



Review of Student Progress 2024/25

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Control Sheet

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Version 1	12 September 2023	Noel Stoddart	New Document
Version 1	27 October 2023	Tracy Carson	Re-branded
Version 2	September 2024	Noel Stoddart	Updated for new academic year

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. Teacher deadlines will generally be on second Tuesday after an Assessment Week closes. Subject leaders will then quality assure the data collected before the collection window closes on the second Thursday.
- A school calendar of formal assessment dates is produced which is shared with students and parents.

BEFORE TEACHING A TOPIC

- Teachers will 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 are the key apply tasks for this unit of work?
 - 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 and skills needed to attain Yes judgement are made explicitly clear to students.
- Students are referred back to the Learning Journey they received at the start of the year and are 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?
- Links between curriculum subjects are made explicit to students
- Students receive a knowledge organiser detailing the core knowledge they are expected to learn.

DURING THE TEACHING OF A TOPIC

- Each lesson, 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 with a focus on prefix and suffix word structure. Explicit teaching broaden² the student lexicon, deepen² understanding of tier 2 and tier 3 vocabulary, and create² within-subject and cross-curricular links.
- Why This, Why Now slides in each lesson quickly refer back to prior learning, future steps and applications of lesson content, in particular in relation to personal development (RSHE, SMSC, British Values, One Trust Rule, and the CREATE framework at Studio West) and careers links. Cross-curricular links are made explicit to students.
- 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. Live marking gives students immediate formative feedback.
- 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.

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 10-13 will be given a comprehensive revision list before mocks due to the breadth of knowledge being assessed.
- The structure of exam papers will be made clear to students to support revision and successful completion of the paper.

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 and skills)

Mocks

- Unless agreed otherwise with the Trust Director of Curriculum (DoC), papers to be used will be
 - Year 11 November - November 2023 where one exists, Summer 2023 where it doesn't. Boundaries to be agreed with DoC.
 - Year 11 March - Summer 2024. Actual boundaries to be used.
 - Year 10 June/July - November 2023 where one exists, Summer 2023 where it doesn't. Boundaries to be adapted to reflect removal of untaught content, to be confirmed with DoC.

 - Year 13 December - Summer 2023. Actual boundaries to be used.
 - Year 13 April - Summer 2024. Actual boundaries to be used.
 - Year 12 July - AS (or equivalent) Summer 2023. 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 towards their expected grades?”.
- 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 wholistic 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
- Progress Teaching 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

- Progress Teaching 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, reinforces improvement feedback provided in class and gives students an opportunity to show improved understanding as a result through the completion of follow-on activities. Sufficient time should be given for these in class.

Years 10-13 – following a Mock

- Progress Teaching will be used to record:
 - Grade based on mock (and coursework completed where relevant) – “Working At Grade” – missed papers will be reflected in the grade achieved, as they would be the final exam result
 - Predicted grade for the end of Year 11 / 13 – assuming that students will attend all exams
 - Attitude to Learning on the four-point scale
- Each class receives whole class formative feedback. This celebrates the best work, reinforces improvement feedback provided in class and gives students an opportunity to show improved understanding as a result through the completion of follow-on activities. Sufficient time should be given for 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 by TLRs with Key Stage responsibility/HoD/Subject Director
- For Y7-10 Y/N judgements based on books and assessments are compared and agreed to ensure consistency
- Under the supervision of Subject Directors, 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

Reporting to parents

- Parents of KS3 students receive a report card indicating the ATL and Y/N judgement for each subject, the intervention when a No, attendance information, and a statement sentence indicating the child's KS2 score and the GCSE grades students with that score typically go on to achieve.
- Parents of KS4 and KS5 students receive a report card indicating the ATL, the end of Y11/13 predicted grade, target grade, and, following a mock, current working at grade.

Form Tutors

- Identify a small group of students in their form who are not making progress and make contact with home, agreeing strategies to support progress in the next term. Time will be given for this as part of pastoral PLP.
- Successful interventions are shared with the rest of the tutor team to share best practice.

Curriculum refinement

- Triangulated evidence from book looks, learning walks, student voice and question level analysis of assessments by subject leaders identifies aspects of the curriculum to be developed in PLP, including:
 - 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, or including retrieval activities to further reinforce prior teaching
- Teachers use question level analysis to refine future teaching, and this is reflected in short term planning
- Staff development needs and areas of strength in relation to GREAT teaching are identified
- Triangulate evidence, and next step actions are recorded in the HoD file.

Pupil Progress meetings

KS3

- Progress of KS3 students is monitored following ROSP data collections by an allocated member of SLT.
- The allocated member of SLT meets with TLRs responsible for KS3 where data suggests there is under performance that needs investigating. They then report back to the SLT line manager for that department and further discussion takes place at line management meetings.

Year 10

- RAP meetings take place between Senior Leaders, TLR holders, and Year Leaders to track Y10 student progress against the 4+, 5+ and 7+ boundaries in English and Maths.
- Student progress and ATL data is cross-referenced against other information at Inclusion meetings to ensure a holistic approach to student welfare and learning.

Year 11

- Weekly RAP meetings take place between the Principal, SLT responsible for Deep Experience QoE, Heads of Department, and Year Leaders to track Y11 student progress against the 4+, 5+ and 7+ boundaries in English and Maths. Trust Subject Directors attend when needed. Meetings with other subjects happen half-termly.

- Following mock exams, 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 progress and ATL data is cross-referenced against other information at Inclusion meetings to ensure a holistic approach to student welfare and learning.

Sixth Form

- 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.

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	1 - Excellent Always tries their best in lesson and contributes enthusiastically and maturely	2 - Good Contributes effectively and generally tries hard
	3 - Satisfactory Generally does as asked but could work with more energy	4 - Cause for Concern Can be disruptive and difficult to motivate

ACTIONS FOR TEACHERS TO ACCELERATE PROGRESS 2024/25

SUBJECT SPECIFIC INTERVENTION CODES	
English (E)	<ol style="list-style-type: none"> 1. I will provide a learning mat of devices/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 regularly live marking to push for progress 5. This student will be awarded bespoke, personalised subject intervention 6. This student will have a writing frame provided 7. I will provide sentence stems 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
Maths (M)	<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
Science (S)	<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 school 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 6. I will amend the seating plan to support progress 7. I will provide 1:1 support 8. I will provide translated information to support language acquisition 9. I will ensure work is on-line for absence 10. I will refer the student to the knowledge organiser to support their learning

	11. I will monitor their book work with live marking every lesson
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. 11.
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 9. I will target book for presentation, work completion and live marking
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 5. I will provide scaffolding and model answers to support 6. I will sit them near the front each lesson away from peers and distractions 7. I will provide writing frames and answer starters for assignment prep 8. I will monitor book work each lesson 9. I will guide the student to complete exercise and/or sports activities outside of school
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 CALENDAR 2024/25

Dates below are “week commencing” dates

The deadline for teacher input is noon on the Tuesday of the week. Subject Leaders will then quality assure that data and, unless stated otherwise, the data collection window will close and analysis start at noon on Thursday.

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
BASELINE ATL	30/09				30/09		
ROSP 1	21/10 Assessment 11/11 Input	21/10 Assessment 11/11 Input	14/10 Assessment 4/11 Input	14/10 Assessment 4/11 Input	11/11, 18/11 Mock Exams 1 2/12 Input	30/09 Assessment 14/10 Input	7/10 Assessment 21/10 Input
ROSP 2	3/2 Assessment 17/2 Input	3/2 Assessment 17/2 Input	27/1 Assessment 10/2 Input	27/1 Assessment 10/2 Input	3/3, 10/3 Mock Exams 2 (17/3 Art Mocks and exams) Input 24/3	13/1 Assessment 27/1 Input	9/12 Mock Exams 1 6/1 Input
ROSP 3	19/5 Assessment 9/6 Input	19/5 Assessment 9/6 Input	16/6 Core Exams 30/6 Input	23/6, 30/6 Mock Exams 14/7 Input - window closes noon on 15/7	16/6 Final predictions only - window closes noon on 16/6	30/6 Mock Exams 14/7 Input - window closes noon on 15/7	24/3 Mock Exams 2 7/4 Input

DATA BEING COLLECTED AT INPUT

YEARS 7-9	YEAR 10	YEAR 11	YEARS 12-13
Attitude to learning score Yes or No reasonable progress judgement If No, intervention code	Attitude to learning score Yes or No reasonable progress judgement If No, intervention code Prediction for End of Year 11 <i>Working At Grade after Mock Exam</i>	Attitude to learning score Prediction for End of Year 11 <i>Working At Grade after Mock Exams</i>	Attitude to learning score Prediction for End of Year 13 <i>Working At Grade after Mock Exams</i>

Mock Exam Results Release Dates

- Y10 Mocks - Last two days of year
- Y11 Mocks 1 - In assemblies w/c 9/12
- Y11 Mocks 2 - Parents results evening w/c 7/4
- Y12 Mocks - Last two days of year
- Y13 Mocks 1 - w/c 13/1
- Y13 Mocks 2 - Friday 11/4