



# Ringwood School

## Ringwood School

### Teaching, Learning and Assessment Policy

#### POLICY DETAILS

Policy Name	Teaching, Learning and Assessment Policy (Home Learning included)
Policy Category	
Policy Number & Version	
Replacing/Updating	
Author	Assistant Headteachers for Teaching and Learning
Statutory, regulatory and/or contractual considerations	
Authorised By	The Governors' Teaching and Learning Committee
Authorisation date	Feb 2022
Implementation Date	Feb 2022
Next Review Date	
To be reviewed by	Assistant HT responsible for Teaching and Learning

# Ringwood School: Teaching, Learning and Assessment Policy

## Statement of Intent

At Ringwood School we recognise that all students have the entitlement to access a broad, challenging and appropriate curriculum. Every student should experience a variety of teaching and learning activities which enable them to achieve their full potential. Through successful teaching and learning, we aim to meet the learning needs of all students, develop the whole child and enable our students to enjoy learning, achieve excellence and become lifelong learners.

Alongside encouraging teachers to adopt their own style of teaching, be creative and take risks, we ask that they adhere to the Teaching: Team Ringwood Charter and Planning and Teaching Framework: Ingredients for Effective Learning set out in this policy. This is to ensure consistency and high-quality teaching for all students. (Appendix 1)

## Aim of the Policy

The aim of this policy is to provide a clear set of high expectations and a common approach to teaching and learning at Ringwood School so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education.

## Roles and Responsibilities

### Governors

- to ensure the effective and rigorous implementation and monitoring of the policy

### Leadership Team

- to provide appropriate support, training and resources for subject areas and individual staff
- to work with subject leaders to identify CPD needs and opportunities to ensure the highest quality of teaching, learning and assessment
- to monitor and evaluate the delivery and impact of the policy
- to modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities

### Subject Leaders

- to be responsible for the co-ordination of long, medium- and short-term planning of schemes of learning, taking into consideration the aims and objectives of the policy
- to monitor and evaluate consistent delivery of the policy at subject level
- to provide appropriate support to team members by providing training materials or advice and guidance
- to support staff to take risks in new teaching methods

### Teaching staff:

- to ensure that their own teaching meets the national Teachers' Standards; ensuring teaching and learning is at least good (Teachers' Standards are referred to within this document and see also the overview of Teacher Standards in Appendix 8 ).
- to implement this policy by planning and delivering high quality learning experiences

- to have a growth mindset and be willing to take risks
- to actively seek to reflect on their practice and work collaboratively with colleagues to share best practice and improve teaching (to practise deliberate professional togetherness)
- to know and understand the principles and content of the policy and how they can contribute to it

#### Students

- to work positively within lessons to enable staff to implement the policy effectively
- to adhere to the school's STARS behaviour expectations to create the right and positive climate for learning
- to engage with learning experiences outside the classroom by ensuring completion of the learning tasks set as homework
- to take responsibility for embedding their learning and developing their own learning independently developing their metacognitive knowledge and regulation

#### Parents / Carers

- to support the policy of the School, in line with the Home-School Agreement, by providing support for students/children at home, allowing them to continue to develop their learning effectively

**This policy document is divided into 4 sections:**

1. Teaching and Learning
2. Assessment and Feedback
3. Home Learning
4. Appendices

## Section 1: Teaching and Learning Policy

### 1. Ensuring Quality First Teaching for all

#### Teaching: Team Ringwood

The Teaching: Team Ringwood diagram explains the vision and intent that as a school we commit to, in order to ensure quality first teaching across school. All teaching staff have contributed to this via an initial planning meeting and subsequent drafts so that we can identify clearly the key elements of effective teaching in our school. They are the fundamentals for teaching at Ringwood School.

*Teachers' Standards 1-7.*

#### Teaching to the point of difficulty

We ensure challenge through our planning and within the delivery of our lessons for all our students by planning our lessons using excellent subject and pedagogical knowledge. Students have to think hard, deepen learning and communicate effectively.

#### Teaching responsively

We use formative assessment in order to check what students understand, know and can do and then adapt our future lessons accordingly. We reflect on what we have taught and what students show they have understood in order to ensure next lessons will clarify misconceptions, consolidate learning and when appropriate, move students forward in their learning.

### **Teaching to develop scholarly students**

We create opportunities for students to extend their curiosity and expand their knowledge in our subjects through our development of the super-curricular outside of the classroom and our use of questioning and challenge within the classroom to ensure that all students are active and engaged. We develop student metacognitive knowledge and regulation so that they can plan, monitor and evaluate their learning themselves.

### **Planning and Teaching Framework: the ingredients for effective learning**

Created in school around evidence-based research (specifically the Great Teaching Toolkit Evidence Review June 2020 and the Metacognition and EEF Self-Regulated Learning Guidance Report) our Planning and Teaching Framework; the ingredients for effective learning, consolidates recent priorities on AFL, memory and cognitive load, challenge as well as introducing our recent priority of metacognition.

Whilst we recommend that it provides an effective cycle of learning, it is not expected that teachers should always include all the ingredients in every lesson. It will depend on the subject, the type of lesson, what the learning objective is and where students are in their sequence of learning. It is likely that the ingredients are seen within a series of lessons. We would always expect that teachers have a learning objective and that students have opportunities to reflect and review in each lesson upon what they have learnt.

Departments and individuals identify the ingredients on which they need to focus to drive improvement and develop their own practice. Subjects implement the framework in an appropriate way to meet their pedagogical needs and subject specialisms.

The framework is used for performance development observations, learning walks and triad and peer observations.

### **Enabling strategies (formerly known as One Pagers): Assess, Plan, Do, Review**

In order to meet the needs of individual students, all teachers identify and implement enabling strategies. They reflect upon prior attainment data and assess and identify 2 or 3 students that are underachieving / not on flightpath in all of their classes (**assess**). They consider what their barriers to learning are to help identify different strategies with which they can experiment in order to meet their needs (**plan**). To help with this, there is a Directory of Strategies that offers a wide range of strategies for different needs. In their meeting the needs marksheets in SIMS, teachers plan and record the strategies they intend to use to meet their needs and over the term ahead, they experiment with these strategies in order to improve performance for the specific students (**do**). At Progress Check time teachers review the impact of the strategies with their selected students (**review**). This requires consideration of whether the strategies have had impact. If strategies have not worked (this is completely possible) staff could change the strategies. If they have worked, the focus can be changed to another student. *Teachers' Standards 4 and 5.*

## **2. Developing teacher expertise - CPD**

CPD is delivered through 6 half termly whole staff Teaching and Learning meetings focussing on the school Quality of Education priorities.

There are also 6 half-termly 10-minute T&L briefings which are responsive to the needs of colleagues based on the feedback from the T&L meetings and ongoing school priorities.

For specific CPD needs, colleagues also attend specialist courses and training.

We are a member of the National College so teachers have unlimited access to the latest developments in educational practice with regularly updated webinars and courses.

### **Triads, Peer Observation and Lesson Study**

Colleagues work together in threes to improve the teaching and learning of students in key groups in their classes and to develop their own teaching expertise. This is done through half termly triad observations of each other. A Lesson Study approach can be used (where the observer focuses on individual students to evaluate the impact of the teaching on their learning and progress). *Teachers' Standards 4, 5 and 8.*

### **Coaching**

As a school, we believe in a coaching culture as a powerful mechanism for our teachers to continue to improve and widen their skills in the classroom. Coaching enables our colleagues to set and have authorship of their own goals, to recognise their own strengths but also crucially, to identify the actions they can take to continue to develop professionally. After triad observations, a coaching conversation takes place to enable teachers to self-reflect. We encourage the use of the GROW model and encourage colleagues to use the same methods with students to enable them to identify active behaviours they can use to improve their own learning, if a coaching role is the most appropriate. *Teacher Standard 8.*

### **Subject Pedagogy and Department Meetings**

Within the department meeting schedule are meetings to specifically develop subject pedagogy in line with the school and department priorities. Subject Leaders decide on the content of these meetings and encourage colleagues to actively share good practice.

### **Teaching and Learning Pedagogy Group**

The Teaching and Learning Pedagogy Group meet half-termly and support whole school teaching and learning. They are passionate about pedagogy and educational research and use it to discover what works well for our students and to develop policy and practice. They carry out research and facilitate whole school teaching and learning meetings and CPD sessions.

### **Professional Learning Log**

All colleagues complete their Professional Learning Log over the year (after Teaching and Learning meetings and briefings, INSET Days, mid-year reviews and end of year review meetings). It serves as a reflection tool to keep colleagues focussed, remind them of their pledges and help them reflect on what went well along with next steps. It should be taken to Performance Development meetings and supports us in our appraisal of our Performance Development objectives.

### **3. Monitoring the quality of teaching & learning:**

Linked to the school's performance management policy, there is a robust system of monitoring the quality of teaching and learning. This system comprises of:

#### **Accountability Meetings**

These take place fortnightly between subject leaders and their leadership team line manager. The agenda is pre-populated at the start of each academic year according to the school calendar to allow for greater consistency across school between subject leaders and line managers. During the week between the fortnightly meetings subject leaders and / or line managers carry out work scrutiny / learning walks within their department as part of the monitoring process. The area of focus is agreed with the LT line manager and feedback is shared in the subsequent meeting. Whilst the meetings are in place for the LT line manager to monitor the department, there is an increased emphasis on empowering subject leaders so that they are playing a significant role in monitoring their own departments.

#### **Lesson observations**

Teachers will be observed once as part of the annual performance management cycle; further lesson observations will take place during strand/subject reviews, peer observations arising from the staff audit as well as internal department rotas.

#### **Book Look fortnight**

One fortnight per term is designated as 'Book Look Fortnight'. During this time, the SL and LT line manager check the quality of marking and assessment in all colleagues' books in their area, using questions linked to Teacher Standard 6. (Please see appendix 2). *Teacher Standard 6.*

#### **Peer Subject Review**

This is a rolling programme of peer reviews between pairs of departments, according to a schedule determined at the beginning of the academic year. Subject Leaders lead the review of their linked department, during which all teachers have an observation with the outcome of formative feedback, using *www* and *ebi*. Five reciprocal reviews take place each academic year. (Please see appendix 3 for a summary of the review process.) *Teacher Standard 3.*

#### **Analysis of assessment data**

Each term, once teachers have inputted the current attainment (KS3, 4 and %) and predicted data (KS4 and 5) for each student, this is discussed as part of the accountability meeting schedule. There is also a two-stage RAP (Raising Achievement and Progress) process lead by the assistant head responsible for data and outcomes and the relevant head of year. Underachieving students are identified and then feedback on the issues and interventions is gathered before a RAP meeting takes place with the heads of core, the headteacher, the head of year and the assistant head. At this meeting, actions are identified

to aim to improve progress for individual students and followed up at the next calendared RAP meeting.  
*Teachers' Standards 2 and 6.*

## **Section 2: Assessment and feedback**

### **Principles of our Whole School Assessment Approach**

Summative and formative assessment support students' improvement

Summative assessment is to measure students' learning and to feed into judgements about where students are now and where they might get to

Formative assessment is to enhance students' learning by allowing for deliberate practice of the component knowledge and skills which underpin expert performance

Assessments are designed and implemented in a way which ensures they are valid and reliable

Assessments are designed to support the acquisition of skills and knowledge

Assessment and feedback is easily understood by all students through the use of the Agreed Common Assessment Approach

Assessment of work is done in a way which helps mitigate against bias in teacher judgement

### **Principles of our Whole School Feedback Approach**

Feedback is to enhance the learning of the students

Feedback will identify clear next steps targets for students to work towards

Feedback is timely and will take different forms in different subject areas

Feedback from assessments to students is supported by student activities to ensure they engage in that feedback to improve their work

Feedback and associated classroom activities support students' developing self-regulation skills.

Written feedback from teachers supports the development of literacy skills by using the Literacy marking codes to identify and correct errors. (see Appendix 4)

Students complete their response to feedback in purple pen so improvements are obvious to students and teachers

#### **To ensure rigour and accuracy:**

Summative assessments will be standardised and moderated and departments will calendar meeting time to ensure this

#### **Department Assessment and Feedback Policies**

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Each department adheres to their own assessment and feedback policy that they have written in line with the whole school principles for assessment and feedback.

## Section 3: Home Learning Policy

Ringwood School believes that HL encourages students to take responsibility for their own learning, manage their time effectively and meet deadlines. It also develops independence along with the skills and attitudes essential for successful lifelong learning. *Teacher Standard 2.*

### Purpose

All HL tasks will meet at least one of the aims listed below:

- **Preparation** – Where students are set a task which allows them to prepare for future learning.
- **Practice** - Where students are set a task which allows them to practise their knowledge or skills.
- **Revision** – Where students are set a specific task to revise and review prior learning encouraging them to embed knowledge in their long-term memory. This may be for imminent assessment or long-term future assessment and learning.
- **Coursework** – For subjects which allow students to complete aspects of coursework outside the school setting.
- **NEA**- For subjects which allow students to complete aspects of NEA outside the school setting.

### Roles and Responsibilities

<b>Student</b> <ul style="list-style-type: none"><li>• Record HL in diary with deadline and work out when you will complete the HL</li><li>• Complete the HL and hand in by the deadline</li><li>• If you are unsure of the HL task seek out help in your own time before the deadline</li><li>• Ensure the recommended time for HL is not exceeded in order to strike a balance between work and leisure time</li><li>• If absent, refer to TEAMS to find out what HL has been missed and talk to your teacher. Where appropriate HL should still be completed</li><li>• In failure to reach deadlines follow the whole school HL sanctions policy</li></ul>
<b>Parent</b> <ul style="list-style-type: none"><li>• Sign the Home/School agreement in student diary</li><li>• Sign student diary on a weekly basis reading any communication from tutors and teachers</li><li>• Check that student is completing the expected HL (using the HL timetable recorded in the back of the diary)</li><li>• Offer encouragement to complete HL</li><li>• If a student is unable to complete a piece of HL in the recommended time frame, sign in the margin so that the teacher is aware</li><li>• Where students fail to reach deadlines, support the school with the HL Sanctions Policy (this includes organising transport where necessary for after school detentions if they are set)</li><li>• If a detention for HL failure is set, sign the diary next to the detention to acknowledge you are aware of it</li></ul>
<b>Teacher</b>



<ul style="list-style-type: none"> <li>• Communicate the expectations of the HL policy to students</li> <li>• Set HL on the correct days according to the HL timetable</li> <li>• Clearly communicate expectations and allow time for recording HL in the diary (including deadline)</li> <li>• Provide feedback in response to HL in line with the School's Assessment and Feedback Policy</li> <li>• Challenge HL that is below expectation (e.g. quality, presentation) and expect that students will redo it</li> <li>• Where students fail to reach deadlines follow the HL Sanctions Policy, entering the correct codes in SIMS</li> <li>• Sign up and take part in whole school detention duty</li> </ul>
<b>Tutor</b> <ul style="list-style-type: none"> <li>• Communicate the expectations of the HL Policy to tutees</li> <li>• Give students time in tutor time to pre-populate diaries with weekly HL expectations</li> <li>• Provide students with strategies to manage time for HL</li> <li>• Check students and parents are signing diaries on a weekly basis</li> <li>• Ensure that students do not complete their HL in tutor time to emphasise its importance and value</li> </ul>
<b>Subject Leader (SL)</b> <ul style="list-style-type: none"> <li>• Ensure that appropriate HL tasks are set within the relevant SOW</li> <li>• When provisional HL timetable is sent to SLs, ensure that the HL timetable does not expect HL to be completed for the next day</li> <li>• Monitor that HL is being set and feedback provided across the subject</li> <li>• Ensure the team is adhering to the HL sanctions policy and entering the correct codes on SIMS</li> </ul>
<b>Senior Leaders</b> <ul style="list-style-type: none"> <li>• Ensure that appropriate HL tasks are being set within subjects that are line managed (book scrutiny)</li> <li>• Support tutors in monitoring that HL is being set and marked across all subjects through the collection and scrutiny of as well as spot-checking of linked tutor group diaries and TEAMS.</li> <li>• Ensure HL diaries are being signed by students, parents and tutors</li> <li>• Ensure that subjects are adhering to the HL sanctions policy</li> </ul>

### Setting and Timing of HL

- HL must only be set according to the HL timetable that is updated in September each year
- All HL must be followed up in a timely way and students must be given feedback.
- Home learning must have one of 5 main aims
- All HL will be set on TEAMS. How the work is submitted is for the teacher to decide and state to students. There is no requirement for students to click the "hand in" button unless students have been asked to submit their work on TEAMS.
- All HL is to be named with its purpose in bold and stated first, followed by the date set.
- All Home learning needs a category added stating the name of the teacher who has set the work. If extra detail is required, add this in brackets after the teacher's name.
- The time that the work is due must be changed from 23:59 which is the default time to prevent students receiving notifications at midnight.
- Example wording shown below:

**PRACTICE- Set Mon 5th July** Miss Middlewick (Biology)  
Due 9 July 2021 16:00

- Students must be given explicit instructions about what they need to do in the lesson when the home learning is set, with the purpose of the work stated.
- There is a column in the home learning diary where students can tick to confirm that there is home learning set and detailed in TEAMS.

Year	Subject	Time	Frequency
Y7&8	Maths, Science	Up to 30 minutes	1 per week
	English	Alternates between 60 minutes reading (minimum expectation) and a 30 minute 'What's in a Word?' task	1 per week
	Subjects with 2 or more lessons per week	Up to 20 minutes	1 per week
	All other subjects	Up to 20 minutes	At least 2 per half-term

Year	Subject	Time	Frequency
Y9	English, Maths	Up to 40 minutes	1 per week
	English	60 minutes reading (minimum expectation)	Spread over the week
	Science	Up to 20 minutes	2 per week
	Subjects with 2 or more lessons per week	Up to 30 minutes	1 per week
	All other subjects	Up to 30 minutes	At least 2 per half-term

Year	Subject	Time	Frequency
Y10 & Y11	English, Maths	40-80 minutes	1 per week (40 -80 minutes) <b>Or</b> 2 per week (up to 40 minutes)
	Science ( if you have 3 teachers)	Up to 25 minutes	3 per week
	All other subjects	Up to 40 minutes	1 per week

### Failure to complete HL

Failure to complete HL will lead to the application of the school's HL Sanctions Policy.

### HL support

Ringwood School believes that students need relaxation time along with opportunities for extracurricular activities for enrichment and enjoyment. Use of HL timetable allows HL to be spread as evenly as possible through the week so that students can achieve a learning-life balance.

We recognise the diverse needs within our school community and understand that some students struggle with the skills required to manage a HL timetable or to complete some HL tasks. We would like to support these students further and welcome communication through the diaries from parents and verbal communication with students and parents to support any issues related to HL that may arise. There is a HL club in LRC Tuesdays –Thursdays 3.20 -4.20 which is a great opportunity to make a head start with HL when it is set. The LRC is also open before and after school and during lunchtime should students wish to access computers and complete HL when in school.

# Appendix 1: Teaching: Team Ringwood Charter

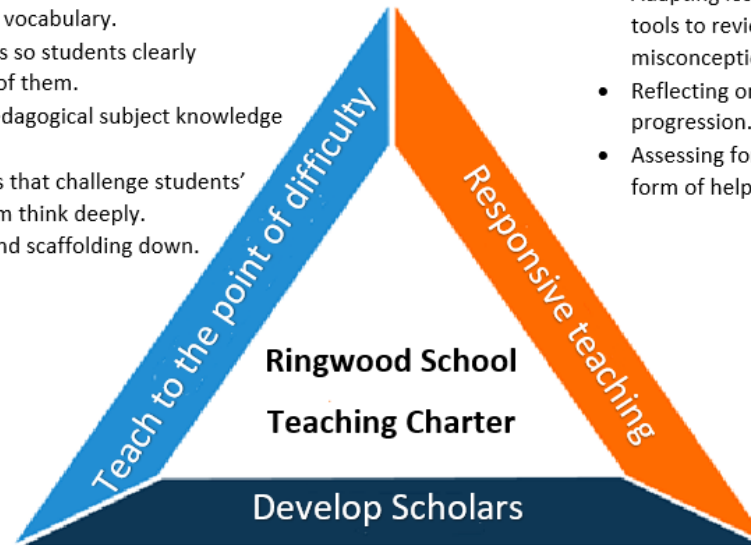
## Teaching: Team Ringwood

### We teach to the point of difficulty by:

- Challenging students to think hard.
- Creating a word rich classroom so that all students speak confidently and with fluency, write, and read at length using a broad subject specific vocabulary.
- Modelling expected outcomes so students clearly understand what is required of them.
- Maintaining a high level of pedagogical subject knowledge to extend students' thinking.
- Posing higher order questions that challenge students' understanding and make them think deeply.
- Designing challenging tasks and scaffolding down.

### We are responsive teachers by:

- Planning effectively to meet each student's needs.
- Adapting lessons accordingly using diagnostic tools to review learning and identify misconceptions.
- Reflecting on learning to ensure continued progression.
- Assessing formatively to provide feedback in the form of helpful next steps for students.



### We develop scholars by:

- Promoting perseverance, resilience and risk taking in a supportive climate for learning.
- Creating a no "opt out" culture.
- Extending students beyond the classroom with super curricular opportunities to foster a love of learning.
- Providing opportunity to make synoptic links and apply learning to unfamiliar contexts.
- Creating opportunities for students to deepen their learning.

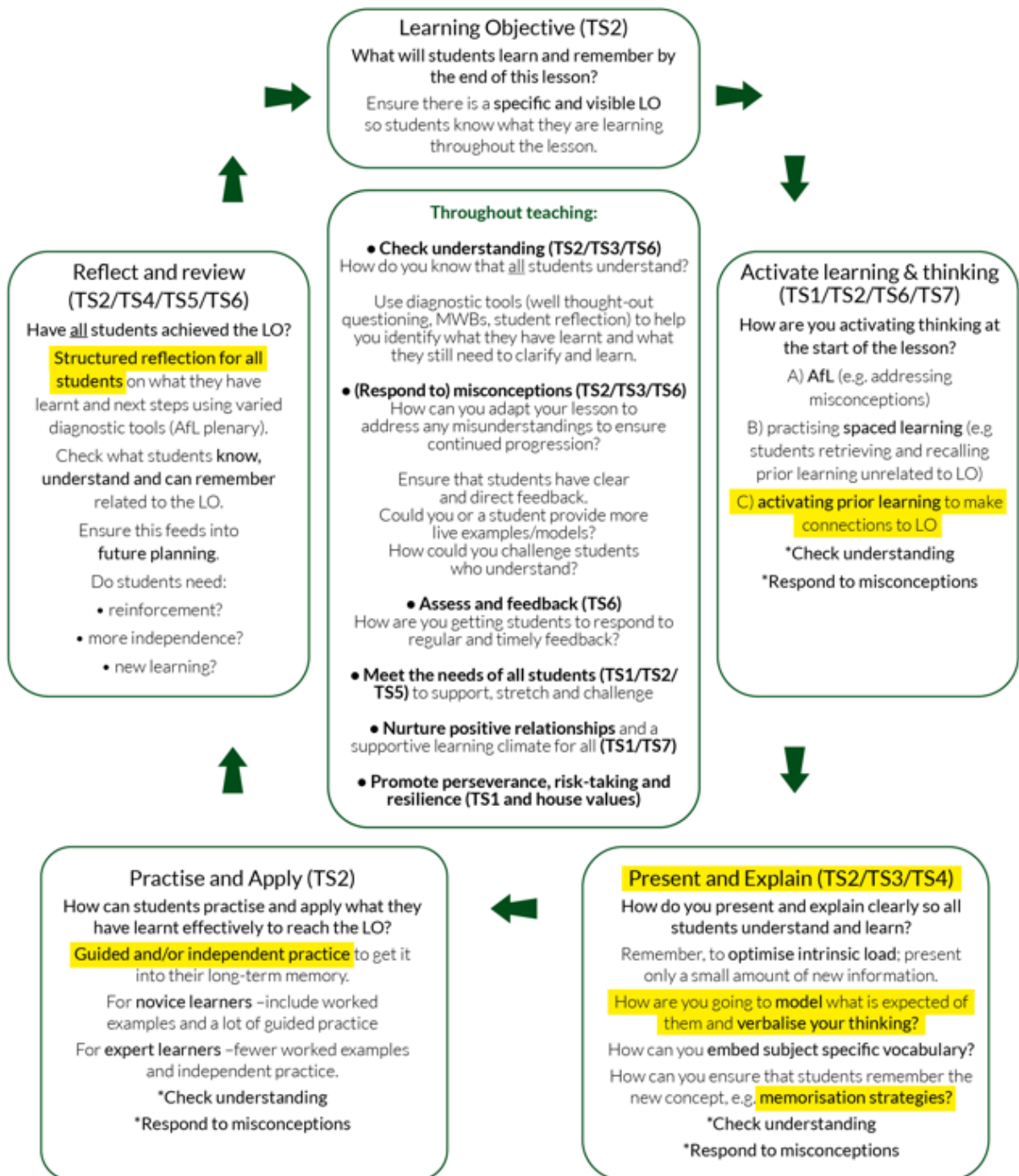


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# Appendix 2: Planning and Teaching Framework: Ingredients for effective learning



**Yellow highlights are the metacognitive teaching strategies**

## Appendix 3: Curriculum Review

### The objectives of the Curriculum Review:

#### To evaluate:

- How the choices made about the curriculum enable the Intent to be fulfilled;
  - How the subject intent fits with the whole school intent;
  - How the curriculum is planned, structured and sequenced to ensure students learn and progress over time;
  - How well it meets the needs of disadvantaged students and students with SEND and supports them to achieve highly (impact and outcomes);
  - How the curriculum is being implemented consistently and effectively in the classroom;
  - How assessment is planned and implemented to support the successful delivering of the curriculum;
  - How feedback supports students to make progress (impact and outcomes);
  - How reading is prioritised in the department
- 
- To help determine actions for the department SEF where relevant

#### The review involves:

using the SEF, Curriculum Maps and Unit Sheets to identify strengths and areas for Development  
a discussion about the curriculum (Intent Implementation and Impact) with the SL using the Deep Dive questions

a discussion about the curriculum (Intent Implementation and Impact) with selected teachers using some of the Deep Dive questions;

evaluating assessment and how it supports the curriculum – students' work / assessment tasks / assessment cycle / feedback

student voice focusing on how they learn and are assessed in that subject;

learning exploration visits focusing on how the curriculum is being implemented

#### Outcomes of a successful review:

An agreed understanding of the curriculum (with all members of the department, the SL and the LT)


SEF updated with any relevant actions

## Appendix 4: Marking Codes

### Marking for literacy

Teacher code:	Meaning:	Student action:
sp	spelling	<ul style="list-style-type: none"> <li>Use the 'Look, Cover, Write, Check' method to learn highlighted spellings.</li> <li>Use a dictionary to check how to spell the word correctly.</li> <li>Highlight part of word that is not correct.</li> <li>Use a mnemonic to learn the word correctly.</li> <li>Break down into chunks rather than attack the whole word.</li> <li>Write down a new sentence using the word, making sure this time, you spell it correctly.</li> </ul>
p	Punctuation	<ul style="list-style-type: none"> <li>Use the internet or ask your teacher to check you know the rule regarding the punctuation which has been highlighted.</li> </ul>
sent	Sentence structure	<ul style="list-style-type: none"> <li>Read the sentence you wrote originally out loud: can you see why the teacher has highlighted it?</li> </ul>
//	Paragraphing	<ul style="list-style-type: none"> <li>Can you remember what Tip Top stands for to help you remember to start a new paragraph? <b>Time Person Topic Place</b>. Review your work – do you keep forgetting the same one?</li> <li>Revise three or four connective words to help you have a bank of ways to start new paragraphs (firstly, however...etc).</li> </ul>

**Teachers are free to use other subject specific marking notation but where errors feature under these headings teachers should use these codes:**

Teacher code:	Meaning:	Student action:
?	Unclear	This means: it is hard to understand exactly what you mean from what you've said. <b>You could:</b> <ul style="list-style-type: none"> <li>Re-write the sentence in a different way, to make sure your meaning is clear</li> <li>Ask the person next to you to read your sentence and tell you which bit isn't clear to them and why.</li> </ul>
RTQ?	Relevance to the question?	This means: you are not answering the question, but have gone off the topic / drifted into writing about other things. <b>You could:</b> <div style="text-align: center;"></div> <ul style="list-style-type: none"> <li>Re-read one paragraph and put a mark where you have gone off the topic.</li> <li>Rewrite the paragraph, sentence by sentence, stopping after each one and referring back to the task or question, to check your writing is still focused.</li> <li>Use a highlighter pen to highlight key words in the question next time.</li> </ul>
Eg	Example/example needed	This means: either you have rightly included an example, or you need to include one. <b>You could:</b> <ul style="list-style-type: none"> <li>Go back to the original source, find an example and add it to your work</li> </ul>
rep	repetition	This means: you have written the same thing more than once. <b>You could:</b> <ul style="list-style-type: none"> <li>Find the point you have repeated and think of a different one – add it to your work.</li> <li>Next time, plan and number your points before you start writing the full answer to make sure you don't repeat yourself.</li> </ul>
SYW	Show your working	This means: you might have the right answer, but you haven't shown the steps you have taken to get there. <b>You could:</b> <ul style="list-style-type: none"> <li>Go back to the problem and write out the working.</li> </ul>
T	target	This means: whatever the teacher has written after the 'T' is what you need to do to make more progress next time. <b>You could:</b> <ul style="list-style-type: none"> <li>Re-write one answer / paragraph / section / sentence, trying to meet the target they have set you.</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Decide when you will be able to work on meeting that target next and remember to check back at this target before you start that piece of work.</li><li>• Write a response to your teacher's target, identifying what you will do to try to meet it next time.</li></ul> |
|--|--|

## Appendix 6: Data definitions

### Target grades

#### **Years 7-9:**

Students are given a target flightpath, using the GCSE target grades provided by FFT20. This system normally uses KS2 SATs prior attainment mapped against national GCSE outcomes. (For 2020 and 2021 year 7s, CATs data is used instead due to absence of KS2 data.) These can then be adjusted for individual students using a range of other data sets such as CATs and baseline assessments. To do this, departments use a 'one up, one down' process whereby if a student's flightpath is lowered, another student's in the same cohort is raised, to ensure that overall, the aspiration and challenge for the cohort on a subject by subject basis remains the same. In order to remain on target, a student at KS3 needs to continue to produce work which is judged to be at or above the correct flightpath.

#### **Years 10-11**

At KS4, the data indicator set in Year 10 (from FFT 20) lasts for two years and represents a challenging minimum grade for students to achieve by the end of Year 11. These can then be adjusted for individual students within a subject area. To do this, departments use a 'one up, one down' process whereby if a student's flightpath is lowered, another student's in the same cohort is raised, to ensure that overall, the aspiration and challenge for the cohort on a subject by subject basis remains the same.

#### **Years 12-13:**

In the first term of Year 12, students are given an attitude-only Progress Check. At this point, a cluster of target grades is shared with students. In the spring term, these grades are then linked with individual A Level courses studies by a student and at this point, each student is provided with a data indicator from ALPs, using their average GCSE point score which is pre-populated into SIMs on a subject by subject basis. This grade represents a challenging minimum target for each student that is informed by the ALPs A Level target grade. Where the A Level grade is split in the ALPS system, the higher grade will be set for the data indicator. This is because it is important to set expectations with students early in the duration of their course. This process means that students at Ringwood School are benchmarked for potential achievement against the top 20% of A Level Providers nationally, meaning that the data indicator is both aspirational and achievable.

### Current attainment and predicted grade/level:

#### **Current Attainment at Key Stage Three and Key Stage Four:**

This is the grade or flightpath which reflects the standard the student is working at given a particular point in time and answers the question "If I were to sum up the overall achievement level of a student, what is their grade or flightpath in this subject now?"



Although the most recent assessment result should of course be taken into account, the grade/flightpath given for current attainment is a holistic one. This includes the wider picture of that student's attainment: work in class, on-going informal assessment and the teacher's own knowledge of that student's strengths and weaknesses.

At Key Stage Four, this is reported as a sub grade. (This will be expressed in numerical form. For example, 6a for a student who is working at the top of that grade; a 6b for a student whose work is securely in that grade; 6c for students whose work is in danger of dropping to a grade 5.)

At Key Stage Three, this is entered as either being at the top of the flightpath (indicated by a +) or being securely within a flightpath (indicated by an =). This fine judgement is not reported to parents; rather simply whether a child is above, on, below or well below is what parents will be told in Progress Checks.

### **Predicted Grade at Key Stage Four / Key Stage Five: (PG)**

This is the grade or level which the teacher predicts the student will get at the end of the course or key stage, if they carry on working in the way they are working now. In other words, if their attitude, work ethic, organisation...etc remains reasonably similar, this is the grade they would be expected to achieve.

This means that with the additional skills, knowledge and level of maturity which the student will gain in the remaining months/years of the course, their predicted grade may often be higher than where it is at present (current attainment).

Predicted grades, however, must not be used as a motivational tool or aspirational grade, but must give an accurate picture of the actual potential outcome for the student. This means the data can then be accurately used to identify students who need intervention.

Predicted grades are reported as a sub level/grade to reflect the security of the grade being predicted.

There are 2 data drops of a student's current attainment and predicted level/grade for each academic year with the exception of Y11 where there are three data drops per year.

Each set of current & predicted grades is accompanied by a full Progress Check, including information about attitude to learning in the classroom and attitude to learning at home.

Following each capture of current and predicted grades at KS3 and KS4, the information will be analysed by subject leaders, class teachers and line managers to identify issues and agree further actions, following a DAP (Data / Analysis / Planning) presentation on the overall picture, the gaps, the trends and the vulnerable groups. At KS5, we use ALPs to complete this analysis and to support decisions regarding intervention.

## Appendix 7: Home Learning Sanctions

HL Sanctions Y7-11 Home learning sanctions reset every term for Y7-11

<b>HL1</b>	First home learning failure for the subject in the half term.	Bring work in for next day / lesson as agreed with class teacher.	Recorded in diary. Recorded on SIMS.
		Failure to bring in work transfers to ASD (but remains as HL1) <b>HL1X</b>	Record on SIMS and add ASD to SIMS Record ASD in student diary Automated email
<b>HL2</b>	Second home learning failure for the subject in the half term.	After School detention (next day 3.20-4.20pm)	Record in diary. Record on SIMS and set "after school DT" for next* day by 4.30pm. Automated email home. <i>*next day after telling student</i>
<b>HL3</b>	Third or subsequent home learning failure for the subject in the half term.	Leadership detention (Friday 3.20-5pm)	Record in diary. Record on SIMS and set "Detention with LT" by 4.30pm for next Friday. <i>If it is a Friday – please set for following week.</i> Automated email home.

HL Sanctions Y12-13 These do not reset every term as in main school

<b>HL1</b>	First home learning failure for the subject	Bring work in for next day / lesson as agreed with class teacher.	Recorded in diary. Recorded on SIMS as HL1.
		Failure to bring in work transfers to Sixth Form clinic <b>HL1X</b>	Record on SIMS as HL1X Add Sixth Form clinic to SIMS Record Sixth Form clinic in student diary Automated email goes home to inform the parent.
<b>HL2</b>	Second home learning failure for the subject	Sixth Form clinic (Thursday 3.20-4.20pm)	Record on SIMS as HL2 Add Sixth Form clinic to SIMS Record Sixth Form clinic in student diary Automated email goes home to inform the parent.
<b>HL3</b>	Third or subsequent home learning failure for the subject	Sixth Form clinic (Thursday 3.20-4.20pm)	Record on SIMS as HL3 Add Sixth Form clinic to SIMS Record Sixth Form clinic in student diary. Automated email goes home to inform the parent. Meeting with Progress leader and Learning Contract issued.