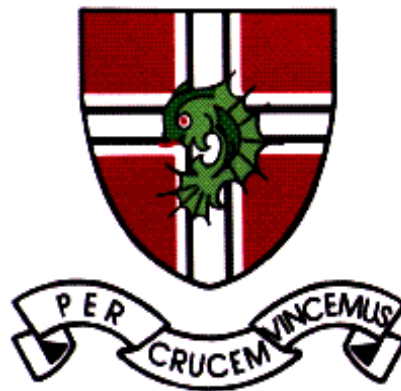# St John Fisher Catholic Voluntary Academy

Quality Assurance Policy

October 2017

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.

Philosophy:

"Be perfect, even as your Father in heaven is perfect" Matthew 5:48

At the heart of our ethos as a catholic school is the belief that we should strive for perfection and be the best that we can be. Therefore our Quality Assurance policy is rooted to the idea of working together to create the best teaching and learning experiences for all pupils across the curriculum.

To ensure that we do this the quality assurance processes involve regular reviewing and reflection on approaches to teaching and learning. They revolve around the process of faculty reviews which involve senior and middle managers alongside external expertise in a close scrutiny of current strengths and areas for development within

faculties, which lead to precise and clear action planning for the future. Within the reviews lesson observations, student voice, data, schemes of work and pupil work scrutiny celebrate good teaching and learning approaches but also help to guide faculty leaders to improvement planning.

Within faculties the sharing of best practice, work scrutiny and the moderation of work allows faculty members to work together to deliver high quality education and to report this back to parents through the reporting, reviewing and parents' evening structures within school.

Whilst faculty reviews will occur every two years, all other quality assurances occur within every school year and the regularity of such processes enable us, as teachers, to maintain our striving to be the best, in the image of Christ.

Planning the curriculum

This is the beginning of successful learning and the watch words need to be 'creativity and imagination'. We must be bold and aim high. The students revel in a variety of teaching approaches but are weighed down by the mundane and predictable. The roots of learning need to penetrate deeply if they are going to flourish. Bored, alienated young people disengaged from the enthusiasm of the classroom will regress rather than progress and even the more pliable, accepting students are likely to make slow, unacceptable progress if their workload and lessons are unchallenging and predictable. Teaching and Learning will be differentiated to meet the needs of all students, including the Gifted and talented and those on the Special needs spectrum. Personalised learning needs to be at the heart of all curriculum planning.

Subject planning: long and medium term

The scheme of work for a course of study is integral to subject planning and St John Fisher demands that each taught unit has one. Each scheme must outline, in sufficient detail: resources, aims and objectives, defined or possible teaching approaches including differentiation, assessment for learning opportunities and time structures for the programme.

Subject planning: short term

Short term planning identifies teaching and learning across the individual lessons within a scheme of work. Short term plans need to be clearly written within the faculty but commercial planners may be used by individual staff to cross reference progress with groups against pre-written schemes of work. The criteria stated below must be addressed:

- lesson objectives;
- main content & structure;
- starter(s);
- plenaries;
- homework
- Assessment for Learning (AFL);
- differentiation opportunities, incl. extension, snagging & challenging pupils' strategies;
- evaluation notes can be added as the scheme of work is used by individual teachers

A faculty approach needs to be promulgated by the HOF/line manager to ensure consistency and quality control within the team. In the case of NQTs, the HOF must oversee their short-term planning weekly, regardless of whether or not they are nominated as the NQT's designated tutor.

Though NQTs+ have achieved professional standing, a monthly overview of their planning by the HOF is essential to ensure that the momentum established in their NQT year is maintained. Where teachers are new to the faculty, a suitable three month induction period must be implemented to ensure that their planning begins at a high standard and this is maintained throughout their employment at St John Fisher.

Observation Planning:

Each member of teaching staff will be observed three times per academic year, twice through Appraisal line management and once by SLT. Observing colleagues teaching is a key tactic for securing high standards. It provides the necessary forum for discussion of teaching approaches, strategies and student response, as well as the climate of relationships present within the lesson.   At its highest level, both parties will have gained from the dialogue and interaction, a win-win result.   However, poorly led observations/talkbacks can fuel rancour and disenchantment, leading to alienation within the faculty.

Contexts vary for observations and listed below are the main ones.

a. **Appraisal**

Generally, two PM observation will be carried out by the HOF or 2nd in Faculty in a school year. The Lesson Planning sheet is to be used and completed by the teacher being observed the day before the observation. At least one working day's notice is given e.g. Wednesday notified for a Friday observation. Any worksheets/resources to be used in the lesson must be passed on to the observer at least by the start of the lesson. After the lesson, a talkback appointment should be scheduled and a brief word of support passed on by the observer. The feedback for the lesson should be a dialogue and the key role of the observer is that of a 'critical friend'.

b. **Paired Observations:**

Within the faculty

All HOF have had training as observers by pairing off with a senior colleague.   Most 2nd in Faculty have had similar training by observing with their own HOF.   Paired observations can take place by mixing faculty managers e.g. HOF, 2nd in Faculty or subject leaders, with senior staff and local authority or external consultants. This will ensure consistency and judgements that are precise and accurate. This process will take place for each faculty within the two year cycle of faculty reviews. This will guarantee that all middle managers and aspiring middle managers have the necessary training and skills to observe colleagues and inspire them to higher levels of attainment.

Senior Leadership Team (SLT) Observations

A member of SLT will observe each member of a faculty on a yearly basis. Ideally this will be the SLT member with line management responsibility for that faculty area, but in large faculties other SLT members may be involved. (In the year of faculty review, this may occur in the review process) Some of these observations will be paired observations with the HoF.

During the process of faculty reviews members of the senior leadership group will undertake paired observations, with both faculty leaders and external consultants. The SLT line manager will take the leading role within the review but other SLT members, particularly the AHT QA and AHT Post-16 will be heavily involved in the process. If any observations are found to be less than satisfactory then further observation and support processes will be put in place.

NQT observations & NQT+1 observations

NQTs must be observed by the designated faculty tutor, normally the HOF, once per half-term. The teacher tutor and/or Head Teacher will also observe the NQT at least once in the first term or before half term in the second term. It may be necessary for more observations by the teacher tutor who needs to work closely with the HOF.

For their part, the NQT must undertake to do two observations per term, one in the faculty and the other in another faculty, with a colleague with particular gifts. These must be paired observations with their designated tutor. NQTs+ need to be observed twice, once by SLT and once by their HOF, over and above PM observations. This will allow SLT & the HOF an opportunity to celebrate progress from NQT status but will also provide an opportunity to re-state the high standards demanded of St John Fisher staff.

Learning Walks

Learning Walks are an additional valuable way to share best practice within faculties and the whole school. Guidance and protocols for the approaches to learning walks have been agreed with staff and are in StaffShare for reference. They should have a clear focus and an agreed format for notetaking and feedback is in place.

Faculty Reviews

The senior leadership team, involving Headteacher, Deputy Headteacher Assistant Headteacher QA/ SLT line manager and HOF, will undertake faculty reviews through the course of the academic year, one area per half term. With nine faculties in the school the full cycle will last two academic years. These will take place across two days in a process which, although tailored to St John Fisher Catholic Voluntary Academy, closely follows that of the Kirklees LA toolkit review. A common format for documentation of evidence will be used across all faculty reviews. Documents regarding individual staff within a faculty will remain confidential to the HOF and SLT.

The intention is that it will be a process to celebrate the strengths and focus, supportively, in moving the faculty forward with areas for improvement. It will significantly inform HOFs for improvement planning. Examination results in August may influence the order in which the reviews take place in any academic year.

Structure of Faculty Reviews

They will involve the following activities:

- A brief pre-review report written by the HOF to identify how effectively the faculty addresses issues such as spiritual development, pupil welfare, behaviour management and SEN/G&T provision
- Paired lesson observations, including all key stages and all subjects taught at post-16 level
- Pupil voice – written pupil evaluations and discussion with selected groups of students from each key stage and subject
- Use of Virtual Learning Environment (VLE)
- Pupil work scrutiny and marking analysis
- Analysis of SOWs and lesson plans
- Analysis of Assessment data including pupil tracking and intervention and result in:
- Review meeting following the process
- Summary report of findings i.e. Strengths and Areas for Development to be reported to governors
- Action Plan which will feed into Faculty Improvement planning and be reported to governors, with the Academy Standards in Learning and Teaching Committee meeting the HoF to discuss the report and action plan

__Line management__

Line management in St John Fisher Catholic Voluntary Academy ensures that staff are supported fully as they perform their management roles in diverse contexts. The line manager acts as a **'critical friend'** and confidante, someone who is prepared to talk through forward-planning and able to offer strategies for personnel issues; sometimes a coach and at other times, a mentor. The relationship emphasises good communication, not only in the context of line management but also across the school. The relationship has to be a sound one, founded on trust and mutual respect so that the area can run efficiently, develop professionally and continue to flourish. Often, it will be necessary to probe and ask searching questions, so that a high level of quality can emerge. The pairing up of senior and middle leaders will also give middle leaders professional development, by working with more experienced colleagues at close quarters.

All the staff listed are themselves responsible for other staff or managing a cross- curricular project.

The frequency of the meetings may be increased by mutual consent.

Notes of the meetings should be retained with actions to be undertaken and, whilst there is no set agenda on a weekly basis, both parties should have the opportunity to raise issues.

The initial meetings will concentrate on development planning for the year and, in the case of faculties, exam analysis for the summer exams. Thereafter, a standing agenda may be used.

Academy Council Standards Committee

Curriculum based line management areas of focus

- School priorities for the year, including exam analysis (Sept/Oct)
- The week and month ahead (ongoing each meeting standing item)
- Quality Assurance, including lesson observation and work scrutiny processes and Appraisal (ongoing standing item)
- Pupil progress and quality of teaching and learning (ongoing standing item)
- External exams, internal assessment and coursework, moderation of work (ongoing standing item, January and April)
- Development plan and faculty reviews (before and directly after reviews)
- CPD and Inset (ongoing standing item)
- Pupils and staffing; positive achievement, pupil achievement tracking, pupil voice/evaluations (ongoing standing item)
- More able, disadvantaged and special needs provision (ongoing standing item)
- Intervention strategies for teaching and learning (ongoing standing item)
- Spiritual development (Feb)
- Resources (ongoing standing item)
- Forthcoming Ofsted inspection (Sept/Oct)
- AOB

Pastoral based line management agenda

- School priorities for the year
- The week and month ahead (calendar)
- Pupils and staffing; positive achievement and achievement tracking (ongoing standing item)
- Quality Assurance including pupil achievement and observation and Appraisal
- CAF and MAST
- Development plan and pastoral SEF
- CPD and Inset
- Parental contact
- Gifted and talented and special needs provision
- Pupil Attendance
- Intervention strategies and mentoring
- Communications (noticeboard/ news-sheet)
- Spiritual development
- Resources
- Forthcoming Ofsted inspection
- AOB

Whole–School based line management agenda

- School priorities for the year (Sept/Oct)
- The week and month ahead (ongoing standing item)
- Line Management feedback (ongoing standing item)
- Quality Assuranc, including lesson observation and work scrutiny processes and Appraisal (ongoing standing item)
- External exams, internal assessment and coursework (ongoing standing item,

Academy Council Standards Committee

January and April)
- Development plan and Calendar (ongoing standing item)
- Whole school SEF (ongoing standing item)
- CPD and Inset (ongoing standing item)
- Pupils and staffing; positive achievement and achievement tracking (ongoing standing item)
- Communications (ongoing standing item)
- Spiritual development (ongoing standing item)
- Resources (ongoing standing item)
- Next Ofsted inspection (Sept/Oct)
- AOB

Academy Council Standards Committee

SCHEDULE for LINE MANAGEMENT 2017-18

Area	Manager	Frequency At least	Line Manager
SLT	SWi	Weekly	JTa (acting HT)
SLT	CKe	Weekly	JTa
SLT	PRu	Weekly	JTa
SLT	CHa	Weekly	JTa
SLT	TSt	Weekly	JTa
SLt	DHa	Weekly	JTa
Y7	MSh	Weekly	CKe
Y8	CEg	Weekly	CKe
Y9	ASa	Weekly	CKe
Y10	MTh	Weekly	CKe
Yr 11	AWa	Weekly	CKe
Sixth Form	AFl	Weekly	PRu
Art	HEd	3 Weeks	VKi
English	CKa	2 Weeks	DHa
Geography	CGr	3 Weeks	NGr
Humanities	MBu	2 Weeks	CHa
ICT	MWa	2 Weeks	SWi
Maths	CAn	2 Weeks	TSt
Media Studies	EWo	3 Weeks	CKa
Modern Languages	LMo	2 Weeks	DHa
Music	EBu	3 Weeks	MMo
PE	AGr	2 Weeks	MFa
PSHCE	BMa	2 Weeks	SWi
RE	MMo	2 Weeks	SWi
Science	HRe	2 Weeks	TSt
Technology	VKi	2 Weeks	CHa
Vocational/BuSt	DLo	3 Weeks	MWa
Assessment/Exams	GSt	2 Weeks	CHa
Bursar/Premises	NA	Weekly	JTa
LRC	PK	3 Weeks	DHa
Medical assts.	JF	6 weeks	PRu
Office	RP	2 Weeks	PRu
Staff tutor	CSh	2 Weeks	CHa
SEN	MBi	2 Weeks	CKe
Chaplain	ACr	2 Weeks	SWi
ESW		Weekly	CKe
ICT Systems Management	AK	2 weeks	MWa
Lunchtime supervisors	DS	3 weeks	NA
Science technicians	MS	3 weeks	HRe
Maintenance staff	JB	Weekly	JTa
Behaviour Support Unit	SCa	Weekly	CKe

Moderation and Monitoring of Assessment and Work Scrutiny

- Sharing good practice extends beyond planning and lesson observation. The moderation of colleagues' books/files/artefacts 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 our expectations.

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 (dates for moderation weeks are indicated in the School calendar) This must occur with both KS3 and 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…*

- The teacher's paper or electronic mark book/pupil's work should indicate which pupil's work has been moderated and the date when it was done so.

Work Scrutiny

Faculty work scrutiny processes are calendared each term on the school Calendar. During the process HoFs must ensure the following:

- All staff within the faculty are sampled. This may require sampling more than one year group to ensure this.
- There is control and selection of the books/folders being sampled. They must include some disadvantaged students and should sample a wide ability range and mix of genders. There should be a sample of underachieving students as well as those making good progress.
- There needs to be scrutiny of how much pupil response to marking (green penning) is being done, how effective it is and how well it is then followed up by teachers.
- There should be scrutiny of how well faculty members are applying the Literacy Marking Policy.
- If there are issues in the regularity and quality of marking being done by individual staff this should be addressed via an action plan for the member of staff.
- HoFs/LoLs must lead by example and ensure another member of the faculty or SLT line manager scrutinises their books/folders as well.
- Copies of all documents are to be given to CHa and discussed with the SLT line manager in the next week's meeting.

Alongside faculty work scrutiny SLT work scrutiny across the school will take place on a termly basis. This may be to address particular groups of students eg boys, PA students, disadvantaged students, more able students. The above protocols will be adhered to in SLT scrutiny but not all staff may be scrutinised at each point. Findings will be discussed through line management and any issues with faculties or individual staff addressed through an action plan.

Pupil Evaluations

Evaluation is a joint process between student and staff to inform all, including parents, about the learning experiences for that student. Intrinsic to the process of evaluation is that of target setting. This should reflect Assessment for learning work being undertaken in classrooms.

Evaluation should be carried out at least three times a year. Evidence from the evaluation should be recorded by the student in their exercise book or file.

It must contain the following:

- What has gone well and where good progress has been made, related to skills criteria
- What was the hardest area of study with only limited progress made
- Targets to improve progress and, most importantly, **what needs to be done** to achieve the targets.

The HOF **must sample** student evaluations on a regular basis across their faculty. This will enable HOF to gain a feel for learning and progress with their faculties. A brief summary record of this sample must be kept and a copy passed on to the Head teacher and discussed with the SLT line manager.

<u>Assessment, Recording, Reporting and Reviewing</u>

<u>2017-18</u>

Background:

This is a framework that sets out advice and guidelines for faculties to follow. In the light of these guiding principles, faculties need to *'interpret and adapt'* according to their subject* discipline:

The *'thinking teacher'* will employ assessment judiciously and sensitively to bring out the best in pupils; it is within and across faculties that the most significant gains will be secured.

Such a cross-faculty approach, used consistently, has been shown to be fundamental in raising achievement.

Assessment should	**Assessment should not**
accelerate learning	impede learning
boost children's confidence and self esteem	demoralise children and accentuate shortcomings
celebrate success	gloss over problems
inform teachers of their effectiveness and parents and pupils of progress made	confuse pupils and be time-wasting for teachers
	act as smoke screen, being an end in itself
inform parents and pupils of targets to aim for	

The Policy

Assessment

Assessment, both formative and summative, exerts a powerful influence on successful learning. There is little doubt that its effect can be positive or, unfortunately, detrimental to the learner. Faculties ensure that the following guidelines are followed in their assessment policy statement.

- Curriculum objectives are reflected in assessment objectives. Coverage is comprehensive and repetitions are minimal.
- The three KS3 and five KS4 and 5 assessment collection points draw together work done over the year.
- 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.

The Assessment without Levels system tracks progress from KS2 data onwards in Years 7, 8 and 9, 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 curren 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

- At KS4 and 5 the information collected will be a current forecast and realistic expected grade for the end of the course. 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.

- In preparation for assessment tasks, revision guidance alerts pupils about what is to be assessed, given out well in advance of the assessment point.

- A variety of assessment methods are used:

Short tests, oral work, listening, presentations, project, coursework, controlled assessments, practical work as well as formal examinations. SoWs need to specify these methods.

- With the move to terminal exams at KS4 and KS5 there is a necessity to prepare students throughout their secondary career for such exams.

- The teaching of examinations skills and regular exam question based assessment must develop across KS3 as a preparation for KS4 examinations. Baseline tests in Year 7 and rigorous assessment tasks, which are planned to show progression to KS4 take place in all curricular areas . At KS4 there are mock examinations calendared in June Yr 10, December and March Yr 11. At KS5 there are two mock examinations in Years 12 and 13 calendared in January and March/April.

- Assessment for Learning within the classroom should include strategies such as: sharing of differentiated Learning Objectives, varied use of questioning, peer and self assessment, shared knowledge of level/grade and marking criteria and steps needed to achieve success in meeting targets, pupil and teacher target setting.

- Teachers and learners need to use the evidence of assessment to decide what stage learners have reached in their learning, where they need to go and how best to get there.

- Monitoring and moderation exercises must occur in faculties. Faculty moderation points occur on a termly basis connected to faculty meetings.

- Marking of pupils' work is thoughtful, constructive, and diagnostic; it promotes self-esteem, sets targets for the future and addresses the four hallmarks of 'quality' over the school year.

- **the work has been sensitively corrected;**
- **the work is commented on for effort and/or achievement;**
- **the marks awarded are matched with skills or sub-sections of the question;**
- **the pupil is given targets and guidance on how to achieve them.**

- Recording procedures are meaningful and systematic.

- Teacher assessments of National Curriculum levels (Year 9 only), GCSE grades (including controlled assessment where it is still appropriate), AS and A2 level grades (including coursework) are stored centrally on tracking documents.

- Pupils receive past examination papers and practice in examination technique.

- Pupils receive prompt feedback about work completed, particularly so for external courses. Work is marked at least fortnightly.

- **At Key Stage 3**
Where appropriate attainment target(s) are summarised in accessible language, with targets appropriate to age and ability. (In folios, files, exercise books or displayed.)

- **At Key Stage 4/A-level**
Pupils have extracts of specifications at the start of the course, outlined as appropriate to work being covered.

- Examination papers are differentiated where appropriate. The papers contain marks per question, marks for parts of questions, total marks and a clear rubric.

There will be three for KS3 and five for KS4 and 5 formal assessment collection

points throughout the year in October, December, February, April and May in KS4 and October, February and May for KS3. Pupils will receive an effort indicator at these times. Year 11 will receive an October assessment and examinations in December and March, with assessment grades given after these exams in January and then in February and April. Year 12 and 13 will be assessed five times in October, November, January, March and June

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 i.e. 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

- Marking of pupils' work with significant comments and targets for improvement will be done **at least twice per half term but often more regularly** to give effective 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 "What went well"**

- **Then targets/areas for development and guidance on how to do this "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 following marking of green pen work

- 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 e.g.

- Praise and positive comments - What went well?

- Targets for improvement - Even better if?

- Student Target Response

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

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

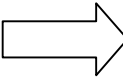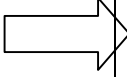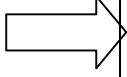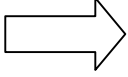*NB/ Attendance should not be used as a criteria for effort indicators.*
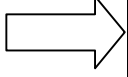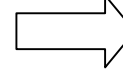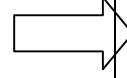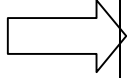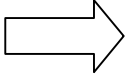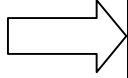
Achievement Award and Effort Indicators

- 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.
- All achievements will be logged on the Sims Achievement section

- 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.
-     All certificates and awards are presented in the Achievement assemblies.

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.

Processing of Effort Indicators and Assessments

- There are to be three scheduled (school calendar) effort indicator/ assessment collection days at KS3 and 5 at KS4 and 5.
- These points are in October, December, February, April and May. Year 11 will receive an October assessment and mock examinations in December, 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.
- The information collected will be a current working level and a forecast level for the end of the year
- 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

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' stamp 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.
- The stamps then accumulate to achieve rewards.
- 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.

<u>Reporting to Parents</u>

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

1.   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.

2.   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 bullets, avoiding vagueness and be easy to understand and precise in what the student needs to aim for. They should be punctuated by semi-colons and the last one should have a full-stop.

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

4.   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.

Examples of best practice will be issued to staff each year.

5. <u>Role of the Form Tutor</u>

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.

6. <u>Role of the Director of Study</u>

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's liaises with the Systems and Office Managers for the printing and distribution of the reports.

7. <u>Role of Senior Management (SLT)</u>

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

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

Target setting and pupil progress

Year 7 pupils take NFER cognitive abilities tests (CAT) in September. The tests measure ability in three areas: verbal, quantitative and non-verbal skills.

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 are 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 the course at KS4. The Challenge "target grade" will be for a minimum of rom KS2 average SATs scores and specific SATs scores in English and maths. At KS4 Faculty target grades will be at least three levels progress from the average KS2 SATs scores or the specific SATs scores in English reading 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.

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.

Academy Council Standards Committee

Pattern of Parents' Evenings, Reports and internal exams 2017-18

	Sep - Oct	Nov-Dec	Jan-Feb	Mar-Apr	Apr-May	Jun-Jul
7	F/Tutor Parents' evening*				Report	Parents' Eve
8		Parents' evening				Report
9		Parents' evening	Preference evening		Exams – 2nd 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		

Academy Council Standards Committee

School	St John Fisher Catholic Voluntary Academy
Date	25th October 2017
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
Du
ty?
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

Academy Council Standards Committee

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.