SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS (ACADEMY)

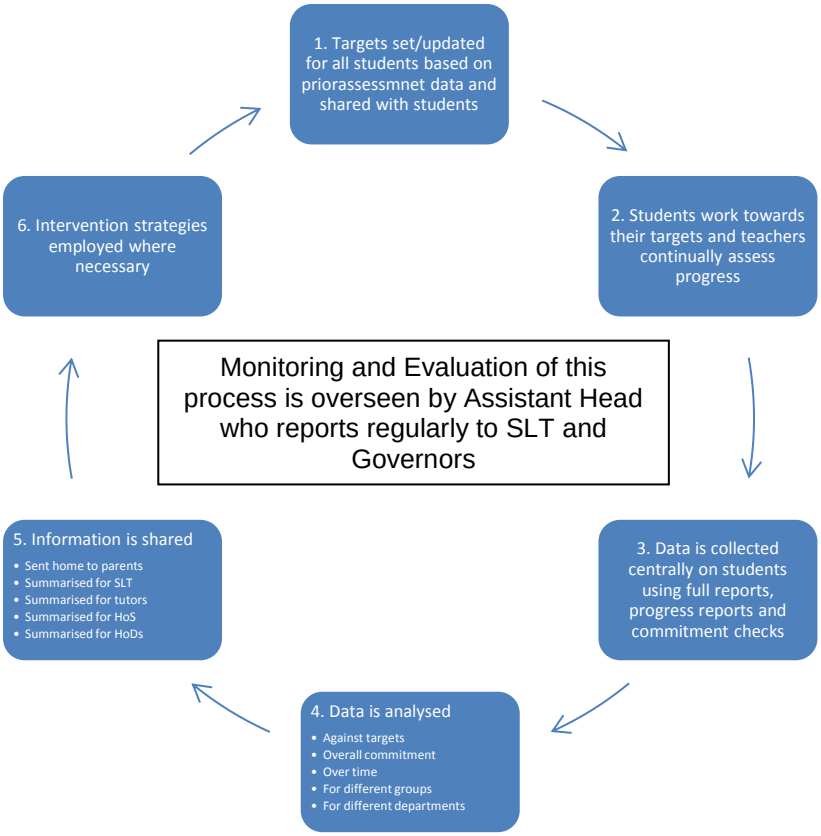
SCHOOL AIMS

South Wilts is a progressive grammar school for girls which aims to maintain high academic standards and cultural achievement with a caring environment. We seek to encourage responsibility and personal fulfilment so that students attain their maximum potential. The School is dynamic and works with the community to prepare its students for life-long learning and adult independence.

South Wilts Grammar School values and respects all students equally and aims to provide equality of opportunity wherever possible.

ASSESSMENT AND REPORTING POLICY

Tracking the progress of students ensures that teachers, HoDs, HoS, SLT, governors and parents know that students make significant progress during their time studying at South Wilts.
It allows students to know what they should be aiming for and the school to monitor progress, celebrate success and act to ensure the lack of progress becomes not become underachievement.
All stakeholders have a responsibility in this process



1. TARGET SETTING

Reliable and rigorous student tracking is essential for us to identify students requiring support to meet targets. To monitor student progress over a period of time, information on student attainment and commitment will be collated for years 7-13 throughout the year.

Our aim is to set targets that are challenging for our students, while in line with previous achievements.

Year 7

- Students will be assessed against the SWGS Standard in each subject, please see the school website for the details of these standards for each subject. All students in Year 7 will have a target of a SWGS Standard I for the end of Year 7
- At the end of Year 7, a personalised SWGS Standard target will be set for the end of KS3 in each subject, based on their performance in Year 7, CATs scores and standardised KS2 scores (where available)

Years 8 & 9

- In 2016/17, KS3 National Curriculum Level targets will continue for each subject. These have been reviewed by the students' previous teacher and moderated by HoDs

GCSE

- Single grade letter / numerical targets will be decided for each subject which are based on FFT data. This is then moderated using KS3 teacher assessed levels along with students identified as G&T in each subject
- Targets for the new numerical grading system can be split grades e.g. 7/8
- Targets are reviewed at the end of year 10 by the subject teacher and moderated by HoDs

AS / A Level

- Subject specific targets are calculated for each student and then shared with HoDs. These are based on average GCSE point scores.
- These can then be adapted in consultation with subject teachers. For Year 13 students, their AS grades and end of year grades can be used to inform target setting
- Liaison with BWS takes place for girls studying joint courses and courses taught solely at BWS.

2. TRACKING

Tracking is the process of collecting and analysing data for each student, in each subject to check that continued progress has being made. Data for students in all years is collected three times per year, one of which is a full report where comments are written by the subject teacher to summarise each students' progress. Commitment grades and progress measures are collected at the other points in the year.

The data is summarised according to student, subject and for a range of vulnerable groups. This is then shared during SLT meetings and actions taken where appropriate. Summaries are also produced for HoDs, HoS and tutors. Summaries for HoDs will be broken down in teaching groups. HoS data is sorted according to progress, so that intervention can be arranged for students that are not making expected levels of progress.

Achievement and progress monitoring summaries are shared with the Curriculum Committee & Steering Committee of the Governing Body.

a) Commitment grades

Commitment grades are used to measure students' effort towards their study. Contributing factors include concentration in class, presentation, completion of homework and contributions in class.

These are defined as:
2 = **Works hard** - Consistent and acceptable levels of concentration in class; consistently acceptable presentation, homework and coursework consistently completed to an acceptable standard; deadlines consistently met.

1 = **Outstanding application** - All of 2, plus: Demonstrates a genuine enthusiasm for the subject; makes significant contributions in class; outstanding application in homework and class work.

3 = **Needs to work harder to fulfil potential** - As 2 but any of the following: Levels of concentration not always acceptable: homework not always completed to an acceptable standard; has missed deadlines.

4 = **Insufficient commitment** - Commitment is consistently unacceptable on several areas of 3

Grades 1 and 2 are only awarded where work reflects real commitment. In particular, they are not awarded to students who have failed to meet homework deadlines.

b) Progress measures

Year 7
Teachers assess students' progress towards the expected SWGS Standard I:

Beyond expected; making more than expected progress for this point in Year 7

Expected; making the expected progress for this point in Year 7

Towards expected; making less progress than expected progress for this point in Year 7

Included in the Year 7 full report is a students' current SWGS standard. This indicates the student's current level of performance using SWGS Standards for each subject.

Year 8 & 9
Grades to indicate a student's progress are collected for each student in each subject.
This is a measure towards their end of Key Stage 3 target:

A= making **exceptional** progress towards student's target
B= making **expected** progress towards student's target
C= attainment **at risk of not meeting** student's target
D= attainment **significantly below** the student's target

National Curriculum Levels are included in the full reports for Years 8 & 9 at the end of each year, indicating the student's current level of performance in each subject.

GCSE
A predicted grade is collected three times per year in years 10 and 11. The prediction indicates the student's likely outcome at the end of each course if she continues to make her current rate of progress.

AS / A Level
A Projected Grade is collected three times per year in years 12 and 13. This grade indicates the student's most likely outcome, based on current performance, that the student will achieve by the end of their AS or A2 course.

c) Vulnerable Groups

We monitor closely the progress of students in certain vulnerable groups to ensure that they are making good progress in line with the rest of the cohort. Groups include students in receipt of pupil premium funding, SEND, those with a poor attendance record, EAL, forces etc.

3. REPORTING

Key Stage 3 & 4
Information regarding students' progress and commitment is reported to parents 3 times a year consisting of two grade reports and one full report.

Key Stage 5
A grade report and a full report are reported to parents each year. Mock exam results are also reported home.

All reports are issued electronically via the parental portal. Parents are able to log on and access the information securely along with reports from previous years. Parents are also able to request printed versions. Information regarding the terminology that is used is included on the student reports. Parents are also offered the opportunity to discuss any concerns with either their daughters' form tutor or the head of Section.

Glossary

HoD	Head of Department
HoS	Head of Section / Key Stage
SLT	Senior Leadership Team
KS3	Key Stage 3, Years 7-9
KS4	Key Stage 4, Years 10 & 11
FFT	Fisher Family Trust. An organisation that analyses student data over a number of years. It calculate projected achievement for students based on prior attainment
BWS	Bishop Wordsworth School
CATs	The Cognitive Abilities Test is a suite of tests that assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment

Reviewed by	Date of Review / approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Curriculum	Autumn 2016	Annually	Autumn 2017	Non Statutory	Yes