

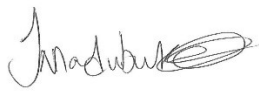
CARDINAL POLE CATHOLIC SCHOOL



Quality of Education Assessment

Approved
by
Governors

Signed:



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1. Cardinal Pole School Vision

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognises the importance and individual needs of every pupil and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

2. Mission Statement

Cardinal Pole is a Roman Catholic School with a Christian commitment to building community through the individual care of pupils and staff. Within the school we share a common faith which, while recognising the values of all cultures and ethnic groups, promotes understanding of and respect for the values of the Gospel. As teaching or non teaching staff in a Catholic School we promote what we believe and understand of the Christian truths which refer us back and lead us to Christ. We are conscious that in trying to do so we are subject to various pressures e.g. ever changing educational ideologies and the materialistic bias of the society in which we live. Nevertheless, there are certain criteria, which underpin our work as teaching and non-teaching staff. All members of staff should facilitate the development of skills and knowledge in pupils and help them to understand that God is glorified through the acquisition and good use of knowledge. All members of staff should, in their behaviour and attitudes, set positive examples for pupils and encourage them in the practice of their faith. The school seeks to foster close relationships between school, home and the local community in particular by increasing their faith. In our daily assembly we attempt to bring before God our work and the needs and concerns not only of the school but of the wider community.

3. Responsibilities

It is the responsibility of all teachers to provide the highest quality of education for our students. The principles of teaching and learning are set in the Standards for Teachers as published by the DfE (in September 2012). Teaching in Cardinal Pole Catholic School should comply with these Standards (**see Appendix 1**)

It is the responsibility of the Subject Leader or Head of Department to monitor the quality of assessment within their department and to offer support as needed. The Senior Leadership Team, led by the Deputy Headteacher (Quality of Education), is responsible for monitoring the quality of education across the school and to identify where development is needed. This monitoring will take the form of learning walks, book scrutiny, student voice, assessment data and, where relevant, observations with accompanying support and development activities as required.

To ensure the quality of education does not remain static, there is a whole school Quality of Education SIP. In addition, each department will have SIP which reflects the whole school priorities and their own identified areas for improvement or development. Governors have a statutory duty to monitor processes in place and that the school is addressing students' needs.

4. The Summative Assessment Cycle

Class teachers assess student progress continuously through verbal and written feedback on both class and home learning. The purpose of summative assessment is to test the effective delivery of the curriculum, to identify any areas of concern – curriculum or key groups – and to plan effective intervention to close gaps.

As a whole school, data is collected **twice a year** during Assessment Point 1 (Autumn Term) and Assessment Point 2 (Summer Term). Y11 and Y13 have assessment weeks at different times to the rest of the school (Autumn 02 and Spring 02) to prepare them for external examinations. During

assessment weeks for the whole school other than Y11 and Y13, the normal timetable is suspended for all students except Year 13. Students follow bespoke timetables based on their year group. Exams are invigilated by staff on a pre-planned rota and supported by pastoral staff and SLT.

Exams are rigorous and cumulative. All examinations are quality assured before the examination cycle to ensure parity across subjects and to ensure that they are testing prior skills and content as well as the most recent topic studied. The skills and content assessed is outlined in Curriculum Recovery Documents and Topic Lists which are shared with students prior to the exams.

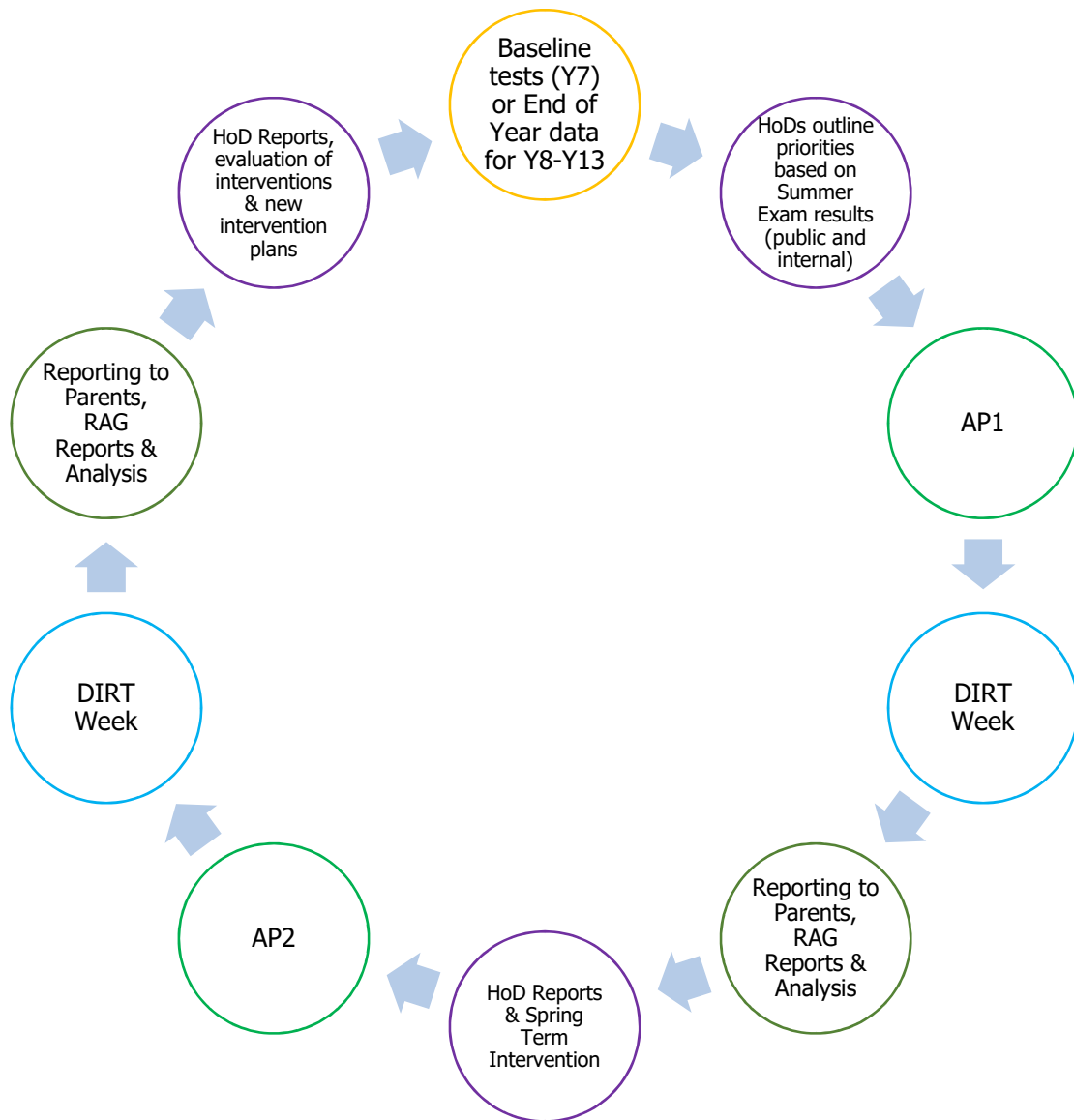


Figure 1: The Summative Assessment Cycle

5. Measuring Progress

At Key Stage 3, students are assessed according to a flightpath. The purpose of this is to focus on the skills and knowledge that students are able to demonstrate at the point of assessment and those that are not yet evident ensure that the teaching can be focused on closing gaps in student knowledge. To put students on their flightpaths, a broad range of data is triangulated including KS2 scores from primary school, reading ages, CATs scores and baseline tests in English, Maths and Science. The attainment of students across these areas is used to put students on one of three flightpaths: extending / expected / emerging.

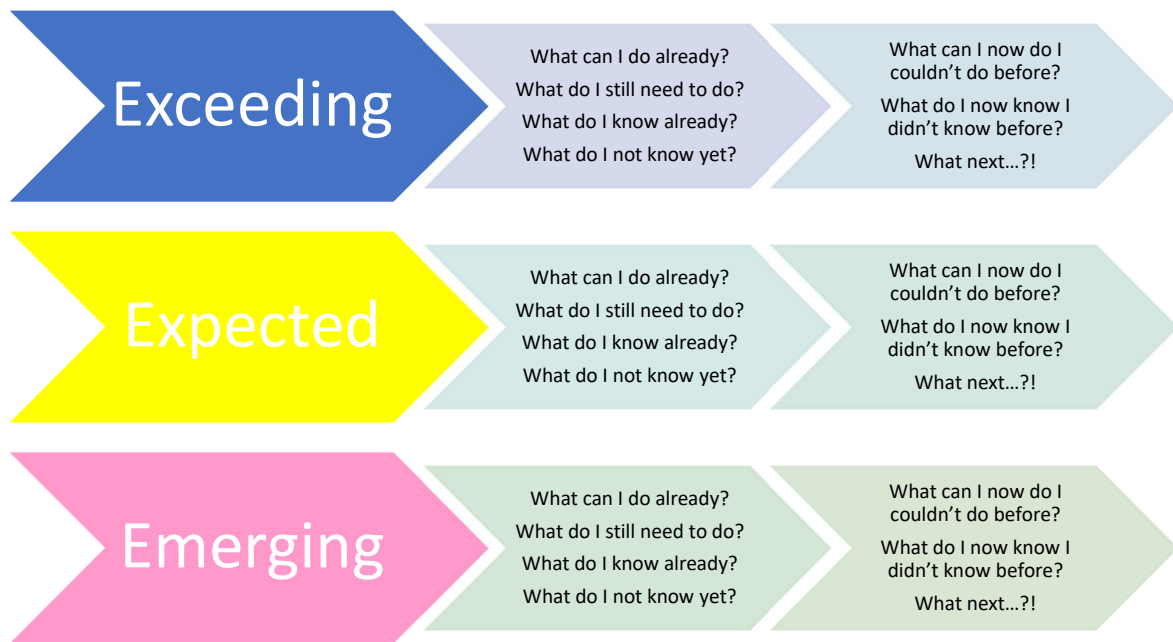


Figure 2: The focus of the flightpath model at KS3

At Key Stage 4, students are assessed according to their GCSE targets (**see Figure 3**). The purpose of this is to focus on the progress they have made since Year 7 in comparison to how their peers perform nationally. Target grades are based on KS2 scores from primary school against national expectations for high levels of progress but are not considered to be a glass ceiling. The attainment of students at each assessment point is then assessed as either above / on / below target grades.

| | | Aspirational Targets GCSEs | | | | | | | | | | |
|-------------------|---------|----------------------------|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| | | KS3 | | | | KS4 | | | | | | |
| | | Year 7 | | Year 8 | | Year 9 | | Year 10 | | Year 11 | | |
| KS2 - Y6 Achieved | | AP1 Target | AP2 Target | AP1 Target | AP2 Target | AP1 Target | AP2 Target | AP1 Target | AP2 Target | AP1 Target | AP2 Target | GCSE Target |
| 2c | 80-87 | Emerging | Flightpath | PH | 1L | 1M | 2L | 2M | 2H | 3 | | |
| 2b | 88-89 | | | PH | 1L | 1M | 2L | 2M | 2H | | | |
| 2a | 90-91 | | | 1L | 1M | 1H | 2M | 2H | 3L | | | |
| 3c | 92-93 | | | 1M | 1H | 2L | 2H | 3L | 3M | | | |
| 3b | 94-95 | | | 1H | 2L | 2M | 2H | 3L | 3M | | | |
| 3a | 96-97 | Expected | Flightpath | 2M | 2H | 3L | 3M | 3H | 4L | 4 | | |
| 4c | 98-99 | | | 2H | 3L | 3M | 3H | 4L | 4M | | | |
| 4b | 100-103 | | | 3M | 3H | 4L | 4M | 4H | 5L | 5 | | |
| 4a | 104-106 | | | 3H | 4L | 4M | 4H | 5L | 5M | | | |
| 5c | 107-110 | Extending | Flightpath | 4L | 4M | 4H | 5M | 5H | 6L | 6 | | |
| 5b | 111-113 | | | 4H | 5M | 5H | 6M | 6H | 7L | | | |
| 5a | 114-115 | | | 5L | 5H | 6L | 6H | 7L | 7M | 7 | | |
| 6c | 116-117 | | | 5M | 6L | 6M | 7L | 7M | 7H | | | |
| 6b | 118-119 | | | 5H | 6M | 6H | 7M | 7H | 8L | 8 | | |
| 6a | 120 | | | 5H | 6M | 6H | 7M | 7H | 8L | | | |

Figure 4: Target Setting at KS4

6. Evaluating Impact

After each assessment cycle, HoDs are responsible for ensuring the following actions take place:

- Marking and moderation of papers from across classes and key groups (LPA, MPA, HPA). The marking and moderation documents must be sent to **AHT – Curriculum & Assessment** along with the sample and the analysis should support the HoD Report. Where there are inconsistencies in marking, it is the responsibility of the HoD to work with their Line Manager to support members of staff in relevant CPD.
- DIRT Week (**D**edicated **I**mprovement and **R**eflection **T**ime) where mocks exams are gone through with the class, addressing common errors and offering opportunities for feedback. This is in the week following exams as timely feedback is critical in helping students to make progress. Class teachers mark assessments without comments but do complete a Question Level Analysis for their classes. This is used to plan a lesson or series of lessons which highlights skills and content that were tackled well and those that were not.
- Reporting of Data to parents through the whole school data drops. HoDs must ensure that class teachers have reported accurate data, as per the moderation meeting, and that the relevant short or long reports have been completed by the data deadline
- RAG Meetings. These meetings will take place after data drops and are run by the AHT – Curriculum & Assessment in conjunction with the relevant Head of Year. They focus on whole year group pictures of progress including progress of key groups and students causing concern across the piece. The analysis shared at these meetings should support departmental and pastoral intervention plans for the upcoming term.
- HoD Reports. These are to be completed after all the data has been input and data walls produced and should focus on the data and the outcomes of the moderation meetings. HoDs

are expected to comment on overall progress in addition to the progress of key groups and of different teaching sets; identifying and explaining any differences between them. This analysis should form the basis of intervention plans for the next term and, in the case of public exams, will form the basis of Exams Analysis meetings with the Headteacher that take place in Autumn Term

7. Reporting to Parents

All students receive a written report twice a year, after each assessment point. All students also have one parents evening a year in Autumn or Spring Term. For Y11 and Y13, there are two Parents' Evenings – one at the start of the year to prepare for GCSE / A-Level examinations and one after AP1 to discuss progress. Reports always record attendance, punctuality and behaviour / achievement data in addition to current grade and learning attribute data as recorded by the class teacher.

At KS3, current grades are reported in relation to flightpath (as above) with students recorded as either well below/below/on track/above/well above expectation in relation to their flightpath.

At KS4, current grades are reported as numerical grades from 9-1 / U (as above) and colour coded according to target, other than in the case of vocational subjects (P/M/D).

At KS5, current grades are reported as alphabetical grades from A-E / U (as above) and colour coded according to target, other than in the case of vocational subjects which are sent abridged versions of unit trackers to give the most accurate reflection of progress.

For each year group, one report is a short report (Current Grade and Learning Attributes) and one of these is a long report (Current Grade, Learning Attributes and a Written Comment focused on attainment and attitude). These reports are due at the same time as the data and are clearly indicated in the school calendar. Where long reports are due, tutors and Heads of Year are also expected to write a comment.

For class teachers, reports should:

- Be personalised
- Comment on overall attitude to learning
- Identify what went well in AP1
- Identify the next steps for improvement

For form tutors and Heads of Year, reports should:

- Comment on attendance, punctuality and behaviour
- Refer to any relevant extra-curricular study / intervention

| Sample class teacher reports | Sample tutor reports |
|--|---|
| Jane has made an excellent start to Y11. She is focused in class and completes home learning to a high standard. Her AP1 shows that she has an excellent grasp of historical interpretations and is able to select key details from sources to support her inferences. To improve her grade further, she should consider the role of the wider context in influencing the opinions of the writer. Keep up the good work! | Jane is an asset to 11ARW. She is punctual, prepared for learning and has made excellent use of prep sessions to support her progress in English, Maths and Science. Her attendance is exemplary and this report is testament to her determination to succeed this year. Well done, Jane! |
| Alex has made a satisfactory start to Y11. He can show great promise in class but is sometimes distracted by his peers and can struggle to meet deadlines. His AP1 showed that he is able to understand the message of sources and start to consider the view that they are presenting. To improve his grade, he needs to ensure that he can support this with precise knowledge of the period. | Alex has shown that he has the potential to do well this year. He is an active member of form, representing the school council and the school football team and his attendance is excellent. He can sometimes be late to prep, chatting in the corridors, and his report does highlight some areas that he needs to focus his attention. Otherwise, a great first term, Alex. |

Adam has made a disappointing start to Y11. He is often late to lessons and is rarely prepared with the correct home learning or equipment. His AP1 grade is significantly less than I would hope at this stage in his GCSE studies. He is able to identify a range of causes for an event and start to consider the most important. To ensure that he makes a marked improvement in his grades, he needs to carefully structure his revision so that he has factual evidence to support the claims that he made, for example, by learning exactly what the Treaty of Versailles took from Germany.

Adam is currently not meeting expectations regarding his punctuality and behaviour. He has accrued 8 lates to school this year in addition to behaviour points for late to lesson and has also had to attend headteacher's detention twice. As highlighted by many of his class teachers, this needs to improve quickly and markedly to ensure he is not disappointed in the Summer.

SLT are responsible for the checking of all long reports before sending to parents and, where issues arise, these are raised directly with the member of staff and their line manager, where relevant.

Appendix 1 – Teacher Standards



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those with disabilities; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfill wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>