Academic Policy

The Myddelton College Academic Policy outlines how we intend to measure and monitor the progress of students at the College. It sets out how we use progress and attainment data in order to inform our teaching and curriculum planning. It describes how we will baseline student attainment upon entry to the college and how we intend to measure the impact of our teaching and curriculum strategies on the students. Finally, it explains our approach to assessment and how we will make use of and report assessment data with both students and parents.

This document should be read in conjunction with the Additional Learning Needs (ALN) Policy and the More Able and Talented Policy, which are incorporated in the teaching and learning.

Contents

Aims

- Help students to understand how to improve their work and how to make progress.
- Inform students about the progress they are making.
- Help students identify areas for development.
- Allow teachers and leaders to adequately monitor and track student progress.
- Help teachers and leaders identify and plan for appropriate intervention. Inform parents, guardians and agencies about the progress their child is making.
- Allow Estyn and other outside organisations to make informed judgements about the school.
- Allow school leaders to benchmark their progress internally between departments and externally against both national standards and other high achieving schools.

Additional Considerations

- Assessment should be highly focused on formative (assessment for learning) as oppose to summative (assessment of learning).
- Student data needs to be reliable and externally verifiable.
- Data need to be accessible and presented in a way that can be easily used and understood by student, parents and staff.
- The College will receive limited KS2 baseline data due to a large range of UK feeder schools and having a large international cohort.
- The college will have a number of students studying with us for shorter time periods as temporary students.

Context

- As an Independent School that attracts students from all parts of the UK as well as internationally, our students will have had a diverse range of experiences prior to them joining us.
- A large proportion of our students will not follow the traditional route into College at Year 7 but will join us at any number of entry points at any given time during the school year.
- In addition, a smaller number of our international students will be present for a fixed time period which may be as short as half a term.
- The usual measure of a secondary school's performance is the progress made by a student from KS2 through to the end of KS4 and in order to measure this a large amount of KS2 assessment data is passed on from a student's primary school to their secondary school.
- Our diverse intake means that a large proportion of our students will not bring any KS2 data with them, and any attainment data students do bring with them is likely to be diverse and difficult to effectively measure across a whole cohort. As a result of this we need to establish an effective way of measuring all students' current attainment or developed ability upon entry to the College Pre-Entry Assessment

As Myddelton College recruits many international pupils to all age groups the process of assessing potential pupils can be slightly varied to that of local British pupils.

The assessment method for potential international pupils runs as follows:

- School reports / references these are required to gain an impression of a pupil, when in a foreign language we ask for a translation from the school or from the educational agent with whom they applied to the school.
- Entry Tests — Maths, English written exams and Non-Verbal Reasoning tests are issued to pupils joining us from Year 10 and above. These can be done on a visit to Myddelton College, at their current school, or with the educational agent.
- Interview — A member of the Senior Leadership Team (along with SENCO if required) will interview all pupils who wish to join Myddelton College, either on a visit to Myddelton College, in country when one of the Myddelton International Team is travelling, or on Skype. Myddelton does not base the offer of a place at the College purely on the academic potential or ability of a pupil but looks at each pupil individually to see how they can contribute to the College Community as a whole. The English test results and the interview are important to analyse and advise the pupil on how best to prepare for study in the UK; this usually involves a recommended period of study in a UK language school prior to starting at Myddelton College. With local pupils all prospective pupils of any age must come to the school for a taster period. In this time when they are with us at the school they will do a Maths and English examination. For entry into the Sixth Form the College will look at prospective GCSE (or equivalent) results and reports.

Baseline Attainment Data

All students will sit a baseline assessment upon entry to Myddelton College. The package of assessments we will use will be provided by the Centre for Evaluation and Monitoring (CEM) based at Durham University. The suite of assessments we will be using are all computer adaptive and adjust the difficulty-level of questions to match each pupil's developing ability, giving an entirely individualised and tailored assessment. Typically, the assessments begin with a reasonably easy question for a pupil of their age. Their response then determines the difficulty-level of the next question. An added advantage of computer-adaptive assessments as opposed to traditional entry assessments is that they are more: enjoyable, age appropriate, engaging and crucially provide the College with more accurate and individualised data about each student.

The CEM suite of assessments provide an individual Pupil Record that presents information about how a student fared in each section of the assessment. The data provided allows teachers and school leaders to compare a student's performance across the sections of the test and relative to national norms.

In most tests pupils are assessed in four key cognitive areas which research shows are linked to later academic outcomes:

Vocabulary – word fluency and understanding.

Maths – logical thinking, manipulating numbers and numerical concepts.

Non-verbal – ability to recognise shapes, match patterns, apply spatial awareness and visual intuition.

Skills – proofreading, perceptual speed and accuracy.

In MidYIS for example the following four pieces of information are provided for each pupil in each of the four MidYIS subsections, as well as an overall score:

MidYIS Band: Each of the four MidYIS Bands (A to D) includes 25% of the nationally representative sample. Band A represents the top 25% and Band D the lowest.

Stanine: One of nine divisions of the normal distribution of MidYIS scores where Stanine 9 is the highest.

Percentile: Percentage of the nationally representative sample scoring less than this student.

Standardised Score: Score standardised against a nationally representative sample, where the sample mean is set to be 100 and the standard deviation is 15.

Figure 1 – Individual Pupil Record Example
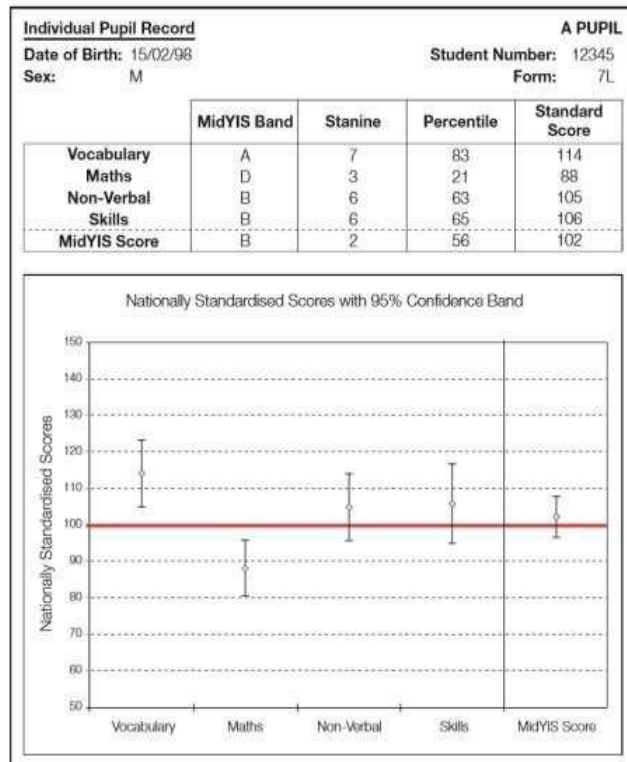
Source: Centre for Evaluation and Monitoring, Durham University.

Key Stage 2 (Prep School):

Students joining the school in Year 5 or 6 will take an InCAS assessment which will measure the developed ability. This will provide ages for reading, spelling, math and mental arithmetic the pupil are working at.

Key Stage 3 (Years 7-9)

- Students joining the College in the Lower School will take a MidYlS assessment. The MidYlS assessment measures developed ability (students underlying potential) rather than achievement based on the previously taught curriculum for students aged 11-14. This means that it is a more accurate indicator of a student's underlying ability as it is largely curriculum free. Therefore, this minimises the impact of variables such as, weak teaching or poor curriculum planning at their previous educational establishment.

- MidYlS gives measures of pupils' underlying potential, and their strengths and weaknesses across four sub-scales: Vocabulary, Maths, Non-verbal and Skills. This data

provides a good predictor of later academic achievement and provides a baseline for value-added studies. Crucially it provides most likely levels at Key Stage 3 and grades at GCSE for each individual subject allowing us to track this back to their starting point and monitor progress throughout their time at the College.

Key stage 4 (Years 10 and 11)

- Students joining the College in the Middle School or toward the end of Year 9 will sit the YELLIS assessment within 14 days of their arrival. YELLIS is a baseline assessment specifically designed to measure performance, potential and attitude of students in the Middle School or Year 10 and 11 (age 14-16) but it can be taken early (at the end of Year 9) to help teachers identify student strengths and weaknesses which can aid planning and set appropriate targets before students begin their GCSE course.
- Similar to MidYlS it measures student performance across four sub-scales:
- Vocabulary, Maths, Non-verbal and Skills. Like MidYlS it provides most   likely grades for each individual subject at GCSE allowing us to monitor and   track their progress.

Key Stage 5 (Years 12 and 13)

- When students join the Senior School they will sit the Post 16 assessment provided   by CEM, 'The Advanced Level Information System' assessment (ALIS). This provides reliable data to predict exam outcomes subject by subject at Post 16. ALIS also provides a unique attitudinal assessment which reveals each individual learner's approach to education and provides a breakdown of attitudes, aspirations and expectations.

Star Reading Test

- It is our aim that upon entry to the College all students will sit a Star Reading Test in order to assess their reading age. This will be used to ensure teachers provide material at a suitable level for students to access. Our reading programme will then aim to enable students to improve their reading age so it is either in line or above their chronological age.
- The Star Reading Test will then take place once per half term. This will drive the Accelerated Reader programme. It will cover at least years 5 – 10.
- Pupils will be grouped in ability
- The information concerning pupil reading ages will be shared with parents on their reports.

Literacy and Numeracy Assessment

As part of our commitment to embedding the Literacy and Numeracy Framework across the curriculum, Myddelton College will participate in the National Literacy and Numeracy tests. This data will be used by departments to inform their planning of lessons and support of

students. Students will sit the National Literacy and Numeracy tests as part of their end of Year College exams.

Tracking Progress

The CEM suite of assessments will provide students with 'most likely grades' for each of their academic subjects. The data provided gives a percentage chance of a student achieving each particular grade. The grade with the highest percentage chance becomes their 'target' grade. (The term target grade is never used with students as it can suggest a limitation or an upper barrier, instead we use the term 'most likely grade'). As an independent school, students should be expected to achieve at least one grade above their MidYIS prediction. Therefore, the 'most likely grade' presented to students and reported to parents will be one grade above their MidYIS prediction. The college will keep an internal record of their actual MidYIS predictions to use when comparing against national standards and competitor schools. We need to track back from their MidYlS prediction to their starting point at the College so that we can create a flight path that enables us to evaluate progress and attainment at several points during each academic year

As an independent school we should be looking to make above expected progress (AEP).
A student who attend Myddelton College should get at least one grade higher than their MidYlS prediction which equates to 19 points (APS) progress from the end of KS2 to the end of KS4.

- Therefore, if we enter in their MidYlS AEP grade for the end of KS4 (MidYlS +1 grade) and track back 19 points it gives us a starting point (or where they should in theory be at the end of KS2).
- Assuming linear consistent progress* students will make approximately 4 points (APS) progress each school year. Using the tracking table below we can suggest what their attainment should be at a variety of staging posts from KS3 through to KS4. We can then use this table to assess if a student is making above, at or below expected progress toward their most likely grade at any assessment point in the school year.
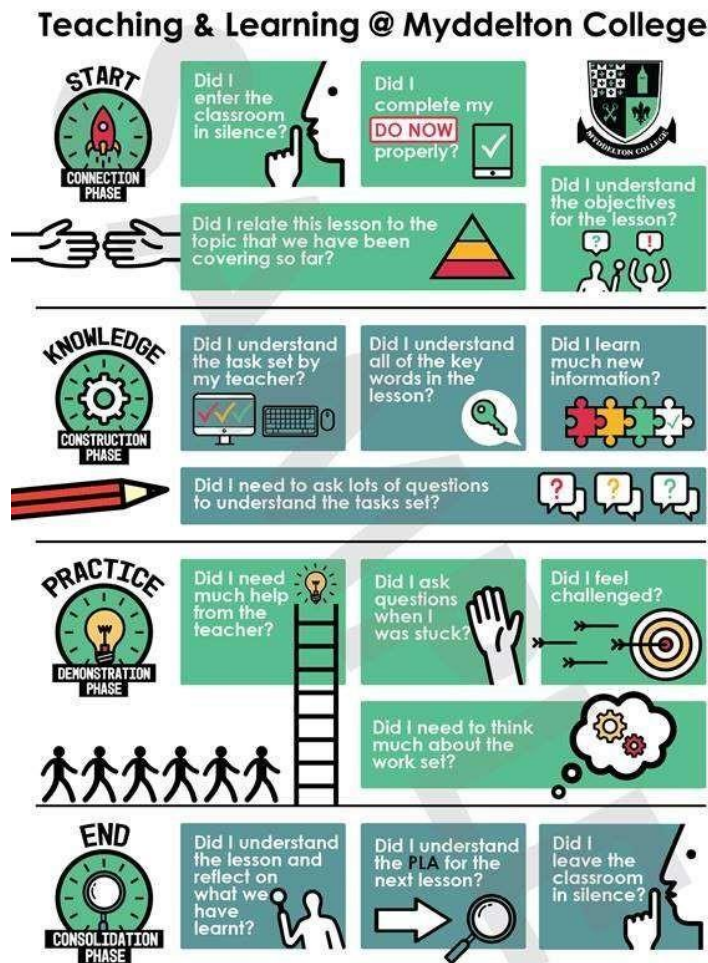
   *Progress is rarely consistent and linear and therefore this should not be used as the only benchmark of progress but it is an important tool to help us monitor student progress. <u>Figure 3 – Progress and Attainment</u> <u>Tracking Table</u>

% Score	End of KS2	APS KS2	Year 7	Year 8	Year 9	Year 10	Year 11	APS KS4	APS Progress
90	6a	41	7b	8c	8a	A2	A*1 /9	60	19
85	6b	39	7c	7a	8b	A3	A*2 /8+	58	19
80	6c	37	6a	7b	8c	B1	A*3 /8=	56	19

75	5a	35	6b	7c	7a	B2	A1 7+/8	54	19
70	5b	33	6c	6a	7b	B3	A2 7=	52	19
65	5c	31	5a	6b	7c	C1	A3 7-	50	19
60	4a	29	5b	6c	6a	C2	B1 6+	48	19
55	4b	27	5c	5a	6b	C3	B2 6=	46	19
50	4c	25	4a	5b	6c	D1	B3 6-	44	19

|									
45	3a	23	4b	5c	5a	D2	C1 5+	42	19
55	3b	21	4c	4a	5b	D3	C2 5/5-	40	19
35	3c	19	3a	4b	5c	E1	C3 / 4	38	19
30	2a	17	3b	4c	4a	E2	D1 / 3	36	19
25	2b	15	3c	3a	4b	E3	D2 / 2	34	19
20	2c	13	2a	3b	4c	F1	E1/D3 / 2-/1	32	19

Classwork and Assessments

- Prior to each lesson a PLA (Prior Learning Activity) is set for pupils to complete. This will be a maximum of 10 mins for each subject and can range from a reading task to watching a youtube, to completing a short task. The evidence for completion of the PLA will be recorded in the lesson tab that it is due for.
- All pupils enter the classroom in silence and complete the DO NOW activity.
- Each lesson has 4 parts: o Connection Phase o Construction Phase o Demonstration Phase o Consolidation Phase

Teaching & Learning @ Myddelton College

START CONNECTION PHASE

Did I enter the classroom in silence?

Did I complete my DO NOW properly?

Did I understand the objectives for the lesson?

Did I relate this lesson to the topic that we have been covering so far?

KNOWLEDGE CONSTRUCTION PHASE

Did I understand the task set by my teacher?

Did I understand all of the key words in the lesson?

Did I learn much new information?

Did I need to ask lots of questions to understand the tasks set?

PRACTICE DEMONSTRATION PHASE

Did I need much help from the teacher?

Did I ask questions when I was stuck?

Did I feel challenged?

Did I need to think much about the work set?

END CONSOLIDATION PHASE

Did I understand the lesson and reflect on what we have learnt?

Did I understand the PLA for the next lesson?

Did I leave the classroom in silence?

<u>Organising the OneNote:</u>

- Pupil's classwork is completed on their OneNote. This is to be set out as follows:
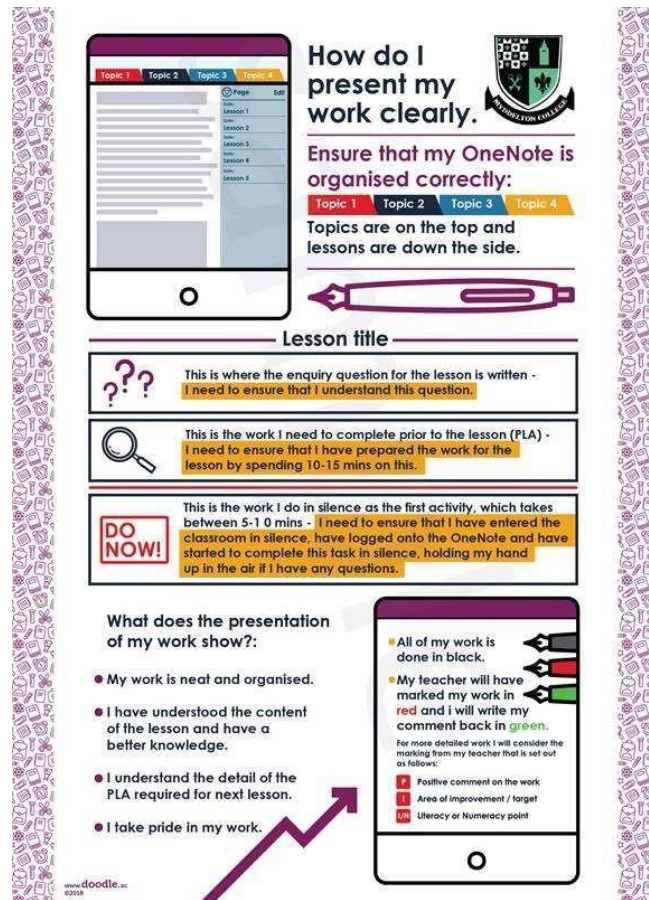
- The Topics will also include the term name (e.g. Autumn 18) and the lessons will include the date. There will be a drop down box below the lesson, which will show the written work for that lesson. The notes or rough work as the lesson is progressing will be recorded in the lesson tab.
- Some Faculties may use books/files in addition to the OneNote, but this must be approved by their HOF.

<u>Marking / Assessment:</u>

- The assessed work is produced either in an exercise book or an agreed faculty electronic file, which is kept by the class teacher and the work is scanned into the OneNote (if completed in the exercise book). The assessment resource must contain the Assessment Tracker, level descriptors and the target /feedback trackers.
- The assessed work is levelled in line with the National Curriculum for Key Stage 2/3 and marked in line with GCSE/A level criteria for Key Stage 4 and 5. This is recorded in the tracking marksheet by teachers, but only the Target achieved, or above or below is issued to pupils.
- The HOF will agree the Marking Policy criteria for their faculty to follow. All policies will ensure that they do not inform students of their levels, (but record them) but allow

their teachers to see whether the student is working at, above, or below target. Pupils add a reflection comment for them to focus on for the next assessment period. The feedback is written in the language of the levels.

See below an example of a KS3 pupil in Geography, where the levels are left off, but the descriptors are there.

Assessment Tracker

Year 7		
Autumn 1		Target
Autumn 2		Target
Spring 1		Target
Spring 2		Target
Summer 1		Target
Summer 2		Target

Year 8		
Autumn 1		Target
		Target
		Target
		Target
		Target
		Target

YEAR 9		
Autumn 1		Target
		Target
		Target
		Target
		Target
Autumn 1		Target

This is used by Humanities and is stuck in the front of every book. An equivalent can be used in other departments.

Below is an example of the sheet used in History to be stuck into the exercise book and the comments written/typed by the teacher ready for the feedback to be given by the pupil:

- The assessment cycle will follow the 'Mastery Curriculum Model' where students will spend a period of time learning new information and developing new and existing skills. This will be followed by time given for revision / consolidation, the actual assessment, and then most importantly, time for review.
- The review time is the most important part of the assessment cycle as it informs students how to improve their work thus guaranteeing an improved performance in the next assessment cycle. Students will not receive any summative feedback on their assessment until they have reviewed their formative feedback and acted upon it. Assessments are rendered ineffective if a proper structured review of the piece of work does not take place. Without a review an assessment simply signposts a student's current attainment and does not inform them and allow them to practise how to progress to the next level of attainment.

Key Stage 2 and 3

- At the start of the year all pupils will sit an internal baseline test, which will be externally moderated.
- Core subjects will be expected to assess at least two pieces of work completed in pupil books per term and this will be levelled or graded. Non-core subjects will assess at least one piece of work.
- All assessed work will be recorded internally on the MIS/SharePoint drive.

Key stage 4 and 5

- At the start of the year all pupils will sit an internal baseline test, which will be externally moderated.
- Years 10-13 will have at least two pieces of work that will be assessed each half term. This will be recorded internally on the MIS/SharePoint drive.
- Years 11-13 will receive Mock Exams during the first half of the Spring term and this will be graded.
- Year 12 will receive a formal graded exam during the summer term. This will result in a decision to be made as to whether a pupil can progress into Year 13.

Academic Results

External examination results are available on request from the College. Please be aware that if an examination group contains less than 10 pupils, they will not be made available as individual pupils' results may be personally identifiable and this may breach data protection legislation.

Literacy Marking

All teachers are teachers of literacy and have a responsibility to develop student's ability in this core curriculum area. An effective way to do this is to ensure that all formatively assessed work is also marked for Literacy. A whole school approach to marking for literacy has been developed and is to be consistently used across all subjects.

Literacy Marking Guidelines

Spelling errors should be indicated in the margin with an Sp code (when appropriate) and the word underlined. The correct spelling of this word then needs to be written out three times by the student in green pen at the end of their work. As a general rule, no more than four words should be highlighted in each piece of work and teachers should focus on subject specific vocabulary, high frequency words and the most commonly missspelt words.

Punctuation and grammar errors should be indicated in the margin or within the main text with the appropriate code (figure 6).

Figure 6 – Whole School Literacy Marking Codes

Mark (in the text)	Margin (Code in the margin)	Means (Meaning of code)
Underline or circle	Sp	Incorrect spelling (The correct version should be written out at the end of the piece of work for the student to copy out three times
Circle		Find and insert the missing punctuation or error
P/	Para	Paragraphing error
underline	p/g	Punctuation or grammar error (phrase underlined)
I		Divide this word into two words
	g	Revise the use of grammar in this sentence
^	^	Missing letter or word needs to be inserted
?	?	Unclear meaning / clumsy expression

Pupil Progress Reflection Report

- During each half of term, Pupils will complete Self-Reflection Progress Forms with their Tutor, before they receive their Progress Report from their teachers.
- The Tutor will discuss the form with the pupil and this will then be compared with the actual report/progress reports.
- Any concerns are passed onto the Head of House.

Progress Report
Spring 1

Name:

House:

Year: 10 11 12 13

Subject	Effort 1 – Poor 2 – Acceptable 3: Excellent	Understanding 1 – Poor 2 – Acceptable 3 – Excellent
English		
Mathematics		
Biology		
Chemistry		
Physics		
Art		
Computer Science		
Chinese		
Drama		
Geography		
History		
PE		
Music		
PPE		
Spanish		
Welsh		
Business Studies		
Economics		
Psychology		
My Target based on teacher feedback:		

Any concerns

An example of the Pupil Progress Reflection

Year 11 Self Reflection

- Year 10 and 11 pupils complete self-reflection forms after their Mock Examinations. For Year 11 this is in January, for Year 10 this is during the summer term.
- Each pupil will also meet with their Head of House and one of the Heads of Academic to discuss the results and appraisal forms.

- Following these discussions, there will be a Parents Meeting to decide on the relevant entry level for all pupils.

Reporting Progress to Parents/Guardians/Agencies

- Staff produce one report per term. Both are to be sent to parents.
- The Progress report includes effort, Predicted Level/Grade and the current attainment level/grade. This will also include a comment from their Tutor.

The report will contain information about the content of the work that has been covered in each subject as well an individual comment about a pupil's progress.

Each report will have two sections

1. The first paragraph will be have a few generic sentences outlining the subject content.
2. The second part of the report will be written in the same structure as the marking policy:
   o A sentence or two expressing the positives of the pupil's progress. o A sentence or two suggesting the area(s) of improvement.
   o A sentence or two linking to literacy or numeracy.

Reviewed: September 2021
Next review: September 2022