Sandbach High School & Sixth Form College

Student Progress Policy

Updated September 2015/October 2016/May 2017/October 2017/October 2018

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 initial setting on the available KS2 attainment.

Cluster	Subjects	Ability Range
1	Maths, Science, French, Spanish, Computing	Setted Y7 & Y8 (banded in Y9)
2	History, Geography, RE, English (Y9)	Mixed ability
3	Technology	Mixed ability
4	Dance, Music, Art, PE (Y9) Year 7 & 8: Mixed ability for History, Geography, RS, English, Dance, Music, Art, PE (Same cluster)	Mixed ability (form groups)

Years 7 – 9
In the first half term of Year 7 all subjects conduct baseline assessments and set end of year targets

Cluster arrangements operate throughout the first three years for subjects where students are banded. Three times a year there is a formally scheduled cluster review meeting (see school calendar) when academic colleagues come together to discuss individual students' attainment. Changes are made based on data and subject teachers must have contacted home to discuss attainment of students not keeping up with the class so changes are not unexpected. Nominations are also put forward by pastoral colleagues and parents are able to request that their child's attainment 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 have the opportunity to attend catch-up sessions, to accelerate their progress in both literacy and numeracy.

Throughout KS3 all teaching staff receive prior achievement data and set targets based on progress for all subjects. Target grades 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 G8Way3 and parents' evenings.

Students joining part way through KS3 will be assessed to determine their current level of attainment. The results of these assessments and information from their previous schools and prior achievement at KS2 guide the allocation of students to teaching groups.

Years 10 -11

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

At KS4 all teaching staff set target grades for the end of Y11 based on progress 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 G8Way3 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 are selected for a non-examination course rather than study for a Modern Foreign Language qualification. Students may opt back into MFL

Throughout the two year period work is monitored closely to avoid students getting behind schedule - subject teachers/Curriculum Leaders/Form Teachers/Achievement Co-ordinators/SLT are all active in this tracking procedure.

General throughout all Key Stages

All students are graded for attainment and Readiness to Learn (R2L) in each subject once per term.

R2L grades on reports follow this structure with teachers using the (less than expected; expected; more than expected; outstanding) criteria to select the best-fit R2L indicator. See Behaviour for Learning Policy for descriptions

This is reported to parents and monitored by Curriculum Areas, Achievement Co-ordinators and the Additional Needs team. Students whose progress or R2L 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.

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.

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 with their full written reports before reports are sent home. Full Written Reports include extra-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, 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.

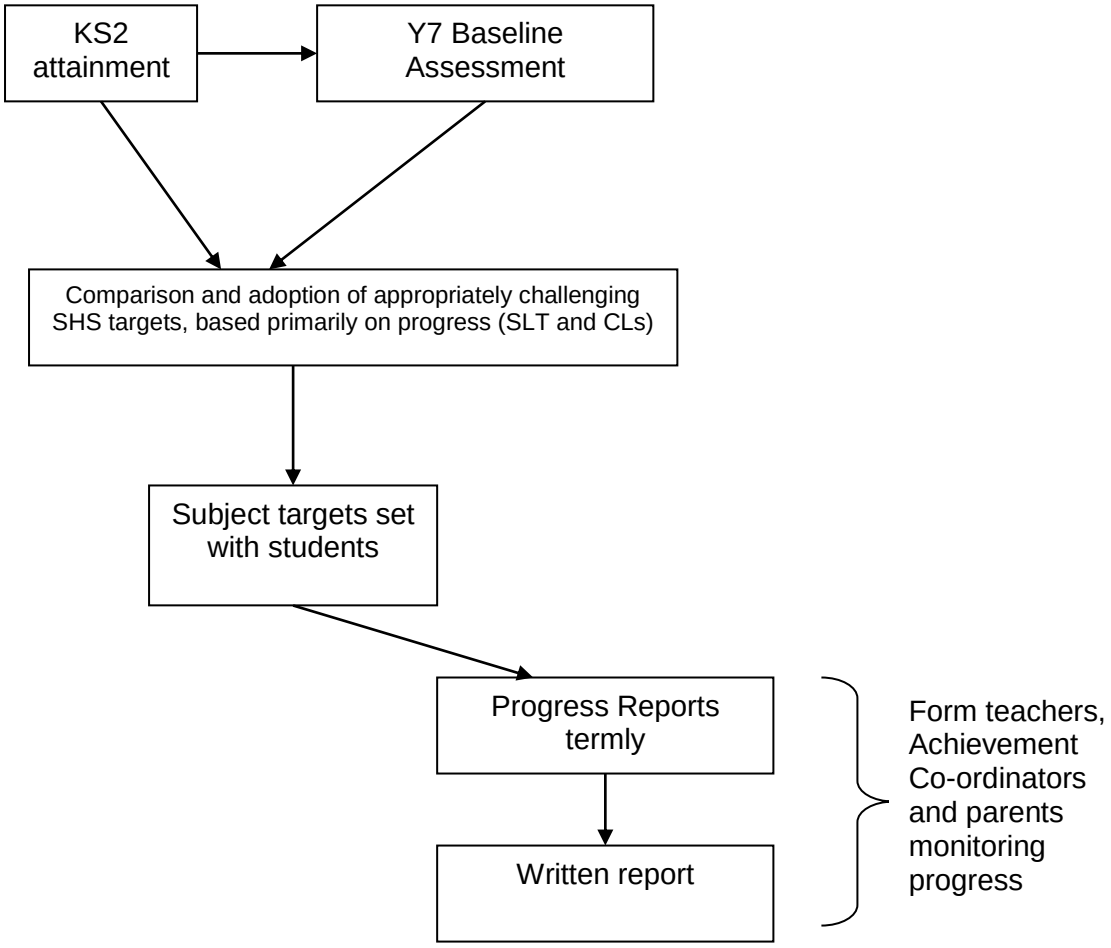
All students in Years 11, 12 and 13 and a proportion of Year 10 and 9 students receive career interviews by the school's Careers Advisor who also attends Parents' Evening for Years 10, 11, 12 and 13 students and the Year 9 Options Evening for Year 9 students.

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.

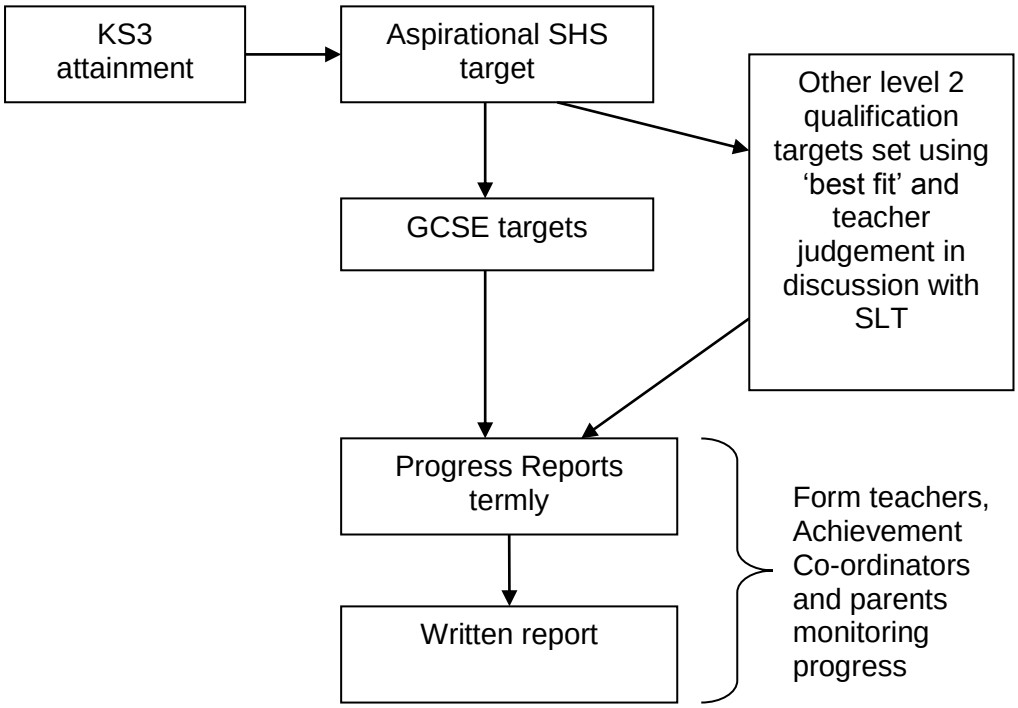
Target Setting and Progress Monitoring

Targets are set for each student in each subject each year. These targets are based on prior attainment and/or other externally validated testing where such evidence exists and should baseline tests be the subject of dialogue between student and teacher. In cases where a student's progress suggests that the target is too low, this will be discussed with the student 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.

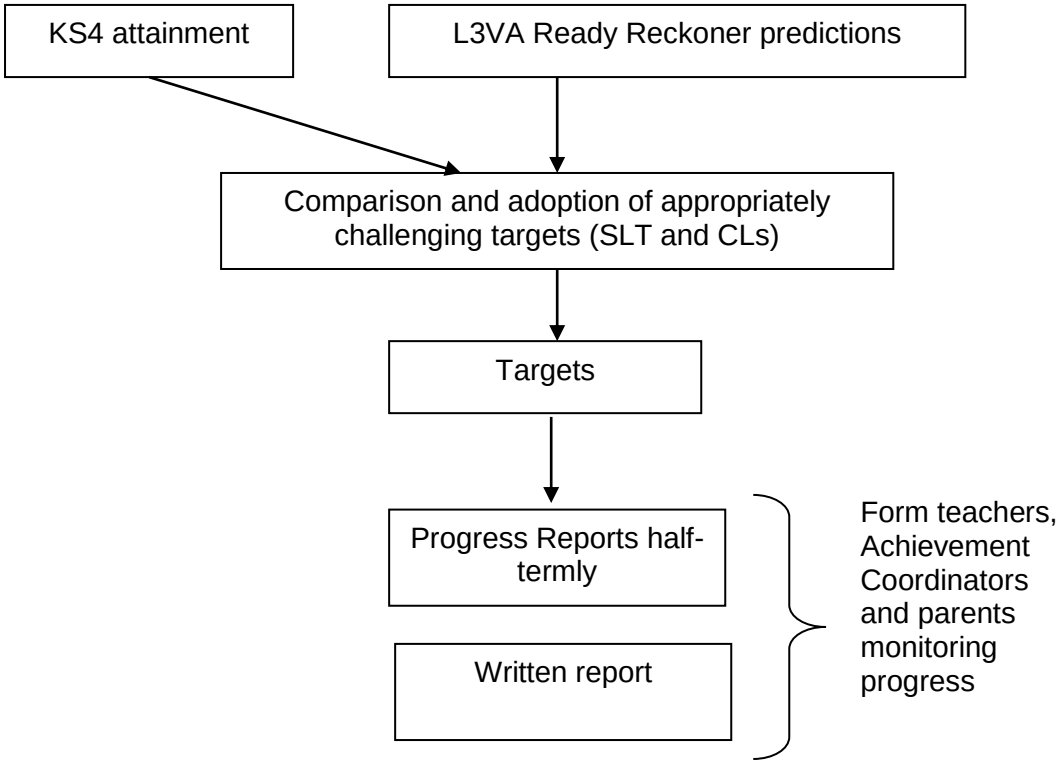
KS3



KS4


KS3 attainment
Aspirational SHS target
Other level 2 qualification targets set using 'best fit' and teacher judgement in discussion with SLT
GCSE targets
Progress Reports termly
Written report
Form teachers, Achievement Co-ordinators and parents monitoring progress

KS5


KS4 attainment
L3VA Ready Reckoner predictions
Comparison and adoption of appropriately challenging targets (SLT and CLs)
Targets
Progress Reports half-termly
Written report
Form teachers, Achievement Coordinators and parents monitoring progress

Marking Policy at a glance

Rationale
All students 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 students 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 linked to relevant **assessment criteria**
- **Successes** and **Next Steps** with a clear indication of areas of success and areas to improve
- **Marks** (if appropriate) and **grades** on assessed work
- Follow up activities **that build upon** their Next Steps
- Opportunities to produce a quality response to teacher comments and feedback using their purple MRI pens.

Some best practice includes:

- Teacher comments (especially questions) throughout body of work, and/or S and NS at end
- Progress questions after homework to build on the Next Steps
- Log in front/back of book/folder (i.e. progress sheet) to record a copy of feedback from teacher so student sees progression
- Teacher response to student's MRI, if appropriate.
- Evidence of a 'dialogue' between teacher and student on a personalised basis

Work should regularly be awarded R2L grades:
Outstanding
More than expected
Expected
Less than expected

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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 Area Assessment Policy. Different types of marking will take place e.g.

- Skim marking to acknowledge the R2L 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 students 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 students' 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 which is available on school website

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 ↓ Marksheets in sims 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
- Grades – target/predicted/actual where appropriate
- R2L grades
- Targets for improvement

<u>To sum up the Sandbach High School and Sixth Form College, Marking Framework</u>

1. Each Curriculum Area's Assessment 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 students should motivate them, help to raise their aspirations and show them how they can progress.