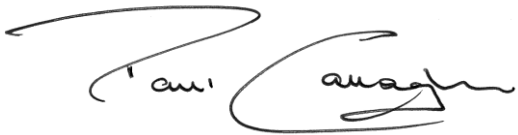




Curriculum, Target Setting and Assessment Policy

Date Approved by Governing Body:	02 November 2015
Signature of Chair of Governors:	
Next Review Date:	October 2016

Curriculum, Target Setting and Assessment policy

Cross – reference “The Learning Community”

Red House Academy is an 11-16 comprehensive school in North Sunderland, Tyne and Wear. We aim to raise standards through a persistent and relentless focus upon every child achieving the best that they can through an entitlement to the best teaching and curriculum.

We understand education to be the engine of our economy and the foundation of our culture as well as an essential preparation for adult life. We commit to the moral purpose of ensuring improved life chances through education. We acknowledge our responsibility in educating the next generation of informed citizens and ensuring our young people receive the preparation they need to secure a good job and fulfilling career.

Red House Academy aims to develop confident learners who have capitalised upon all of the educational opportunities we provide so they can move on to the next stage of their education well equipped; model ‘British Values’; take their place as global citizens; model morality, empathy and tolerance as rounded students who have enough educational capital to make a difference to their own lives and the lives of others. Ultimately, we aspire with our students to a global job market and equally pay cognizance to the local job opportunities. In Sunderland and its localities there will be future opportunities in software, engineering, manufacturing, construction and hospitality. Curriculum provision, partnership working, a good CEIAG programme and the Academy specialism support students in future employment opportunities. The Education and skills strategy for the City of Sunderland and their ‘Sunderland Economic masterplan’ recognises the need to create a strong education and skills system for a successful sustainable economy and society. They recognise, (as we do) the need for greater emphasis upon employability and enterprise skills to inform life chances and development. The ‘Strategic Economic plan for the North East’ aims to create 100,000 new jobs by 2024. For our students to gain from these opportunities they need a strong skill set, high level qualifications, good CEIAG guidance (Red House Academy is moving forwards accreditation at Gold standard) informed by future opportunities, and a major focus on STEM subjects. Local businesses want high qualifications but also the skills of team working, problem solving, communication, time management, IT, self-confidence, creativity, flexibility and empathy. Red House Academy not develops their skills across the curriculum but also works closely with the local business community and contributes and shares the benefits of Sunderland’s ‘Work Discovery programme’.

Our ethos

To create a culture of innovation and creativity that encourages high aspiration and ambition, in a safe and secure learning environment, in which all students, their families and local community find their learning challenging, engaging and motivating.

Our aim:

To raise standards through a persistent and relentless focus on every child achieving the best that they can through an entitlement to the

- developing and enhancing the skills of literacy, oracy, numeracy, communication, ICT and life-long learning.
- placing student learning, engagement and high expectations at the heart of all activity.
- valuing and respecting the opinions of others. Nurturing relationships that embody all this is valued by Red House Academy. Maintaining a calm and purposeful Academy which is evidenced through engagement, learning, progression, mutual respect and partnership working. Developing confident, independent learners, who are exceptionally well equipped to meet the next stages of their education and the demands of the 21st Century world by taking full advantage of its engineering specialism.
- motivating all learners.
- encouraging positive attitudes mutual respect and partnership working, promoting learning.
- generating communities of responsibility in order to play a full part in the Academy and wider community, raising awareness of local, national and international opportunities.
- developing moral citizens encompassing British Values.
- creating a fair, safe and secure learning environment that values diversity, encourages moral responsibility, courage and decision making.
- ensuring safety, security and the removal of barriers to learning.
- informing students of the wider range of life opportunities available to them.
- ensuring we have no 'invisible children'.
- creating opportunities to develop economic understanding and cultural experiences that opens hearts and minds.
- creating high quality sporting opportunities.

Statement of Policy

The Academy provides a successful and high achieving learning environment, to which parents want their children to come and which students enjoy attending, which is the first choice of parents/carers in its community. The Academy's vision is achieved through the collaboration of all stakeholders, thus giving ownership and creating the drive and determination to make this vision a reality. There is a vibrant yet supportive and inclusive ethos that enables learning and personal development to progress unhindered and enhanced by cutting edge, digital technologies, where, as students' progress, they achieve appropriate recognition and/or accreditation of their achievements

The specialism of Engineering, supported by Design & Technology, Mathematics, Science and a strong vocational offering, provides distinctive learning opportunities for Academy students. The curriculum structure ensures a unique learning environment with discrete enhancement within the specialism. The specialist subject areas inform, enhance and are integrated into the whole curriculum.

Foundation GCSE Curriculum [Years 7-9]

The Academy recognises the need for students to receive a broad, engaging curriculum in the first years of Secondary education. These initial years give students a breadth of study, both generic and subject specific, imbuing an invaluable insight to their potential individual specialisations at Key Stage 4, whilst preparing them for later life with a sound general knowledge.

The Academy has developed a Foundation GCSE curriculum offer that is engaging, relevant, broad and balanced. In order to have maximum impact for learners it is built around a set of coherent themes that link learning experiences across the Academy and supported by the development of integrated, common ICT systems that allow the diagnosis of literacy and numeracy levels to enable interventions throughout Years 7 to 9.

This offer includes individual lessons, learning approaches, daily routines, Academy events, extra-curricular activities and the values and ethos of the Academy.

The curriculum is relevant for the modern age, and the local current and developing economy in particular, (see context) and allows students to achieve the skills and qualifications necessary for them to find employment locally, nationally and internationally.

Learning support for curriculum activities is the heart of the Academy, providing individual support which is highly focused. Linking with feeder primary schools and other local agencies, the Academy ensures that full curriculum transition takes place in a focussed and coherent way for pupils of all abilities.

In Year 9 students are educated, supported and encouraged to follow the most appropriate learning pathways as independent learners during the next phase of their studies. All students participate in an extracurricular programme that includes enhancement and enrichment studies. The Academy specialism is instrumental in enabling positive attitudes to learning to develop, as well as in raising student aspirations and preparing students for local employment opportunities.

The main purpose of the curriculum that is followed throughout the Foundation GCSE stage is to prepare students for the new KS4 National Curriculum and the revised qualifications at the end of Year 11. Curriculum Leaders have reviewed and revised their long term plans and schemes of work, in light of the information currently available regarding the changes to GCSE and equivalent qualifications, to provide a continuous and seamless suite of learning from entering the Academy at the start of Year 7 to leaving at the end of Year 11. This includes having regular opportunities to review knowledge and understanding through formal tests, mimicking the linear format of the vast majority of current qualifications.

Key Stage 4 Curriculum [Years 10 and 11]

The Key Stage 4 curriculum supports individualised, flexible curriculum with increased breadth of opportunities and experiences that meet the needs of students of all abilities and allow for differentiated pace and progression.

The curriculum prepares our students for qualifications and the next stage of their lives and that it is responsive to both national change and local context. Central to its responsiveness is the regularity with which the curriculum is reviewed, both in terms of the subjects and qualifications offered and also the appropriateness of the long term plans and schemes of work so that they best suit the latest DfE Performance Table requirements and assessment formats of each qualification.

All students in Years 10 and 11, except those identified to follow an Alternative Education pathway within the Academy, study a broad and balanced suite of subjects that fill the requirements of the Attainment 8 and Progress 8 measures. The options process during Year 9 is designed to ensure that all 8 slots of Attainment 8/Progress 8 are filled, alongside ensuring a comprehensive offering of other academic, artistic, performance-oriented and vocational subjects allow all students to personalise their Key Stage 4 entitlement to suit their particular strengths, talents and future aspirations.

There is the opportunity for students to choose subjects that enable their accessibility to the English Baccalaureate, with a choice of two foreign languages, triple science, geography and history offered each year.

The Academy makes a clear and comprehensive statement about the curriculum entitlement for all its students in each year group [see appendix A], acknowledging the initiatives introduced from time to time by the DfE. The Academy exercises its powers to provide a curriculum that is relevant and appropriate to the changing individual needs of students of all ages and the community that it serves in the 21st Century.

The Academy has a commitment to shared values underpinning all relationships by trustees, staff and students. At all times we promote a sympathetic and intelligent understanding of current affairs, British values, world events and their effect on the local as well as the wider community.

In addressing the needs of the most able, the Academy identifies students, provides enhanced learning opportunities for them and develop differentiated outcomes to ensure that these students are appropriately challenged. Staff are being supported in planning experiences to meet a range of demands including the core experience in timetabled lessons and through;

- the creation of time within the Academy day for opportunities for extending learning;
- residential, cultural and sporting activities;
- opportunities for community participation.

Holistic Development

The curriculum prepares students effectively for life in modern Britain through its implicit and explicit delivery across all subject areas. Likewise social, moral, spiritual and cultural development is the responsibility of all subject areas, extra-curricular activities including guest speakers, assemblies and musical productions develop understanding and celebrate individual achievements in these fields. Life skills are taught in distinct 1 hour lessons on a half termly carousel to years 7, 8, 9 and 11, covering personal and social development and citizenship.

Alternative Provision

Where a KS4 student is in danger of not completing their formal education to their maximum potential due to disaffection, non-attendance or behaviour which places them at risk of permanent exclusion an alternative curriculum may be offered. The mechanism for this decision will be through the KS4 and Alternative Education ELM groups.

The Alternative curriculum provision falls into 2 main categories :

- 1 For those at risk of permanent exclusion or persistent non-attenders, a full-time Alternative Curriculum is offered. This consists of small group English, mathematics, ICT and a vocational qualification, typically based around the Prince's Trust XL Club syllabus. In addition to this, individual subjects may be studied alongside their mainstream peers.
- 2 For those who have posed a serious risk to staff or fellow students when on-site, a full time externally provided Alternative Curriculum is offered. The exact nature of this provision will be decided during a meeting with the KS4 Vice Principal, the student and their carer. Providers will typically be vocational and work-based learning providers such as Sunderland Futures and Riverside Training.

Curriculum models (see appendix A)

The curriculum offer of the Academy and the delivery of the curriculum are based on the provision of a broad and balanced core curriculum that builds upon KS2, prepares for life at KS5, and supports a framework for Engineering, vocational opportunities and Academy status.

Appendix — Curriculum Models

In the Foundation GCSE stage [Years 7-9] it is essential that the curriculum supports and builds students' knowledge and skills across a broad and balanced offering, but with particular focus on developing the EBacc subjects of English, maths, science, languages and humanities.

Curriculum for Foundation GCSE Stage [Years 7, 8 and 9]: [Periods/Hours per week]

	ENGLISH	MATHS	SCIENCE		HUMANITIES		LANG.	LEAD TO KS4 COURSES THAT COUNT AS AN 'OTHER 3'						
	English [EN]	Maths [MA]	Science [SC]	Computing [IT]	Geography [GG]	History [HI]	MFL [FR]	Art [AR]	DT DT]	Music [MU]	PE [PE]	RE [RE]	PSD [PS]	TOTAL
Upper	4	4	3	1	1½	1½	2	1	2	1	2	1	1	25
Lower	5	5	3	1	1½	1½	-	1	2	1	2	1	1	25

- Students are assigned to either upper or lower band using KS2 SATs information at the start of Year 7, with the more able in the upper band
- Students can move between bands at any time during the academic year where progress data indicates this would be beneficial to them
- All students in the lower band get 5 hours per week English and maths — 1 hour per day. Those in the upper band have 4 hours per week — of course, this can be topped up by extra interventions lessons where progress is unsatisfactory
- *All* students in the upper bands get 2 hours per week of MFL [French] *throughout* the Foundation GCSE stage to better prepare more students for the GCSE course from their lower baseline on entry in this subject
- Given the profile of our intake currently, lower band students will not study a foreign language but will instead have the extra hour studying the basics. This will be reviewed annually.

Curriculum for Key Stage 4 [Year 10]: [Periods/Hours per week]

	Slot 1 English	Slot 2 Maths	Slots 3&4 2 x Science	Slot 5 EBacc	Slots 6, 7 and 8 Taken as the best 3 from these 4 'other' subjects <i>and</i> lower grade of English Language/English Literature				Not examined	
	English [EN]	Maths [MA]	Science [SC]	EBacc Option	Engineering [DT]	ICT [IT]	Opt A	Opt B	PE [PE]	TOTAL
All students	5	5	4	2	2	1	2	2	2	25

- This curriculum model is slightly different to that followed by Year 11 and has been designed with additional English and mathematics lessons for all students to address the need to accelerate progress in the core subjects during Key Stage 4
- PSD is delivered through drop down days and cross-curricular opportunities
- This curriculum model suits all students, regardless of ability. It gives them a traditional, academic core in line with current educational policy, an ICT qualification plus the flexibility to choose a further 3 subjects which can be academic, vocational or both
- All students have a curriculum which allows them to fill the 5 EBacc slots.

- This model allows more able students to choose a pathway towards the English Baccalaureate
- All students have a further 5 subjects, from which the best 3 fill slots 6, 7 & 8, contributing to their Attainment8 and Progress8 scores

GCSE and vocational subjects offered as options for certification in 2017 were:

- Art
- **Biology**
- Catering
- Chemistry
- Computer Science
- Dance
- French
- Geography
- Hairdressing
- History
- Health and Social Care
- Latin
- Manufacturing
- Media
- Music
- Performing Arts
- Photography
- Physics
- Product Design
- Travel Tourism
- Sport

Curriculum for Key Stage 4 [Year 11]: [Periods/Hours per week]

	Slot 1 English	Slot 2 Maths	Slots 3&4 2 x Science	Slot 5 EBacc	Slots 6, 7 and 8 Taken as the best 3 from these 4 'other' subjects <i>and</i> lower grade of English Language/English Literature				Not examined		
	English [EN]	Maths [MA]	Science [SC]	EBacc Option	Engineering [DT]	ICT [IT]	Opt A	Opt B	PE [PE]	PSD [PS]	TOTAL
All students	4½	4½	4	2	2	1	2	2	2	1	25

- PSD is delivered through a discrete lesson, focusing on careers and preparing for the world of work
- This curriculum model suits all students, regardless of ability. It gives them a traditional, academic core in line with current educational policy, an ICT qualification plus the flexibility to choose a further 3 subjects which can be academic, vocational or both
- All students have a curriculum which allows them to fill the 5 EBacc slots
- This model allows more able students to choose a pathway towards the English Baccalaureate
- All students have a further 5 subjects, from which the best 3 fill slots 6, 7 & 8, contributing to their Attainment8 and Progress8 scores

GCSE and vocational subjects offered as options for certification in 2016 were:

- Art
- Biology
- Business Studies
- Catering
- Chemistry
- Construction
- Computer Science
- Dance
- French
- Geography
- Hairdressing
- History
- Health and Social Care
- Latin
- Manufacturing
- Media
- Motor Vehicle
- Music
- Performing Arts
- Photography
- Physics
- Product Design
- Public Services
- R E
- Sport

TARGET SETTING AND RAISING ASPIRATION

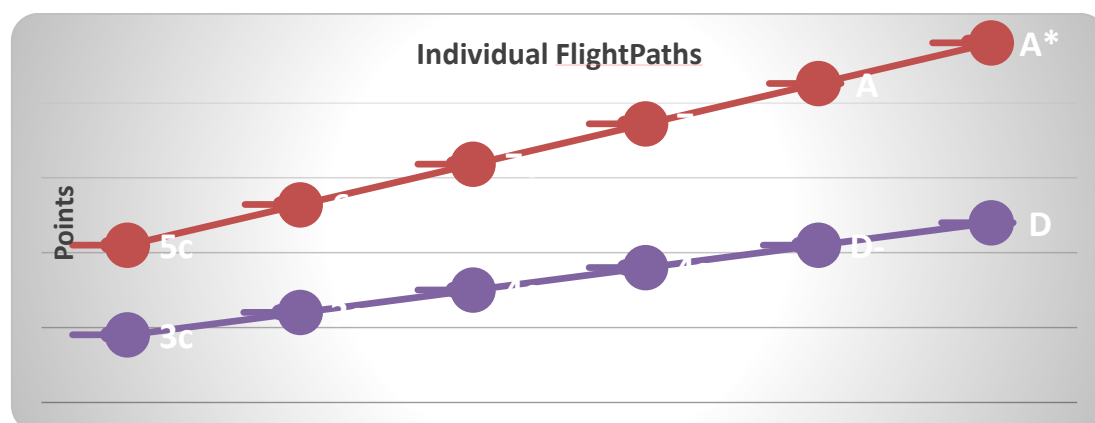
At Red House Academy we have the highest aspirations for all students, regardless of prior attainment and ensure that we set aspirational but achievable target grades for them by using Fischer Family Trust data as a national benchmark of performance.

Each student has, as an end of Year 11 target, 1 GCSE grade above that which was attained by more than 50% of students with a similar profile to them, in a top 20% performing school last year.

All teachers have access to further data which indicates for each student:

- Expected grade [1 grade below target – used for internal scrutiny and not shared with students]
- Percentage chance of achieving their target grade
- Percentage chance of achieving expected progress [3 levels of progress]
- Percentage chance of achieving more than expected progress [4 levels of progress]

A flightpath is produced for each student from their KS2 entry level to each GCSE target [KS2 English to GCSE English Language and Literature, KS2 Maths to GCSE Maths and KS2 APS to all other subjects], with end of Year targets calculated along this flightpath. Using FFT data rather than a blanket 3 or 4 Levels of Progress enables the targets to be appropriate to each individual – less able students on entry are expected to make less progress than the most able students, in line with national trends:



Exceptions to this are Art, French and PE where flightpath for Foundation GCSE begins at the results of a Y7 baseline test rather than KS2 APS. The two flightpaths merge at the End of Year 9 target – students are expected to make accelerated progress in Years 7 to 9 in order for this to happen.

End of Year targets are shared with students and parents and their progress towards them are monitored following each data collection, and cumulatively reported on with each interim report.

ASSESSMENT

Red House Academy provides a broad and balanced curriculum. Assessment is linked to the Academy curriculum. Hitherto, assessment at KS2 and KS3 was expressed in terms of levels and sub levels and KS4 in terms of GCSE grades. In September 2014 National Curriculum Levels were removed. 2015 Key Stage 1 and 2 national curriculum test will be reported for the last time as levels.

'Life without levels' has presented schools with the dilemma but huge opportunity of choice. Red House Academy has welcomed that opportunity to reflect upon:

Why are we assessing – purpose and aims?

What are we assessing?

How are we assessing?

Is assessment reliable, valid, consistent, fit for purpose?

How do we currently assess?

Is it the best methodology? Is it simple?

How do we use assessment information?

How do we share outcomes with students and parents?

What is the impact of this information sharing?

What are we about? Purpose and aims

Raising standards through a persistent and relentless focus on every child achieving the best that they can through an entitlement to the best teaching and curriculum.

Assessment takes many forms:

Formative

- Lesson by lesson teacher observations and feedback
- Peer assessment
- Self-assessment

Summative

- Standardised tests (1/2 termly by each department)
- Mock examinations
- Progress tests
- Commercial tests e.g. Neales, Suffolk

How do we track?

Student progress is tracked throughout the Academy by data collections which take place at the end of each and every half term, for all students and all subject areas

For students in the Foundation GCSE stage, the data collected consists of:

- A current working position, recorded in Red House Achievement levels – the skills and knowledge sets of the new National Curriculum in the same recorded form as NC Levels, with 3 sublevels a, b and c
[Recorded on MIS as CL for 'Current Level']
- An 'Engagement with Learning' grade, scored on a 4 point scale, which indicates not just each students' behaviour, motivation and attitude, but also their thirst for learning
[Recorded on MIS as EwL]

For students in Years 10 and 11, the data collected consists of:

- A current working position, recorded in the grading system that each qualification in each subject leads to [currently A*-G for GCSE qualifications, and Distinction* - Level 1 Pass for vocational qualifications]. This grade can be backed up by evidence [test results, work in books, controlled assessments etc.] when requested
Recorded on MIS as CG for 'Current Grade']
- A predicted working position, recorded in the same grading system. This is a professional judgement, given by the teacher, which predicts the grade each student is likely to achieve given their current position, ability and attitude taking into account intervention strategies etc.
Recorded on MIS as PG for 'Predicted Grade']
- An 'Engagement with Learning' grade, scored on a 4 point scale, which indicates not just each students' behaviour, motivation and attitude, but also their thirst for learning

This data is collected via the MIS, Integris, and exported to SISRA, the data analysis tool for interpretation.

How do we ensure assessment is reliable?

Each Curriculum Leader has a responsibility to ensure that all data entered into the MIS by teachers within their departments is accurate and, in the case of current working levels/grades, is robust in the fact that it can be evidenced in test results, work in books and/or controlled assessment outcomes.

Before each data collection, Curriculum Leaders must ensure that there is a suite of assessments that are accessible to all its target students, enable them to display their understanding of topics taught recently or in previous modules, and have a clear, robust mark scheme.

After each data collection, Curriculum Leaders must ensure there is a standardisation process within the department that enables them to be sure that the marks scheme has been applied consistently and that the levelling/grading is truly representative of the work assessed. Each teacher should be challenged on the validity of the data they have entered into the MIS, with examples of work that supports the grades presented as evidence of their accuracy.

Following the data export into the data analysis tool, SISRA, SLT link meetings will challenge the Curriculum Leader to ensure that the standardisation process they have carried out within their department is robust.

Where there are discrepancies at any stage of this process, the person leading the meeting [Curriculum Leader within the department, SLT link in discussion with Curriculum Leader] will invoke a further investigation into standards, with adjustment of grades applied within 2 working days, and training provided before the next data collection.

How do we mark?

Red House Academy Marking Policy

The spirit of this policy is influenced by the guidelines given by the Association of Assessment Inspectors and Advisers on effective feedback to students. It also reflects the extensive research carried out in this field by Prof. Paul Black and Dylan Williams, outlined in their review: 'Inside the Black Box: Raising Standards through Classroom Assessment' and the pedagogy presented by Geoff Petty in 'Evidence-Based Teaching'.

Policy Principles

In our classrooms, marking and providing feedback to pupils will be effective when we:

- have practice which is consistent and in line with the overall policy on assessment, recording and reporting throughout the Academy;
- provide feedback to students about their work promptly and regularly;

- focus the response on the learning objectives and criteria for success;
- provide students with opportunities to access their own and each other's work and give feedback as appropriate;
- use the information gained together with other information to adjust future teaching plans.

Policy Practice

Written Formative feedback:

- High quality written formative feedback should identify areas of success and give guidance on how to improve. The expected frequency of this will be outlined in departmental marking policies.

Medal and Mission Stickers:

Example:

'Well done Katie. You have successfully structured your paragraphs to develop a clear argument. To improve further, you need to include a variety of connectives to link together your ideas e.g. "whereas", "also" and "therefore".

- Feedback may be in the form of a **success-criteria sticker**, which outlines targeted skills, whether they have been achieved, and indicates areas for future development with a tick.
- For subjects where student work is often in the form of projects or coursework, then this formative comment should be written on a **cover sheet**, individual **student assessment log** or similar.
- Formative comments do not have to be accompanied by a Level or Grade. Research evidence suggests that the giving of levels/grades too frequently can undermine formative intentions and detract from **how** the students can improve
- Each Curriculum area will have shared and have access to **exemplars of subject specific formative feedback comments**, modelled on the Medal and Mission principles
- Students should be given opportunities to improve their work if necessary. This can be highlighted through the use of **Box It Better It** stickers; in most cases students will show improvements or corrections using green pen. Improved work should be commented on to ascertain whether progress has been made.

Student Self and Peer Assessment:

- Student work in all subject should show evidence of the opportunity for **self-assessment**. The expected frequency of this will be outlined in departmental marking policies. Again, students will need to be given guidance on how to do this effectively, and comments should focus on steps towards meeting learning objectives and success criteria, not simply whether they “did well” in a piece of work or not.
- **Sentence starters** are helpful in this process, and should be provided and modelled by teachers
Examples:
‘I was successful in...’
‘I was able to...’
‘I improved on my last piece of work by...’
‘I had difficulty with...’
‘I need to improve on...’
‘In my next piece of work I am aiming to...’
‘I struggled with being able to...’
- In order to self-assess productively, students will be **given simplified curriculum success criteria grids** so that current position and skills for future development can be easily identified. These grids should be available to students regularly through-out each half-term to facilitate familiarity with current objectives.

Summative Assessment:

- When students are assessed summatively, with an accompanying level or grade, students will be given the relevant **success criteria** required for the different levels/grades available, for example in the form of **simplified level descriptors**. This is vital in order for students and teachers to be able to make purposeful targets and fully understand current attainment.

Marking Policy and Presentation of Students’ work:

When marking students’ work, the following codes will be used by all staff:

Sp – spelling error (with correction)

P – punctuation error (with correction)

// - new paragraph needed

C – capital letter missing

Exp – expression error (underline error)

Not every mistake should be corrected of course as this can be de-motivating for the students; 2 or 3 annotations per written piece are satisfactory. Focus on the most prevalent errors.

Presentation of work:

- All work in exercise books or work folders to be headed by as title and date. These should be underlined with correct use of capital letters for important words e.g:

12th May 2015

How Earthquakes Affect People and Places

- All extended hand-written work should be paragraphed, demarcated by line spacing
- Mistakes should be crossed out with a single line.
- All writing is to be done in pen with drawings, charts, maps etc., in pencil.
- Any work that is deemed messy or carelessly presented should be re-written by the student in their own time ready for the following lesson.
- Marking and presentation guidelines should be displayed on the inside cover of all exercise books/folders.

Progress and aims

The basic promise of assessment is to find out how well students are learning and to make sure this information is properly shared and used effectively to plan future learning.

In lessons teachers use assessment information on a day-to-day basis to help plan and adjust lessons so that all can achieve well.

Student learning is assessed regularly through marking, informal assessment and testing to determine what they know, can do and understand.

Student achievement is reported ½ termly to parents through data profiles and annually through the reporting process. Progress is measured in each lesson and formally ½ termly through testing. Analysis with each department through a Line Management system leads to intervention at teacher and student level to address underachievement. Barriers to progress are addressed at weekly 'ELM meetings' for each year group.

Assessment outcomes are triangulated through teacher observation, student voice and book scrutinies. Assessment information is used to improve teaching and the curriculum for all students. Judgements made by a teacher are shared across departments through RAP meetings and standardisation meetings, across Years and Key Stages.

Use of assessment information

Assessment information is used to:

1. Set and measure progress towards targets

As each grade is entered into the MIS, it automatically calculates the gap between this current level/grade and the end of year target, colour coding the gap:

- a. green if the target is set or exceeded
- b. amber if the target is close, i.e. within 2 sub-levels/sub-grades difference between current performance and target
- c. red if there is more than 2 sub-levels/sub-grades difference between current performance and target

2. Share with students and parents

Every half term, following each data collection, an interim data report is produced that is shared with students and parents.

It reports on current level or grade, depending on Key Stage, for each subject area and build up over each academic year to form a picture of progress from Autumn1 grades to Summer2 grades. Parents are given the opportunity to discuss the progress of their child following the distribution of these reports.

Additionally, annual reports are distributed which report upon the data but also give greater detail as regards student mastery and specific areas for improvement

3. Identify underachievement

Data input at every trawl is challenged in a series of Raising Attainment Plan meetings. These clearly identify students who are underachieving and for whom swift intervention at either Foundation Stage (in the Interventions Suite) or (GCSE Stage) during P6 Intervention Hour, Holiday and/or Saturday Schools may be appropriate. Students are monitored after intervention to ensure that progress is maintained and further 'slippage' is addressed.

4. Share across subjects/years/key stages to identify progress towards KPIs

RAP meetings also provide the challenge to curriculum leaders who are held to account for underperformance across their areas where whole school KPIs and/floor targets are at risk. Identified students are then discussed at ELM (Every Learner Matters) meetings to ensure that any barrier to learning is addressed. Parents/Carers are informed and support in addressing barriers is sought from a range of multi-agency partners if and when necessary.

5. Plan and schemes of work and lessons

Curriculum Leaders reflect upon the impact of the Medium Term Plans that have resulted in the student outcome data that has been entered in the MIS. If this data indicates that there are gaps in the understanding of groups of students, the curriculum plan should be assessed for its suitability and alterations made retrospectively to ensure this does not happen when next taught.

6. Inform curriculum planning

Linking to the above situation, the forthcoming schemes of work and lesson plans should be adapted in the short term so that students who did not demonstrate effective understanding of topics taught in the previous half term, are given the

opportunity and appropriate intervention to re-visit these areas of deficit, and to be re-assessed to ensure comprehension.