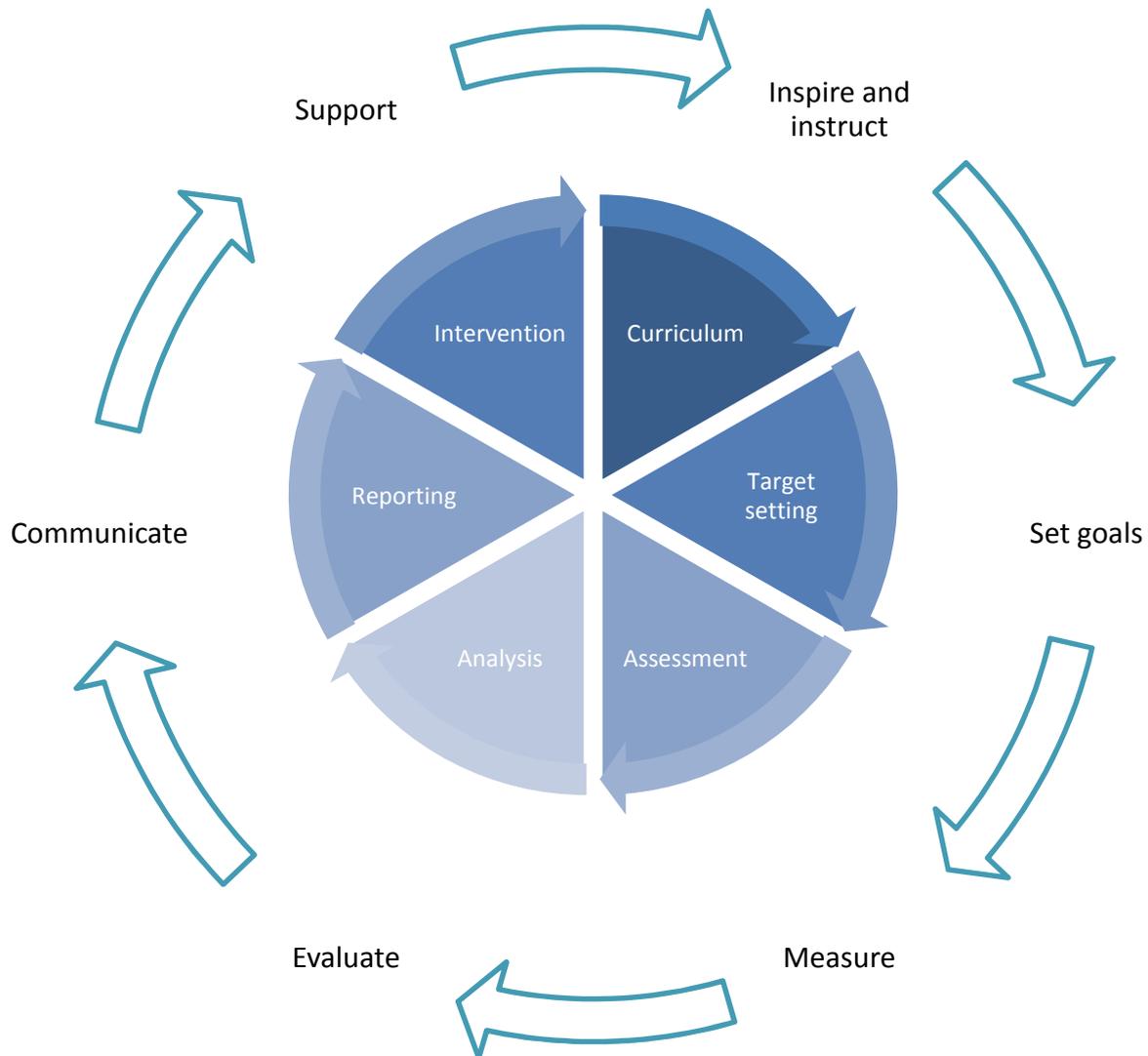




### Personal best through high expectations

Our academic strategy enables us to provide young people with the best opportunity to reach their full potential within the examined curriculum. We seek an integrated approach which promotes **effective communication** with parents, **focused intervention** with students while ensuring **efficient ways of working**. At the heart of this is relationship; relationship between College staff, between the staff and their students between our students and their parents and between College staff and parents.

The diagram below sets out the six key parts to our academic strategy explained more fully within this document. The academic strategy should ensure that activities within these six areas are purposeful, integrated and efficient, leading to increased student performance.



# Part 1: Curriculum

The examined curriculum is designed ultimately to lead students towards wisdom. Students are enabled, through the curriculum, to:

1. acquire knowledge and skills for a purpose and gain a solid understanding of the world in which they will live
2. cultivate a strong character and the intellectual discipline to discern truth and apply their knowledge correctly.

The curriculum at both College and department level should be designed to achieve this, ensuring:

- high levels of knowledge acquisition
- the development of appropriate and relevant skills
- opportunities for gaining a clear and a solid understanding of their world in which they live
- opportunities for the cultivation of character and intellectual discipline

We believe that, except in rare cases of exceptional special need, a student's weak cognitive ability on intake does not exclude them from achieving C grade (grade 4) passes in robust GCSE subjects. Indeed, we seek to emphasise that students will achieve more than they think themselves capable of given determination and sheer hard work.

## Curriculum structure

All students work towards GCSEs in English, English Literature, maths, science, religious education, a humanity and a language. Students also study an additional two or three option subjects. In some cases students add a vocational element in either business or engineering or one subject less to allow for additional support given by the individualised learning team. The College week allows for almost four hours of extra teaching over the course of a week when compared to many other comprehensive schools, which increases the likelihood that students of all abilities will achieve their personal best in a wide range of demanding subjects.

## Setting

Setting by ability has played an important part in establishing and maintaining our high academic standards. We recognise that there is some evidence for the limitations of setting for middle and lower ability students and, to this end, heads of departments are free to create the sets which will result in the greatest gains in achievement, placing students in the group where they are likely to make most rapid progress. Stability should be preserved where possible, and the impact of any move on student motivation taken seriously. Class sizes are typically less than that the maximum of 30, with lower ability sets being smaller still.

Set moves take place following each interim report and following each set of annual exams. Any set moves to be implemented other than at these times must first be approved by the Head of Lower or Upper School for students in Years 7-11...

## Schemes of work

It is essential that for all subjects there is a clear scheme of work that shows progression, with grade markers, from Year 7 to Year 11. In other words, it must be clear what a student must be able to do, what they must know and what they must understand by the annual exam if they are to be on track for a grade 9, 8, 7 etc etc. Each head of department should consider how this information is made available to staff, students and parents, and consider using electronic resources to make the scheme of work objectives and expected standards as clear as possible.

## Part 2: Target setting

Our starting point is the belief that all students are created with intrinsic and equal value and should not experience inequality of opportunity, whatever their background. We therefore seek to ensure that all students reach their full potential. Furthermore, we believe in the uniqueness of each child so recognise and understand that the potential of each child is different and that levels and types of achievement will be diverse and varied.

### Understanding potential

We contest the suggestion, prevalent in education today, that it is necessary for individual teachers to know in detail about the socio-economic, ethnic or religious backgrounds of the children in their care, or be able to recall detailed information about pastoral matters. A student's background, particularly when it may be described as disadvantaged, must not become a self-fulfilling prophecy for teachers (as a result of the teacher's hidden prejudice, the so called 'Pygmalion Effect' of Robert Rosenthal) or an excuse for students. Staff are therefore not required to know, record or recall details regarding students' pupil premium status, their ethnicity or religion but must know students' target grades, any relevant SEND information as well as any other information that may be needed to ensure a duty of care (such as some medical information).

### Setting and reviewing target grades

We recognise that a prerequisite of rapid progress is an understanding of a student's *potential*. The purpose therefore of the academic target is to communicate a notion of personal best to students, parents and teachers. The target should be ambitious, and only achievable through sustained hard work and commitment. All students who took the legacy SATs are given targets which represent at least 4LOP from KS2, and some students are allocated a more ambitious target. In creative subjects and in PE diagnostic information is used to a greater degree to establish stretching but achievable targets. Given the ambitious nature of the target grades, we only react strongly in earlier years with students who are two or more grades adrift of their target. In the event that students exceed their target in their annual exams we would raise the target for the following year.

Table 1: How Key Stage 2 levels are used to establish GCSE targets (legacy GCSEs for students who took legacy SATs)

KS2 Level	Emmanuel GCSE Target
2	D
3c, 3b, 3a	C
4c, 4b, 4a	B
5c, 5b	A
5a, 6	A*

Table 2: How Key Stage 2 levels are used to establish GCSE targets (reformed GCSEs for students who took legacy SATs)

KS2 Level	Emmanuel GCSE Target	Description
2	3	(D)
3c, 3b	4	(Low C)
3a, 4c,	5	(C/B)
4b, 4a	6	(High B)
5c, 5b	7	(Low A)
5a	8	(A/A*)

Students who sat reformed KS2 tests from June 2016 onwards receive a standardised age score in maths, English and overall. The DfE have not yet published guidance to schools with regard to GCSE target setting based on these scores; we have therefore set targets based on SATs scores that seek to maintain our history of outstanding achievement. In all year groups we have chosen not to set targets of 9 from Year 7. We will instead allow students who are likely to reach this

standard to be identified through their performance in the annual exams. Each year we may make small adjustments to the boundaries for target setting in order to ensure targets are robust, ambitious yet achievable.

*Table 3: How Key Stage 2 levels are used to establish GCSE targets (reformed GCSEs for students who took reformed SATs)*

English SAT score 2016 intake	English SAT score 2017 intake	Emmanuel GCSE Target	Description
<93	<95	3	(D)
93-98	95-98	4	(Low C)
99-104	99-104	5	(C/B)
105-106	105-108	6	(High B)
107-111	109-113	7	(Low A)
112+	114+	8	(A/A*)

Maths SAT score 2016 intake	Maths SAT score 2017 intake	Emmanuel GCSE Target	Description
<94	<95	3	(D)
94-99	95-100	4	(Low C)
100-104	101-104	5	(C/B)
105-107	105-107	6	(High B)
108-110	108-110	7	(Low A)
111+	111+	8	(A/A*)

Average SAT score 2016 intake	Average SAT score 2017 intake	Emmanuel GCSE Target	Description
<94	<94	3	(D)
94-99	94-100	4	(Low C)
100-104	101-105	5	(C/B)
105-107	106-108.4	6	(High B)
108-111	108.5-112	7	(Low A)
112+	113+	8	(A/A*)

## Part 3: Assessment

Assessment takes place at a student, group and subject level. It must always be purposeful and must have a clear impact upon student progress.

The main purposes of assessment are:

1. to hold students to account for their progress
2. to gain feedback on students' knowledge, skills and understanding, to inform future teaching and learning
3. to motivate revision and to help the student "make it stick" by practising retrieval

Students should be asking some or all of the following questions when an assessment has taken place:

1. What has gone well?
2. How well am I doing in relation to my target grade?
3. What do I need to do to improve?

Feedback that is provided should therefore enable these questions to be answered and for students to act upon the feedback given. We believe that testing at both a departmental and a formal exam hall setting prepares students for the exams that they will sit in the future.

### Common terminology

The use of common terminology across College is essential to ensure that students, staff and parents are able to quickly interpret the assessment data that they are presented with.

	What does the data describe?	Where does the data come from?
<b>Homework Mark (out of ten)</b>	Students' effort and progress relative to the task set	A teacher judgement
<b>Test score</b>	How much knowledge has been retained for a particular area of knowledge	Mark awarded in a test
<b>Exam question feedback</b>	How well students have done against GCSE/A Level criteria in a particular topic	Teacher assessment using GCSE/A Level mark schemes and grade boundaries as appropriate
<b>Trajectory grade</b>	The grade their current work indicates students are likely to achieve at GCSE. Where grades are given these should always be trajectory grades, with the exception of past papers given in Year 11	For interim reports this is a teacher judgement based upon available data. For annual exams this will be calculated from the mark they obtain, using a standardisation process.
<b>Trial exam grade (Year 11 and 13)</b>	How students are likely to perform should they sit a full GCSE/A Level at the time of the trial exams	Exam board grade boundaries
<b>Predicted grade [not published to students]</b>	How well students are likely to do in their final GCSE exams to enable school level and department predictions as well as targeted intervention	All available areas of data including a judgement of current responsibility for learning

## Annual internal exams

Annual exams provide a measure of:

- the learning that has taken place since the last internal examinations;
- how well students are doing in relation to their target grades;
- the appropriateness of setting;
- whether additional support and intervention is required;
- the progress and performance of particular teaching groups and principal subgroups within the cohort;
- how well individuals, departments and the College as a whole is likely to perform at GCSE/A Level.

A good annual internal exam should:

- produce a differentiated, well-spread set of results for the students, with sufficient granularity to enable trajectory grades to be allocated accurately across the ability range;
- inform both teacher and student as to progress made, the strengths and weaknesses of a particular student and what therefore students should focus on in the future;
- assess what students have learnt over the course of the year (although this will inevitably build upon knowledge and skills covered in previous years);
- prepare students for GCSE/A Level in terms of style and format;
- contain a range of questions, based on the proportions and style found in a GCSE/A Level exam; for example, some straight forward questions recalling knowledge, application questions, closed questions, open ended questions etc;
- be accessible to students across the ability range being while remaining challenging for all (departments may wish to use a set of tiered papers to achieve this).
- be subject to regular review to ensure that the quality of the papers being used each year remains high.

For many years internal exam results have been communicated to students and parents as a standardised mark (expressed as a percentage) where 90% or higher indicates that an A\* has been achieved, 80% and higher an A, and so on. We shall continue to use this system only for legacy GCSEs. Where reformed GCSE grades (numbers) are used exam results will be expressed in a fine grade between 9.9 and 0 (5.2, 7.5, etc.) to indicate how secure a grade is.

It is important to note the following additional points relating to the internal examinations process:

1. There is no requirement for the exam to be set out of 100 or for percentages to be used at any stage in the process. Students should be provided with their *raw score* and a *fine grade* and care taken to explain how the fine grade has been produced.
2. The more marks available on a paper, the greater the likelihood of accuracy of the fine grading, although consideration should be given to ensuring that the marking load for each set of papers is reasonable.
3. Grade boundaries should be set based upon an understanding of the knowledge, skills and understanding that students should be able to demonstrate at this stage to be on a trajectory towards each grade, not simply on how students in a particular year have performed in the past.
4. The maximum mark will always be awarded a fine grade 9.9 to indicate that it is the best possible grade within the top band.

## Part 4: Analysis

The purpose of analysis is to inform action that is sharply focused and effective. We seek to evaluate how successful each cohort is against nationally agreed measures: Attainment 8, Progress 8, percentage of students achieving the English Baccalaureate and progress and attainment in English and maths. In addition, we track each cohort, student sub-groups and individual student against the key 'scorecard' measures of RfL, progress against target, detention rate and attendance, and each department and teaching group for progress against target and progress compared to other subjects.

The most important information for teachers to be aware of in the classroom will be the RfL and trajectory grade provided by them for the most recent report, and how the trajectory grade compares with the student's target grade. It is important that teachers know who in their class is working at two or more grades below target and who is demonstrating concerning RfL. In addition to this, teachers will want to know the general picture relating to homework, indicated by the current homework average, and how recent test scores compare with what is expected.

Analysis at a department level should ensure that intervention is taking place with all students who are working two grades or more below their targets, that there is no unhealthy variation in performance against target between teaching groups, that key sub-groups are not producing results that would indicate a gap in performance, and that the quality of homework being produced is high. The value of analysis of interim data should not be underestimated and while analysis of topic tests and homework mark averages is an essential complement to this, much of the above can be achieved by careful scrutiny of the interim report data for each subject.

### Published analysis

At key points throughout the year analysis is published by the academic office for the purpose of action planning. Internal examination dashboards are produced following each annual internal exams, alongside a report on results across the whole curriculum. Results dashboards are produced for each subject following external exams. These publications serve as the basis for discussion in the post-exams analysis meetings held during September each year. In addition to this, analysis of the data from each interim report is also published.

A key purpose of this analysis is to identify those students failing to make expected progress or demonstrating poor responsibility for learning. In addition to this, analysis seeks to understand where there may be unhealthy in-College variation between teaching groups or subjects, or a concerning gap in performance between key student sub groups.

Following external examinations, analysis also considers the accuracy of predicted grades.

### Entering and storing achievement data

We seek to ensure that data is only entered once by teachers and that all data is held in the school MIS (SchoolBase). Making SchoolBase the initial data entry system should result in efficient use of this data. Teachers use the SchoolBase mark book for this purpose. All data should be entered in the mark book in a timely manner, consistent with the College homework policy.

Each Head of Department is responsible for SchoolBase mark books for their department, and should ensure that these meet the College specifications. Separate pages should be provided for homework (homework graded using a mark out of ten) tests and tasks (other marked exercises). In Year 11 a page for past papers may be useful. In addition, pages showing key student information (tutor group, target, KS2 level, SEN, medical, language), will be provided for staff by the academic office. To ensure consistency across the College common grade sets must be used for RfL, homework (EC TEN) and trajectory graded work. Tracked data should always include the academic year in the title to allow for ease of identification from one year to the next (e.g. 2017-18).

## Part 5: Reporting

Parents are ultimately responsible for the education of their children. Reports are essential communication between home and school. Reports should communicate accurately where students are, both in terms of character development and in terms of academic progress. They should motivate students to improve by providing clear manageable next steps, and serve to celebrate achievement where appropriate. The development of character specifically relating to responsibility for learning (intellectual discipline in the Sixth Form) is given prominence in the report, academic data being predominantly communicated in a statistical format. Historical information is included on each report so that changes from year to year can be clearly seen. Reports are shared with students and parents electronically via the parent portal.

### Termly score card

At the end of each term, or with the annual report, we produce a 'scorecard' for each student which is published to parents. The purpose of the scorecard is to present important summary data in a clear visual way that makes clear to parents, students and staff where there are strengths and weaknesses. Presenting and then analysing the data in this way allows incisive and consistent intervention to take place which generates an overall culture of high accountability and the pursuit of excellence. The score card (see below) colour codes five key measures, indicating less than satisfactory performance in amber and a more serious concern in red. Subject detail is provided in the table underneath as seen here. A key is provided which enables students, staff and parents to better understand the colour coding:

Spring 2015 Scorecard				
2.1	-0.9 C	0.0 B C	0.00	94.1%
Responsibility for learning	Average grade	Progress in English and maths	Detentions per week	Attendance

### In the Year 10 examinations Irum achieved the following:

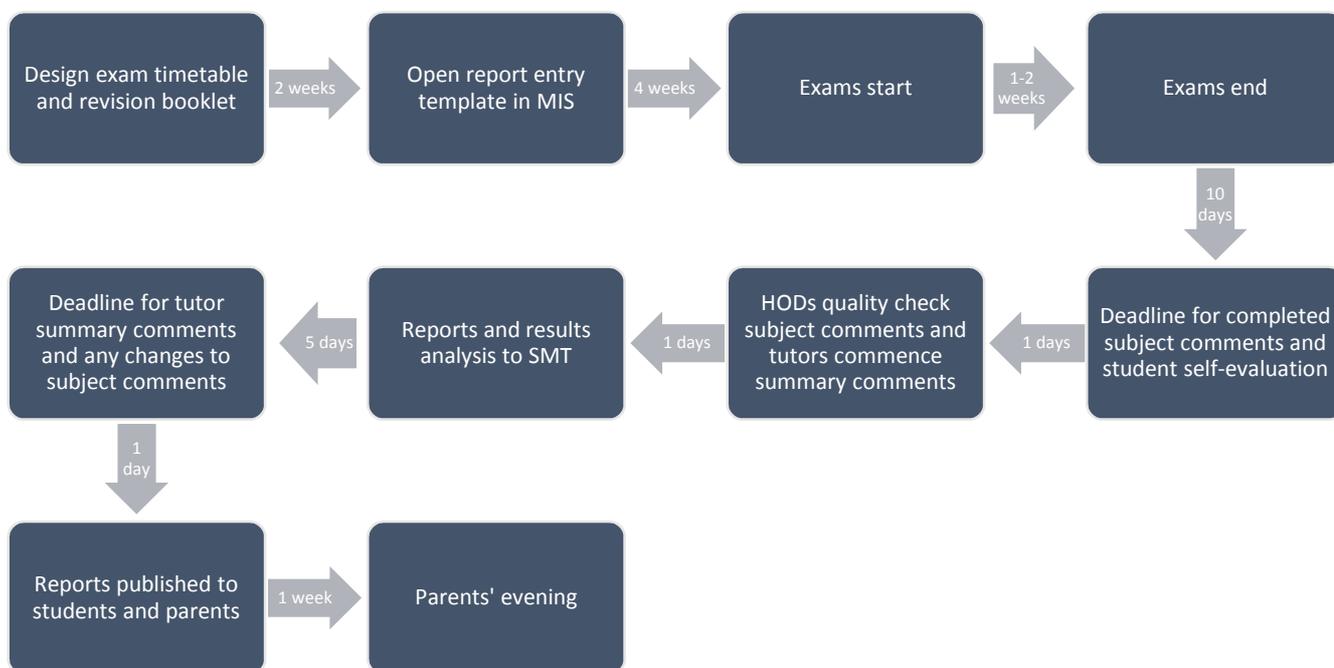
Subject	Set	Grade	RfL	Target comparison
English	4	B	Generally good	0
English Literature	4	B		0
Mathematics	4	C	Less than satisfactory	0
Core and Additional Science	6	C	see subject reports	0
French	2	B	Generally good	0
History	2	D	Generally good	-3
Religious Education	3	B	Generally good	-1
Business Studies	1	D	Generally good	-3
ICT	1	C	Generally good	-2
Games	2	C	Generally good	0

	Responsibility for learning	Progress	Progress in English and maths	Detentions per week	Attendance
Green	1 to 1.5	-0.5 or higher	-0.5 or higher	0	97% or higher
Amber	1.5 to 2	-0.5 to -1.5	-0.5 to -1.5	0 to 0.3	93% to 97%
Red	2 to 4	lower than -1.5	lower than -1.5	0.3 or higher	Lower than 93%

## Annual Reports

The annual reporting cycle is designed so that Year 7-11 and Year 13 annual exams are staggered throughout the year. The main events within a single exam and reporting cycle are shown below. Each cycle takes about 12 weeks, with students receiving results and a detailed annual report from their teachers three weeks after the last exam.

### Overview of key events in the reporting cycle for a single year group



## Written comments

Written comments are intended to inform parents and to motivate students to improve. Comments and targets for improvement should relate, on the whole, to responsibility for learning (intellectual discipline in the Sixth Form). Teachers should ensure that comments are:

- written in good English, with spelling, punctuation and grammar carefully checked
- individually crafted for each student (not copied and pasted from another)
- clear and unambiguous
- not in contradiction to the data on the report

It is important to avoid criticism of elements of a student's personality. Here we must recognise the difference between character (the moral behaviour that a student can change) and their personality (aspects of themselves that they are not equipped to modify to any great extent). Recognition that students express enthusiasm and engagement in different ways is essential to providing feedback that students will recognise as accurate and motivating.

Teachers should ensure that targets also focus on responsibility for learning and are clear and specific. It is important that students know and understand exactly what they are being asked to do in order to improve, and targets should therefore as far as possible, be SMART (specific, measurable, realistic, timed, achievable).

## Tutor comments

The tutors comment should draw together common themes from the individual subject comments and highlight strengths and weaknesses from the scorecard. A member of staff from the Senior Management Team will ask to see students whose reports are of particular concern... The top performing students in each year group for responsibility

for learning, academic achievement or performance against target are invited to a celebratory lunch with the Principal, Vice-Principal and the appropriate Head of School.

## Parents' Evening

Annual reports are issued in advance of the annual parents' consultation evening and will form the starting point for that consultation. Each meeting with parents should consist of:

1. A greeting (stand, shake hands with parents and students, ensure names are known)
2. A brief conversation establishing that the comments within the RfL section of the report are understood
3. Specific feedback from the teacher relating to academic work produced during the year highlighting strengths as well as areas of improvement (it is likely that the exam will be discussed here)
4. Specific actions that the student can begin to work on immediately

## Part 6: Intervention

Intervention is necessary where students fall short of their personal best both, either in academic progress or character development.

The scorecard is the starting point for intervention within the student support system. A red score for RFL or detention rate triggers involvement or escalation in the **behaviour support system** and a red for attendance, the **attendance support system**. Where students are given 'reds' for progress or progress in English and maths but their RFL score is not red they will enter the **academic support system**.

The student support systems are an integrated system of support managed by both pastoral and academic staff to ensure that students who are not working towards their potential are provided with effective support quickly and efficiently aimed at motivating long term change and development of character that will in turn lead to increased academic performance. Further detail on these systems can be found in the student support and pastoral care policy.

In addition to the support described above, those students who following their Year 10 exams appear unlikely to achieve their full potential in their GCSE exams are offered further support, through a range of activities designed to train, motivate, hold accountable and guide. This provision, known as *Passport to Success*, involves mentoring, participation in a variety of revision support activities, supplementary careers advice sessions and additional study lessons conducted within Activities Week. *Following the Year 11 trial exams, students in this group will also receive weekly RFL and progress updates from their teachers, which can be discussed at weekly mentoring meetings.*