



ALDENHAM SCHOOL

**ACADEMIC PROGRESSION
POLICY**

Introduction

At Aldenham, we are focussed on ensuring that all pupils make academic progress. We believe that all elements of academic learning should be directed towards this goal.

The Progression Policy comprises 3 areas which underpin academic progress. These are:

1. Assessment & Marking
2. Feedback
3. Monitoring & Intervention

These three strands all encourage the Aldenham Attributes: aspiration, courage, co-operation, curiosity, independence and respect are all required inside and outside the classroom if a pupil is to progress academically.

I. Assessment & Marking Policy

I.1 General rationale

The assessment process at Aldenham has been shaped by the need to provide an assessment system which:

- allows pupils to develop and maintain a desire to learn.
- prepares pupils suitably for the content, format and experience of formal external exams.
- meets the key competencies of the Teaching Standards which require that teachers regularly set work which is assessed, marked, recorded and returned to pupils. This applies to work done inside and outside the classroom.
- has the flexibility to work with digital devices and “blended” learning.
- has a framework which is unambiguous to pupils, parents and staff.
- retains appropriate subject specific autonomy.

The School has an over-arching set of guiding standards regarding academic assessment and marking. During the 2022-23 academic year, with the introduction of Surface devices and blended learning, departments have developed new department assessment grids which ensure that assessments are conducted in line with this.

Assessment is a continual process which cannot always be tracked. Teachers use their professional skills to assess pupils’ progress, skills and knowledge every lesson; not all of this is formally recorded. Our policy reflects this with interleaving tiers of assessments which provide feedback to pupils in sufficient quantities to maximise pupil progress.

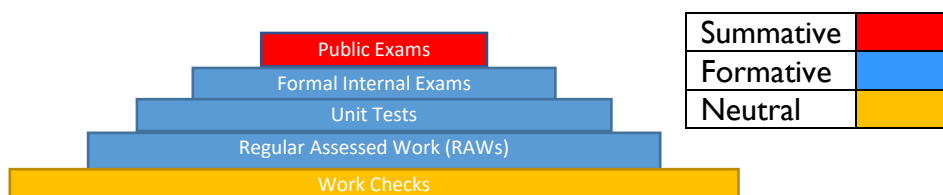
Assessment at KS3 may focus on the knowledge and skills that support the development and progress of the pupil as they approach the years with courses leading to formal qualifications. In KS4 and KS5, assessments will normally be informed by the standards of work necessary for achieving particular grades in the relevant formal qualifications.

I.2 Assessment Tiering

All classwork and prep tasks are categorised into tiers of assessment which interleave into one assessment journey. Each piece of work will have different elements and foci which will combine to allow for student progress throughout the year.

These tiers are:

- Tier 1: Public examinations
- Tier 2: Formal internal exams
- Tier 3: Unit tests
- Tier 4: Regular assessed work
- Tier 5: Work checks



I.3 Tiers 2-4: Formative Assessment

Assessments within Tiers 2-4 are pieces of work, whether done in class or for prep, for which the pupil will be provided with individualised, recorded feedback. Tier 2 and Tier 3 assessments must be conducted as written assessments to reflect the nature of external exams. Teachers will provide targeted formative feedback in line with the School's feedback requirements (Section 2). These tasks will often, however, also be summative assessments and inform the teachers of pupil progress. These assessments may cover anything relevant to the progress of the pupil for that subject, be it skills, content or other learning attitudes. Each subject schedules an agreed number of pieces of assessment (inclusive of Tier 1) per number of lessons, according to the following *minimum* ratios. Departments may decide to include more assessments than this.

- KS3 - 1 per 6 to 8 lessons *minimum*
- KS4 - 1 per 7 to 9 lessons *minimum*
- KS5 - 1 per 7 to 9 lessons *minimum*

The specific distribution and nature of assessments between the tiers is decided by each department and confirmed by DHA/ADHA*. The exact work required for Tier 4 assessments can vary for each teacher at individual assessment points provided that the correct procedure for structure and feedback is followed.

I.4 Recording of assessments

- Tier 2-4 assessments must all be recorded within department markbooks or spreadsheets to track pupil progress over time in a suitable format that can be easily supplied to the DHA/ADHA upon request.
- Tier 2 assessments will also be recorded via iSAMs for communication to parents/guardians.
- It is not always necessary to provide marks or grades for Tier 4 assessments to pupils.
- For these Tier 4 assessments, however:
 - A mark or grade must be recorded in the department markbook under the relevant assessment point eg "RAW 2", even if the actual assessment title varies between teachers.
- Any assessments beyond those explicitly outlined in the department assessment policies do not need to be recorded in a centralised markbook.
- Feedback does not need to be recorded in a markbook by the teacher, but must be in a form which is recorded and accessible to pupils at any time.
- The DHA/ADHA will carry out an assessment scrutiny at scheduled intervals for each department throughout the academic year.

I.5 Work checking

The process of "work checking" is perhaps the most fundamental element of pupil progress and happens almost every lesson. The specific nature and format of this varies according to subject.

This applies to many traditional forms of work, such as note taking, independent reading, wider reading, starter quizzes, self-/peer-assessed work, skills practice. Each department will outline in their department policy the most common and important forms of work checking which occur, as well as how they are assessed.

Work checking constitutes a large part of teachers' understanding of individual pupil academic performance. It will be the basis of valuable contributions to discussions concerning high-performing and underperforming pupils and whether parents/guardians should be contacted

1.6 Prep

At Aldenham School, work done outside the classroom is called "prep" (short for "preparation"). Work done independently of teacher supervision should act as a support to help pupils progress and improve between assessment points.

There is no expectation that prep is marked unless it constitutes an assessment point. Pupil completion of prep will, however, be assessed in a manner befitting Tier 5 Work Checks.

Prep is set at KS3 and KS4 according to the prep timetable and at KS5 according to teacher discretion.

* For Drama at KS3, there is no requirement for written feedback in addition to the grades and reports done throughout the year. This is as it is a purely practical subject at this stage and thus we consider instant, consistent verbal feedback to be sufficient and appropriate. For KS4 and KS5, written feedback must be given in line with the policy for the written element of the course. Therefore there is no expectation of more than 40% of a fully examined course's feedback structure.

* For Music at KS3, written feedback is to be provided once a term, in addition to the grades and reports done throughout the year. This is as it is a majority practical subject at this stage and thus we consider instant, consistent verbal feedback to be sufficient and appropriate. For KS4 and KS5, as 30% of the course is a practical performance element, written feedback must be given for in line with the policy for 70% of the stated ratio.

2. Feedback Policy

All feedback for Tier 2-4 assessments must meet the requirements outlined below.

Feedback on assessed work (Tiers 2-4) must:

- be communicated clearly to pupils
- be recorded for/by the pupils
- be easily accessible to pupils
- clearly state the required action from the pupil
- provide the opportunity for pupils to respond orally or in writing, as appropriate
- be such that, if a pupil were to act upon it, they would progress academically from their current position, even if they appear to have mastered the skills/content required by that specific assessment

The form of feedback is fluid with increased options due to devices, online education applications and blended learning. With the introduction of OneNote, voice notes may be used to provide feedback instead of a written comment. While whole class feedback or generic feedback should not always be used, there are occasions when this is either required or best practice. The format of feedback depends on the class, as well as the different skills, content or learning attitudes being focussed on during that assessment. At Aldenham, we trust the professional expertise of our departments and teachers to use the most effective and suitable form of feedback for each assessment. The DHA/ADHA perform regular checks to ensure that feedback is being provided adequately by all teachers. Throughout the year, feedback methods and best practice will be regularly shared, reviewed and discussed.

The feedback process at Aldenham is enhanced by the inclusion of written reports and parents' evenings. These are scheduled to allow for comprehensive, focussed and documented formative and summative feedback to pupils and parents at key points throughout the year.

3. Academic Monitoring & Intervention Policy

3.1 Introduction

Monitoring pupil academic performance only boosts the academic progression of pupils if the information is acted upon. The School's approach to academic intervention has two strands:

1. Learning behaviours of pupils (Effort Grade Intervention)
2. Academic achievement of pupils (Academic Grade Intervention)

In all cases where intervention support is required, it is the HoD's responsibility to ensure that all relevant staff complete the processes laid out below.

3.2 Attitude to Learning Grade Intervention

Attitude to Learning grade intervention occurs at all gradings apart from the last grading of the year. Pupils who have been awarded average effort grades of 2.5 to 4 are specifically highlighted to their HSM and tutor by the DHA. HSM confirms that pupil can be placed on Academic Monitoring (or vetoes for appropriate pastoral reasons). HSMs can also nominate pupils about whom they have concerns about academic or behavioural performance.

The AHL asks for specific feedback from all teachers of pupils on the monitoring list on a fortnightly basis. This information is then condensed and disseminated to relevant parties, including parents and pupils. The AHL will, when appropriate, use the Grade Booster proforma (Appendix 3).

3.3 Academic Grade Intervention

Level 1: Light touch

Departments independently monitor the academic progress of their pupils using relevant assessment data. If a pupil consistently falls at least 2 grades below their MidYIS/ALIS predicted grade, departments initiate intervention. Strategies are agreed with the pupils by the relevant teachers, who will also inform the DHA/AHL, HSM and tutor of these strategies. Teachers may wish to use the template in Appendix 4.

Level 2: Exam grade intervention

After formal internal exam sessions, exam grades are compared to baseline derived predictions (MidYIS/ALIS):

- If an individual subject grade is two or more grades below their baseline prediction, then strategies will be agreed with the pupils by the relevant teachers. In Years 8 to 13 these strategies will be explicitly communicated in the post-exam report so that they are unambiguous, recorded and easily accessible to all stakeholders, including parents/guardians. In Year 7, any appropriate strategies will be communicated to parents at the parents' evening in the last week of the year.
- Should a pupil's average grade for all subjects fall two or more grades below their average baseline prediction, intervention will be put into place by HSMs/tutors, who may meet with the DHA/AHL to determine correct strategies.

Appendices

1: Baseline Testing

As well as assessing pupils through our academic programme, pupils undergo a baseline testing at various stages throughout the School (MidYIS: Years 7 and 9; ALIS: Year 12). This information is used as part of the process of identifying pupils' overall academic ability, identifying possible SEN, constructing formal academic targets and indicating possible areas of strength and weakness with overall ability indicators. Formal baseline data is also used in calculating value added data, and assists in our intervention programme, outlined above.

2: Staff Concerns

Should it be brought to the Head of Department's attention that a member of the department has not been providing adequate feedback they should:

- Advise the staff member of the concern
- Ask to see the work and the records for that class
- Consider observing lessons with that class.

Should the concerns prove to be well founded a clear statement of the remedial action to be taken with specified due dates should be written out and agreed by both parties and this record kept.

3: Grade Booster (I)

Name	Subject

Diagnosis (The knowledge and/or skills I need to reach my personal target grade)
Therapy (When, where and how I will secure the knowledge and/or skills)
Testing (How and when I will show that I have secured the knowledge and/or skills)

Pupil _____ Teacher _____ Form tutor _____

4: Uplift Programme

Uplift Programme		
Pupil:		
Subject:		
Week	Task	
1	1. 2.	
2	1. 2.	
3	1. 2.	
4	1. 2.	
Further information:		
Subject teacher confirmation:		