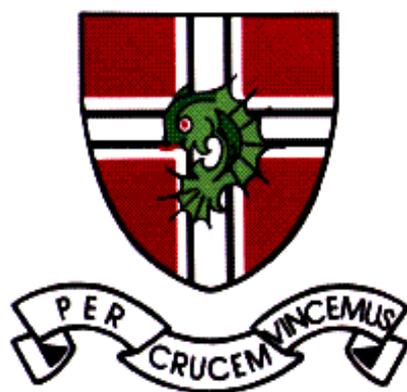


St John Fisher Catholic Voluntary Academy



Assessment Policy

October 2016

The Blessed Peter Snow Catholic Academy Trust

The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

“Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator.” (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).

Our Academies therefore operate and are informed by the following four key principles of Christian formation:

- Places of Discipleship
- Places where Communities are created
- Places of Learning
- Places where we treasure God’s World

In light of the above principles, the Trust aims to:

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

Context

Assessment is the responsibility of all teachers. Academic progress is monitored by tutors, Directors of Study, Heads of Faculty/ Leaders of Learning and the Senior Leadership Team. Assessment is ongoing and recorded in markbooks (electronic and/or paper) and other relevant assessment documents for reference, such as Sims. Whole school assessments and reports take place at specific points within the school year (as indicated later in this document).

Assessment enables us to celebrate talents, progress and achievements and guide students to fulfil their abilities, all of which is fundamental to our Christian ethos as a Catholic school.

Although the DfE removed the statutory requirement to use National Curriculum levels for KS3 from September 2014, the school will maintain the use of NC levels for the academic year 2016/17 for Year 9 and use the new Assessment without Levels system for years 7 and 8.

Aims

To use assessment as a tool for measuring achievement and progression; for diagnosing strengths and weaknesses from which targets can be set to raise achievement:

- Staff should conduct regular and appropriate assessments in line with the school's Assessment Policy, the National Curriculum, GCSE, GCE and other qualification assessment criteria
- Assessment should inform students, staff and parents of levels of achievement and progression
- Assessment should be diagnostic, recognising progression and underachievement, and offer constructive advice on how to improve through specific individual targets
- Formative Assessment will be developed through Assessment for Learning strategies
- Students should be made aware of the assessment criteria and reflect upon the learning process through self assessment, peer assessment and pupil evaluations
- Assessment should be systematically built into programmes of study, schemes of work and the broader curriculum

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- Assessment and teachers' records should be supplemented by additional baseline, target setting and progress data eg, CAT Data, Additional Needs register
- With the move to terminal exams at KS4 and KS5 which took place from 2015 onwards there is a necessity to prepare students throughout their secondary career for such exams. Classroom based examinations in all subjects in Yrs 7.8 and more formal exam hall based Yr 9 exams are calendared once per year.
- At KS4 there are mock examinations calendared in June Yr 10 and December and March of Yr 11
- At KS5 there are two mock examinations in Years 12 and 13 calendared in January and March/April.

Methods

A range of different assessment methods will be used by faculties at different times. For much of the time this will involve written work but portfolios, practical work, oral work and team work will also be used when appropriate. Methods of testing will also vary from individual pieces of work to projects, units or modules of work.

Marking and Written Feedback

Ofsted Areas for Improvement (October 2012)

- the school's policy for promoting students' literacy is applied consistently by all subject teachers
- more of the written feedback that teachers provide in students' books matches the quality of the best practice in the school
- teachers monitor students' responses to written feedback more carefully.

Effective feedback and marking

- Feedback focuses on Learning Objectives
- Praise is always given for effort and achievement. Pupil research shows that this is a really important aspect of marking for them
- Evaluative comments which indicate how to improve in student friendly language
- Opportunities made for pupils to follow up teachers' comments ie make one focused improvement
- Use of opportunities for oral feedback: plenary and mini-plenary sessions, on returning work/books, as teachers circulate the classroom
- Sometimes comments only, without levels/grades, at other times both.

Written Marking and Feedback Policy

All pupils should have their target level/grade and a record of assessment levels/grades on the front of exercise books/folders in Years 9-11. Key learning target statements for that pupil should be written early in the year and updated as necessary for Years 7-11. This will be done on stickers which will be paid for from General Standards fund but designed by individual faculties. However, the phrase “Loving to learn whilst learning to love” must be included on the sticker.

- Marking of pupils’ work with significant comments and targets for improvement will be done **at least twice per half term but often much more regularly** to give regular feedback which tracks progression
- Marking should be linked to the learning/assessment objectives for that piece of work which students should be made fully aware of but also should regularly focus on literacy issues
- The whole school Marking for Literacy policy must be in all pupils’ books and adhered to in all subject areas by all staff, although in the context of literacy within that subject area
- **Marking should begin with praise – for effort and/or achievement unless the effort has been very low indeed**
- **Comments should indicate successful achievement first eg “what went well”**
- **Then targets/areas for development and guidance on how to do this eg “even better if..”**

For some students the areas for development might be a basic aspect of the assessment objective that needs improvement or a need to learn or apply knowledge more effectively. For others it might be a challenge target to extend learning or independently research further

- **Students must then be given the opportunity to respond to those targets/areas for improvement. This could be through homework activities or in the first part of the next lesson. Such activities will often need to be differentiated to the individual marking of pupils’ work. Models of good work might be needed to guide pupils**
- Pupils will make their Target Response in green pen so that it can easily be seen by both them and teachers. Teachers should mark in red pen. Green pens will be given to all students next year and a back-up supply with each faculty. Failure to have green pens should be a basic equipment failure point in planners
- Teachers must then acknowledge achievement of targets or give further guidance
- When pupils are involved in peer and self-assessment activities teachers should make some response to the accuracy or not of the pupil assessment

- Work scrutiny processes within the faculty, in faculty reviews and in no notice SLT work scrutinies will focus on how well faculty staff are using feedback processes to ensure all pupils are making good progress. Appraisal targets can be linked to these areas.

Some examples of ways to set out marking comments and targets for improvement which may make the marking process more consistent and lessen teacher writing time:

- Stamps - Pre-prepared with comments
- Pre prepared stickers or cards/ sheets which are clear and visible and identify the three stages of marking eg
- Praise and positive comments - What went well?
- Targets for improvement - Even better if?
- Student Target Response

Moderation and Monitoring of Assessment

- The moderation of colleagues' books/files/portfolios/ practical work helps not only with the process of assessment but also provides a window into the teaching methods and approaches used.
- It confirms the levelling/grading of pupils' work, helping both the teacher and the student learn from the assessment.
- We must ensure that there is consistency of grading of students' work within faculties and we need to monitor that the marking undertaken by colleagues matches expectations.
- Faculty moderation points occur on a termly basis connected to faculty meetings.
- The three KS3 and five KS4 and 5 assessment points draw together work done over the year. At each assessment point teachers should give an assessment which reflects all work done within the full assessment period and gives a realistic indication of what the pupil is likely to achieve at the end of the year or course, if progress continues at the rate being shown at the assessment point against the faculty target. The baseline Faculty target will always be FFTD, with the possibility of raising this, with a 2 levels progress Challenge target at KS3 and a Faculty target of at least 3 levels progress at KS4 against KS2 average Sats scores or specific Sats scores in English and maths .

The moderation process has two strands

Termly colleagues should gather in faculty meetings to discuss and moderate common pieces of work using examples from their own teaching sets. This must

occur with both KS3, KS4 and Sixth Form where appropriate.

In conjunction to this approach, the Head of Faculty or other TLR holders within a faculty must sample the work (books, files etc.) of colleagues by requesting books etc. from their colleague. This would allow the HOF and the teacher a dialogue on the marking policy and the use of assessment within the faculty. Work scrutiny within

faculties is also timetabled to occur on a termly basis on the school calendar, with reports of findings to be shared with SLT line managers and action plans put in place when issues are identified.

Additionally no-notice work scrutiny will be undertaken by SLT across the school on a termly basis to ensure high quality regular marking, feedback and pupil response to feedback is taking place. Results from this will be discussed and actioned via line management processes.

If problems do emerge with the quality of marking or moderation, the HOF should ensure that an action plan is put in place to remedy this failing. At the end of this period if marking is still below expectations it should be referred to the SLT line manager.

HMI Subject Management in secondary schools. Key characteristics of a well managed subject faculty include:

- regular monitoring of the assessment of pupils and***
- moderation of assessments to maintain consistency...***

Finally,

the teacher's mark book/pupil's work should indicate which pupil's work has been moderated/ scrutinised and the date when it was done so.

Assessment for Learning (AFL)

Assessment for Learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupil's learning and progress.

Assessment for Learning :

- Is part of effective planning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Is sensitive and constructive
- Fosters motivation to learn
- Promotes understanding of targets and criteria
- Helps learners to know how to improve
- Develops the capacity for self-assessment
- Recognises all educational development

What does Assessment for Learning look like in practice?

- **Sharing of Learning Objectives**

- Students may be involved in the process of defining Learning Objectives but should certainly understand them in the context of the lesson. They should be differentiated to the range of ability within the class
- They should be returned to at points to assess progress made by students within the lesson

Rich questioning

- Hands down, teacher selects pupil to answer
- Wait time – all pupils have opportunity to think before answering
- Pupils encouraged to consult in pairs/groups before answering
- Open ended questioning
- Use of wrong answers to develop understanding
- Pupils formulating questions to interrogate the topic
- Deep questioning opportunities – “Why” “How would” “What if”?

- **Effective feedback and marking, both written and oral**

- Feedback focuses on Learning Objectives
- Evaluative comments which indicate how to improve
- Opportunities made for pupils to follow up teachers’ comments i.e make one focussed improvement
- Use of opportunities for oral feedback: plenary and mini-plenary sessions, on returning work/books, as teachers circulate the classroom
- Comments only, without grades

- **Peer and Self- Assessment**

- Opportunities for pupils to reflect
- Pupils requested to read through/mark their own work
- Mark schemes/ assessment criteria made explicit to pupils, who use these to evaluate their own work
- Use of traffic lights (in pupil planners)/ thumbs up or down by pupils to denote “I can do/understand” “I am not sure about” “I need help with this”
- Use of model responses as part of peer assessment
- Use of response partners
- Groups marking work
- Whole class review of work eg in plenary

- **Regulating Learning – circulating to assess and support while pupils are engaged in a task**

- Teachers using time well to engage with a number of pupils in turn, whilst remaining aware of the needs of the rest of the class
- Teachers employing a range of AfL strategies as appropriate to the pupils’ needs

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eg questioning, feedback, redirecting learning, facilitating self-assessment,

exemplification, scaffolding etc which can lead to improved progress

- Judicious consideration of when to intervene in group work or the need for additional group or whole class teacher input
- Recognition of the specific needs of individual learners and supporting these

• **Opportunities for structured independent learning**

- Structured activities which allow pupils to investigate the topic and to make conclusions about the subject matter, thus developing independent learning skills
- Activities which can be individual, paired or in larger groups
- Activities which have time structures and focus leading to distinct learning outcomes

• **Plenaries used to assess learning and progress within the lesson**

- Mini-plenaries may occur to assess progress at varied points within the sections of the lesson
- A final plenary at the end of the lesson to be used to assess progress against the lesson objectives
- Plenaries should be inclusive, involving the whole class eg interactive quizzes, evaluation tasks, mini whiteboards
- Plenaries to be used for forward planning , for the whole class and individual pupils

Pupil Evaluations

At least three times per year faculties are to involve all students, KS3, KS4 and Sixth Form, in their own evaluation of a unit of work, summarise the findings and submit a report of those findings to the Headteacher and discuss this with SLT line managers. The results of these student evaluations should play an important role in Assessment for Learning within the faculty and for curriculum development planning.

Faculties may involve students in more frequent evaluations where appropriate.

The proforma for pupil evaluations may be electronic or paper and will be designed by individual faculties to fit their curriculum but it must include the following aspects:

Opportunities for students to express:

- What they have enjoyed or found less enjoyable in the unit of work
- Skills which they have used/developed in the unit
- Self assessment against skills criteria

- Target setting by the student against skills criteria

Pupil evaluations should then be kept as a vital part of AfL within exercise books or on file to monitor progress as part of a self assessment process.

Reporting to parents

Reporting to parents forms part of our legal obligation dating back to the 1988 Education Reform Act.

- It is the professional responsibility of each individual teacher to ensure that their reports are of high quality and completed on time. High quality reports are accurate, personalised to the individual, grammatically correct, spell-checked and give a true reflection of progress made and set precise targets for future development.
- The school uses Sims software for the reports and this enables staff to script their reports using, if necessary, supplied statement banks or the teacher's own statements. Teachers may also write their own word processed reports and insert them as files into Sims. Whilst the use of an electronic report system has many advantages its use can present serious drawbacks regarding:
 - Over-reliance on statement banks;
 - Repetitive openers in sentences- David is...David has...David does...etc;
 - Unsatisfactory checking on inputted text;
 - Describing knowledge/understanding/skills David has acquired... As we all know, the list is endless of what pupils know/understand/ can do and it is arbitrary to select a few items from the litany of what the pupil has learned over the year that has passed.

Best practice involves a commentary addressing:

- General progress;
- Strengths and development needs;
- Personal development.

A separate section has been allocated to targets. These should be written as three bullets, avoiding vagueness and be easy to understand and precise in what the student needs to aim for. The last one should have a full-stop.

- Responsibility for quality assurance must be a corporate activity involving:
 - HOF/LOL
 - Form tutors
 - Directors of Study
- Senior Management

Role of HOF/LOL

Subject reports are sampled by above, particularly with NQTs and new staff. Guidance must be given to NQTs and HOFs must consider vetting comments made by NQTs before they are applied to the reports.

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Examples of best practice will be distributed to HoFs to share with faculty members each year.

Role of the Form Tutor

The form tutor checks that all reports have been written and also checks accuracy. They then complete their commentary. This should attempt to summarise the key points of

the report and signify to what extent the student's personal development has grown in the year passed.

Form tutors arrange for students to look through the report and then direct the student to seal the addressed envelope for parents.

The form tutor monitors the return of reply slips which allow parental commentary and this must be completed within three days. In the case of absent students, the form tutor arranges for the report to be posted to the family address via the school office.

Role of the Director of Study

The Director of Study monitors the quality of the reports as they are being compiled. The Director of Study's comment is to support the form tutor as well as adding insights and knowledge about the student. The Director of Study is not required to write a comment for each student.

The Director of Study liaises with the Systems and Office Managers for the printing and distribution of the reports.

Role of Senior Leadership Team

A Senior Manager will oversee the report process. Senior management will support all staff with their QA roles as required. SLT will sample completed reports for evaluation purposes.

To support the quality assurance process, SLT will endeavour to provide extra proof-reading to take place.

Assessment and Effort Indicators points

- There are to be three scheduled (school calendar) KS3 and five KS4 and 5 effort indicator/ assessment collection days. All class lists are now on SIMS Assessment Manager.

- These points are in October, December, February, April and May (October, February and May in KS3) Year 11 will receive an October assessment and mock examinations in December and March, with assessment grades given after these exams in January and then in February and April. Year 12 and 13 have

five assessment points, three of these prior to their termly reviews.

- At KS3, 4 and 5 the information collected will be a current progress and a progress forecast for the end of the year or course.

Although the DfE removed the statutory requirement to use National Curriculum levels for KS3 from September 2014, the school will maintain the use of NC levels in the academic year 2016/17 for Year 9 and use the new Assessment without Levels system for years 7 and 8.

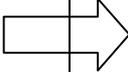
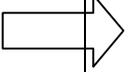
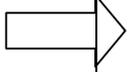
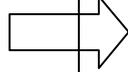
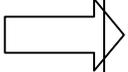
The Assessment without Levels system tracks progress from KS2 data onwards with year targets for progress. Staff will assess progress towards targets using the following progress statements:

- Exceptional progress – the student is currently achieving well and as a result could exceed expectations by the end of the year.
- Expected progress – the student is currently on track to achieve in line with expectations by the end of the year.
- Working towards expected progress – based upon current progress, the student is likely to finish the year slightly below expectations.
- Less than expected progress – based upon current progress, the student is likely to finish the year below expectations

Forecast grades, levels and progress statements should be realistic and based on a student's full current work profile, their attitude, ability and knowledge.

It should show what, continuing with appropriate levels of progress, they are likely to achieve at the end of the year or course. It must not be a snapshot vision of what they may have achieved in one recent piece of work or test but reflect all aspects of the subject so far in the year.

- Staff may input data before the scheduled date on SIMS "My Marksheet entry".
- HOFs and LOLs then have three working days as "Moderation time" to check the accuracy/appropriacy of assessment data by staff in the curriculum area before it will be used by the Data Manager to then be collated, analysed and reported back to parents within a two week turnaround time.

	Friday	Tuesday	Wednesday	Thursday	Friday
Week 1	Assessment info inputted by teaching staff		End of moderation Time by HOF/LOL	Data Manager begins process of processing and analysing data	
Week 2					
Week 3					Sticker with assessment info goes into planner in form period

AFTER the moderation process, teachers to release information of assessments and effort indicators to pupils, outlining reasons, where appropriate.

- It is important that teachers inform pupils of the effort indicators and assessments forwarded to the Data Manager.
- The summary sticker sheet will be issued to pupils during Friday form period and students are to stick these into planners and complete the evaluation and target setting process at the bottom of the sticker sheets

Effort Indicators

(This process is currently under review and a new system which focuses on attitude to learning rather than just effort will be implanted in 2017)

- A five point scale is used from 5 (high) to 1 (low)

Subject teachers

To score highly with subject teachers, students should:

- participate fully and constructively in lessons;
- be respectful to staff and pupils;
- complete all classwork/homework set to the best of your ability;
- arrive to lesson on time, bring appropriate books, equipment and look after them properly.

The 5 – 4 – 3 – 2 – 1 scaling would correspond with:

5 = always meets expectations on all four criteria

4 = usually meets expectations on all four criteria

3 = often meets expectations on all four criteria

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2 = occasionally meets expectations on all four criteria

1 = rarely meets expectations

For students to score highly with their form tutor, they should:

- arrive to registration/assembly on time;
- comply with uniform rules;
- bring planner every day, look after it and use it appropriately;
- behave respectfully and cooperate fully.

The 5 – 4 – 3 – 2 – 1 scaling would correspond with:

5 = always meets expectations on all four criteria

4 = usually meets expectations on all four criteria

3 = often meets expectations on all four criteria

2 = occasionally meets expectations on all four criteria

1 = rarely meets expectations

NB/ Attendance should not be used as a criteria for effort indicators.

Intervention for low and high scores

The DoS receive a SIMS datasheet for their year group indicating average effort indicator scores. They analyse this to determine the following categories:

1. Students with a Low score of 2.9 and under
2. Students with a High score of 4.5 and over

Intervention for Scores at average 2.9 and below

First occurrence:

- DoS to send a **letter** home expressing concern at several low effort indicators (average of indicators to be at 2.9 and below). Copy on Sims.
- Student placed on **Form Tutor report** for 2 weeks to monitor all subjects.

Second occurrence :

- DoS to send a **letter** home expressing concern that effort still not reached satisfactory level (even if there has been some improvement on last grade).
- Student placed on an '**Effort grade review sheet**' where they must collect feedback from specific teachers on what exactly is causing the problems.

Targets set in conjunction with DoS or Form tutor and parent also signs off. DoS review.

Third occurrence:

- A **Learning Mentor** will be allocated who will liaise with home and provide more

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intensive support which may involve **classroom support and observation** as well as **individual mentoring**.

Fourth occurrence (Y10 and 11 only, as KS3 only have 3 data collection points):

- DoS to send a **letter** home advising parents of seriousness of lack of progress over the year and inviting them to **meet with DoS** to determine intervention measures now required such as SEN involvement, LSU support, external agency referral, changes of sets / forms / courses. Any of these actions will be **logged on Sims student files**.

Fifth occurrence (Y10 only):

- DoS / AHTPWA to review the student's grades and previous intervention. Strategies for Year 11 to be put into place. Parents to be invited for **Elective Review**.

Intervention for Scores at average 4.5+

- Students attaining an average effort indicator score of 4.5+ to be sent a **letter** to parents expressing our delight at such a high level of effort. There will be a differently worded **letter** for a second, third, fourth (Y10 and 11), and fifth (Y10) occurrence in one year. All these students to be publicly praised via **Achievement Assemblies**.
- A separate **letter** for straight 5's to go out from the Headteacher with a final **year end letter** for any student achieving straight 5's all year through.

Intervention for Score averages between 3.0 and 4.4

For average effort indicator scores between 3.0 – 4.4, the Form Tutor will speak to these students on an informal basis and try to **encourage and praise** as appropriate to move them into the 'positive' group at 4.5+.

High scores

- Students will receive a Good or Excellent **certificate** in Achievement Assemblies based on their average effort scores
- There are four **Achievement Assemblies** in the school year (three for Year 11). The first three are extended assemblies led by the DoS and involve the issue of Subject certificates, Form certificates, Star of the Month awards and Director of Study special awards. The final assembly will be a celebration of the year group's efforts, attainment and progress throughout the year together with all extra-curricular activities and successes.
- On the **summary report** sent to parents, with effort indicators and assessments, the total points would be given and the average points would have the following descriptions:

Average range	Description for parents
4.5 – 5.0	Excellent
3.8 – 4.4	Good
3.0 – 3.7	Satisfactory

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2.0 – 2.9	Unsatisfactory
1.0 – 1.9	Poor

Achievement Award and Effort Indicators

- Effort indicators are about work rate and general attitude. The judgement is made after about fifty school days.
- Effort Indicators are concerned with sustained consistency and application of purpose.
- In contrast, a 'good comment' should be given during a lesson when a pupil matches the teacher's defined criteria. For example, participation in lesson or a good homework effort.
- In addition, form teachers will give good comment stamps in Form Period for achievement of full attendance, no lates, contribution to the school up to a total of three each week.

There is no conflict between the two systems - they go together. Some pupils will achieve much in the way of effort indicators because they are able to produce efforts week in week out, whilst for others, because of their nature, it is only remotely possible that they can sustain an effort over more than a week or two.

Target setting and pupil progress

Year 7 and 9 pupils take NFER cognitive abilities tests (CAT) in September. The tests measure ability in three areas: verbal, quantitative and non-verbal skills. Results from the two sets of tests can be checked to ensure reliability and to assess any value added from years 7 to 9.

Each pupil receives a Standard Age Score (SAS) for the three areas above. These lie between 69 and 130+. The average for the national population is 100.

All teachers get a copy of the Standard Age Scores and means of this data from the Data Manager as soon as it is processed on Sims. They record this information into mark books for the pupils they teach.

The results may be used by teachers:

in the formation of subject sets,
to assist with marking/responding to work/differentiating tasks and materials,
to help teachers formulate intra class working groups,
to help monitor progress and set targets for improvement,
in reviewing pupils.

The Data Manager uses KS2 Performance Information to generate "expected" grades/levels. This allows us to see what the average (median) pupils obtained at KS3 or GCSE compared to previous achievement.

The Data Manager uses this data to produce a target for pupils for each of their subjects in year 7,8, 9 and year 10. This target is for the end of year at KS3 and end of the course at KS4. The Challenge "target grade" will be for a minimum of 2 levels progress in KS3 from KS2 average Sats scores and specific Sats scores in English and maths. There will be a Faculty target grade at KS3 which can be raised from this baseline. At KS4 Faculty target grades will be at least three levels progress from the average KS2 Sats scores or the specific

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Sats scores in English and maths.

HOFs will then be given the opportunity to raise any of these targets based on prior knowledge of students' achievement/ attitude alongside baseline data to set challenging faculty targets.

Where a pupil shows consistent achievement beyond their likely potential, their targets may be raised. It is not expected that a target will be lowered.

Discussion of targets and Assessment for Learning strategies will be employed within faculties as a means of enabling students to understand their targets and what they must do to achieve them.

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Pattern of Parents' Evenings, Reports and internal exams 2016-17

	Sep - Oct	Nov-Dec	Jan-Feb	Mar-Apr	Apr-May	Jun-Jul
7	F/Tutor Parents' evening*				Report	Parents' Eve
8		Parents' Eve				Report Elective reviews
9		Parents' evening	Preference evening		Exams – 2 nd week in May	Report
10	Information evening	Classroom Mini mocks - Nov		Report	Parents' evening	Mock exams
11	Selective reviews	Mock exams Information evening	Report 6th Form Info evening Parents evening	Mock exams		
12	Information evening	F/Tutor Parents' evening	Mock exams Parents' evening	Mock exams Review Report		Review day Information evening
13		F/Tutor Parents' evening	Mock exams Parents' evening	Mock exams Review Report		

School	St John Fisher Catholic Voluntary Academy
Date	25th October 2016
Lead member of staff	Ms Catherine Hall
Other involved staff/role	

Proposed Plan

Background/ how this proposal has come about
Reason for proposal – to introduce new practice/provision to change or reduce practice/provision to remove practice/provision
Main stakeholders
Any legislation or guidance that informs the proposals

Review and update of current policy.

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation

N

Promoting equality of opportunity

N

Fostering good relations

N

Please explain

Far from it. The purpose of the policy is to aid compliance

Consultation Process

With whom do you plan to consult? How?

Where is the evidence of the consultation?

Staff were widely consulted

Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability	Improvement of pupil cohesion	Positive	
Race	Improvement of pupil cohesion	Positive	
Sex	Improvement of pupil cohesion	Positive	
Gender reassignment	Improvement of pupil cohesion	Positive	
Pregnancy, maternity	None	Neutral	
Religion/belief	Improvement of pupil cohesion	Positive	
Sexual orientation	Improvement of pupil cohesion	Positive	
Marriage, civil partnership	None	Neutral	
Age	Improvement of pupil cohesion	Positive	

Explain in more detail

The aim of the policy is to make school, and society, more tolerant and cohesive.