

YSGOL
MAESTEG



ASSESSMENT, TRACKING & REPORTING POLICY

#motivatedtostrive

Contents Page

Principles of Assessment at Maesteg School.....	3
Target Setting for Pupils.....	3
Classroom Level Formative Assessment.....	4
6 Questioning techniques.....	4
Approach to Formative Marking and Feedback to Support Progress in Learning.....	5
Directed Improvement and Reflection Time (DIRT).....	7
Feedback Exemplars.....	8
Faculty Specific Feedback.....	9
Homework Guidance.....	11
Summative Assessment and Tracking.....	13
Reporting on Progress.....	14
Reporting to Parents and Quality Assurance (Full Reports).....	15
Appendix 1 – Raising standards cycle – Practitioners.....	16
Appendix 2 – Raising Standards – Head of House.....	17

Principles of Assessment at Maesteg School

All assessment activities at Maesteg School aim to fulfil at least one of the following:

- To allow learners to know what they are able to do, what they cannot yet do and what is required on their part to address any gaps in learning (formative assessment);
- To provide teachers with information about the impact of their teaching on pupils' knowledge, understanding and skills and to reflect on the next steps for their own teaching (diagnostic assessment);
- To ensure that pupils, parents and teachers know what a pupil has learnt over a series of lessons (summative assessment).

Assessment is at its most powerful when the pupil is put at its heart, understanding why the assessment is being carried out and what it tells them about themselves as a learner. The school aims to centralise the pupil at all levels of assessment activity. Likewise, the relevance of any assessment activity is judged on how it impacts on pupil progress.

Assessment at Maesteg School happens through the following levels, all of which inform each other and should be regarded as cyclical in nature:

- **Target Setting of pupils** → This is so pupils, teachers and parents are aware of the expected outcomes of any summative assessment activities
- **Classroom level** → This include all Assessment for Learning strategies; questioning; marking of books; feedback; DIRT activities; and homework.
- **Faculty level** → Tasks (sometimes differentiated) carried out by all pupils as a way of measuring outcomes at pivotal moments in the learning process
- **School level** → Teachers using their professional and subject-specific expertise to monitor pupil progress and provide reports for parents

The setting of Targets for Pupils

Teachers, pupils and parents all need to know what a learner needs to achieve at various points in their learning to ensure they are making progress. Ultimately, it is the teacher's professionalism and increasing knowledge of their pupils which allow for meaningful and individualised targets to be set for each pupil. At Maesteg School, a range of data is used to inform this process:

- WNT data – The combined raw 'Reading' and 'Procedural' scores and the equivalent WNT Category
- FFT 50/20 estimates
- KS2 Teacher Assessment Information
- An increasingly rich set of data from individual subject assessments as the pupil moves through the school
- The WAG expected level of progression between KS2 and KS4 of 2 levels and KS2 to KS4 of 3 levels.

All targets are quality assured by the Director of Learning and adjusted where necessary. The ALNCO has specific responsibility for quality assuring the targets for all pupils with ALN.

In 2018-2019, all targets for KS4 pupils will be set through consultation with the pupil themselves to trail involving learners in setting and understanding their targets in each subject. This approach is set out more thoroughly in the *KS4 Target Setting* document made available to all colleagues and outlining the following stages:

Stage 1	Teachers to analyse available data on the students they are teaching
Stage 2	Teacher – Pupil Interviews
Stage 3	Quality Assurance of targets by Directors of Learning
Stage 4	Quality Assurance of targets by SLT Line Manager

Classroom Level Formative Assessment

Regular formative assessment is at the heart of any classroom and allows pupil to understand what they are doing well and what they need to do to improve. It is the primary tool used by teachers to adjust teaching strategies to suit the needs of the pupils. The process involves both formal and informal assessment procedures conducted during the learning process to improve pupil attainment, through regular feedback and interaction with pupils.

Formative assessment is often referred to synonymously with Assessment for Learning. However, AFL refers specifically to the collection of approaches and strategies associated with the practice of formative assessment. There are many techniques associated with Assessment for Learning including quizzes, summary tasks, response cards, exit passes, journal reflections, to name but a few. These strategies, amongst others you will see used regularly at Maesteg School in order for teacher to check understanding, in addition to looking at work completed in books.

Arguably one of the most effective Assessment for Learning tools is the use of good quality questioning which can be used to check understanding but to also further stretch pupils and promote high order thinking skills, promote imagination, speculation and creative thinking.

At Maesteg School we have a consistent approach to questioning which aims to reduce passivity and to close the gap between a pupil's potential and actual performance. The underpinning philosophy of 'no hand up' ensures that all pupils get involved in the thinking process and prepares an answer for the teacher.

6 Questioning Strategies at Maesteg School

These are the 6 questioning strategies developed through action research that work for our pupils, in our context.



With this technique, teachers will ask pupils to prepare for more ambitious thinking by writing the answer on a post it note / whiteboard.



Not trying is not acceptable. This strategy begins with a pupil not being able to answer a question and ends with that same pupil finally giving the answer.



Think pair share, pose/pause/pounce/bounce and cold calling ensure that every pupil prepares an answer and has time to think.



Reward a right answer with follow up questions to extend knowledge and deepen thinking.



There is a difference between partially and all the way right. Rather than rounding up an answer for the pupil, hold out for the right answer.



Following an answer. Ask pupils if they would like to add, build or challenge the comment.

Approach to Formative Marking and Feedback to Support Progress in Learning

The school's approach to marking is underpinned by the work of Dylan Williams and John Hattie. Feedback is primarily formative and is focused on what pupils need to do to improve. Its purpose is to ensure that areas for correction or development in a student's exercise book are identified by the teacher in a consistent, transparent and efficient way. It should also provide pupils information on how well they have achieved and what they have to do to make progress. It is also used as the main vehicle to inform planning and teaching and is the starting point in the 'learning cycle.' A number of marking symbols have also been designed to meet the school's priorities in terms of LNF; Challenge; Growth Mindset; and Increased Independence on the part of Pupils.

Marking and Feedback Requirement

Teachers will use a variety of marking strategies in exercise books as a formative tool to support learning. This will include:-

- Work marked by the pupil (self-marked).
- Work marked by a peer (peer-marked).
- Work marked in line with the Faculty 'Best Practice' Feedback strategies (found at the end of this section)
- Visual checks by the teacher with verbal feedback, live in class.

Deep / High Impact Marking

Teachers should be responding to and marking work completed in each student's book, in depth, approximately every 8 lessons. Core subject teachers will complete in depth marking on one or two occasions per half term. This marking will be known as deep / high impact marking and will include an action for pupils to complete during DIRT time. (Directed Improvement and Reflection Time) Feedback should be tightly linked to the learning objective, success criteria or progression rubrics. Opportunities for teachers to demonstrate the marking and assessing of work in front of their class as well as regular verbal feedback should also be taken. (See Deep / High impact section below for guidance)

Pen Colour

Peer assessment, self-assessment, DIRT time tasks and corrections should be demonstrated by pupils through the use of a **green ink pen**. Marking from the teacher will be completed in **any colour other than green**.

Peer and Self-Marking

For peer and self-marking to be successful we need to develop a positive framework that encourages all students to feel confident enough to make purposeful contributions to the process.

Some pupils will still crave the teacher's expert advice, therefore to promote independence it is essential to generate clear success criteria for the students to mark against (this will reduce the chance of students making simple or generic comments which are not useful for student progression). This will promote key skills, whilst allowing the student to take greater ownership over their work. It will also allow students to identify areas of strengths and areas of development in their peers work, allowing for students to progress their work further. This type of marking will only be used when adding value to the feedback process.

Marking Notation and Symbols

Literacy

Sp	Spelling
Exp	To denote clumsy or inaccurate expression
P	Inaccurate Punctuation
?	Indicates work is unclear
./	Indicates a new sentence should have started
//	Indicates a new paragraph should have started
C	A capital letter should have been used

Presentation

U	Date and/or heading should be underlined
Penc	Drawings / Diagrams should be in pencil
Cr	Crossings out need to be neater and clearer
Wr	Formation of letters (Handwriting) needs to be more complete
Diag	Spider diagrams / mind-maps need to be clearer

Identifying all errors can be counter-productive, especially with low achievers, so it is advisable to restrict the number of corrections, for example 5 errors in total for a pupil to focus on.

Deep / High Impact Marking

This feedback is crucial in ensuring that a pupil has the opportunity to respond to feedback and to demonstrate progress so that learning is 'visible.' All teachers will base their feedback on the following Motivated to Strive features, in line with our Maesteg School vision. This feedback should be Formative in style in order to move pupils learning on.

M Motivated / What went well? / Good features of the work

S Strive / What are you striving to improve? / Even better if / Target

Action – An action will be included when 'deep marking' for every pupil to complete during DIRT time.

A – From January 2019 the 'A' will focus on 'Accuracy' and teachers will give feedback on the quality of Literacy in pupils' work. Spelling will be corrected as a 'given' and the DIRT action will be literacy, skills or knowledge related.

Through these features it is crucial that students understand where they have made knowledge-based, literacy or conceptual errors in their work or/and mistakes with the application of a skill. Teachers ensure that their comments demonstrate the principles of effective feedback using the following strategies when appropriate:-

- Be specific and linked to the task itself, 'quoting' an element of it.
- Provide a level of challenge, appropriate to the student.
- Be related to the learning context of the lesson (e.g. refer to the Learning Objective and/or success criteria).
- Use the student's name as part of the commentary.
- Include a Growth Mindset effort comment.

DIRT TIME (Directed Improvement and Reflection Time)

After the teacher has marked a pupil's book in depth and given feedback to a pupil in relation to Motivated (what they have done well) and Strive (what they must do to improve) they are given appropriate DIRT time to correct their work, improve literacy, respond to a question from the teacher or be given time to redraft a section of their work in order to improve. DIRT time is a tool that can be used to further stretch pupils, to consolidate or to give time to teacher to address any misconceptions with small groups of pupils.

Feedback Exemplars

DIRT TIME

M: Excellent progress made with this piece of coursework Emma. You have described the 'barriers to participation in sport' using key terminology and your comment that 'transport is an issue if parents will not take their children to clubs' demonstrates your understanding of the issues facing young people.

S: Can you give a few more examples when explaining the barriers for participation? Use examples from your own community such as 'if a young person wants to take part in Surfing, this would be difficult because the nearest beach is around 10 miles away and is not easily accessible.'

ACTION: Please add an example for each description you have given. There will be three examples in total.

Example of a DIRT time ACTION in Geography.

DIRT ACTION: using your dirt time, explain which 2 processes form a waterfall. Explain below using green pen.

Student response to the challenge question:

To gain full marks in a 5 mark question I would need to say that ① hydraulic action (the sheer force of the water) and abrasion (wearing away of rock) are the key elements in forming a waterfall.

Example of a DIRT time action in Maths.

Learning Outcome	Level	Learning outcomes:	R	A	G
L.O. 1	3-4	Use efficient written methods to add and subtract numbers with up to 2 decimal places			
L.O. 2	4-6	Use efficient methods for multiplication and division of whole numbers and decimals, including decimals such as 0.6 or 0.06			
L.O. 3	5	Use the order of operations including brackets			
L.O. 4	6	Multiply and divide with negative numbers using mental methods			

Tips: Look at your teachers comments.
Identify what you need to improve on and what you are good at in this unit of work.

Student Comment
www-Add and subtract decimals.
eoi-I need to improve on badmas with negative numbers.
On this topic I think I am working at a level b-

Teacher Comment
M Well done Courtney, you have shown you can confidently add and subtract decimals, remember to show workings.
S In order to improve you need to focus on some badmas problems that include negative numbers.

DIRT TIME
Actions:

- $-3 \times -4 + 6$
 $12 + 6 = 18$
- $14 + -2 \times 3$
 $14 - 6 = 8$
- $-18 \div -9 \times 3$
 $2 \times 3 = 6$
- $36 - (-6 \times -2)$
 $36 - 12 = 24$
- $-8 \times 9 + 42$
 $8 \times 9 = 72 + 42 = -30$

Make corrections to homework.
Great well done!

Faculty Specific Feedback

Whilst adhering to the Whole School Learning and Teaching Policy it is essential that every Faculty uses feedback that is both suitable and effective in their subject specialisation. The following guidelines demonstrate what effective subject specific feedback looks like in each Faculty area; will promote consistency and will be evident in exercise books / lesson observations.

Maths
(1) Teachers will give a pupil further examples to try, based on a misconception and the pupil will complete. (2) Teachers will ask a pupil a question in order to check understanding and the pupil will respond. (3) Teachers will give regular verbal feedback, ask questions and live check while moving around the classroom.
English
(1) Teachers will indicate to pupils when a word is spelt incorrectly and pupils / the teacher will correct the error. In KS3, the word will also go into the spelling Journal for pupils to learn. (2) Teachers will ask a pupil a question in order to check understanding or challenge further and the pupil will respond. (3) Teachers will give regular verbal feedback, ask questions and live check while moving around the classroom.
Science
(1) Teachers will ask a pupil a question in order to check understanding or challenge further and the pupil will respond.

(2) Teachers will give regular verbal feedback, ask questions and live check while moving around the classroom.
Humanities
<ul style="list-style-type: none"> (1) On extended pieces of writing, teachers will use the yellow box technique to mark a section of the work. Pupils will respond / redraft before the teacher moves on. (2) Teachers will ask a pupil a question in order to check understanding or challenge further and the pupil will respond. (3) Teachers will give regular verbal feedback, ask questions and live check while moving around the classroom.
Technology
<ul style="list-style-type: none"> (1) Teachers will ask a pupil a question in order to check understanding or challenge further and the pupil will respond. (2) Teachers will give regular verbal feedback, ask questions and live check while moving around the classroom.
Creative Arts
<ul style="list-style-type: none"> (1) Teachers will use the verbal feedback progress checker to check impact of verbal feedback (2) Teachers will use live marking during lessons to provide targeted questions with groups and individual pupils.
Physical Education and Health & Social
<ul style="list-style-type: none"> (1) Teachers will ask a pupil a question in order to check understanding or increase levels of challenge and the pupil will respond. (2) Teachers will give regular verbal feedback, ask questions and live check while moving around the classroom.
MFL
<ul style="list-style-type: none"> (1) Teacher will highlight grammatical errors in written work and pupils will correct independently. (2) Teachers will ask pupils to annotate reading work with words that they have looked up. (3) Pupils will be asked by the teacher to extend written structures with opinion and justifications.

Homework Guidance

(1) Rationale

At Maesteg School we feel believe that homework is important in:-

- Reinforcing positive attitudes to work.
- Encouraging self-organisation and self-discipline
- Reinforcing, broadening and extending the School Curriculum.
- Developing home / School partnership
- Preparing pupils for life opportunities and experiences

(2) The purpose of Homework

Homework can play a valuable role in the education of the child. It provides an opportunity for the pupil to practise independently skills learned in the classroom; it allows more time for the teacher to conduct those activities in class which need his direct presence; habits of independent study can be encouraged and developed; work which is substantially complete can be finished, and the parents can be involved and interested in what the child brings back from school. Such strategies can be applied to an extent across the ability range with benefit and purpose.

Our KS3 Approach – Extended Learning Assignment Guidance (ELAs)

In order to avoid instances where too much / too little homework is given and to improve communication with parents, Extended Learning Assignments (ELAs) will be given to pupils through a timetabled approach. This will involve a particular year group being given homework from a particular subject to be completed in a specified week. Every subject will produce a ELA booklet that:-

- Is linked to the topic / topics being delivered at some point that term
- Creates between 30 minutes and an hour of homework per evening for each pupil.
- Builds to a more extended activity / task at the end of the week.
- Prepares a pupil for a topic about to be taught (flipped learning) or adds further challenge / re-enforcement to what has been covered in class.

Each subject will only give out homework during their specified week, apart from Maths, English and Languages that can produce additional homework assignments as required.

ELAs will be quality assured by Directors of Learning and placed on SHOW MY HOMEWORK for both parents and pupils to see. A hard copy will go out at the beginning of every term, in the form of a written letter so that the homework timetable is clear for all to see.

ELA booklets can be differentiated if appropriate, for the age and ability of the class and a house style adopted through a front page that outlines learning objectives and guidance for completion for the pupils.

Activities should be interesting and varied and could consist of one or more of the following:

• Practical Activities	• Research Tasks
------------------------	------------------

<ul style="list-style-type: none"> • Written Exercises • Reading Exercises • Learning Facts / Vocabulary 	<ul style="list-style-type: none"> • Application of work taught in class • Activities leading to an extended writing opportunity in the booklet or in class.
---	--

Marking can be completed in class using pupils to self-mark / peer-mark where appropriate.

All ELAs will be placed on 'SHOW MY HOMEWORK,' our vehicle for setting homework for pupils and communicating with parents.

An example timetable looks like this:-

	Year 7	Year 8	Year 9
17 th Sept	Maths	Games	Science
24 th Sept	English	Challenge Humanities	IT Computing (MAT)
1 st Oct	H&W / PSE	Literacy Spanish (MAT)	Welsh
8 th Oct	Challenge Sc & Tech	Maths	Creative Arts
15 th Oct	French	ICT Science (MAT)	Humanities
22 nd Oct	Numeracy Computer Science (MAT)	English	Technology
5 th Nov	Challenge CA	H&W / PSE	Maths
12 th Nov	Welsh	Challenge Sc & Tech	English
19 th November	Games	French	
26 th November	Challenge Humanities	Numeracy Computer Science (MAT)	H&W / PSE
3 rd Dec	Literacy Spanish (MAT)	Challenge CA	Games Spanish (MAT)
10 th Dec	ICT / Science (MAT)	Welsh	French

Examples of ELAs can be found [here](#)

Our KS4 & 5 Approach

Generally speaking, year 7 pupils should be capable of at least 2 hours of homework per evening and each subject should consider the range and kinds of homework which might be set, the function of each kind, the need for balance and relationships between assignments, and the notion of continuity and homework skills from year 7 to years 11 and 13. Homework should not be set on the spur of the moment but must be related to what has already been taught and to the next stage of class work (or preparation for what is about to be taught.)

A pattern of expectation as regards homework should be established between teacher and pupil, emphasising regularity. Subsequently if homework is not set on the usual night, it should be seen as a deliberate policy on the part of the teacher - it has not been forgotten or ignored. Part of this pattern should take into account the school's calendar of events - the school production, examinations or GCSE course work deadlines and moderation, for example - and if pupils or staff are heavily committed at such times, lighter homework, such as 'discovery' tasks, may be set - or none at all. That is, we must be realistic so that neither the pupil nor the teacher feels that demands are unreasonable, and both should be aware of pattern and purpose within those demands. It is down

to the professional judgement of the teacher to decide the amount and regularity of homework.

Summative Assessment and Tracking

Faculty Level

The purpose of summative assessment is to evaluate pupil learning at the end of a unit of work or section in order to indicate progress and achievement and is usually reported using a grade or percentage. Faculties are expected to plan for summative assessment and to track results in order to check progress more formally. Regular summative assessment will help the teacher to monitor the progress of their pupils and make accurate judgements about potential attainment at the end of a Key Stage.

School Level Tracking

Whilst understanding that pupil progress is ultimately determined by the quality of teaching and learning, it is also important that Maesteg School has an effective policy of tracking every pupil's progress to ensure that they attain at least their potential in our school.

The purpose of the school's approach to tracking progress and also learner attitude to:

1. To ensure that a workable and effective system is in place whereby each and every teachers within the school is aware of their important responsibility of monitoring pupil progress at each stage of the 'Student Tracking system' across Key Stage 3, 4 and 5.
2. To ensure that every pupil in the school has the most appropriate and effective support to enable them to improve on any identified underachievement in their subjects.
3. To allow the pupil to know the level of their own learning success (progress) and how their own learning profile may be impacting on it (Strive Learner Profile)

Data is collected at certain points annually for each year group and used to analyse whether the pupil is making expected progress.

For Key Stage 3, teachers are asked to provide:

- End of KS3 Level (Level that the learner is expected to be working at by the End of KS3 providing they continue to make the same progress)

For Key Stage 4, teachers are asked to provide:

- Professional Prediction and Fine Grade (Prediction based upon grade likely to be achieved at the end of the course)

For Key Stage 5, teachers are asked to provide

- Professional Prediction and Fine Grade (Prediction based upon grade likely to be achieved at the end of the course)

For all STRIVE Learner Profiles, teachers are asked to provide a score of 1 (Excellent), 2 (Good), 3 (Satisfactory) or 4 (Unsatisfactory) for the following:

- Respect for Learning
- Mindset for Learning
- Homework

All data is collected on SIMs and extracted to a Standards analysis tracker. This uses the data to consider the impact of this level of each pupil's performance on the overall Key Performance Indicators associated to that key stage.

Following the collection of data, the role of the subject teacher is to ensure that any actions – either at classroom, Faculty or School level – required to respond appropriately and effectively to the pupil's progress. This is particularly important if that pupil is continuing to underachieve in that subject. The role of the form tutor is to discuss the report with the pupil so that they are aware of what it is telling them about their learning and performance.

At KS4, the process of how this data is responded to is outlined in Maesteg School's 'Raising Standards' cycle document (Appendix 1).

Reporting on Progress

Teachers in Maesteg School are asked to give progress data on pupils at key points in the year. These are used to generate *either* Interim reports for parents (twice a year) *or* a full report (more information below). Trackers are designed to monitor the level of achievement of each pupil. Dates for the collection of data for the year 2018-2019 are:

	Progress Check 1 Opens	Progress Check 2 Opens	Full Report Opens	Full Report Home	Parents' Evening
YEAR GROUP	5 Working Days for Completion (Mon - Mon 10am)	5 Working Days for Completion (Mon - Mon)	10 Working Days for Completion (Mon - Fri) / 10 Working Days for QA (Mon - Fri)		All Thursdays
7	10th December	8th April	17th June	12th July	14th February
8	3rd December	1st July	21st Jan	15th Feb	23rd May
9	12th November	11th February (NDC Estimates)	1st April (NDC Final)	10th May	7th March (inform Final Choice)
10	19th November	10th June	29th April	24th May	28th March
11*	5th November	4th February	4th March	29th March	17th January
12**	15th October	25th March	7th January	1st February	13th December
13***	8th October	29th April	7th January	1st February	13th December
Learner Attitude	All Year groups to be completed in the final week of Autumn HT1, Spring HT1 and Summer HT1 (Open on Mondays - Closes Friday 9am)				

Deadlines for the collection of data is always 10am on a Monday. DoLs are responsible for ensuring that all data entry is a collaborative activity, with teachers paired up to quality assure judgements.

Parents receive different styles of report at different times in the year, providing important information on their child's progress in all their subjects:

Interim 'Progress' Reports – Progress data is collected for all pupils within a year group at certain times in the year. Interim reports outline what pupils are *predicted* to achieve at the end of a Key Stage and their target.

Full Reports – As well as including the information on Interim reports, Full Reports contain subject improvement goals and a more detailed commentary on what the pupil is doing well within each subject and what they need to address to improve further. These reports go through a quality assurance process both at Faculty and SLT level

Strive Learner Attitude Reports – Data is collected on a learner's mindset for learning, effort towards learning and homework three times a year. This is undertaken for all learners and is the only data collecting exercise over a week. All information is share with pupils and parents.

In addition to these types of written reports, parents are invited to attend a formal Consultation Evening once a year for each year group. At KS4, further Focus evenings may be held for parents to attend through invitation.

Reporting to Parents and Quality Assurance (Full Reports)

General Expectations for Form Tutor and Subject Teachers

- Use the pupil's name throughout the report
- Avoid generic lists that are not personalised
- Limit the use of comment banks that effect the personalised nature of a report
- Ensure these are no mistakes such as he used instead of she.
- Do not use 'their' when 'his/her' is grammatically correct

Tutor Report Expectations

Each report will include a minimum of one sentence on each area:-

- Opening sentence to demonstrate you know the pupil
- Attendance (but do not give a % as this will change by the time the report goes out)
- Punctuality
- Attitude and Effort
- Uniform
- Personal qualities
- Any School clubs they are involved in
- Any areas for improvement

Subject Reports

Each report must include:-

Motivate

- Skills and knowledge the pupil has demonstrated as well as making reference to progress that has been made (min 5/6 sentences)
- Attitude to learning and effort
- Feedback on Assessments / Tests / Homework
- How the pupil is performing in relation to their target level
- General comments on the pupil to add a further personal element and to demonstrate you know the pupil well.

Strive

The teacher must include:-

- A maximum of three specific targets for the pupil to improve including how they can achieve these. This must be related to the comments made in Motivate.

Quality Assurance

- (1) Once report submissions on SIMS have been closed, every Faculty will be given 1 week to check reports for any errors. This is usually completed with teachers being paired up and

access given to their partners SIM account for viewing. This is overseen by Directors of Learning.

- (2) Reports will be printed and the SLT will quality assure every script, correcting any typos or mistakes with spelling and grammar. However, if there are issues with content or quality, the teacher and Head of Faculty are informed and the teacher asked to re-write / amend.

Appendix 1

DRAFT

MAESTEG SCHOOL – RAISING STANDARDS CYCLE (Practitioners)

STAGE 1 - Completion of MPP and Learner Profile for each student in each subject by classroom teachers. Teachers to provide the following data when completing:

MPP	Learner Profile
<ul style="list-style-type: none"> A prediction of what the teacher professionally believes the student will achieve at the end of Key Stage 3 (Level), Key Stage 4 (Grade) or the end of A-Level (Grade) For Key Stage 4 subjects: teachers are also asked to provide a number to show the level of confidence they have that the student will achieve that predicted grade: <ul style="list-style-type: none"> 1 – 'Definitely' 2 – 'Probably' 3 – 'Possibly' Dates for MPPs 2018-2019 are available on the School Calendar 	<ul style="list-style-type: none"> Teachers are asked to provide the following information about each student they teach: <ol style="list-style-type: none"> Respect for Learning Mindset for Learning Homework For each of these areas, teachers are asked to evaluate the students in terms of: <ul style="list-style-type: none"> 1 – Excellent 2 – Good 3 – Satisfactory 4 – Unsatisfactory Learner profile data is collected for all year groups in the final week of Half-Term 1 in Autumn, Spring and Summer

STAGE 2 – Analysis of Student / Class performance by Class Teacher → Classroom-Based Intervention

Following each MPP, teachers to complete a <i>Classroom Standards</i> document. This document should focus on those students who are underperforming (i.e. where the target level or grade is higher than the predicted level or grade). Teachers should reflect on both reasons which explain this underperformance and also intended or completed actions to address it	Timescale – By end of Week 1 of Cycle Deadline: Monday 1st October for STAGE 1 documentation to be completed Submission of <i>Classroom Standards</i> document 48 hours before scheduled 'Stage 3' meeting
---	--

STAGE 3 – Faculty Raising Standards Meetings (Class Teacher and DoL) → Faculty-Based Intervention

Each DoL should meet with each class teacher to discuss the <i>Classroom Standards</i> document. During this meeting, the focus is on underperforming students and is action driven. At this stage, actions appropriate for Faculty-level intervention should also be discussed and agreed upon (This is especially important where students have been previously discussed and no further progress has been made at Classroom Level)	Timescale – By end of Week 2/3 of Cycle Deadline: Monday 15th October for all meetings Submission of <i>Faculty Standards</i> document 48 hours before scheduled 'Stage 4' meeting
---	--

STAGE 4 - Raising Standards Meetings (DoL and BMN/DDE)

DoLs are asked to complete a <i>Faculty Standards</i> document to provide an overview of current Standards in the subject and outline any key actions both at Classroom and Faculty level to address any under-performance of students, classes or groups of learners. This document is shared with all Classroom Teachers	Timescale – By end of Week 3 of Cycle Deadline: Monday 15th October for completion of Faculty Standards document Submission of <i>Faculty Standards</i> document 48 hours before scheduled 'Stage 5' meeting
--	--

STAGE 5 – Raising Standards Review (BMN and SLT)

The Raising Standards Leader for KS4 reviews all the documentation from Stage 4 and summaries in a report for SLT. This is shared with all DoLs and Governors of the STRIVE Sub-Committee (R – Raising Standards)	Timescale – As soon as possible following Stage 4 w/c Monday 22nd October <i>This should be aligned with 'Stage 3' of the RS (HoH) Cycle</i>
---	--

N.B. This Cycle runs alongside the HoH Standards Cycle

MAESTEG SCHOOL – RAISING STANDARDS CYCLE (Heads of Houses)

STAGE 1 - Completion of MPP and Learner Profile for each student in each subject by classroom teachers (as above). Updating of each student's position on the Horsforth Quadrants

STAGE 2 – Analysis of Quadrant Performance (Investigate)	
<p>HoH to analyse Quadrant profile in terms of:</p> <ol style="list-style-type: none"> 1. Movement <i>out of</i> Quadrant in relation to Effort/Progress/Both 2. Impact of individual subjects on Quadrant performance 3. Conduct pupil voice with sample group from Quadrant 4. Completion of <i>Student Standards</i> document by tutors and submission to HoH. Document to be completed in collaboration with student. 	<p>Timescale – By end of Week 2 of Cycle Deadline: Monday 8th October</p> <p>Submission of <i>Student Standards</i> document by end of Week 1 of Cycle</p>

STAGE 2 – Analysis of Quadrant Performance (Evaluate)	
<p>HoH to review evidence from Stage 2 in order to:</p> <ol style="list-style-type: none"> 1. Update Progress column from the Action Plan and consider impact of initiatives 2. Address reasons why students have decreased their Progress/Effort/Both position within their Quadrant. 3. Consider student-based actions, suitable to the reasons why individual students have moved down 	<p>Timescale – By end of Week 3 of Cycle Deadline: Monday 15th October</p>

STAGE 3 – Raising Standards Review (BMN and SLT)	
<p>The Heads of House for each Quadrant to review all documentation from Stage 2 and summarise in a report for SLT. This is shared with all DoLs and Governors of the STRIVE Sub-Committee (R – Raising Standards)</p> <p>Report should include:</p> <ol style="list-style-type: none"> 1. Overview of Standards Quadrant (Current & Historical profile) 2. Overview of Movement 'In' and 'Out' of Quadrant 3. Action Plan with Updated Progress/Impact Column 4. Explanation of those students who have reduced their position (in terms of Progress/Effort) 5. Key Actions to address Quadrant Issues (in addition to HoH Action Plan) 	<p>Timescale – As soon as possible following Stage 2</p> <p>Deadline: w/c Monday 15th October</p> <p><i>This stage should be aligned with 'Stage 5' of the RS (Practitioners) Cycle</i></p>

N.B. This Cycle runs alongside the Raising Standards Cycle (Participant) (DDE/BMN)

