



# Faculty Review and Assessment of Students' Progress

Date Approved: May 2022

Date of Next Review: May 2023

# FACULTY REVIEW AND ASSESSMENT OF STUDENTS' PROGRESS

## Introduction

The Faculty Review of students' progress is the practice by which the quality of students' learning is reviewed regularly. This is primarily to encourage a positive working atmosphere where praise and reward are emphasised. Each student can expect to be assessed against their own and the teacher's expectations. All students benefit from regular and open praise, and we wish to build on a culture which celebrates achievement.

Faculty Review is also a mechanism by which staff can monitor the progress of all their students' achievements across Faculty areas.

It is in the interests of our students to ensure that we have a process of reviewing progress which is intended to build confidence in **all** students, rather than compare failure and reward success to a few. The review of individuals' progress is a positive way of ensuring the continued motivation of students whilst involving them in a discussion about realistic expectations. Young people, the evidence overwhelmingly suggests value praise and reward when they understand why they are receiving it. Indeed, they respond with greater motivation and commitment when they are clear that what is expected of them as an individual is within their capacity. If a student has achieved what can **reasonably** be expected of them, they deserve recognition for the effort.

## The Review Process

A review of students' progress will occur at the end of each half term unless a formal assessment is undertaken.

- a. Each teacher is to decide whether a student has made at least expected progress in the programme of study, whatever their comparative ability. The fundamental question to establish is whether a student has **achieved what can reasonably be expected of them** during the preceding period based on the evidence about learning. The evidence about the extent of learning will be found in completed coursework, exercise books, completed projects or the demonstration of skills.
- b. The assessment of an individual student's progress is concerned with **performance against what is expected of them**. Therefore, individual teachers need to be as transparent as possible about expectations and ensure that these are within a student's capacity.
- c. Discussion and communication with students about **expected learning outcomes by the end of each half-term** is essential at the beginning of each half-term. It is the teacher's responsibility to ensure that each student understands what is expected of them and, therefore, the reason for them being awarded a commendation or not for achievement at the end of a half-term study. This is, of course, a crucial part of the process at the start of a new assessment period.
- d. Every effort must be made to encourage and enable each student to gain a commendation from the teacher by having identified what should have been learned. Learning expectations, therefore, must be as straightforward as possible. The aim is to ensure that as many students as possible gain a commendation through high-quality teaching and the student demonstration of learning.
- e. If a student has been absent for a lengthy period in the half term, they will have to make up the lost time to achieve their learning outcomes. The Faculty must ensure that catch-up opportunities are available and planned for individuals.

- f. Each Head of Faculty will be responsible for enabling staff to follow these guidelines and that the practice across the Faculty is coherent. Individual staff's professional judgement in the classroom will be the key to the integrity of the review process, and, therefore, a shared understanding of the practice will be necessary.

## Administration of Review

### Stage 1: Subject teachers begin the process of review of each child taught in a group.

Essential question: has this child achieved over the period what I can **REASONABLY** expect of them? Did they learn what was expected in the programme of study this half term?

Completion of commendation form as appropriate, e.g.

<u>Name</u>	<u>Commendation</u>
M. Stuart	yes / no
A. Fiaz	yes / no
M. Jones	yes / no

### Stage 2: Completed teaching group Review lists to Faculty Heads for the Team meeting

Discussion about the commendations in each group and raising of concerns about serious under-achievements

### Stage 3: Review lists to Year Heads

Tutors to receive commendation lists for subject areas and to collate information. Preparation of a single certificate for students, identifying the subjects they have been commended in for achieving their learning goals for the half term.

### Stage 4: Certificates of Achievement to Students

Via tutors for taking home at the beginning of the next half term.

## Underachievement

A secondary intention of the Review is to establish an alert system for underachievement, which can be more effective than waiting for formal assessment reports. The primary purpose is to identify at an early stage those individuals in a class who are failing to achieve at a severe and significant level and ensure appropriate intervention is given. The criterion is to avoid a child being given a poor report home with the parents quite justifiably asking why they were not informed earlier.

As with commendations, it will be the responsibility of Faculty Heads to set standards by specific examples discussed in Faculty meetings. In doing so, it is vital to retain the positive, encouraging purpose of the Review process.

## Monitoring Underachievement

- It will be the responsibility of the class teacher to raise a concern with the HOF about the under-achievement of any student, this will ensure the matter is discussed.
- If students are underperforming in 3 or more subjects, the year leader will be responsible for following this up by involving the Heads of Faculty and other staff with parental involvement.

- c. At the discretion of the Head of Year and/or Head of Faculty, students may be put on academic monitoring report.
- d. The principal of the academy will present the most performance data and subsequent actions to the Executive Team in the management meeting preceding the data collection deadline.

NB The involvement of the SEND team may, of course, be sought at any stage where concern exists about learning difficulties and special needs.

### Formal Assessment

Each academy will formally assess the learning standards in every subject to verify the learning that students have accomplished. These assessments will be based upon the knowledge, understanding and skills acquired through the learning programmes created for each subject.

Formal assessments must be based upon summative assessment tests, which reflect the understanding and progress in the programme of study undertaken in the subject. This is best described as ‘the working at grade’ in the units of work undertaken since the last assessment.

In Key Stage 3, the assessments will be based upon the requirements of the curriculum for the subject and the knowledge and skills taught since the last evaluation.

In Key Stage 4, the assessments will be related to the examination requirements of the subject.

The tests will be standardised across each department, ensuring that valid comparisons can be made across teaching groups.

Faculty Heads will use the information from the summative assessments to set appropriate learning targets for students.

### The 2022-23 Review And Assessment Cycle

	ASSESSMENT	REVIEW
HALF TERM 1	W/C 5 Sep Yr 7 Baseline Assessment W/C 17 Oct- Yr 8	W/C 17 Oct - Yrs 7, 9, 10, 11
HALF TERM 2	W/C 5 Dec - Year 11 W/C 12 Dec - Year 10 W/C 12 Dec - Year 12 W/C 12 Dec - Year 13	W/C 5 Dec Yrs 7, 8, 9
HALF TERM 3	W/C 6 Feb Yrs 7, 8, 9	W/C 6 Feb - Yrs 10, 11, 12, 13
HALF TERM 4	W/C 27 Feb - Yr 11 W/C 27 Mar - Yr 10 W/C 27 Mar - Yr 13	W/C 27 Mar Yrs 7, 8, 9, 12,
HALF TERM 5	W/C 15 May - Yrs 7, 9, 12	W/C 15 May - Yrs 8, 10,
HALF TERM 6	W/C 3 Jul - Yrs 8, 10	W/C 10 Jul - Yrs 7, 9, 12