

# Ysgol Gymunedol Cefn Hengoed Community School

"If You Believe It, You Can Achieve It!"



## Assessment, Recording and Reporting Policy Polisi Aseu, Cofnodi a Recordio

Reviewed/Adolygwyd	July/Gorfennaff 2024
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# The Assessment Cycle at Cefn Hengoed

## Assessment Calendar 2024-25

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>September</b>				KS4 GCSE Information Parents' Evening 26th September	KS4 GCSE Information Parents' Evening 26th September
<b>October</b>					Predicted Grade 1 17th October
<b>November</b>	Departmental Assessment 7th November  Academic Review 1 14th November  Global Target Grades finalised 22th November	Departmental Assessment 7th November  Academic Review 1 14th November	Departmental Assessment 7th November  Academic Review 1 14th November  Parents' Evening 21st November	Departmental Assessment 7th November  Predicted Grade 1 14th November	Mock Examinations 18th-29th November  Overall Assessment Non Examination Subjects / Mock Exam Grade 5th December
<b>11th November – 22nd November Lesson Observations/Week beginning 2nd December Quality Assurance of Exercise Books/Work Scrutiny</b>					
<b>January</b>	Mock NLN Tests 6th–23rd January	Mock NLN Tests 6th–23rd January	Mock NLN Tests 6th–23rd January		Full reports issued  Parents' Evening 23rd January
<b>February</b>			Options Evening 20th February		Predicted Grade 2 20th February
<b>March</b>	Departmental Assessment 6th March  Academic Review 2 13th March	Departmental Assessment 6th March  Academic Review 2 13th March  Parents' Evening 27th March	Departmental Assessment 6th March  Academic Review 2 13th March	Examinations 10th March–19th March  Departmental Assessment 19th March  Predicted Grade 2 26th March  Overall Assessment Non Examination Subjects 26th March	
<b>Spring Term QA of lessons and books</b>					
<b>April</b>			Exams: 7th-8th April	Parents' Evening 2nd April	KS4 GCSE Help Your Child Revise Evening 10th April
<b>June: National Reading/Numeracy Tests</b>					

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>May</b>	Year 7 & 8 Exam Revision Evening 14th May  Parents' Evening 8th May	Year 7 & 8 Exam Revision Evening 14th May	Departmental Assessment / Core Exam Grade 8th May  Academic Review 3 8th May	Departmental Assessment 15th May  Predicted Grade 3 22nd May	
<b>June</b>	Core exams: 2nd-6th June  Departmental Assessment 12th June  Academic Review 3 12th June	Core exams: 2nd-6th June  Departmental Assessment 19th June  Academic Review 3 19th June			
<b>Summer Term QA of lessons and books</b>					
<b>July</b>	Full reports issued	Full reports issued	Full reports issued	Full reports issued	

## **Principles**

***"Whilst assessment can take different forms, the prime reason for all assessment information should be to help learners improve their learning. The information that assessment generates should provide a shared language for discussing progress and improvement be valid, reliable, manageable and meaningful for teachers, learners and other audiences"***  
***(Making the Most of Assessment 7-14 ESTYN)***

## **The Purpose of Assessment at Cefn Hengoed Community School**

Assessment of/for learning generates a range of qualitative/quantitative information about individual learners that is meaningful and helpful to different audiences.

### **For Pupils**

- Assessment supports learning by indicating strengths and achievements to be built upon
  - encourages motivation through recognising success
  - identifies areas for development
  - sets targets for improvement
  - allows pupils to review progress against specific criteria
  - informs discussions about progress with parents and teachers
  - provides guidance for option choices at the end of Key Stage 3 and in progression routes post 16
  - 'listening to learners' informing assessment for learning
  - plays a central role in informing progress in literacy and numeracy across the whole curriculum and not just confined to English and Mathematics
  - includes tracking and monitoring of all groups of learners to develop their own basic skills

### **For Teachers**

- Assessment enables the tracking and monitoring of pupil understanding and progress
  - identifies areas for development
  - provides evidence for report writing and communication with parents
  - informs the identification of appropriate intervention strategies
  - informs next step progress/learning criteria in relation to the LNF

### **For the Headteacher/Leadership Team**

- Assessment enables the tracking and monitoring of pupil understanding and progress
  - identifies which pupils, groups of learners and subject areas are performing, above or below target, enabling prompt intervention
  - informs the allocation of resources and training needs
  - informs the management of systems to identify and incorporate appropriate intervention strategies
  - informs the management of systems to identify Literacy and Numeracy intervention programmes

### **For Parents/Carers**

- Assessment informs them of their child's progress
  - identifies areas for development
  - explains clearly what assessment means
  - informs parents/carers of attainment in Literacy and Numeracy across all curriculum areas

## **For Governors**

- Assessment provides the tool to enable the monitoring of whole school performance
- Enables the identification and understanding of strategies in place to support groups of learners.

This policy builds on and updates current good practice and provides a consistent approach to assessment across the whole school.

A Guide to Assessment accompanies the policy in the form of a document called ***Assessment: A Handbook for Staff*** to ensure strategies/processes are clear to all parties. This Handbook is provided to all staff in the Staff Handbook.

## **Monitoring Progress through the use of Global Target Grades**

Pupils are assessed in relation to their individual target grade, which is a grade they are projected to gain in most subject areas at GCSE, if not higher. During the autumn term, each pupil in year 7 is assigned a grade on the scale of A to F. These grades are based predominantly on MIDYAS tests, along with Literacy and Numeracy screening.

These target grades are known as Global Target Grades. Whilst it is true to say that learners have strengths and weaknesses in different subjects, the Global Target Grade provides a good indication of what can be achieved, with the appropriate commitment, effort, challenge and support. It is our firm belief that each and every learner should be given the opportunity to reach his/her potential. Identifying potential by means of objective, predictive tests ensures that opportunities for all are equal.

The progress of every pupil can be tracked over their whole education at Cefn Hengoed through Academic Reviews, which take place during November and March. Within this process, learners are allocated a performance grade for each individual subject. This grade reflects the progress made by the individual learner within the teaching programme delivered up to that point and also indicates likely end of key stage outcomes. Departmental analysis of the generated data will allow for the identification of trends of achievement and the selection of individual pupils for mentoring.

The outcomes of the Academic Reviews are communicated to learners and their parents/carers. Learning Co-ordinators and the Pupil Progress Team use the data generated to celebrate success, identify underachievement and for the comparison of the performance of groups of learners.

The PSE programme incorporates opportunities, linked to the timings of the Academic Reviews, for learners to reflect on their own progress. Form tutors have a critical role in facilitating and supporting this.

The use of this tracking system both within and across the curriculum enables staff to be aware of a pupil's ability and effort when they initially teach them, especially at transition stages. The system also allows staff to monitor pupil progress throughout both Key Stages and compare progress in other curriculum areas.

## Methods of Assessment

Assessments are made of what pupils know, understand and can do. All judgements are made against a criteria understood by both teacher and pupil.

All departments adhere to the Assessment Calendar.

- Continuous formative and summative assessment is carried out across departments. These assessments are based on observation of performance, written and oral work, classwork and homework/on line assessment. Comments are shared with pupils and judgements are recorded in mark books/departmental spreadsheets as set out in the handbook.
- **School examinations or formal end of year assessments** are held once a year for Years 7, 8, 9, 10 and external examinations for Years 10 and 11 take place throughout the year. As far as possible examinations are conducted under the same conditions as those for external examinations. Internal examinations thereby facilitate good practice in examination procedures and revision techniques as well as providing a further indicator of progress.
- Agreed Formal Assessments take place for all Year groups during each of the three terms.
- **External examinations** including National Literacy and Numeracy testing, GCSE, BTEC and Entry Level qualifications and accompanying course work and/or non-examined assessments are conducted according to regulations laid down by the relevant authorities. Pupils and parents are informed of all requirements.

Withdrawal of pupils from external examination will be carried out only after formal discussion of each case with the Examination Entry Board, comprising the Headteacher, Deputy Headteacher, Key Stage 4 Manager, relevant AoLE Lead or Progress Manager and the Examinations Officer and parents are involved if the Board decides that pupil withdrawal is the best course of action. Such a decision is a final decision after a range of support and intervention strategies has been implemented.

- KS2/KS3 at transition – the school works closely with the Primary cluster to utilise assessment information as the main evidence base for supporting each learner’s progress during the first term of Year 7 to ensure effective transition.
  - Key Stage 2 data is shared – end of Key Stage Levels and NFER outcomes
  - National Literacy and Numeracy test data is analysed collaboratively through Literacy and Numeracy PLCs
  - On entry testing of Year 7 pupils includes MIDYAS, AWRT, Literacy and Numeracy screening.
- that agreed decisions and outcomes from cluster meetings are implemented by all relevant staff

## Cluster Work/Key Stage 3

Cefn Hengoed Cluster refined standardisation/moderation over a number of years. This promoted productive healthy working relationships between key staff, as well as a common approach to awarding levels.

Agreed next steps for the cluster are to examine the Descriptions of Learning in the AoLEs of Literacy Languages and Communication, Mathematics and Numeracy, and Science and Technology.

The aim is to focus on a Progression step per year, which will be progression step 3 in 2023. As a cluster, we will create exemplification of work covering each What Matters Statement/Description of Learning. The completed portfolio will act as a 'toolkit' for teachers across the cluster.

The rationale is to promote a shared understanding of assessment and progression. This will aid transition and inform future assessment of pupil progress.

### End of Key Stage 3 Assessment Strategies:

- Faculty/Departmental meetings involving all Key Stage 3 teachers, reaching a common understanding of standards
- Moderating a sample of teachers' judgements on learners' performance at the end of the Key Stage against agreed interpretations of standards and external points of reference.

### **At the end of Key Stage 3 teachers will provide an overall 'best-fit' subject level.**

For subjects with more than one attainment target a level will be provided for each attainment target and an overall subject level calculated by averaging the teacher attainment target levels according to set weightings. Teachers rounded judgements will:

- be based on knowledge of how the pupil performs across a range of contexts over a period of time
- take into account the different strengths and areas for development of individual pupil's performance
- be checked against adjacent level descriptions to ensure that the level awarded is the closest match to the pupils performance in each attainment target

## Marking/Feedback

*Please refer to the Marking and Feedback Policy.*

\* the quality assurance marking/recording review sheet is included in ***Assessment: A Handbook for Staff***, and is available in the staff handbook.

## Monitoring and Evaluating Assessment

AoLE Leads and Progress Managers are responsible for monitoring and evaluating formative and summative assessment. This is achieved through **Performance Management** procedures involving lesson observations, monitoring lesson planning, schemes of learning, learners' work.

During the Autumn term the Leadership Team observe all teachers through lesson observations/learning walks in every subject. The focus of the observations reflect local, regional and Welsh Government priorities and ESTYN recommendations and are shared with all staff prior to the cycle of observations. These observations inform Performance Management.

Following the publication of KS4 results, Subject Leads meet with the Head teacher and respective line managers as part of the **school's annual self evaluation process** to analyse performance. Prior to the meeting Subject Leaders complete the annual Departmental Self Evaluation and GCSE Results Analysis proformas. The results of individual pupils and the department as a whole are discussed, culminating in planning for future performance.

The Headteacher and the KS4 School Manager meet all Subject Leads and respective line managers following Year 11 Mock examinations. These meetings take place early in the spring term and further inform intervention impacting on critical outcomes and Key Indicators.

- **Agreed Formal Assessments**

At Key Stage 3 one recorded assessment per term should be close marked with a grade entered for tracking and monitoring.

**NB.** A level should not be awarded for an individual piece of work but the teacher can record a best fit grade that will inform the formative assessment at the end of Key Stage 3 when levels are sent to the Welsh Assembly Government.

- A grade translator can be found in the document ***Assessment: A Handbook for Staff*** and should be used consistently across all departments.



## Assessment for Learning

Assessment for learning generates a range of qualitative information about individual learners that is most meaningful and helpful to learners, their parents/carers, and to teachers as an aid to planning progressions. This qualitative information should include teacher commentary on learners' work and peer and self-assessment by learners. Such information will form the basis of ongoing teacher assessment within classrooms and other learning environments and within a key stage, and will inform reports to parents/carers at the end of each year.

The table below summarises some of the strategies used across the school to promote AfL:

<b>SHARING LEARNING OBJECTIVES AND SUCCESS CRITERIA WITH PUPILS</b>	<b>MAKING PUPILS ACTIVE PARTNERS IN THE LEARNING/ ASSESSING PROCESS</b>
<ul style="list-style-type: none"> <li>• Linking to other learning and building on pupils' ideas.</li> <li>• Helping pupils understand and use criteria.</li> <li>• Modelling.</li> <li>• Helping pupils to visualise and recognise success.</li> </ul>	<ul style="list-style-type: none"> <li>• No hands up questioning.</li> <li>• Talk partners and pupil reflection.</li> <li>• Self-assessment and peer- assessment.</li> <li>• Traffic lights/thumbs up.</li> <li>• Think/Pair/Share.</li> <li>• Ensuring pupils follow up on teacher comments/targets.</li> </ul>
<b>GIVING FEEDBACK ABOUT LEARNING INDICATING SUCCESS AND IMPROVEMENTS NEEDED</b>	<b>CREATING CONDITONS FOR LEARNING IN THE CLASSROOM AND THROUGHOUT THE SCHOOL COMMUNITY</b>
<ul style="list-style-type: none"> <li>• Oral feedback and questioning.</li> <li>• Marking against Learning Objectives.</li> <li>• Giving every learner confidence that he/she can succeed.</li> <li>• Teaching pupils to give constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• School values, ethos and climate.</li> <li>• Whole school view/policy for AfL.</li> <li>• Teachers and pupils' views and the use of language about learning.</li> <li>• Involving parents and carers in AfL.</li> <li>• How environment and resources (including ICT) are used to support AfL.</li> </ul>

## **Pupil Voice /Listening to Learners**

The term “pupil voice” refers to ways of listening to the views of pupils and/or involving them in decision-making.

A feature of effective leadership is engaging pupils as active participants in their education and in making a positive contribution to their school and local community.

### **Why involve children and young people?**

The Government is committed to the promotion and protection of children’s rights, in line with the United Nations Convention on the Rights of the Child. It believes that children and young people should have opportunities to express their opinion in matters that affect their lives. Some of the benefits of involving children and young people in decision making are:

- **It encourages pupils to become active participants in a democratic society** - by holding youth parliaments and school councils which develop skills such as co-operation and communication and encourage them to take responsibility.
- **It contributes to achievement and attainment** - young people involved in participative work benefit in a range of different ways. Increased confidence, self-respect, competence and an improved sense of responsibility have all been reported by young people who contribute in school. Schools also report increased motivation and engagement with learning.

### **Pupil Voice /Listening to Learners at Cefn Hengoed Community School**

The School Council plays an active part in the decision making of the school. Pupils complete a learner questionnaire monthly (Have Your Say Friday). The results are collated through the School Council and disseminated across the school. Pupils’ contribution to the curriculum is driven by Curriculum Pupil Voice groups across the school, with teaching and learning activities being used to enable pupils to focus on how to make informed decisions about their lives, their health and wellbeing, and the environment, for example.

Pupil participation in their own learning means a range of different things in the classroom. It includes developing tasks to reflect interests and needs as expressed by pupils; encouraging pupils’ reflection on their own and others’ learning; reflection by pupils on the style and content of lessons and opportunities to give feedback to teachers.

Assessment for Learning encourages a view of assessment as an essential part of everyday classroom practice involving teachers and learners in reflection, dialogue, decision-making and target setting. For pupils, the benefits of this include increased self-confidence and feelings of empowerment, and a greater sense of responsibility. Through the Curriculum Pupil Voice, pupils’ insight into the ways they learn best and the ideas that they have for lesson content and style as well as their ideas on the life of the school are shared and acted upon. Pupils have real impact in the school in signposting change.

### **Further sources of information**

The Office of the Children’s Commissioner for England: [www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk)

Participation Works: [www.participationworks.org.uk](http://www.participationworks.org.uk)

National Youth Agency: [www.nya.org.uk](http://www.nya.org.uk)

Hear by Right Standard Framework for the Participation of Children and Young People: [www.nya.org.uk/quality-services-for-young-people/hear-by-right](http://www.nya.org.uk/quality-services-for-young-people/hear-by-right)

British Youth Council: [www.byc.org.uk](http://www.byc.org.uk)

Pupil Voice and Participation England: [www.pvpengland.org.uk](http://www.pvpengland.org.uk)

UNICEF: [www.unicef.org.uk](http://www.unicef.org.uk)

UNCRC: [www.unicef.org.uk/Documents/Publications/crcsummary.pdf](http://www.unicef.org.uk/Documents/Publications/crcsummary.pdf)

## Recording

All teaching staff have access to a desktop computer or laptop, which is used to enter pupil data. The school's policy describes the specific arrangements for recording which can be adapted to suit the needs of the subject concerned.

Recording is consistent across all departments and completed on SIMS electronic marksheets; individual teachers are responsible for maintaining records for their own classes.

Marksheets include pupils' AWRT, MIDYAS and Global Target Grades which alongside subject performance will support report writing and inform discussion for Parents' Evening.

Marksheets also include contextual pupil data for all learners. This identifies groups of learners including SEN, FSM, LAC, EAL, MAT. This informs tracking and monitoring of groups of learners.

The AoLE Leads and Progress Managers can access individual class records ensuring they are appropriately completed following department procedures and whole school procedures such as Academic Reviews and Formal Assessments.

Records can be used to monitor class and pupil progress. Access of records through SIMS and the school drive will enable the class teacher and HOD to identify underachievers and put the relevant strategies for improvement into place.

All staff are given regular training and updates at key times in the Assessment Calendar on the use of the marksheets and new staff receive training as part of their induction.

To ensure confidentiality all additional information will be available separately for Key Stage School Managers and the Senior Teacher: Additional Learning Needs.

## Process

- One formal assessment to be recorded per term on the electronic marksheets as designated in the assessment calendar.
- Formal assessment should be graded for monitoring and tracking purposes.
- All assessments will inform the levelling process at the end of Key Stage 3 and predicting grades at Key Stage 4.
- Academic Review 1 and Academic Review 2 to be recorded as designated in the assessment calendar.
- Other summative assessment to be recorded in line with individual departmental policy and practice.
- A grade translator can be found in the document *Assessment: A Handbook for Staff* and should be used consistently across all departments.
- Teacher assessment of pupils will be available online for quality assurance by HOD/HOF/Line Manager and Leadership Team.

## Reporting

The purpose of reporting is to provide pupils/parents/carers/teachers an update on the progress of an individual learner. It is essential that robust summative assessment takes place throughout the year to inform the formal report. End of Year reports satisfy statutory requirement. In addition to End of Year reports, Academic Review 1 generates a progress report during the Autumn Term that is issued to all parents/carers.

## Reporting systems

All reporting deadlines will be included in the school calendar. All teaching staff have access to a pc or laptop, which can be used for direct entry of data (in practical areas alternative arrangements will be made) therefore avoiding duplication of work, supporting the workload agreement. The SIMS.net module will be available in teaching rooms.

Within a key stage, the statutory requirements are that schools must provide an annual report to parents/carers. As a minimum, a summary of every learner's progress must be provided in all national curriculum subjects including Religious Education and PE. Academic Review reports will be issued once a year. (Year groups 7 - 10 will be reported simultaneously in December). End of Year major reports will be issued at the end of the Summer Term.

Reporting should be user friendly to all parties. A robust programme of quality assurance will take place during reporting times involving Line Managers and peer quality assurance.

## Academic Reviews

The aim of Academic Review 1 is to provide a snapshot of pupils' progress, effort and behaviour. An attainment grade ranging from A to F will be reported along with an assessment of Effort and Behaviour. The guidance for grading is included in the document ***Assessment: A Handbook for Staff***.

These reports will be issued to parents of Years 7, 8, 9 and 10 pupils during December and the attainment grades recorded in Pupil Planners.

Academic Review 2 will take place at the end of March, but teachers are only required to record an attainment grade. Pupils will record their progress in each subject area in their pupil planners and set targets accordingly.

Learner-specific information, in the form of teacher comment on strengths and areas for development, is likely to be most meaningful and helpful to both learners and their parents/carers. It is important to make clear to parents/carers how they are using information based on national curriculum outcomes/levels.

Following each Academic Review, pupils are selected for mentoring. The mentoring system acts as a safety-net for pupils who are underachieving in relation to their Global Target Grade in a number of key subject areas. Parents/carers are fully involved in the process and receive regular updates on their child's progress.

Parents/carers of pupils that are achieving well in relation to their Global Target Grade receive letters of congratulations.

Parents/carers of pupils that are underperforming in relation to their Global Target Grade receive a letter to identify where the underperformance is taking place.

## Annual Report – Process

Guidance is provided in the document ***Assessment: A Handbook for Staff***.

- Reports will be subject specific, with a brief outline of the subject/course. The level of the paper should reflect the ability of the pupils.
- A section for recording EFFORT, HOMEWORK and CONDUCT will be included at the start of the report.

- A section to record current attainment and target grade is included.
- Exam grades at KS3/KS4 to be included (see grade convertor for Key Stage 3 in the document *Assessment: A Handbook for Staff*).
- The annual report should provide pupils, parents, carers and other interested parties with a clear, detailed picture of pupils' individual performance and attainment across the range of subject areas.
- The annual report must allow for target setting by both pupils and staff that lead to raising achievement. At GCSE targets need to be specific to raising achievement in examinations.

### **Personalised Assessments**

National reading and numeracy tests are statutory for all pupils (except those who have been disapplied) in Key Stage 3. They take place during the Summer Term, each year, and reported back to parents as standardised scores and reading/numeracy ages. The two numeracy tests are 'procedural' and 'reasoning' while there is one reading test.

### **Year 9**

In addition the above pupil performance will require staff to record a working level that is reported to WG every June.

The annual report will also provide an overview of the pupil's attitude, attendance, progress and achievement. A comment will be made by the Form Tutor, Key Stage manager and a member of the Leadership team.

## **Assessment to Address the Needs of Different Groups of Learners**

### **FSM**

Pupils who are entitled to Free School Meals will be monitored throughout both Key Stages at Cefn Hengoed. This focus ensures that deprivation does not act as a barrier to academic success. The electronic marksheets clearly identify FSM learners enabling tracking and monitoring on an individual, class, year group and whole school level. Academic Reviews and Formal Assessments allow for whole cohort performance levels to be monitored termly.

Fortnightly Heads of Core meetings focus on the attainment of FSM pupils at Key Stage 4 allowing for early identification of underachievement and appropriate timely intervention.

The tracking and monitoring of FSM pupils is done through the use of the school Global Grading system. This allows us to highlight strengths and weaknesses of individual pupil progress across the curriculum.

### **Literacy & Numeracy Intervention Groups**

Pupils are identified for intervention through analysis and scrutiny of baseline data. The needs of individuals are identified and pupil progress supported through small group intervention led by the Literacy and Numeracy Teaching Assistants. This intervention is managed by the Literacy and Numeracy Team.

Progress is monitored through the analysis of entry and exit testing.

The tracking and monitoring of Literacy and Numeracy intervention pupils is done through the use of the school Global Grading system. This allows us to highlight strengths and weaknesses of individual pupil progress across the curriculum.

### **ALN**

The policy acknowledges the need to celebrate the achievement of all pupils. At Key Stage 3 the need to grade or level pupils work other than for recording/tracking purposes allows flexibility in the monitoring of pupils' work. The use of targeted comments, rewards, praise should be deployed alongside the need to provide statutory information at the end of Key Stage 3 and Key Stage 4. Additional reading, writing and spelling support is provided through Literacy Targeted Provision and Numeracy Targeted Provision.

The tracking and monitoring of ALN pupils is done through the use of the school Global Grading system. This allows us to highlight strengths and weaknesses of individual pupil progress across the curriculum.

### **More Able and talented**

A range of data is used to identify MAT pupils at Cefn Hengoed, including CATs, AWRT and individual departmental assessment. The focus is on meeting the needs of MAT pupils within the classroom environment fostering a move towards more inquiry led, skills based learning. It will ensure greater access for pupils with a range of skills and learning styles.

At KS4, targeted revision sessions are arranged focused on supporting MAT pupils in accessing the highest grades in the identified subject.

The tracking and monitoring of MAT pupils is done through the use of the school Global Grading system. This allows us to highlight strengths and weaknesses of individual pupil progress across the curriculum.

## **EAL**

Staff receive support from the designated EAL coordinator who identifies practice to support EAL pupils. Information is shared during half termly PLC meetings. Support is provided during drop in sessions for staff who teach EAL pupils. The assessment of pupils' work will be done by the class teacher in conjunction with EAL coordinator when called upon.

The tracking and monitoring of EAL pupils is done through the use of the school Global Grading system. This allows us to highlight strengths and weaknesses of individual pupil progress across the curriculum. The coordinator meets with Heads of Year following each Academic Review.

## **LAC**

Pupils identified as LAC will be monitored through the school assessment procedure. Any additional support will be identified and provided by all staff. Our Cluster LAC Support Officer provides both academic and pastoral support to key LAC learners, acting as a mentor. Progress on pupils is communicated to all stakeholders during twice yearly LAC reviews.

The tracking and monitoring of LAC pupils is done through the use of the school Global Grading system. This allows us to highlight strengths and weaknesses of individual pupil progress across the curriculum.

## **Rewarding good progress**

To encourage pupils in their efforts, a rewards system is in place which recognises the hard work of pupils who complete all set work to the best of their abilities. Credits, certificates, postcards, vouchers, acknowledgement during assemblies, contact with parents through the Key Stage School Manager and communication from the Headteacher enhances this process.

### **Criteria for staff giving credits:**

*(Drawn up following consultation with our School Council and Senior Pastoral Team)*

### **All credits to be recorded on SIMS in the achievement column**

#### **Lessons:**

- Excellent effort
- Positive attitude
- Helping another pupil
- Excellent standard of work
- Subject specific criteria

#### **General:**

- Helpful/Showing kindness/Supporting or stimulating the learning of other pupils
- Representing the school
- Taking part in a class assembly
- Positive IEP review
- Improved or continually good attendance
- Active member of the Green Team
- Assessment grade awarded reflecting that a pupil is working in line with/ above Global Grade target

A rewards assembly is calendared each term and led by the Key Stage Manager.