ST MARY'S HIGH SCHOOL, NEWRY

Assessment Policy

Revised June 2018

"Assessment and other data is used to effectively inform learning and teaching across the school and in the classroom to promote improvement"

Every School A Good School – April 2009

"Teachers use varied forms of assessment which are matched to the pupils' ages and stages of development. The assessment tasks have clearly identified purposes which are understood by the pupils"

"The pupils progress and attainment are monitored and recorded in line with statutory requirements."

Together Towards Improvement – 2010

Rationale

Assessment is an integral aspect of learning and teaching in St Mary's. It supports each pupil in their own learning, empowering them to achieve their full academic and creative potential.   Effective assessment engages pupils in the learning process, develops their self-esteem and sense of personal responsibility. Assessment data is essential to whole school planning and review, creating a child centred learning environment based on individual learning and high expectations of all.

The school's mission statement states:

"We will work in collaboration with other educational institutions and in partnership with parents and pupils to maximize academic and creative potential of pupils, enabling them to achieve the highest educational standards, thereby enriching their lives, the community and the economy".

- Learning, teaching and assessment are a continuous cycle, effective planned assessment is an integral part of this process;
- Assessment is focused on learning and contributes to the raising of pupil attainment, which is closely monitored and tracked throughout all key stages;
- Assessment is based on clear learning objectives and criteria for success that are made explicit to pupils;
- Assessment is an ongoing process, integral to learning and teaching in the classroom;

- Assessment involves the use of high quality effective questioning to deepen learners' understanding;
- Assessment strategies and tasks are varied and differentiated to meet the needs of all pupils;
- Assessment supports pupils to improve attainment through effective feedback
- Assessment includes 'Scaffolding Reflection' giving time to pupils to recognise what and how they are learning and to make changes as they progress;
- Assessment is as objective and consistent as possible;
- Assessment data informs whole school planning and review

Purpose of Assessment

For School:
- Assessment supports class teachers and subject leaders in evaluating the effectiveness of learning and teaching and in adjusting teaching strategies to take account of pupil attainment;
- Assist teachers/curriculum leaders in making decisions about appropriate curriculum pathways and class groupings;
- Assist Class Teachers, Heads of Department, Pastoral Leaders and SLT in monitoring pupil attainment;
- Tracking of pupil attainment and the use of whole school intervention strategies to support identified underachieving pupils;
- Monitor and support pupils with SEN, Newcomer pupils and those with additional learning needs.
- Identify gifted and talented pupils to enable the provision of extension work;
- Support whole school Target Setting and Exam Analysis
- Monitor, evaluate and benchmark whole school attainment, creating a reflecting learning environment
- Recognise and reward the achievement of pupils and celebrate success;

For Pupils:
- Encourage pupils to take greater ownership of their own learning and progress through the setting and monitoring of their own Target % (KS3) and Target Grade (KS4)
- Enable pupils to reflect on their own performance against their targets, recognise individual achievement and success;
- Encourage pupils to identify areas for improvement and possible learning difficulties.
- Support pupils in overcoming possible barriers to learning including the use of whole school intervention strategies;

For Parents/Guardians:
- Inform parents/guardians on a regular basis about their daughter's/son's (collaboration students) progress;
- Assist parents in helping their daughter to make informed choices in relation to curriculum pathways and career choices;
- Help parents to encourage and support their daughter to achieve their full potential;

Assessment for Learning – Key Features

KS3 and KS4 pupils attend a Learning and Assessment Seminar each September. The seminar highlights the key elements of the learning and assessment cycle including: effective use of learning plans, types of assessment and key assessment dates. Each pupil receives their Learning and Assessment Plan for the year.
(Appendix 1- KS3: Appendix 2- KS4 Learning and Assessment Plans)

(a) Learning Intentions

Learning Intentions are explained to all pupils and form an integral part of the learning cycle. Learning Intentions allow each student to have a clear understanding of what will be learned during the lesson allowing them to complete tasks successfully, they:
- help pupils to focus on the purpose of their learning rather than merely on the completion of the activities;
- make connections with previous learning - transferable learning;
- help teachers to review progress;
- may be expressed in terms of:
  - Knowledge;
  - Understanding;
  - Skills Development;

Key Stage 3　　Topic Learning Intentions are contained in the Learning Plans which are given to pupils at the start of each new topic **(Appendix 3)**. Individual Learning Intentions are shared with pupils at the start of each lesson and pupils are encouraged to record these in their books.

Key Stage 4/5　　Learning Intentions/Subject content is shared with all pupils as outlined in the subject syllabus, these are displayed in the pupil exercise or workbooks.

(b) Success Criteria

Success Criteria is discussed and agreed with pupils, enabling them to have a greater appreciation of what is required from them to achieve their personal targets. Success Criteria enables pupils to gain a better understanding of what a 'good' piece of work should be.

Key Stage 3   The agreed success criteria is recorded by pupils in their Learning Plans. The success criteria relates to the assessment which the pupils will be completing at the end of the learning and assessment cycle.

Key Stage 4/5   Success criteria is matched to the subject content within the syllabus. Marks schemes are continuously used by teachers to enable pupils to identify successful answers and reflect on their own performance.

(c)   Effective Questioning

Teachers use a range of questions to challenge and develop learning and also to evaluate the teaching strategies used. Both thinking time and effective questioning encourages deeper understanding and promotes self reflection. Effective questioning:
- involves all pupils in classroom learning;
- deepens pupils' learning, understanding and attainment;
- develops examination techniques;
- assists the classroom teacher in assessing the pupils' level of understanding and informs future planning;

(Teacher guidance on Effective Questioning – Appendix 4)

(d)   Types of Assessment

(i)   Formative
Such assessments are undertaken informally within normal planned classroom activities and are Assessment FOR Learning. This is ongoing and provides evidence of progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities. This can take the form of observations, class tests, presentations, research, homework and practical projects.

(ii)   Summative
This formal process is Assessment OF Learning and is used to measure pupil attainment, normally carried out at the end of the learning and assessment cycle. This can take the form of: External Examinations, Christmas and Summer Examinations, End of Topic Tests and Standardised Assessments. These assessments are used to:
- inform learning and teaching;
- monitor attainment;
- identify pupil progress and success;
- identify underachievement;
- measure the success of student support strategies;

Pupils also complete PTM and PTE summative assessments each year in KS3.

Standardised Summative Assessment
Standardised Department Assessments are given at set times throughout the school year, outlined in the school calendar and pupil diary.
Key Stage 3   4 Standardised Assessments (Oct, Dec, March, June)

Key Stage 4   5 Standardised Assessments (Oct, Dec, Feb, March, June)
Attainment in each assessment is recorded in SIMS Assessment Manager by class teachers and tracked against the pupils' Personalised Target for each subject (KS3 Target %, KS4 Target Grade).

At Post 16 Key Assessments are completed on a regular basis by General Subjects and in preparation for external examination units by Applied Subjects as outlined in the relevant Department Assessment Policies. Pupil attainment in such assessments and in portfolio completion is tracked by class teachers against the pupils' target grades.

Personalised Targets
All pupils have a personalised target in each of their subjects, attainment in summative assessments is monitored and benchmarked against this target.

Key Stage 3   **Personalised Target Percentages**
Based on the MidYis results (Sept. - Year 8) pupils are given a Personalised Target % in each subject, these are based on relevant stanines (Vocabulary, Maths or Overall).   The Target Percentages are shared with pupils and they record them in their Homework Diary.

Review of Targets
January - Year 8 Pupil Target % are reviewed by departments (after assessments 1 and 2) and if necessary these are changed based on pupil attainment and professional judgment.
June - Years 8 and 9 Pupil Target % are reviewed and if necessary are amended.

Key Stage 4   **Personalised Target Grades**
Subject teachers support pupils in establishing an agreed target based on KS3 results, PTE/PTM, previous assessments and professional judgment in each subject. This target is reviewed after Standardised Assessment 2 and 5 in Year 11. The targets are shared with pupils and recorded in their Homework Diary.

Key Stage 5   **Personalised Target Grades**
Subject teachers support each pupil in establishing a target grade in each subject, this is completed in consultation with parents at the Year 13 Parent Teacher Meeting (Term 1). Teachers use GCSE grades, SIMS Best Chance Predictions, pupil assessment results and their own professional judgement to assist with this process. Pupil attainment is monitored by class teachers and matched to the pupils' personalised target grade.
In Year 14 pupils reflect on their 'AS' module results or attainment to date (Vocational subjects) and this target is reviewed.

(iii)   Self and Peer Assessment

Pupils are given opportunities within each subject area to evaluate their own and other pupil's performance.   Self and Peer Assessment encourages pupils to become independent learners, increases motivation and supports pupils in identifying ways to improve the quality of their work.   Such assessment takes place in a climate of high expectation where success criteria is shared and agreed.   Class teachers create a supportive learning climate where pupils feel comfortable and trust one another, encouraging successful peer assessment. Peer assessment supports collaborative working and develops the skill of evaluating their work and the work of others. Peer and Self Assessment gives pupils insights into the criteria of quality learning and what constitutes a 'good' piece of work. Peer and Self-assessment assessment encourages pupils to take responsibility for their own learning, they encourage a reflective learning culture and independence in learning.

(e)   Marking for Improvement, Feedback and Scaffolding Reflection

Marking for improvement, Feedback and Scaffolding Reflection supports pupils to 'further' and improve their learning. Marking and feedback focuses on the learning intentions and encourages pupils to act on the comments provided to improve their own performance.

Marking for Improvement

Consistent Marking for Improvement is essential for effective learning and teaching. Teachers provide quality feedback on the quality of the content and presentation of the work including spelling, punctuation and grammar, this is in line with the Whole School Presentation and Marking Code. **(Appendix 5)**

Teacher comments provide feedback on how work can be improved, the emphasis of all feedback is effort rather than ability, supportive feedback builds pupils' self-confidence and attainment. Marking for Improvement focuses on providing high quality, detailed and informative marking on selected pieces of work.

When marking teachers will :
- share criteria for marking with pupils;
- ensure that pupils receive feedback relating to their work as soon as possible;
- recognise and comment on strengths and areas for improvement;
- indicate ways that the pupils can make improvements;
- recognise good work and effort and give praise;
- keep a record of marks in their planners/electronic devise or mark sheet using Assessment Manager and retain work according to their Departmental Policy;
- use the whole school Marking and Presentation Code;

Feedback

Feedback is focused on the learning intention and success criteria of the tasks set. This helps pupils understand the causes of their success or areas for development and become aware of the steps needed for improvement. Oral and written feedback are closely interrelated and equally valued within learning and teaching. Peer and self-assessment, as well as teacher assessment, contribute to formative feedback.

Structure of quality feedback:
- highlight success – referring to the success criteria;
- identify areas for improvement;
- provides improvement suggestions:
  - o reminding the pupils of the learning intention and success criteria;
  - o giving examples of what they could do or ask focused questions;
  - o giving pupils examples or suggestions they can use to improve;
- encourages pupils to read the constructive comments and make any necessary changes;
- Reflection Plans in Key Stage 3 **(Appendix 6)** and standardised assessment cover sheets in Key Stage 4 **(Appendix 7)** are used to:
  - o record pupil attainment;
  - o provide written teacher/peer feedback;
  - o scaffold the pupils own self reflection;
  - o involve parents in their child's progress

Types of Feedback

Different types of feedback are appropriate for different purposes, these include:
- verbal teacher feedback;
- teacher checked - acknowledged marking (dated and signed);
- comment only marking/marking for improvement – this will exclude marks or grades and will include 'closing the gap' prompts to facilitate improvement;
- marks/Grades marking;
- self marking - marking by the pupil of their own work with structured guidance by the teacher linked to the Learning Intention and Success Criteria;
- peer marking – marking by another pupil with structured guidance by the teacher linked to the learning intention and success criteria;

Scaffolding Reflection

Reflection helps pupils to recognise what and how they have learned and what they need to focus on in the future. It involves helping the pupils to make judgements about their own and others' learning. This approach will be modelled by the class teacher and pupils should view it as part of their learning experience.

Scaffolding Reflection helps:
- develop pupils understanding of the success criteria/examination marks scheme in both giving and receiving feedback;
- pupils become more aware of the ways to improve their own work;
- improve attainment due to the emphasis placed on identifying areas of success and improvement;

Scaffolding reflection can take place:
- at the beginning of the lesson – to connect new learning;
- during the learning – helping pupils to stay focused and make necessary improvement during the learning cycle;
- after the learning – helping pupils to become aware of successes and areas for improvement to inform their learning targets;

Pupil Reflection
- <u>Key Stage 3</u> - Teachers use Pupil Reflection Plans to provide quality written feedback on the standardised assessments. Pupils are encouraged to reflect on their own progress by identifying what they did well and areas for improvement. **(Appendix 6)**
- <u>Key Stage 4</u> - All teachers use standardised assessment front cover sheets to provide written feedback, benchmarking their result to their target grade for that subject. Pupils reflect on their progress identifying areas of strength and improvement. **(Appendix 7)**

(f)   Recording, Monitoring Progress and Raising Standards

Pupil attainment is monitored using a variety of assessment tasks and progress is tracked by Class Teachers, Heads of Department, Pastoral Leaders, the Raising Standards Team and the Senior Leadership Team.

Formative Assessments
Formative Assessment results for all Key Stages are recorded in the teacher's planner. Homework, class work and end of topic/unit tests are recorded by teachers in their planner (paper or electronic copy);

Summative Assessments
In **Key Stage 3 and 4** all Standardised Assessments are recorded by class teachers in SIMS Assessment Manager. Each result is benchmarked against the pupils' Personalised Target % (KS3) or Personalised Target Grade (KS4). Each result is classified using a shading system:
- Above Target – Green shading
- On Target – Yellow shading
- Below Target – Red shading

Pupils record each assessment result in their diary and use the following key to monitor progress; Parents/Guardians are encouraged to discuss their daughter's progress and sign each assessment column in the diary.

+	Above Target
0	On Target
-	Below Target

All teachers use SIMS Behaviour Manager to reward pupil attainment and effort but also to highlight and challenge underachievement.

Achievement points may be awarded by class teachers to pupils who are working hard and making good progress. Teachers may also reward effort and progress using a variety of other means including student of the month, badges, rewards, certificates, department postcards and notes in diaries.

Pupil attainment is monitored by Class Teachers, Heads of Department, Year Tutors, the Raising Standards Team and SLT to track pupil progress and identify pupils who are underachieving and need extra support through the Raising Standards Programme as outlined in the Cycle of Improvement. **(Appendix 8)**

Any student who is not making satisfactory progress in relation to attainment in assessments may be issued with a Behaviour Point (Underachievement). Teachers will use their professional judgement in issuing such points, in-line with the pastoral ethos of the school.

Pupils with SEN – All Key Stages
The Special Needs Co-ordinator closely monitors and tracks the progress of pupils with SEN using their attainment in standardised assessments (Midyis, PTE and PTM) and in subject summative assessments. This data is used to identify underachievement and employ relevant support strategies but also to measure the effectiveness of strategies in place. All teachers track the progress of SEN pupils completing and reviewing the targets within the Individual Educational Plans. Each subject establishes a target for each student and the assessment process is used to support and track the progress.
(Appendix 9   Individual Education Plan)

New Comer Pupils – All Key Stages
The New Comer Co-ordinator closely monitors and tracks the progress of New Comer pupils using their attainment in standardised assessments (Midyis, PTE and PTM) and in subject summative assessments. This data is used to identify underachievement and employ relevant support strategies but also to measure the effectiveness of strategies in place. New Comer pupils are assessed within each subject against the CEFR (Common European Framework of Languages) and given a grade for talking and listening and reading and writing.
(Appendix 10   CEFR template and powerpoint)

At **Post 16** attainment in key assessments and portfolios is recorded by class teachers using their planner/recording system. Any student who is underperforming in relation to their personalized target grade is identified using SIMS Behaviour Mangement. Pupils are supported by their Class Teacher, Heads of Department, Form Teacher or Year Tutor.

All parents are encouraged to contact the school to arrange an appointment if they have any concerns about their daughter's progress.

Assessment Data and Raising Standards

The school collates and uses a range of data to track and monitor pupil attainment across all year groups. This is in addition to other assessment data recorded by individual department teachers eg class tests results, homework results which is used to monitor the progress of individual classes. **(Appendix 17)**

Whole school assessment data is regularly analysed by Senior Leadership, Heads of Department, SENCO, Numeracy and Literacy Co-ordinators, Pastoral Leaders and Raising Standards Team to monitor attainment.

Intervention strategies are initiated for those pupils who have been identified as underachieving in a number of subject areas. Mrs Hughes (Raising Standards Leader), Mrs Haddad (Newcomer Co-ordinator) and Mrs Mc Cloy (SEN Co-ordinator) liaises with Subject Leaders, Year Tutors, Senior Leadership Team and the School Mentor.

(h)   Homework

Quality homework consolidates work which has been undertaken in class and helps to reinforce and extend pupils' knowledge. It encourages pupils to think and learn independently and the work completed can be used within the assessment process. There are many different types of homework which can be used as a basis of assessment, these include; written, learning, research and practical.

(i)   Cross-Curricular Skills

The cross-curricular skills of Communication, Using Mathematics, and Using Information and Communications Technology (ICT) are the core skills which learners' access and apply their knowledge and understanding. These skills are developed across the curriculum and are the responsibility of all teachers. Emphasis is placed on transferring, applying and 'using' skills effectively, throughout the curriculum. **(Appendix 11)**

(j)   Thinking Skills and Personal Capabilities

The ability to think both critically and creatively and to develop personal and inter-personal skills is essential for all learners. The development of Thinking Skills and Personal Capabilities (TS&PC) is embedded in learning and teaching within all subjects helping to prepare pupils for employment and their role as active citizens in society. **(Appendix 11)**

(k)   Reporting

Reporting:
Reports are given to parents at set times throughout the school year:

Key Stage 3
December   –   Christmas Report-short **(Appendix 11)**
Term 1/2   –   Parent Teacher Meeting
June   –   Summer Report-detailed **(Appendix 12)**
Key Stage 4
September   -   Results from Summer Yr 11 GCSE external modules **(Appendix 13)**
Term 1/2   -   Parent Teacher Meeting
December   –   Christmas Report-detailed **(Appendix 14)**
March   -   Interim Report-short **(Appendix 15)**
Key Stage 5
Term 1   -   Parent Teacher Meeting
March   -   Interim Report-detailed **(Appendix 16)**

Copies of terminal reports are retained by the school.

(l)   Assessment Data for Collaboration Pupils:
All Assessment results for collaboration pupils are forwarded to the Year Head in home schools.   Teachers also co-operate with both partner schools in relation to sharing assessment data to monitor pupil progress and to facilitate each schools' reporting arrangements.

Responsibilities

Principal and Senior Leadership Team
The Principal and Senior Leadership Team have overall responsibility for developing effective practices within the school for assessment, recording and reporting. The team:
- identify assessment priorities as outlined in the School Development Plan;
- ensure the school meets all statutory obligations in relation to assessment across all Key Stages;
- lead whole school target setting ensuring effective procedures for the identification of underachievers and initiate support strategies to raise pupil attainment;
- ensure consistent whole school approach towards assessment, recording and reporting;
- develop effective procedures to fully utilise relevant assessment data from primary schools to allow ease of transition of pupils between Key Stages 2 and 3;
- analyse assessment data e.g. Key Stage 3, GCSE and GCE results to monitor and evaluate pupil attainment and progress against whole school targets as outlined in the School Development Plan;
- ensure assessment arrangements are clearly shared with all members of staff in line with the whole school policy and relevant data is disseminated to facilitate self evaluation, planning and target setting;

- present whole school targets and statistics to Governors and relevant external stakeholders eg DENI;
- monitor, evaluate and review the Whole School Assessment Policy, procedures and arrangements;

Heads of Department
- monitor assessment arrangements through book monitoring and share findings with SLT
- effectively use assessment data, both internal and external, to facilitate self evaluation, planning and target setting within their department;
- ensure all statutory requirements are met in relation to all external assessments including portfolio assignments/controlled assessments;
- identify relevant training opportunities for department members in relation to all aspects of assessment;
- monitor assessment arrangements within their department, ensuring a consistent department approach;
- share good practice in relation to assessment within their own and other departments
- develop effective department strategies to support those pupils who have Special Educational Needs, the Gifted and Talented, New Comer Pupils and those who are deemed to be underachieving;
- collate and analyse relevant formative and summative assessment data within their department and report to the Principal and SLT in relation to all aspects of assessment when required;
- monitor, evaluate and review their Departmental Assessment Policy in line with the Whole School Policy;

Subject Teachers
- successfully implement their Department's Assessment Policy to include the use a range of assessments;
- liaising with the SENCO to review and write IEP's and the New Comer Co-ordinator to complete CEFR for relevant pupils;
- ensure the needs of those pupils identified as Gifted and Talented are being met by providing extended activities/assessments;
- address pupil underachievement using whole school and department procedures and arrangements;
- ensure the key principles of Assessment for Learning are implemented within classroom practice;
- ensure all pupils' work is regularly and consistently marked, highlighting strengths and areas for development;
- keep accurate and consistent records of pupil performance to inform future learning and teaching. Such data is shared at Department Meetings;
- explain the personalised target percentages to pupils in Key Stage 3 to ensure understanding of the target setting process
- agree personalised target grades with pupils in Key Stage 4 and Post 16;
- liaise with key members of staff e.g. Form Teachers, Year Tutors, SENCO to support pupils who are underachieving;

- set high quality homework at regular intervals which is marked consistently in line with the Marking Policy;
- implement all aspects of the school's reporting procedures;
- use comment only marking/marking for improvement on a regular basis to provide pupils with meaningful feedback on their achievements and areas for development;
- reward pupil achievement using oral and written feedback and the pastoral system – achievement points;

SENCO
- liaising with other staff, identify pupils with Special Educational Needs and assess their specific needs;
- working with other staff, develop and support appropriate assessment arrangements for pupils with SEN;
- ensure statutory requirements are met to support pupils with SEN during external assessments;
- monitor and evaluate the performance of pupils, reporting to parents and other stakeholders at set times throughout the year;
- lead whole staff training in relation to assessment arrangements for pupils with SEN;

Raising Standards Leader/Team
- Initiate procedures within the school to identify and support pupils who are underachieving using baseline data;
- Develop whole school strategies to support pupils who are underachieving;
- Lead the Raising Standards Team to co-ordinate and monitor pupil attainment;
- Co-ordinate the whole school Mentoring Programme;
- Develop effective communication procedures to inform parents regarding their daughter's progress and areas for improvement;
- As members of the Raising Standards Team, the Literacy and Numeracy Co-ordinators will monitor literacy and numeracy attainment (PIE, PIM, Summative Assessments results in Maths and English, KS3 Levels, GCSE module results) to identify relevant support strategies for pupils who are underachieving and those who have additional learning needs.
- The leader will coordinate whole staff training on the effective use of data to monitor pupil progress across all Key Stages and disseminate data to staff;
- Monitor and Quality Assure all Department Summative Assessments (Christmas and Summer Tests) to ensure a consistent whole school approach.

'Newcomer' Coordinator
- Liaises with all staff to share information and support appropriate assessment arrangements for Newcomer pupils in subject areas;
- Ensure statutory requirements are met to support Newcomer pupils;
- Lead whole staff training in relation to assessment arrangements for Newcomer pupils;
- Liaise with Newcomer Classroom Assistants to monitor and support pupils

- Liaise with staff to ensure every subject teacher contributes to the CEFR process to monitor and assess the progress of Newcomer Pupils.
- Monitor and evaluate the performance of Newcomer pupils, reporting to parents and other stakeholders at set times throughout the year;

Associated Whole School Policies:
This policy is set within the broader school context of Curriculum and as such should be implemented in conjunction with the following school policies:
- Learning and Teaching Policy
- Marking and Presentation Policy
- Homework Policy
- SEN Policy
- Literacy Policy
- Numeracy Policy
- ICT Policy
- Pastoral Care Policy
- Examinations Policy
- Controlled Assessment Policy
- Behaviour Policy
- Parental Engagement Policy
- Inclusion Policy

All policies are available from the school website www.stmarysnewry.com.

Monitoring, Evaluation and Review:
As Leader of Learning, Mr Fitzpatick is responsible for monitoring, evaluating and reviewing the Assessment Policy. The whole school Assessment Policy will be revised on an annual basis in line with statutory requirements. Mr Fitzpatrick will report annually to the Principal and SLT on the development and progress of Assessment procedures:
- Heads of Departments will ensure that Assessment is incorporated in schemes of work;
- Heads of Department will ensure that their departments' Assessment Policy has been revised in line with whole school policy;
- The Senior Leadership Team will monitor and evaluate the implementation of the Whole School Assessment Policy;
- The Leader of Learning will be responsible for evaluating the progress of the whole school approaches to Assessment
- The Leader of Learning will be responsible for reporting progress under this policy to the Principal on an annual basis.
- The Raising Standards Leader is responsible for evaluating the whole school Raising Standards Procedures and reporting to the Senior Leadership Team.

Appendix

1	KS3 Learning and Assessment Plan
2	KS4 Learning and Assessment Plan
3	KS3 Learning Plan
4	Effective Questioning – Guidance for Teachers
5	Presentation and Marking Code
6	KS3 Reflection Plans
7	KS4 Standardised Assessment Cover Sheets
8	Cycle of Improvement
9	Individual Education Plan
10	CEFR template and powerpoint
11	KS3 Sample Report – Short
12	KS3 Sample Report – Detailed
13	KS4 September Module Report
14	KS4 Sample Report – Detailed
15	Ks4 Interim Report
16	Post 16 Interim Report
17	Assessment Data