governors.

Attendance is monitored weekly by Form Teachers and a member of admin, and on a fortnightly basis by pastoral staff.

All students in Years 11, 12 and 13 and a proportion of Year 10 and 9 students receive career interviews by the school's Careers Advisor who also attends Parents' Evening for Years 10, 11, 12 and 13 students and the Year 9 Options Evening for Year 9 students.

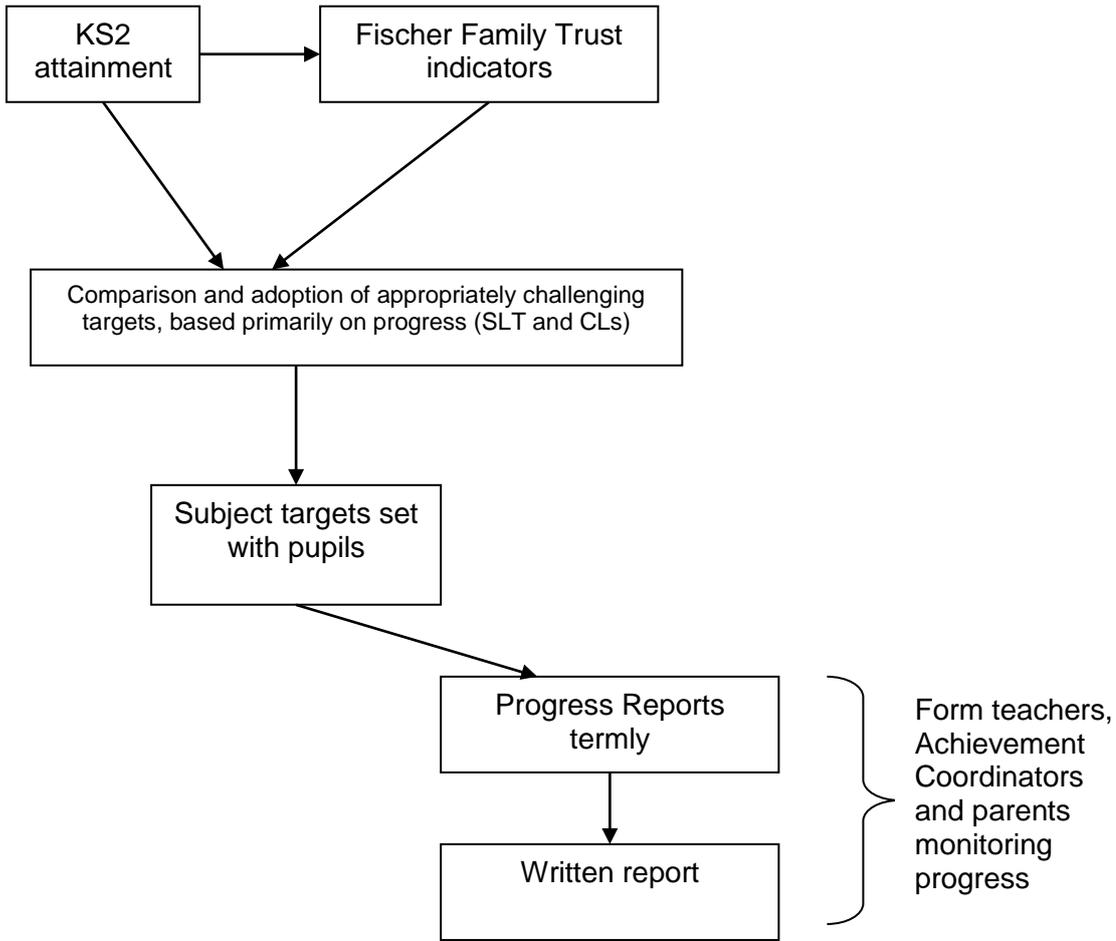
Careers and Work related Learning are part of the curriculum at KS4. In addition careers advice is given to Year 9 students during their PSHCE lessons.

All those students with additional needs are considered carefully for special access arrangements in external examinations at all key stages. Their progress is tracked and special arrangements applied for after the appropriate tests have been completed.

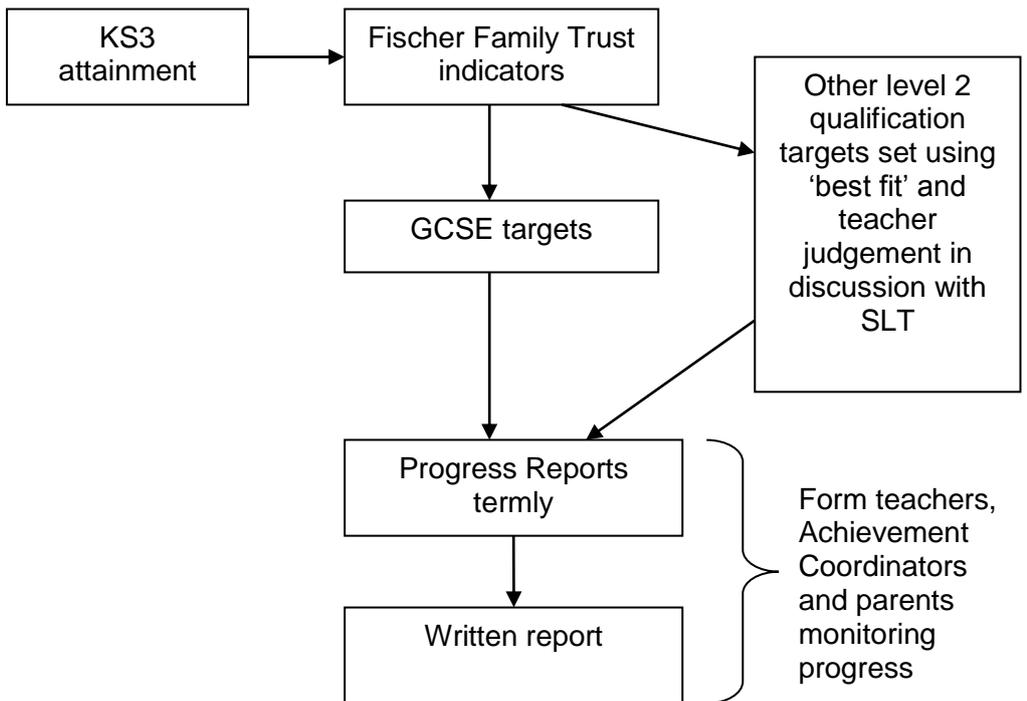
Target Setting and Progress Monitoring

Targets are set for each pupil in each subject at each Key Stage. These targets are based on prior attainment and/or other externally validated testing where such evidence exists and should be the subject of dialogue between pupil and teacher. In cases where a pupil's progress suggests that the target is too low, this will be discussed with the pupil and a more challenging target set at annual year group target review meeting. For students who have been educated outside the English education system teacher judgment alone may be used to set targets.

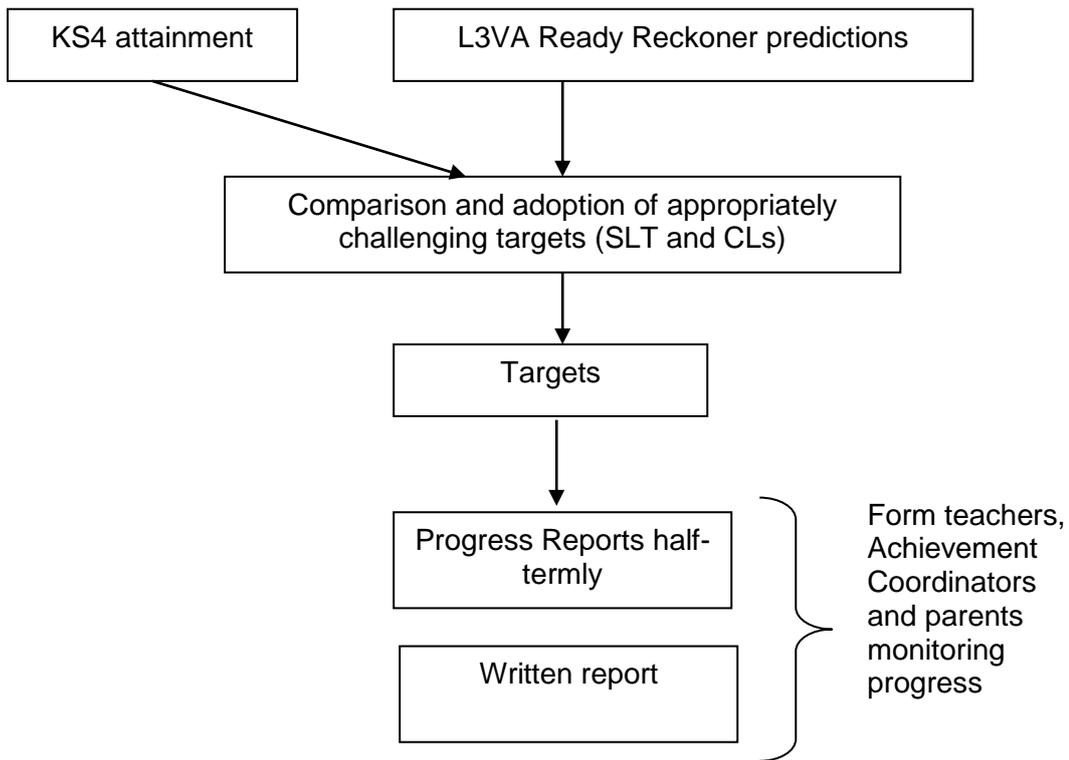
KS3



KS4



KS5



Marking Policy *at a Glance*



Rationale

All children are entitled to regular and comprehensive feedback on their learning. All teachers, therefore, will mark work and give feedback as an essential part of the assessment and learning process. This policy is written to ensure consistency of practice at Sandbach High School and Sixth Form College, and to make explicit to the whole school community our approach to providing feedback on students' work.

Basic Principle of our Framework

Our basic principle is that all feedback should inform learners of where they are, where they are going and how to get there. Our marking should significantly contribute to their learning.

Aims and Objectives

We mark students' work and offer feedback in order to maximise progress and:

- Show that we value the students' work and encourage them to value it too
- Boost the students' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help students learn. If work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem
- Give the students a clear general picture of how far they have come in their learning and how they can improve their work in the future
- Offer the students a clear general picture on the extent to which they have met the learning objective, and/or the individual target set for them
- Promote self and peer assessment, whereby the students recognise their difficulties and are encouraged to work collaboratively and accept guidance from others
- Share expectations
- Gauge the students' understanding and identify any misconceptions
- Provide a basis for both summative and formative assessment
- Provide the ongoing assessment that should inform our future lesson planning
- Improve students' literacy and support the development of literacy skills in our subject

Students will be given:

- Regular feedback that is **personalised** and linked to relevant **assessment criteria**
- **Successes** and **Next Steps** will be given to give clear indication of areas of success and areas to improve
- **Marks** (if appropriate) and **levels/ grades** on assessed work (E.g. D – 28; 6H; 2+)
- Activities **that build upon** their Next Steps
- The opportunity to **respond to teacher comments and feedback** by using the purple MRI pens

Some best practice includes:

- Teacher comments throughout body of work, as well as S and NS at end
- Progress questions after homework to build on the Next Steps
- Use of Target stickers from Repro (target and current grade on)
- Log in front/back of book/folder (i.e. progress sheet) to record a copy of feedback from teacher so student see progression
- Teacher comments on student's response to Next Steps, evaluating success in addressing it

Work should regularly be awarded Attitude to Learning (AtL) grades:

Outstanding

More than expected

Expected

Less than expected

There should be evidence of a 'dialogue' between teacher and student on a personalised basis.
Underpinning Framework

- 1.1 The monitoring of student learning and progress through regular marking of work is part of a teacher's responsibility.
- 1.2 Each Curriculum Area's Marking Policy must be formulated within the whole school framework for marking and it is the Curriculum Leader's responsibility to monitor regularly the marking within their subject area.
- 1.3 The purpose of the marking must be clear because it demands a significant amount of a teacher's time.
- 1.4 It is not possible to mark all work thoroughly so what is marked must have a clear purpose.
- 1.5 Marked class/home/coursework must have a clear purpose to students and it should have criteria which are understood by both the student and marker.
- 1.6 All our assessment should inform our teaching and planning.
- 1.7 When we feedback to students, our comments should be clearly understood and this should lead to action on their part.
- 1.8 If students are to act upon feedback they should be given time to do so. Time for reflection is essential if students are to move forward.
- 1.9 Peer and self-assessment has a key role in marking and should feature regularly to contribute to learning.
- 1.10 Teachers must ensure that students act upon feedback to bring about progress.

Marking Guidelines for Curriculum Areas

- 2.1 A sustainable level of marking for each curriculum area must be determined and outlined in the Curriculum Marking Framework. Different types of marking will take place e.g.
 - Skim marking to acknowledge the AtL of the student.
 - Summative marking.
 - Formative assessment – S and NS.
 - Marking for internal tests and assessments.
 - Assessments against external criteria.
- 2.2 Subject areas must agree criteria for how they interpret the framework and how often they will mark frequent tasks, for example every six lessons – it is expected though that students' work should be marked at least once every 4 weeks with detailed feedback using Success (S) and Next Steps (NS).
- 2.3 Teachers must recognise the value of motivating learners by raising their self-esteem and expectations. Motivational comments should be written when appropriate and targets should be realistic. Use of the school reward system is encouraged as well as awarding stickers, stamps, badges and certificates.
- 2.4 When appropriate we will adopt the S/NS marking approach. This means highlighting a specific area of strength in a piece of work and then writing a comment how the students can improve their work for next time.
- 2.5 Students should be given time to reflect on any NS/targets so that they are aware of what they need to do in order to improve. To ensure that students have understood the comments then the following could be used as a method to gauge understanding: conversation with a peer to share NS, if appropriate write the NS down above the start of the next piece of work to be completed.
- 2.6 Students should be very clear about the criteria for a task so that they know what they have to do to succeed. Guide sheets may be employed to show the student what they must do, what they should try to do and what they could do.

- 2.7. Self-assessment should feature prominently as it prompts students to assess what they have learned and what they could do differently next time.
- 2.8. Peer assessment in pairs or groups enhances learners' understanding of what they need to do in order to progress. It also raises self-confidence and encourages discussion and trust in the process of learning.
- 2.9. Formative assessment can be used where the Curriculum Area thinks it is better to offer a comment on how to improve rather than a grade or level.
- 2.10. Summative assessment can be used as a way to give a mark to a piece of work without a comment. It is encouraged that students understand the mark being given and the marking criteria for the piece of work.
- 2.11. Curriculum Areas must consider each Key Stage and how marking may vary. For example; in KS3, motivational marking may be key, along with feedback on developing skills. In KS4, marking may fall more in line with external examination criteria. Staff should consider how feedback can move learners beyond a potential grade to an aspirational grade. At KS5, self-assessment may be key, as well as marking in line with examination board marking criteria.
- 2.12. Curriculum Areas should include within their policies ways of ensuring consistency and effectiveness. One way might be to bring a year group's books or folders to a Curriculum Meeting for peer moderation. Ensuing conversations will help keep a focus on effective feedback. It is expected that this monitoring in Curriculum Area meetings will take place twice a year and comments recorded in the action points from the meeting

All Curriculum Areas have a guide to assessment for each Key Stage and will be available on school website from 12th October 2015 (after Assessment Information evening).

The table below suggests an outline to the routine of marking and the possible methods to be used:

WHEN	WHAT	WHO	HOW	REPORTING
Lesson by lesson	Formative, summative, self and peer assessment	Subject Teacher Students	Mark book Clear marking criteria	Comments via exercise books/folders/planner
Termly	Subject-wide, summative assessment	Subject Teacher Moderated by CL Used by CL / AC / SLT	Mark book ↓ Curriculum area central record ↓ Assessment Manager	either progress report or Parents' evenings or full written report

Classroom teachers are expected to keep a mark book in line with Curriculum Area needs. Recorded marks should include:

- Prior attainment
- Raw scores
- Percentages
- Levels
- Grades – target/predicted/actual where appropriate
- AtL grades
- Targets for improvement

To sum up the Sandbach High School and Sixth Form College, Sports College Marking Framework

1. Each Curriculum Area's Marking Policy must dovetail into the whole school framework.
2. Written and oral feedback to students must occur regularly and consistently.
3. Curriculum Leaders must monitor that it is consistent and effective.
4. Feedback to students must help them move forward (be formative) and they must act upon it.
5. Students must have clear criteria set for each task they undertake.
6. Our feedback to learners should motivate them, help to raise their aspirations and show them how they can progress.