



North Leamington
School

TEACHING, LEARNING & ASSESSMENT POLICY

2016

Policy Name: Teaching, Learning & Assessment Policy

Policy Details

Date of Policy: September 2016

Date of next Review: September 2017

Background:

This policy is to offer an overview of principles, values and other central ideas shaping the key focus of our practice as a school: teaching, learning and the assessment which feeds in to that. In a wider, national context where there is an increasing sense that multiple approaches to students' classroom experience are valid if outcomes are effective, we as an institution feel that it remains important to delineate these underlying principles and ideas in order to offer and ensure an element of guidance, shape and consistency. Principles and ideas will be regularly reviewed according to emerging need and changing contexts, while practice will be assured through a rigorous Quality Assurance process. As reflected in the revision to the Ofsted strand title, Teaching, Learning & Assessment, we are conscious that *assessment as learning* is an important concept and reference is made here to some aspects of assessment – that said, the key aspects of assessment policy are explained in a separate policy. This document should be seen in light of those other policies and documents listed at the foot of this policy.

Terms that feature in this document and which characterise NLS's classroom provision include:

- CORE
- Awareness
- Aspiration
- Enrichment
- Teaching & Learning
- SBS
- The Learning Pit
- Diagnose, Therapy, Test
- High Challenge, High Support
- Closing the Gap or Dimishing Differences

The above feature in our strategic wheel: the outer strand represents the Ofsted guides and parameters in which we operate; the circle within that highlights some of our key delivery mechanisms and principles; the four inner, white segments identify strategic priorities for the year and the heart of the wheel encapsulates our commitment to CORE and the comprehensive philosophy.



Commitment:

Through our Skills Beyond School (SBS) focus and in the wider delivery of the curriculum, we engender in all our students a commitment to their learning and to achieving success and excellence. We are acutely aware, however, that commitment to daily classroom learning is vital for achieving success and excellence and that this commitment comes about not only through the development of specific whole-school skills sets such as SBS or through the wider curriculum provision: it is outstanding teaching & learning provision on a day-to-day, lesson-by-lesson basis which most effectively generates a passion for learning in students. This, in turn, perpetuates commitment to securing the best outcomes. This commitment to learning is seen in the wider context of Home Learning and beyond the more formal experiences

offered to our students. Assessment and responses to assessment are central to the notion of commitment – on behalf of student and staff.

Opportunity:

Opportunity to experience regular outstanding teaching & learning is crucial to all students' success. It is complemented by a diverse curriculum provision designed to meet the personalised needs of the individual as well as that of the group. It is further enhanced by key teaching & learning precepts such as that of co-construction: we aspire as an institution for ever-greater levels of opportunity for students driving their own learning through, for example, making choices as to the learning route or experience in lessons. Elsewhere, Student Voice (for example) is geared towards this notion of students having the opportunity to lead their own learning. Assessment is an opportunity which ties in with the provision of teaching and its associated learning.

Respect:

We believe that students who are actively engaged in the teaching & learning process will respect their own learning and that of others: behaviours for learning tend more to *follow* from the provision of outstanding teaching & learning rather than having been developed or treated as discrete qualities put in place in order to access outstanding teaching & learning. In other words, a basic premise is that a learner who has been well-catered for with quality, personalised provision will respond with positive behavioural traits. As part of our SBS programme that is integrated in to lessons, we engender in our learners (especially through the *reciprocal* strand) an understanding of the power of working as part of a team.

In addition to this idea of respectful attitudes towards learning and its *process*, we feel that respect is something which should form part of the *content* of daily teaching & learning. As such, opportunities to develop an understanding, tolerance and respect of others is key to our curricula: it is deeply embedded in our VT Curriculum and opportunities such as those related to International School status are a regular feature of cross-curricular student experience. Assessment evidences a respect for work produced and is a vital element of the teaching and learning process - where assessment **as** learning is seen as a central tenet.

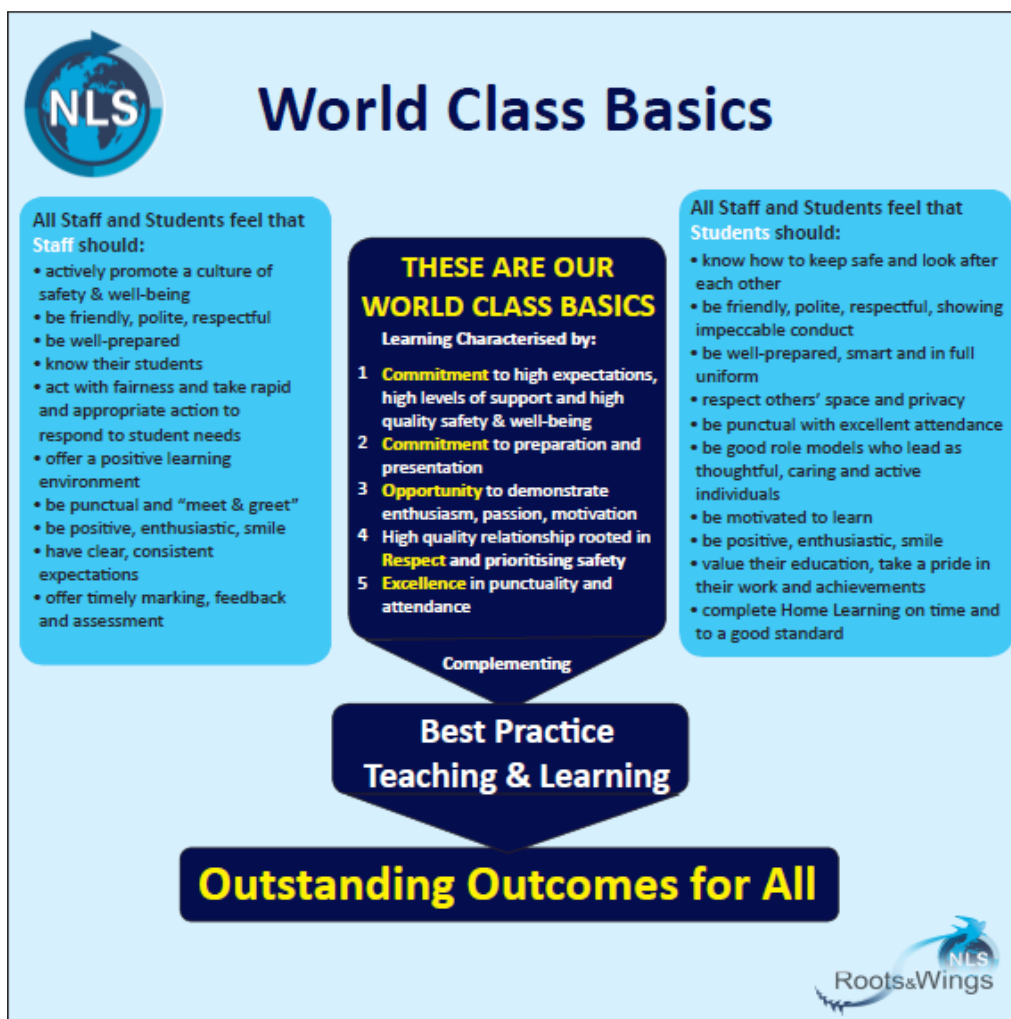
We respect differences in our students and their personal experiences. We are committed to ensuring that there is a *diminishing of differences* across individuals and groups of learners so all are respected and can achieve...

Excellence:

With all the above in mind, we believe that we will continue to achieve excellence as an institution and for its individuals. We consider excellence in terms of personalised progress: that definitions of excellence are relative to the individual and are to be celebrated and recognised in that context.

We are dedicated to diminishing differences and concepts such as “high challenge, high support” and *Stretch & Challenge for All*.

Excellence derived from teaching, learning and associated assessment is defined in part from examination outcomes but is seen again, in a wider context: one in which students evidence, for example commitment to their learning and the respectfulness detailed above. Teachers help shape this drive for excellence through their planning, which takes account of the following: Group Profiles – detailing individual student needs – and Provision Mapping; a commitment to the World Class Basics – including books; stretch & challenge, as made apparent in the concept of The Learning Pit – which draws together cognitive skills such as Bloom’s and wider ones concerning, for example, our Skills Beyond School.



With specific reference to assessment and CORE values and with specific reference to assessment, we believe, then, that: assessment and feedback should seek to enhance engagement and a **Commitment** to learning - students should be committed to improving their learning based on quality feedback and assessment; there should be a range of **Opportunities** for students and teachers to be involved in the feedback process - for example, self-assessment, peer assessment and teacher assessment; protocols for assessment and feedback should have **Respect** at their

heart – feedback should be relevant and personalised and care should be taken over the comments given and this is particularly the case when students are involved in assessing the learning of their peers; **Excellence** should be enhanced and rewarded through assessment and feedback. It should enable students to strive for their personal bests in an informed way.

1. Intended Outcomes

NLS's teaching, learning & assessment policy (as well as its associated practice) exists in order to **cause** the learning of all its students to happen. It is underpinned by the CORE values noted above and looks to achieve this vision:

North Leamington School will continue to ensure a vibrant, ever-improving and outstanding learning community; one that offers fantastic opportunities to enthuse, engage and enrich the experiences of all its stakeholders. We will continue to engender a commitment to life-long learning in a very positive, dynamic and respectful environment; one that expects and supports personal excellence but in the context of dedication to the concept that "everyone matters equally".

2. Strategic Principles

Teaching & Learning:

Our teaching & learning strategy is shaped by four key strategic principles: awareness, aspiration, enrichment and teaching & learning - these help to give substance and depth to our CORE values and vision and are further underpinned by our attention to World Class Basics. In other words, these principles shape the delivery of what we do for all learners and lead to the realization of our values and vision:

- Awareness
- Aspiration
- Enrichment
- Outstanding Teaching & Learning

Awareness: we make sure that data is rich and effective in informing all stakeholders on a timely basis as to where individual and collective learning is, where it needs to be and in supporting the understanding of how one or the group gets to the intended outcome or goal.

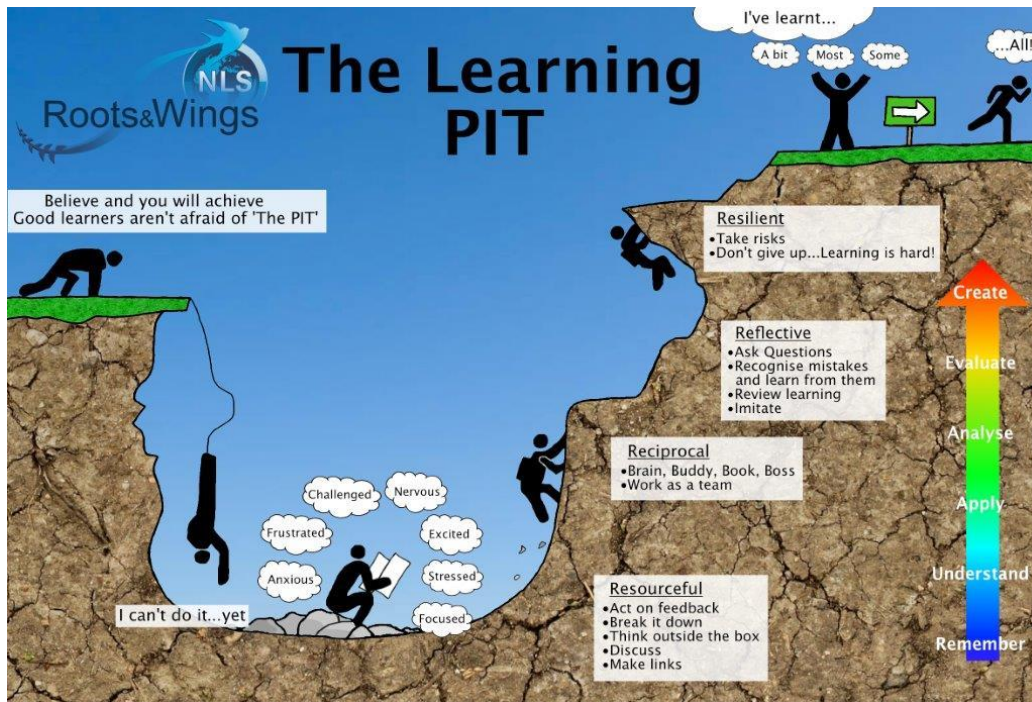
Aspiration: coupled with the principle of awareness is the principle of aspiration. We understand that the individual and the group has to be encouraged (and sometimes persuaded) to aspire. This is made manifest in challenging targets but

also through our commitment to challenging students with concepts such as *The Learning Pit* – learning experiences and situations where success relies upon the application of cognitive skills embedded in skills-bases such as Bloom’s Taxonomy but also via those embedded within the SBS provision.

Enrichment: we believe that top quality, outstanding classroom provision is perhaps a form of enrichment but that we should aspire to see this as the norm. As such, enrichment is more so experiences which relate to the classroom but which go beyond it. This will involve a commitment to extra-curricular provision, which complements teaching & learning and which supports enhanced awareness and aspiration. It also relates to Home Learning where, for example, students can undertake personal learning projects which are on-going and inform and enrich their classroom-based investigations.

Outstanding Teaching & Learning: specific practices in the classroom should be characterised by flexibility and personalisation but, as stated above, there are key hallmarks or teaching & learning principles that should guide and shape provision so that there is an element of consistency in practice. These are in part shaped or guided by Ofsted criteria but go beyond that to specifically include:

1. A recognition of the needs of the individual as well as the group – so that differentiation (good teaching & learning) is standard but that consistent personalisation (outstanding teaching & learning) is the aspiration and ultimately becomes the new norm
2. A belief in making learning interactive and student-centred
3. Attention to the Diagnose-Therapy-Test learning cycle (see FB2FF assessment documents)
4. An attention to well-integrated SBS provision
5. Provision for other whole-school foci such as Literacy and Numeracy
6. Clear attention to the concept of Stretch & Challenge for All
7. A judicious balance of skills and knowledge – manifest, for example, in Bloom’s Taxonomy
8. The use of the above in relation to The Learning Pit metaphor – in which students deploy skills, knowledge and other personal qualities in order to address the learning challenges they experience



While we believe that “Everyone Matters Equally”, we understand that to ensure an equality of opportunity (if not an equality of outcome) then we need to have some additional strategic priorities where we invest a little more in certain groups or with certain individuals: these help with *diminishing the differences* on historical experience so as to ensure a more-coordinated starting point. This then helps to afford an equality of opportunity in terms of the realization of individual potential.

With this in mind, we have a specific focus in the current academic year on: **SEND students, disadvantaged students, higher-ability students** and those who fit into a combination of these categories.

In order to help understanding of the distinction between Good and Outstanding, we have devised the following table: while it can be further unpacked, the key descriptor distinguishing the two is that Good learning is characterised by differentiation while Outstanding learning is characterised by personalisation.

Element	Good	Outstanding
General Provision	Differentiated – teacher directed and aimed at groups or “types” of student	Personalised – driven by the needs of the individual and increasingly directed by the student
Knowledge	Teachers use secure knowledge to plan learning that sustains pupil’s interest and challenges their	Teachers demonstrate deep knowledge and understanding of the subjects they teach and which is introduced

	thinking.	progressively
Questioning (of staff and students)	Teachers use questioning skilfully to probe pupils' responses and reshape tasks and explanations.	Teachers use highly effective questioning and demonstrate understanding of the way students think about subject content.
Planning	Effective – with differentiation for students' needs (see general provision above)	Very effective – with all students needs planned for and resources are co-ordinated well. (see general provision above)
Expectations	Teachers encourage all students to work with a positive attitude	Consistently high expectations are shared by students and staff and student efforts are clearly recognised
Stretch and Challenge	Teacher is developing challenge in the classroom.	Students love the challenge of learning, are curious and access opportunity to develop through the provision of extra-curricular activity
Use of time	Time in the lesson is used productively	Maximum use is made of lesson time and there is time for practice the embedding of knowledge and skills
Literacy and Numeracy	Teacher is developing Literacy and Numeracy skills in line with NLS and where appropriate.	Teachers embed Literacy and Numeracy skills in line with NLS policies and where appropriate.
Reflection	Teachers give students sufficient time to review what they are learning and develop further. Students learn from mistakes.	Students are eager to improve and capitalise on feedback; mistakes are used as a learning opportunity
Assessment of, for and as Learning	Assessment is accurate and in line with feedback policy. Assessment informs the learning in the classroom	Teachers check pupil's understanding (to identify common misconceptions) systematically and effectively in lessons, offering timely support that quickly moves the learning forward.
Home Learning/Learning Beyond the Classroom	Homework is set, that consolidates learning, and prepares pupils for the work to come.	Challenging homework is set in line with the school's policy, which consolidates learning, deepens understanding and prepares pupils very well for the work to come.
Feedback to Feedforward (Staff, parents/	Teachers give pupils feedback in line with school's policy. Pupils use	Incisive feedback is used in line with the school's assessment policy – this supports timely

carers and Students)	feedback well and they know what they need to do to improve – this supports timely provision of information for parents	provision of information for parents
Behaviour	Behaviour for learning is good and the teacher reinforces expectations for conduct challenges effectively.	Teacher manages pupil behaviour highly effectively with clear rules that are consistently enforced.
Additional Adults	Additional adults are employed effectively in the classroom and support the work of the teacher.	Additional adults are very effective in the class and impact the learning of key students.

We also believe that, alongside SBS and WCB, there are some key skills and behaviours which are a whole-school responsibility: namely, literacy and numeracy. Our Literacy Strategy focuses on the different modes of language and takes a three-pronged approach covering: specific subjects; specific groups; the extra-curricular

	Reading	Writing	Oracy
Whole School	VT Curriculum	VT Curriculum	VT Curriculum
	Book Club (Sixth Form and Lower School)	Marking Policy with Literacy non-negotiables.	
		In partnership with International Schools co-ordinator developing a writing to children in partner schools project.	
		Young Writers Club	

Subject Specific	English – Reading for Pleasure home learning.	Humanities – Use of Writing Frames.	English/SBS - joint Initiatives with Year 7 at the end of each scheme of learning.
		English – Creative writing project with International Schools.	English/SBS - Year 8 ACD Day – Oracy and SBS combined project. (The Apprentice)
		Science – Teaching of spelling and using more explicit spelling strategies for subject key words	English: Year 9 – Shakespeare Scheme. Speeches on Shakespeare in schools.
			English: GCSE – Speaking & Listening element of course.
Specific Interventions			
	Years 8 & 9: Sixth Form Buddy Reading programme. (To include PP)	Year 8: Vocabulary Intervention programme (To include PP)	Year 7 Catch Up: Talking Partners Programme.
	SEN Reading Programme	Year 7 Catch Up: Vocabulary Building	Year 8: Talking Partners & Phonics
	TAG Enhanced Reading Programme		
	Year 7 Catch Up: Inference Training		
	Year 8 Toe by Toe Programme		
	Year 10 Focus Group (to discuss with Stuart)		

In terms of numeracy, there are similarly three key aims:

1. To develop increased opportunities for students to engage through Numeracy activities through competitions, links to business extra-curricular activities and raising awareness of the numeracy, students are undertaking.
2. To embed numeracy through delivery in other subjects – ensuring consistency of delivery, that opportunities for using numerical skills of the appropriate skill

level are embraced and augmented, and that pupils are aware of the relevance of numeracy through other subjects.

3. To improve communication with parents – supporting them to support their children completing mathematics at home.

Aim	Action	How will this be monitored?	How will this be visible?
To develop consistency and level of delivery of numeracy skills delivered in the curriculum	Key numeracy skills identified in linked subjects – linked subjects to increase to PE and History in 2016-17; Numeracy reps identified; Materials to support scaffolding of numeracy developed and staff trained in these; Liaise with departments re students who may need additional help in Numeracy	SOL , QA LW drop ins	Reference in SOL Displays in corridor
To develop staff confidence and awareness in using common numerical methods	To re-questionnaire staff about their changing awareness of their CPD needs in Numeracy; Numeracy rep and Numeracy lead to plan joint lessons as ‘flagship’ numeracy lessons	Questionnaires Invited drop ins / Iris	Lesson plans in SOL
To improve links from mathematics to other subjects – raising awareness of relevance of	More resources to be written to set Maths in context of other subjects; More resources to be written to set Maths in context of	SOL QA drop ins	Transition unit plans SOL resources

numeracy in other subjects	outside school , eg careers / SMSC		
To improve communication and confidence of parents to support students' numeracy work at home.	Publicised use of portal at parent evenings and through Maths lessons	Parent questionnaires / feedback from parent forum	NLS website
To develop numeracy in subjects that do not have natural links with Numeracy topics –e.g. drama , English, languages	Use of The Learning Pit as an opportunity for problem solving; Development of resources for shared best practice in problem solving (cross reference to Learning Pit action plan)	SOL , QA LW drop ins	Lesson plans in SOL

Assessment and feedback:

All students will be set aspirational targets that challenge them to be the best they can. Students will have periodic assessments in all subjects that assess if they are on track to reach these targets. Assessments will be moderated according to the subject moderation schedule to ensure assessments are graded consistently throughout the department and are used appropriately to make professional predictions in each data cycle.

See:

Appendix I NLS Assessment and Reporting Model 2016-17

Appendix II NLS Target Setting Protocols 2016-17

Appendix III NLS Moderation Procedures 2016-17

Assessment **for** Learning is formative and should be distinguished from Assessment **of** Learning which is summative.

We believe that assessment as learning is a critical concept as it is a vital part of informing the teaching and learning process.

Assessment is a regular feature of all lessons and includes the use of the 'CARM' model – **C**heck progress, provide **A**ppropriate **R**esponse to help **M**ove learning on. The student records the letter **I** in their book or folder to indicate a teacher intervention. This use of CARM corresponds to the DTT model, where **D** is concerned with Diagnosis, **T1** with Therapy and **T2** with Testing – this DTT model is an Assessment for Learning process which can help shape individual but also series of lessons.

We recognise the vitality of written **and** verbal feedback. Constructive feedback before, during and after lessons is a very effective way of improving learning. In line with our Feedback to Feedforward policy, departments will use their professional judgements to ensure that written feedback is effective in terms of time and impact on learning. Assessment and marking should make a difference and should stretch and challenge all learners. A fundamental paradox of marking is this: the students who need the most help and the most feedback are often those who are least able to engage with written comments in order to secure improvement. Even with extensive written feedback, there is a need to explain it verbally to some students – otherwise they simply won't know what to do. Here, the marking is really just generating the key points for a discussion.

Verbal feedback in another context also has the unassailable strength of being instantaneous in comparison to the delay of written feedback. Regardless of what teaching and learning activities are being undertaken, verbal feedback is integral to learning and progression. It is crucial that students are actively engaging in the process of assessment and feedback. Progress is monitored continuously through a mixture of verbal and written feedback. For us to improve as a school the practice of giving high quality Dedicated Improvement and Reflection Time (DIRT) is crucial.

Responsibility becomes a shared one as students are provided with the time and the techniques to reflect on their learning and to improve it. There should be evidence over time of students responding to DIRT and making improvements in their learning. This is easier to see with written feedback and response. However, practical techniques should be used to indicate where verbal feedback has been given and, more importantly, been responded to.

What is especially important is that the level of marking and feedback contributes to an accurate picture of progress and therefore guides intervention. It is crucial that assessment is used to inform planning and that flexibility is used to adjust lessons based on assessment.

What is 'Gold Standard' marking?

- A 'key' piece of work that is built into a Scheme of Learning and is closely linked to knowledge,
- Skills and understanding being developed through the learning intentions shared with students
- The work is marked in **detail** against national criteria with personalised need in mind

- A summative grade is given
- The marking should follow the “FAR” Process (Feedback; Action; Response) unless a specific department area has identified a need for alternative provision – see the FB2FF policies

F- Feedback will include:

- A **positive** comment about something that was done well / or has improved
- A **specific** target (s) for improvement

A-Action will include:

- Clear ‘**next step**’ advice re: **how** to improve further

R- Response- will include:

- DIRT is provided for students to respond to the next step advice

Marking for Literacy

Minimum Expectation:

- Capital Letters (for names of specific people and places and at the start of sentences) are corrected
- Full stops used appropriately is checked
- Spellings of subject key words (and common high frequency word errors – e.g. ‘there’) are ensured

Students should respond to highlighted need for corrections during DIRT.

Literacy should be marked in each Gold Standard piece of marking.

There should be consistency in marking for literacy in each Gold Standard piece of marking. A learning dialogue focused on literacy should be taking place regularly between students and teachers and can be seen as a ‘learning journey’ in books, folders or other learning outcomes. In order to raise standards in literacy all staff at NLS will use the following symbols and abbreviations:

- ✓ You have made a good point – well done!
- // New paragraph needed
- pu Punctuation – error/missing *e.g. missing full stop*
- ___ The meaning/sentence construction is unclear
- sp Spelling error – *circle error*
- Dev Develop this idea further
- O Organisation: improve your presentation
- P.A Your work has been peer assessed
- S.A You have self-assessed your own work

- I Your teacher has intervened and given you verbal feedback on your work – *record this feedback in your book and make improvements based on the feedback.*

Other marking

- For Home Learning (or Learning Beyond the Classroom) to be made important and valued it will be recognised by the teacher, Gold Standard Marked (where relevant) or engaged with / used to support future learning
- Notes and practice work will not be marked unless being used as part of the DIRT process
- AS / A level folders will be periodically checked and comments / feedback given (at least termly)

3. Roles and Responsibilities

Governors:

To understand the key principles, values, vision and associated ideas which underpin the provision of teaching, learning & assessment and to use this understanding (as well as outcome and projected data) to support, monitor and challenge staff as well as students or groups of students

Senior Leadership Team:

- To be proactive (as well as reactive) in reviewing and shaping principle, values and vision for teaching, learning & assessment
- To ensure that teaching, learning & assessment policy coordinates and integrates with other policies
- To provide whole-school support, training and intervention as appropriate
- To communicate clearly issues such as changing need and outcomes of provision

College, Faculty and Subject Leaders:

- To work collegiately in the formulation of long, medium and short term plans which take account of policy and which support all stakeholders in effective provision
- To monitor impact and, in concert with SLT and Governors, respond to emerging need
- To provide support, training and intervention as appropriate
- To ensure that teaching, learning & assessment policy is integrated in to provision alongside other relevant policies
- To create a consistency of approach within individual teams and across subject/faculty areas

Teaching and Support Staff

To ensure that, with the support made available and in light of the policy ideas contained herein, that the best possible teaching practice and, by extension, learning experience is made available to students. This extends to the needs of all learners but with especial focus on those who have learning needs which are “additional to and different from...” Where we are keen to *diminish the differences*, this might include specific interventions and catch-up sessions for those with particular needs, including those relating to attendance issues.

Students

To make the most of the opportunities afforded to them and their peers, taking in to account their own needs and personal qualities and attributes but also that of the group.

Parents & Carers

To support the policy of the school, in line with the Home-School Agreement.

4. Links to associated documents

As indicated throughout this policy, this document needs to be read in conjunction with other documents – for example, given the focus on “assessment as learning”. These other documents include but are not limited to:

- TAG Policy
- Pupil Premium Policy
- Engagement for Learning Policy
- CPD Policy
- Curriculum Policy
- SEND Policy
- Home Learning Policy
- Rewards Policy
- Feedback to Feedforward – whole school and departmental policies
- The World Class Basics (including for books) – co-constructed by students and staff

This document should be read especially in light of the school’s Child Protection policy

**North Leamington School
2016-17**

Assessment and Reporting Model

A new assessment model has been introduced at KS3 to replace the National Curriculum levels that have now been withdrawn.

Key Stage 3 (Year 7 and 8)

In Key Stage 3 students are allocated to a Prior Attainment band (PA band) for each subject. This is based on KS2 results, Midyis (cognitive test) score and our internal baseline testing. This band relates to their target for GCSE as shown in the table below:

PA Band	New GCSE Grade	Old GCSE Grade
A	8/9	A* / A**
B	6/7	High B / A
C	5	High C / Low B
D	3/4	D / Low C
E	1/2	G-E

We will report whether a student is making the necessary progress to achieve these targets:

Grade	
P+	Making better than expected progress
P=	On track to achieve target
P-	Not on track to achieve target requires intervention.

Students will be assessed in each subject using the grading criteria based on the PiXL elements or directly from GCSE criteria. This model identifies elements of knowledge and understanding that need to be secured in each subject to ensure progress is sustained for each of the prior attainment bands. Example:

Topic	the PiXL Club partners in excellence	Ref	ELEMENT
NUMBER- Number operations and calculations	CALCULATIONS- ADDITION AND SUBTRACTION	N1	I understand and can use a range of mental methods of computation
		N2	I can recall number facts including complements to 100
		N3	I can use formal written methods to add and subtract 3-digit numbers
		N4	I can understand and use inverse operations in the context of positive integers
		N5	I can add and subtract decimals to two places
	CALCULATIONS- MULTIPLICATION AND DIVISION	N6	I can recall multiplication facts and their associated division facts
		N7	I can use formal written methods to divide numbers by a single digit number
		N8	I can use formal written methods to multiply numbers by a single digit number
		N9	I can multiply integers by 10, 100 and 1000
		N10	I can multiply a simple decimal by a single digit
		N11	I can use formal methods to multiply 3-digit by 2-digit whole numbers
		N12	I can multiply and divide integers and decimals by 10, 100 and 1000 and explain the effect
		N13	I can multiply and divide integers and decimals by 0.1, 0.01
		N14	I can use formal methods to divide 3-digit by 2-digit whole numbers
	CALCULATIONS- OPERATIONS, ORDER AND INVERSE	N15	I can recognise and use reciprocals and understand a reciprocal as a multiplicative inverse
		N16	I can use the order of operations including brackets
		N17	I can interpret calculator displays within context
		N18	I understand and can use the rules of arithmetic and inverse operations in the context of integers and decimals
		N19	I understand and can use the order of operations including brackets, powers and roots

Schemes of Learning include assessment tasks to test which of the elements students have a secure understanding. Subject assessment plans indicate which elements students should be secure for each prior attainment band.

Key Stage 4

Schemes of Learning include assessment tasks that are matched to GCSE or BTEC Grading Criteria.

Attainment Grade:

Old GCSE grades: A*, A, B, C, D, E, F, G, U

New GCSE grades: 9 – 1

BTEC levels: Di* Distinction plus

Di Distinction
M Merit
P Level 2 Pass
L1 Level 1 Pass
F Fail

Key Stage 5

Schemes of Learning include assessment tasks that are matched to A Level or BTEC Grading Criteria.

Attainment Grade:

A Level Grades: A*, A, B, C, D, E, U

BTEC levels: Di* Distinction plus
 Di Distinction
 M Merit
 P Level 2 Pass

NLS Fine Grade Professional Predictions

Grade X1-secure X grade but with **further stretch and challenge** could boost to a Y grade.

Grade X2 - insecure X grade but with **differentiated consolidation and practice** will secure an X grade.

Grade X3- very insecure X grade, **immediate personal intervention** is required to secure an X grade.

Or for new GCSE grades:

Grade Xa-secure X grade but with **further stretch and challenge** could boost to a Y grade.

Grade Xb - insecure X grade but with **differentiated consolidation and practice** will secure an X grade.

Grade Xc- very insecure X grade, **immediate personal intervention** is required to secure an X grade.

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Target Setting

Rationale

It is recognised that the end of KS2 results in English and Maths give good correlation to final GCSE outcomes. However these are not predicted grades and only give an indication of the probability of the student achieving that grade. The KS2

result is not always a good indicator of the true ability of a student as it relies on one test on one day, and can depend on any number of factors (the school, level of support etc). Ability in English and Maths is also not necessarily a good indicator of attainment in creative subjects. This measure also does not take into account the fact that natural variation means that students do not always develop/mature at the same rate or take into account any other significant events in their lives.

It is therefore our intention to have a target setting system that sets aspirational targets that challenge students to achieve outstanding results but are realistic and based on a range of indicators.

Target Setting

Year 7

Data is collected from 3 sources:

- FFT aspirational targets are used to generate GCSE targets for all students in all subjects. These targets are used to calculate the percentage of the number of students likely to achieve each grade.
- Year 7 students sit a Midyis cognitive test.
- Each subject sets their own baseline assessment.

Using data from each source Subject Leaders allocate students to 5 bands.

Prior Attainment Band	GCSE Target
A	8/9
B	6/7
C	5
D	3/4
E	1/2

The percentage of students with targets in each band must match the percentage predicted by FFT. This will be checked as part of the QA system.

Year 9

FFT20 aspirational targets are used to generate GCSE targets for all students in all of their GCSE/BTEC subjects.

In consultation with their SLT link, grades can be amended to ensure that aspirational yet realistic targets are set. However the percentage of students

predicted to achieve each GCSE level must be at least equal to the FFT20 prediction. This target is called the **stretch** target; students are also set a **challenge** target that is a grade higher. Once a student is secure in their stretch target they will move to their challenge target.

It is recognised that Pupil Premium students may be educationally disadvantaged by their situation. Targets will be checked to ensure that Pupil Premium students are set equally challenging targets to non-Pupil Premium students.

North Leamington School

Moderation Procedures

2016-17

School data regarding student progress and academic predictions needs to be based upon standardised assessments so that it can be used effectively to praise good progress and achievement and identify areas for intervention.

The school moderation process must ensure that assessment criteria are applied consistently across each subject and the assessment data is used accurately to report progress on the flight path model in Key Stage 3 and make academic predictions in KS4 and 5.

To achieve this each subject will moderate both assessment of work and grading in each year group. This will be recorded in the **Subject Moderation Schedule**

Moderation of Assessment

Assessments from each year group will be moderated by all members of the subject team to standardise the marking. Subject leaders will keep a portfolio of moderated work and a record of the standardisation: **Moderation of Assessments**

Moderation of Grading

A range of books/assessments are collected (to include all teachers in the team). The most recent data-point grade is recorded for each subject. FL/SLT link check the books / assessments for evidence that the data-point grade reflects the work in the book/assessment. This will be completed for all year groups.

Outcomes will be recorded on the **Moderation of Grading** document.