



Review of Student Progress 2023/24

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Control Sheet

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Version 1	12 September 2023	Noel Stoddart	New Document
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BEFORE TEACHING

BEFORE THE START OF THE YEAR

- For all subjects, a well sequenced, fully specified scheme of learning exists in which the core knowledge to be taught in each unit is clearly listed.
- Key apply tasks are identified which give students the opportunity to apply knowledge, rehearse skills and gain feedback before being assessed on the same knowledge and skills in a formal assessment.
- A Trust overview document is produced with assessment weeks for all year groups and data input deadlines. Trust deadlines will generally be on the second Thursday after an Assessment Week closes. Departments can set internal deadlines ahead of this to allow for quality assurance.
- A school calendar of formal assessment is produced which is shared with students and parents. This shows what the main focus of each assessment is in each Assessment Week.

BEFORE TEACHING A TOPIC

- Time is given in PLP to ensure that teachers have engaged with the SOL and are able to answer questions such as:
 - How is the content different to when the same subject is studied in future and previous years?
 - What does good progress look like in apply tasks?
 - How can apply tasks be scaffolded initially if needed?
 - What will we look for in books in order to make a Yes judgement? Does that vary between groups?
 - What will students need to know and do in their assessment?

TEACHING

AT THE START OF TEACHING A TOPIC

- The knowledge & skills needed to attain Yes judgement are made explicitly clear to students.
- Students are referred back to the Learning Journey they should receive at the start of the year and reminded how this topic fits in to the overall plan – what does it build on, what themes are you revisiting, when will it be built upon?
- Students receive a knowledge organiser detailing the core knowledge they are expected to learn.

DURING THE TEACHING OF A TOPIC

- Why This, Why Now slides regularly refer back to prior learning, future steps and applications of lesson content, in particular in relation to development of leadership qualities
- Connect activities quickly revisit prior learning from the unit of work or previous units, in order to activate and reinforce existing knowledge ahead of new learning.
- Key vocabulary is explicitly taught every lesson in order to broaden the student lexicon, deepen understanding of tier 2 and tier 3 vocabulary, and to create within-subject and cross-curricular links.
- Knowledge organisers are referred back to so that students can see they are learning the intended knowledge and that the knowledge organiser is a useful resource.
- Apply tasks provide students with the opportunity to rehearse key skills and apply core knowledge ahead of assessments.
- The successful completion of key apply tasks, that are identified in the SoL, is more formally monitored by the class teacher. This both builds a picture of each student's progress over time, and ensures that all students receive improvement feedback prior to summative assessments.
- Live marking and feedback is provided at every opportunity.

QUALITY ASSURANCE

- Quality Assurance - When conducting book reviews, SLT & TLRs cross-reference SoL, books, lesson walk-throughs, student voice and ROSP data to ensure strong triangulation of judgements of curriculum effectiveness.

AHEAD OF THE ASSESSMENT

- Students are reminded of the knowledge and skills they need to be successful. This will be recently taught content and content from earlier in the course. For Years 7-10 this will be shown on knowledge organisers.
- Years 11-13 will be given a comprehensive revision list before mocks due to the breadth of knowledge being assessed.

FORMAL ASSESSMENTS

Assessment Weeks

- The assessment used will be designed to measure understanding, retention and successful application of knowledge that has been taught recently, and of essential knowledge taught earlier in the learning journey
- The assessment will be designed to be accessible to all students
- The assessment will be designed to differentiate between learners of different abilities

- The assessment will necessarily take different forms in different subjects, but when a test-style assessment task is used, the following structure is suggested to ensure accessibility, differentiation and a sense of familiarity for students
 - One-mark multi-choice questions (recognition of knowledge)
 - One-mark questions (recall of knowledge)
 - Multi-mark questions (application of knowledge)

Mocks

- Unless agreed otherwise with the Trust Director of Curriculum (DoC), papers to be used will be
 - Year 11 December - November 2022 where one exists, Summer 2022 where it doesn't. Boundaries to be agreed with Lead of Deep Experience.
 - Year 11 March - Summer 2023. Actual boundaries to be used.
 - Year 10 June/July - November 2022 where one exists, Summer 2022 where it doesn't. Boundaries to be adapted to reflect removal of untaught content, to be confirmed with DoC.

 - Year 13 December - November 2022 where one exists, Summer 2022 where it doesn't. Actual boundaries to be used.
 - Year 13 March - Summer 2023. Actual boundaries to be used.
 - Year 12 July - AS (or equivalent) November 2022 where one exists, Summer 2022 where it doesn't. Actual boundaries to be used in the case of an AS exam assessing Y12 content. Alternate boundaries to be agreed with DoC.

FOLLOWING THE ASSESSMENT

KS3 and Year 10 – following an assessment week

- Teachers make a judgement in order to answer the question “Has this student made the progress that could reasonably be expected of them?”.
- This question recognises different starting points and an understanding of the scaffolding that might have been put in place to support student success and the judgement is a holistic judgement based on:
 - Book work across the term
 - Retention and understanding of core knowledge as demonstrated in key apply tasks
 - Retention and understanding of core knowledge as shown in the Assessment Week assessment
- SIMS will be used to record:
 - Yes or No
 - When No, an intervention code (see appendix)
 - For Year 10, a predicted grade for the end of Year 11
 - Attitude to Learning on the four-point scale
- Each class receives whole class formative feedback. This celebrates the best work, supports verbal feedback provided, and gives students an opportunity to show improved understanding as a result with some follow-on activities. Sufficient time should be given for the completion of these in class.

Years 11-13 – following an Assessment Week

- SIMS will be used to record:
 - Predicted grade for the end of Year 11 / 13
 - Attitude to Learning on the four-point scale
- Each class receives whole class formative feedback. This celebrates the best work, supports improvement feedback provided in class and gives students an opportunity to show improved understanding as a result with some follow-on activities. Sufficient time should be given for the completion of these in class.

Years 10-13 – following a Mock

- SIMS will be used to record:
 - Grade based on mock exam (and coursework completed where relevant) – “Working At Grade”
 - Predicted grade for the end of Year 11 / 13
 - Attitude to Learning on the four-point scale
- Each class receives whole class formative feedback. This celebrates the best work, supports improvement feedback provided in class and gives students an opportunity to show improved understanding as a result with some follow-on activities. Sufficient time should be given for the completion of these in class.
- Next Steps guidance is provided for individuals to close gaps at home.

Moderation of marking and standardisation of judgement

- A sample of assessment marking is moderated and signed off for each teacher
- For Y7-10 Y/N judgements based on books and assessments are compared and agreed to ensure consistency
- Moderation happens at a cross-Trust level whenever possible to ensure quality judgements across schools

Celebration

- Gold (100% of subjects rated as Yes), Silver (90%) and Bronze (80%) certificates produced centrally and awarded to students by Year Leaders in celebration assemblies

Year Leaders

- Identify a group of 10-20 students who have not been awarded a certificate in the most recent review of student progress but who are seen as “quick wins”
- Plans made to support those students and monitor their progress up to the next review
- Success of interventions on previously identified cohort reported on

Curriculum refinement

- Triangulated evidence from book looks, learning walks, student voice and question level analysis of assessments identifies aspects of the curriculum to be developed in PLP
 - Refining the last half-term’s SoL so it is improved and ready for next teaching
 - Amending the next half-term based on strengths/weaknesses identified in assessment and book reviews – this could include refining teaching of new content, and including retrieval activities to reinforce prior teaching
- Teachers use question level analysis to refine future teaching, and this is reflected short term planning
- Staff development needs and areas of strength in relation to GREAT teaching are identified
- Heads of department update DIP with information regarding this triangulated evidence, and next step actions.
- Senior Leader in charge of Experience compiles information on reports to update Trust and Governors about student progress and ongoing curriculum development.

Pupil Progress meetings

- Weekly RAP meetings take place between Senior Leaders, Heads of Department, Trust Directors and Year Leaders to track Y11 student progress against the 4+, 5+ and 7+ boundaries in English and Maths. Science join half-termly.
- Weekly RAP meetings take place between Senior Leaders, TLR holders, Trust Directors and Year Leaders to track Y10 student progress against the 4+, 5+ and 7+ boundaries in English and Maths. Science join half-termly.
- Weekly RAP meetings take place between the Head of Sixth Form, TLR Holders and the Year Leader to track the progress of 6th Form students against their target grades.
- Following PPEs, Heads of Faculty write a short report analysing outcomes, identifying strengths and weaknesses and identifying the steps being taken to address those weaknesses. Where appropriate, these are followed up with meetings with the Principal or VP Experience.
- Student data is recorded in the Departmental Improvement Plan after each data upload and discussed in SLT line management meetings.
- Student progress and ATL data is cross-referenced against other information at Inclusion meetings to ensure a holistic approach to student welfare and learning.

ATTITUDE TO LEARNING

Each half-term an Attitude to Learning grade will be collected. This will be alongside the above when there has been an Assessment Week or Mock. On the penultimate day of each half-term, students with an overall positive attitude towards their learning will be rewarded.

ATTITUDE TO LEARNING DESCRIPTORS	E1 - Excellent Always tries their best in lesson and contributes enthusiastically and maturely	E2 - Good Contributes effectively and generally tries hard
	E3 - Satisfactory Generally does as asked but could work with more energy	E4 - Cause for Concern Can be disruptive and difficult to motivate

ACTIONS FOR TEACHERS TO ACCELERATE PROGRESS 23/24

SUBJECT SPECIFIC CODES

<p>English (E)</p>	<ol style="list-style-type: none"> 1. I will provide a learning mat of persuasive techniques 2. I will give students a list of key vocabulary and definitions 3. I will regular live marking with a literacy focus 4. I will live mark with a regular live marking 5. This student will be awarded bespoke, personalised subject intervention 6. This student will be provided a writing frame provided 7. I will provide sentence starters for extended writing or apply tasks. 8. I will ensure a structure for writing responses is provided 9. I will provide a checklist for broken down tasks 10. Dual-coded resources will be provided
<p>Maths (M)</p>	<ol style="list-style-type: none"> 1. I will provide additional visual aids/scaffolds in lessons to support the student (e.g. number lines) 2. I will provide targeted online homework for the student (via Sparx, My Maths, etc) 3. I will refer the student for additional Maths intervention sessions outside of normal timetabled lessons (e.g. through the One to One Tutor, form time sessions, etc) 4. I will refer the student to the knowledge organiser(s) for the unit(s) of work that they struggled with 5. I will contact home to discuss how to support the student in Maths 6. I will change the seating of the student in the classroom seating plan to maximise impact in Maths lessons 7. I will target the student's book for live marking in every Maths lesson to address misconceptions 8. I will target the student for questioning in class discussions in every Maths lesson
<p>Science (S)</p>	<ol style="list-style-type: none"> 1. I will regularly monitor their book with live marking 2. I will ask them a question every lesson 3. I will sit them near me for first checks and verbal feedback 4. I will provide key words/scaffolding to support an apply task 5. I will encourage the student to complete extended answer questions using bullet points to identify each mark 6. I will encourage the student to use FIFA to show working when completing calculation 7. I will encourage the student to use Kenton method for graph drawing and plotting 8. I will make the student an early check-in during apply activities to highlight key information and command words 9. I will direct the student to the knowledge organiser and model how to use it

Humanities (H / G)	<p>History</p> <ol style="list-style-type: none"> 1. I will provide sentence starters to allow them to complete PEE paragraphs 2. I will provide model answers to allow them to use evidence to support their judgements 3. I will encourage them to make explicit links to the question in their writing 4. I will provide knowledge organisers to allow them to evaluative sources in depth 5. I will model the use content and provenance when they are analysing sources 6. I will demonstrate Level 2 and 3 subject specific vocabulary and encourage them to use this in their writing <p>Geography</p> <ol style="list-style-type: none"> 1. I will provide case study specifics to allow them to include this in their extended writing 2. I will monitor during apply tasks to encourage them to add explanation into their writing 3. I will provide sentence starters to allow them to complete PEE paragraphs 4. I will model geographical skills to allow them to include data from figures to support their answers 5. I will encourage them to conclude their responses with supporting evidence
Computer Science (C)	<ol style="list-style-type: none"> 1. I will monitor their book work with live marking every lesson. 2. I will provide scaffolding to assist them to get to the required end point. 3. I will provide them with additional resources for self-study to strengthen weaker areas. 4. I will alter the seating plan to maximise impact in CS lessons. 5. I will target them for questioning each lesson. 6. I will check their understanding at the beginning of each 'apply' task. 7. I will refer them to the knowledge organiser/literacy list for work that they have struggled with. 8. I will provide them with dual-coded resources. 9. I will arrange a weekly catch up with them to discuss their learning challenges and successes. 10. I will call home, agree actions, and agree a date for a follow-up call.
French (F)	<ol style="list-style-type: none"> 1. I will provide extra interventions on LanguageNut 2. I will provide sentences builders from previous modules to consolidate learning 3. I will sit the student next to a confident linguist 4. I will provide cloze/multiple choice connect activities to allow early success in lesson 5. I will amend seating plan to support progress 6. I will place the student on MFL Report 7. I will make regular phone-calls home to discuss progress and broker support 8. I will target the student for a full, extended French response in every lesson

Technology (T)	<ol style="list-style-type: none"> 1. I will amend the seating plan to support progress 2. I will provide some 1:1 support 3. I will ensure scaffolding is provided in lessons 4. I will make the student an early check-in early in during apply activities to check understanding 5. I will provide a key word glossary support 6. I will re-model and re-work examples with the student 7. I will provide scaffolding through part-complete resources 8. I will provide repetition of modelling with checks for understanding 9. I will make home contact to discuss support
Social Studies (O)	<ol style="list-style-type: none"> 1. I will place the student on a subject specific report to monitor progress 2. I have informed the student's form tutor and discussed issues with YL and other teachers 3. I will ensure that closer monitoring of apply activities will take place 4. I will ensure that I provide specific stretch and challenge questions when completing apply tasks 5. I will ensure that the student is supported in providing evidence when completing exam questions
PE (P)	<ol style="list-style-type: none"> 1. I will ensure PE kit is provided so student can participate in PE 2. I will provide rules and key concepts so the student can access the wider curriculum 3. I will suggest extra-curricular involvement in order to build skills and confidence 4. I will ensure that parental contact is made to engage the student
Visual and Performing Arts (A)	<ol style="list-style-type: none"> 1. I will amend the seating plan to support progress 2. I will provide some 1:1 support 3. I will ensure scaffolding is provided in lessons 4. I will make the student an early check-in early in during apply activities to check understanding 5. I will provide a key word glossary support 6. I will re-model and re-work examples with the student 7. I will provide translated scripts to support language acquisition 8. I will provide repetition of modelling with checks for understanding 9. I will make home contact to discuss support

REVIEW OF STUDENT PROGRESS - ASSESSMENT WEEKS

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
HT1	4/9 Formative Baseline 23/10 Ass. Wk	23/10 Ass. Wk	23/10 Ass. Wk	2/10 Ass. Wk	2/10 Ass. Wk	4/9 Formative Baseline	2/10 Ass. Wk
HT2					4/12 & 11/12 Mocks	13/11 Ass. Wk	11/12 Mocks
HT3	5/2 Ass. Wk	5/2 Ass. Wk	5/2 Ass. Wk	15/1 Ass. Wk		5/2 Ass. Wk	
HT4					26/2 & 4/3 Mocks		4/3 Mocks
HT5	13/5 Ass. Wk	13/5 Ass. Wk	13/5 Ass. Wk	22/4 Ass. Wk		13/5 Ass. Wk	
HT6				24/6 & 1/7 Mocks		1/7 Mocks	

REVIEW OF STUDENT PROGRESS - DATA INPUT DEADLINES

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
HT1	Th 5/10 - ATL	Th 5/10 - ATL	Th 5/10 - ATL	Th 19/10 - Full	Th 19/10 - Full	Th 19/10 - ATL	Th 19/10 - Full
HT2	Th 16/11 - Full Th 14/12 - ATL	Th 16/11 - Full Th 14/12 - ATL	Th 16/11 - Full Th 14/12 - ATL	Th 14/12 - ATL		Th 30/11 - Full	
HT3				Th 1/2 Full	Tu 9/1 - Full+WAG		Tu 9/1 - Full+WAG
HT4	Th 29/2 - Full	Th 29/2 - Full	Th 29/2 - Full	Th 21/3 - ATL	Tu 19/3 - Full+WAG	Th 29/2 - Full	Tu 19/3 - Full+WAG
HT5				Th 9/5 - Full			
HT6	Th 6/6 - Full Th 11/7 - ATL	Th 6/6 - Full Th 11/7 - ATL	Th 6/6 - Full Th 11/7 - ATL	Tu 16/7 - Full+WAG		Th 6/6 - Full Tu 16/7 - Full+WAG	

Full collection for KS3 - ATL / Yes or No / If No, intervention code

Full collection for Y10 - ATL / Yes or No / If No, intervention code / Prediction for end of Year 11*

Full collection for Y11 - ATL / Prediction for end of Year 11*

Full collection for Y12/13 - ATL / / Prediction for end of Year 13*

*Plus Working At Grade based on Mock and coursework following Mocks

PE Results Releases - Y11 & Y13 Th 11/1 and 21/3. Y10 & Y12 Th 18/7