



LYDIATE  
LEARNING  
TRUST

# Standards & Achievement Policy (LLT)



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ENGAGE, ENABLE,  
EMPOWER

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## Self-Evaluation

As part of the Trust's commitment to self-review and self-improvement, a systematic approach to self-evaluation underpins this Standards and Achievement Policy across all our schools.

*See Appendix 1; Self-Review Cycle; Standards and Achievement*

## **Target Setting**

Target setting is viewed as integral in supporting the raising of standards.

It is acknowledged that Trust and school targets, the evidence to show how these targets have been set and the rationale for selecting particular targets will help to inform the judgements made by Ofsted in relation to Standards and Achievement.

This policy provides the rationale on how targets are set and linked to the school's assessment, recording and reporting processes and the monitoring of standards within the school.

## **Key principles**

Effective target setting and monitoring can

- Check that all students are progressing at the rate needed to meet age-related expectations and expectations based on prior attainment.
- Ensure that all students make the progress they are capable of, including those students who do not achieve national expectations
- Reveal whether certain groups of students are more likely to under-perform in a whole school, cohort, subject or other group.
- Identify areas of teaching that may need improving
- Identify students who may have fallen behind and who need extra support to catch up in addition to high quality day-to-day teaching provision

The Trust and school is clear from the outset about the expectations for individual students at the end of each academic year. For targets to succeed in driving school improvement and maximising student outcomes they are set from the start of year 7 onwards and are linked to strategies and interventions that will help individual students to achieve.

The Trust and school reviews the effectiveness of its target setting and tracking systems as part of its self-evaluation each year.

For targets to be most effective they should be used alongside secure internal assessment processes and monitoring of students' progress to inform what needs to happen in the classroom.

*See Appendix 2; Individual Target Setting and Monitoring Policy*

## **School Core Targets**

The key focus for student progress is the attention given to KS2-4 and progress 8, which forms the core of all progress targets set. Targets for KS5 are additionally based on attainment at KS4, using the L3VA.

- Expected and 'more than expected' progress  
These challenging progress targets are set based on the Trust's own rates of progression, national progression rates, and prior attainment data relating to each cohort.
- Core targets; we would expect to set the following targets as a minimum
  - Progress8 target
  - EBACC measures

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- % 5+including English and mathematics
- % making expected and more than expected progress in English between KS2 and KS4
- % making expected and more than expected progress in mathematics between KS2 and KS4
- A school value added score (within a range of values)
- Targets for the cohort supported by PP are set separately using the same methodology and with a focus on narrowing the gap.
- Targets are considered in the light of groups, gender, SEND to ensure that all students have challenging and appropriate targets
- Targets for rates of progression within each subject are also set; these are supported by corresponding targets for each teaching group. These targets form the basis for Appraisal objectives and are agreed following consultation with individual subject teachers, subject leaders and SLT line managers.

## **Additional Targets**

Additional targets focus on those areas that are an issue within the school. These are identified using a range of self-evaluation processes including analysis of the school's RAISEonline report, data dashboard, LAT reports and all other available data sets, including those at KS5.

## **Attendance**

Aspirational targets are set for attendance based on national averages, previous years' figures, analysed by year group and other groups such as the cohort supported by Pupil Premium and trends over 3 years.

## **Exclusions**

Aspirational targets are set for exclusions based on national averages, previous years' data analysed by year group, and trends over 3 years.

## **Gender**

Targets set for groups by gender are considered separately using the same methodology and with a focus on narrowing the gap where it exists.

## **Under-performing groups or subjects**

The Trust recognises that it is essential to raise awareness of the needs of underperforming groups of students and to rigorously track their progress, both to prevent them from falling behind and to ensure that they remain on track.

## **Pupil Premium cohort**

The funding from the Pupil Premium payment is used to ensure that students from the associated groups are helped to make accelerated progress.

Gaps associated with income deprivation are wider than those attributable to gender or ethnicity. The school scrutinises data for attainment gaps especially for student eligible for Free School Meals.

Students with one or more parents in the Forces are supported as part of the Pupil Premium cohort

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*See Appendix 3, Pupil Premium Policy*

## **Literacy**

Nationally and locally, it is acknowledged that there is a considerable difference in attainment in reading and writing. The school is aware of the relative achievement of all students in these areas and actively seeks ways of improving these skills across the curriculum. Literacy development is tracked and monitored through each school's self-review process including lesson observation and is used to inform intervention.

*See Appendix 4; Reading, Writing and Communication Policy*

## **Children in care**

Students in care and care leavers have a right to expect the same outcomes as those expected for every other student. The designated adult responsible for such students has a key role in ensuring that their learning needs are identified, appropriate teaching and learning strategies are put in place and challenging targets are set. The Trust sets targets for students in care which enable them to achieve the highest educational standards possible. Their progress is tracked, monitored and reviewed regularly to ensure targets are likely to be met, to review effectiveness of strategies and intervention and to implement new strategies or intervention as required.

## **Students with Special Educational Needs, Learning Difficulties or Disabilities (SEND)**

The school has high expectations for students with SEND. Students are carefully assessed and placed in the learner group with challenging yet achievable targets.

[See LLT SEND Policy](#)

## **Other Vulnerable Groups**

The Trust sets targets for any groups or individuals that may not fall into one of the above categories, but for whom additional support or a narrowing-the-gap target is required. Such students might include those with persistent absence or mobile students.

## **High attaining Students (HATS)**

Students are identified using prior attainment data on entry to the school. The needs of these students are planned for curriculum and appropriate intervention curriculum strategies.

*See Appendix 5; Most Able Policy*

## **Late admissions**

Students admitted to the school mid-year, particularly during KS4, are often at a disadvantage in terms of lack of continuity in their curriculum or gaps in their education to date. The Trust and school provides support through initial assessments to ascertain prior attainment and likely attainment to appropriate curriculum choices target setting followed by support, intervention and monitoring to ensure the student makes good progress.

## **Targets and forecasts**

Students are made aware of their targets and helped to understand the difference between targets and forecasts.

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Target This is what you are likely to achieve based on prior performance  
Working At This is the grade that a student would achieve if they took the assessment now

The Trust and school makes use of a wide range of performance data when setting targets. The Trust and school aims to make intelligent use of all the data available to set aspirational and realistic targets both for individual students and to support the school in raising standards. This is particularly so for vulnerable groups where targets are not restricted to the self-fulfilling prophecies of previous underperformance.

There are systems in place to ensure that targets are regularly reviewed alongside teacher assessments and predictions about whether students are on track or otherwise to meet their targets.

*See Appendix 2; Individual Target Setting and Monitoring Policy*

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## Appendix 1

### Self-Review Cycle; Standards and achievement

#### Autumn Term; first half

- External Exam analysis
- Annual subject review meetings FLs and LMs with HT & DHT
- Action and recovery plans prepared
- 6th Form presentation on performance to SLT
- KS4 presentation on performance to SLT
- Review curriculum pathways for Year 11 students not making expected progress
- School wide target setting review at all levels
- Presentation of Examination performance to Full Governors
- RAP meetings targeted to specific cohorts (e.g. progress 8 buckets, year groups, vulnerable, under achievers, subjects across all 3 key stages)
- Line management meetings with FLs and LMs
- Review of exam performance and predicted RAISE by external adviser.
- Targets established
- SEF & DSEF schedule actions
- S&A Link Governor to meet SLT (S&A)
- Appraisal meetings to review objectives from previous cycle and set new targets
- Identify Exam students causing concern and implement further interventions
- Review S&A Policy
- Interim review of Pupil Premium and allocated funds

#### Autumn Term; second half

- SEND Policy review including More Able Policy
- S&A Link Governor to meet SLT (S&A)
- Review the impact of Pupil Premium
- Review progress towards meeting objectives in Standards and Achievement Improvement Plan
- Review progress using Progress Assessment data 1
- Progress review meetings with SLT
- Review SEF, SIP, DSEFs and DDPs in line with RAISE and data dashboard
- RAP meeting targeted to specific cohorts (e.g. progress8 buckets, year groups, vulnerable, under achievers)
- Line management meetings with PP Advocates
- Line management meetings with FLs and LMs

#### Spring Term; first half

- RAP meeting targeted to specific cohorts (e.g. progress8 buckets, year groups, vulnerable, under achievers)
- Line management meetings with PP Advocates
- Line management meetings with FLs and LMs
- Report to SLT and Governors S&A update
- S&A Link Governor to meet SLT (S&A)

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## Spring Term; second half

- Progress of groups including SEN, PP etc.
- Review progress towards meeting objectives in Standards and Achievement Improvement Plan
- RAP meeting targeted to specific cohorts (e.g. progress8 buckets, year groups, vulnerable, under achievers)
- Line management meetings with PP Advocates
- Line management meetings with FLs and LM

## Summer Term; first half

- KS4 Intervention Meeting; Year 10 focus
- Progress of groups including SEN, PP etc.
- Line management meetings with PP Advocates
- Line management meetings with FLs and LMs

## Summer Term; second half

- Review progress using Progress Assessment data 2
- Review setting arrangements for next academic year
- Collect KS2 data from feeder primaries and Key To Success website
- Evaluation of PP progress and outcomes against RAP and cost centres in PP budget.
- Review of Standards and Achievement Improvement Plan; previous and next year.
- Line management meetings with PP Advocates
- Line management meetings with FLs and LMS

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## Appendix 2

### Individual Target Setting and Progress Monitoring

#### Rationale

The Trust believes that the Progress Review process involves the setting of individual, challenging and achievable subject targets for all students, to inform teaching and learning and to help maximise and realise students' potential, with the aim of improving their overall performance.

#### Principles

We:

- set individual subject targets based on prior attainment and cognitive ability.
- involve students, as appropriate, to encourage them to take ownership of their targets
- use the target levels or grades to inform teaching and learning
- set high expectations for all students in terms of their effort and behaviour
- set 100% attendance targets; these are adjusted termly to accommodate absences taken so that expectation for the remainder of the school year remains 100%
- assess each student's progress and their attitude to learning, four times per academic year
- encourage development and progression through discussion between teacher and student
- ensure that recording of achievement takes place through use of the Student Planner
- ensure that assessment data is recorded in SIMS and SISRA, as required
- issue regular reports for parents showing students' progress and/or level or expected grade
- identify those students who are under-performing in order to put in place appropriate intervention strategies
- identify those students who are making good or outstanding progress in order to celebrate their success
- involve parents in the Progress Review process through parent consultation evenings, telephone calls, focused intervention groups, after school events

#### Target Setting

##### Key Stage 3

- Each student is placed on a Learner pathway which clearly identifies their 5-year flight path towards GCSE outcomes.
- Learner pathways are based on their prior attainment; KS2 data, baseline assessments in English and Mathematics, other internal assessment information.
- Pathways are reviewed, for example, where a student moves into a higher set, pathways will be routinely re-adjusted upwards when necessary.
- Where students have little or no prior data, students are placed in an appropriate set and subsequently English and Maths teacher assessments will be used to deliver an appropriately challenging pathway.

##### Key Stage 4

- End of Key Stage target grades in individual subjects are set using the most recent DfE estimate 8 methodology. Where students fall close to a boundary, their targets will be raised to the next grade.

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- Students identified as disadvantaged will have their targets carefully reviewed to ensure that the target supports the staff and students in continuing to aspire to narrow the gap.
- Targets are reviewed regularly for example, where a student moves into a higher set, targets will be routinely adjusted.
- Individual subjects will identify the most able in their subject area to ensure that high ability students targeted with grade 8 have their targets uplifted to grade 9.
- Where students have little or no prior data, students are placed in an appropriate set and subsequently English and Maths teacher assessments will be used to deliver an appropriately challenging target for the student across all subjects.
- The outcomes lead will take an overview of these targets to ensure appropriate challenge for all learners with a focus on key groups and progress 8 buckets.
- Targets are shared with teachers and students.

## Key Stage 5

- End of Key Stage target grades in individual subjects are set centrally following discussions with teachers and students at the start of Year 12; these are based on KS4 prior attainment and L3VA predicted grades.
- The leader of Sixth Form oversees the target setting process.

## Progress Review

### All Key Stages

- Assessment of each student's learning and progress, both formative and summative, is on-going.
- Each student's progress is formally reviewed in every subject at least each term.
- Students record their assessments in their planner and discuss their progress with each of their teachers. These discussions should enable the student to know and understand what they have achieved and what they need to do to improve.
- A report for parents is sent home each term stating subject targets and progress towards achieving that target, current performance level (PL) or expected grade (EG).
- The assessment of each student's effort, behaviour, homework and coursework, where applicable, is reviewed, discussed and reported each term.
- At the end of the summer term parents are invited to Review Day where they can discuss the progress of their child with the Form Tutor.
- Assessment data is made available to FLs, PLs, HOY, Form Tutors and other staff as required for analysis and either acknowledgement of success or intervention as appropriate.

## Accuracy of Assessment and Forecasting

The trust recognises the importance of accuracy in assessment, feedback and predictions for students, parents and the school. Senior line managers work with the faculty leaders to analyse each progress assessment to ensure that the working at grades are as accurate as possible.

Teaching staff use a variety of assessments within the classroom coupled with regular summative assessments to inform the grades reported at each data collection point. This work is both internally and externally standardised. Working at grades are based on summative assessments and classroom assessment.

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## Appendix 3

### Pupil Premium Policy

#### Background

The Trust recognises and acknowledge the rationale underpinning the release of Pupil Premium funding to provide additional support for eligible students.

The Trust is committed to supporting students who attract PP funding so that they make progress, achieve at least in line with their peers nationally and are well prepared for the next stage in their education, training or employment.

Monitoring the specific needs of disadvantaged students

An analysis of available data enables an audit of need to be drawn up. This data includes:

Prior attainment data; end of KS2, KS3, KS4 and Reading levels

Progress and attainment data showing KS2-KS4 outcomes

Internal progress and assessment data

Attendance data

Indicators of motivation and engagement e.g. behaviour data

Post 16 destination data

Stakeholder voice; students, parents, staff etc.

Feedback from IQTL and Faculty Inspections

Target Setting

Across the Trust, within each school targets are set annually to ensure that students and staff are challenged to meet national expectations in terms of outcomes for students supported by PP. Whole school targets aim to close the gap between outcomes for PP and non-PP cohorts. Individual targets for students are based on prior attainment however we recognise that this might not reflect potential due to a failure to make expected progress through KS1 and KS2. Where appropriate, targets will be set to ensure all students can achieve a positive Progress 8 score.

#### Allocation of Funding

Within each school, the budget for spending the PP funding is set annually taking into account the needs analysis and the outcomes of research into best practice. It is recognised that there are a variety of strategies for supporting students so that they make improved progress; these vary in both cost and effectiveness. A thorough evaluation of published evidence, including case studies, together with a review of the effectiveness of strategies used in LLT, forms the basis for our budget plan each year.

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## Intervention

- Improved teaching

Intervention should firstly arise from changes made within each classroom through extension and support in lessons to ensure that the individual needs of each student are being met. Staff training and CPD are viewed as critical in equipping staff with the necessary skills, knowledge and understanding so that improved progress can be secured through improved classroom practice.

It is recognised that there are occasions where other influences which prevent good progression exist. In these cases, support from the pupil premium fund may be considered.

### Improved communication

Communication is a key factor in securing improved progress. Discussions between staff can raise awareness of issues which may be affecting a student's progress and can often lead to creative solutions to provide support. PP Champions can facilitate discussions between students and parents or staff which might not otherwise take place and which can lead to improved communication and shared focus for bringing about improvement.

- Improved attendance

Proactive monitoring of attendance data and patterns from Year 7 onwards is key to identifying any potential attendance issues before they become entrenched. Once identified these can often be simply resolved, however addressing problems early enables attendance to be given the high profile it needs to ensure good progress is made.

- Improved motivation and raising aspirations

Engaging students early and encouraging them to be leaders in their own learning is viewed as a priority. Activities which enable them to enjoy coming to school and make them feel part of the school community are invaluable for those who may feel excluded or unsuccessful. Raising aspirations of both students and their parents underpins the drive to make better progress and aim high. Focus on post 16 progression during KS3 and KS4 through our careers education programme helps students to set goals for their future. Students supported by PP are prioritised in terms of the provision of careers advice and opportunities to attend work experience, taster days, and careers events.

## Tracking and Monitoring

Tracking and monitoring of each student's progress is on-going. See the separate marking policy which outlines our marking and feedback systems which inform assessment.

Progress review data is reviewed each term as it becomes available, but closer monitoring through observations, discussions, weekly Year and Faculty meetings, KS Intervention meetings provide a much fuller picture. The senior leader responsible for Disadvantaged students oversees this process and reports to SLT and to Governors at least termly.

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## Self-Evaluation

Evaluation of the effectiveness of the support afforded by the PP funding is on-going, but reviewed annually against the impact in terms of measurable outcomes. This process also involves a review of research and good practice nationally and an assessment of the many case studies available. Interventions are also measured in terms of their cost effectiveness. Any change in the size of the cohort supported by PP and the PP allocation per student also inform future planning.

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## Appendix 4

### READING, WRITING AND COMMUNICATION (LITERACY) POLICY

#### Rationale

Lydiate Learning Trust recognises that literacy underpins the entire curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, to explore and to organise.

Helping students to express themselves clearly, both orally and in writing, enhances and enriches teaching and learning in all subjects. All subjects and all teachers have a crucial role to play in supporting students' literacy development with a view to preparing students for the workplace, where they will be expected to communicate precisely and effectively. All teachers should demonstrate an understanding of and take responsibility for high standards of literacy and the correct use of Standard English, whatever the teacher's specialist subject is.

#### Aims

The aims of this policy are to:

- support learning in all subjects by helping teachers to be clear about the ways in which their work with students will contribute to the development of communication skills
- develop a shared understanding between all staff of the role of language in learning and development, and how work in all subjects can contribute to and benefit from the ability to communicate effectively
- recognise that language is central to a sense of identity, belonging and growth
- raise expectations of achievement, thus raising standards
- develop self-confidence and self-expression
- promote knowledge and understanding of the standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strength and weakness

#### Aims of the three language modes

Although the following is divided into three sections, speaking and listening, reading and writing, we recognise that the three language modes are interdependent.

#### Speaking and listening:

Talk is our main means of communication in everyday life and is fundamental to the development of understanding.

We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking
- adapt their speech to a widening range of circumstances including paired and group
- discussions and speaking to a larger audience
- use varied and specialised vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate

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- listen with understanding and respond sensitively and appropriately

## Reading

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding
- become independent and critical readers and make informed and appropriate choices
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts

## Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting
- apply word processing conventions and understand the principles of authoring multi-media text

## Implementation

Successful implementation of this policy is dependent upon the extent to which we:

- take account of the needs of all students, with regard to ethnicity, gender, ability and social and cultural factors
- value students' language achievements including those in languages other than English and dialects other than standard English
- structure lessons appropriately in ways that support and stimulate language development
- show how learning objectives for students are to be achieved
- recognise how resources will be organised and used to support this teaching
- monitor and evaluate the impact of common goals and clear, shared expectations of
- developing the ability to talk, read and write effectively and, specifically, establish whether students are improving and showing progress

## Speaking and listening

- In our teaching we should provide planned opportunities across the curriculum for students to
- appropriately engage in purposeful talk, both formally and informally
- In planning for talk we should consider pace and timing so that purposeful talk is maintained

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- Whilst teacher explanation is essential, we should take account of demands on concentration to ensure that students are required to listen for realistic lengths of time  
We should give students regular opportunities to speak and listen in the following contexts:
- in pairs with a working partner
  - in small groups with opportunities to take on the roles of chair or scribe
  - with the teacher or another adult
  - in whole class discussions
  - presentations to a wider audience
- In these contexts, some of the following activities should take place:
  - exploring and describing events, activities and problems
  - exploring and developing ideas with others
  - reporting back to a wider audience in order to consolidate ideas and understanding
  - asking questions as well as answering them
  - speculating, hypothesising and imagining
  - planning, organising and reviewing activities
  - investigating and solving problems collaboratively
  - evaluating experiences and reflecting on learning
  - talking at length and adopting the 'expert' role

## Reading

We should:

- use available data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for students in order that they may successfully access texts
- support students through use of phonics guidance to develop their reading
- take opportunities to demonstrate pleasure in reading
- make opportunities both in lessons and in mentor time for students and teachers to share their reading experiences
- provide planned opportunities across the curriculum for students to:
  - read and follow written instructions
  - read and engage with narratives of events or activities
  - follow up their interests and read texts of varying lengths
  - question and challenge printed information and views
  - read with understanding descriptions of processes, structures and mechanisms
  - read and explore ideas and theories
  - learn how to scrutinise and select, take notes from a text and read to locate and relocate information
  - learn how to scan for overall meaning and for key points, words and phrases
  - use reading to research and investigate printed words and moving images from multi-media texts

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## Writing

We should:

- draw attention to the purpose and intended readers of each piece of writing. Whilst the audience for students' writing is often teacher and peer group, students should be encouraged to write for a range of intended readers
- pay close attention to writing as a learning tool as well as a product of the learning
- help students to appreciate the differences between standard English and non-standard forms of the language
- help students to recognise the appropriate form for their written responses so that they know when to respond formally or informally
- limit the use of pre-structured writing e.g. copying, sentence completion, sentence rearrangement
- provide planned opportunities across the curriculum for students to:
  - make notes from a variety of sources - printed word, moving images and multi-media texts
  - use writing to plan, organise and record
  - write logs and journals in order to clarify thoughts and develop new understanding
  - plan, draft, discuss and reflect on their writing
  - learn the conventions of different forms of writing in different subject areas e.g. by using writing frames and providing clear models for writing
  - write at appropriate length, sometimes briefly
  - write collaboratively with other students
  - present some writing for display or publication
- expect high standard of presentation in most of students' finished writing;
- provide good models of particular kinds of writing
  - provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage students to use them
  - help students to use a range of strategies to learn spellings, including:
    - look – say – cover – write – check
    - making connections between words with the same visual spelling pattern
    - exploring families of words
  - reiterate importance of spelling, punctuation and grammar
  - reiterate and encourage use of effective connectives in their writing

## Resources

We should aim to provide:

- displays of reading material and vocabulary relevant to the topic or subject
- relevant material at appropriate levels of interest and difficulty and from a range of text types
- reading material of high quality which is up – to – date, relevant, and balanced in its presentation of ethnicity, culture and gender
- some texts in the first languages of students acquiring English as an additional language
- access to school and public libraries and to multi-media sources of information
- access to appropriate audio visual equipment

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- a classroom environment which is conducive to good literacy practice
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## Assessing literacy across the curriculum

When assessing students' work across the curriculum we should:

- value their oral contributions and listening skills alongside their reading and writing skills
- take into account students' performance in speaking and listening, reading and writing when assessing and reporting on students' progress in subject areas
- make explicit to students the key features of language which will be assessed in writing tasks

When responding to students' work we should:

- make comments which are positive and supportive
- target specific areas for improvement (a selective and focussed identification of errors)
- provide regular and meaningful guidance on how to achieve a short-term target - whilst "improve your spelling" is unhelpful and vague, the identification of a particular spelling error e.g. doubling of letters before adding -ing is specific and presents the student with a target which can be addressed
- create opportunities for students to reflect on the quality of their own work and for peer assessment

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## Appendix 5

### Most Able Students

#### Rationale

- The most able students will be given every opportunity to flourish and excel, preparing them for the next steps in their education.
- The Trust and Schools within the Trust have a responsibility to empower our most able students to hold high aspirations and to equip them to achieve their potential, without limits.
- Improved provision for most able students will have a positive impact on the whole School community.

#### Aims

- To identify students who have exceptional ability in one or more areas, as early as possible
- To provide a curriculum which meets the needs of the most able students
- To provide extracurricular activities which provide enrichment opportunities to extend and challenge students.
- To ensure that teaching and learning strategies meet the needs of students
- To ensure that students achieve their academic targets
- To ensure that most able students develop the skills and attributes needed to support their future success
- To ensure that the parents and carers of our most able students are equipped to support their needs
- To provide the most able with CEIAG appropriate to their needs

#### Identification

- Most able students will be identified:
  - by the Lead Teacher using prior attainment data.
  - through staff referrals where more than two staff identify the student as being most able in their subject area.
- Identification of most able students is a continual process as each individual's level of ability is not fixed and may develop significantly over time

#### Implementation

- The most able register is compiled by year group and reviewed annually.
- Planning at all levels within schemes of work should incorporate the needs of most able students
- Most able students are encouraged to participate in enrichment activities offered either within school or in collaboration with other partner schools.

The school's CPD program supports departments and faculties in developing best practice.

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## Monitoring and review

- Subject teachers are expected to keep records of attainment and progress of students in their teaching groups and to report each term on the progress and attainment of those students.
- Teachers review progress and set individual objectives with students each term.
- LMs and DoLs track progress of cohort, reporting to SLT line manager
- Form tutors monitor the progress of each student in their form.
- KS Directors and Progress & Development Manager's monitor progress of students in their key stage or year group.
- DoLs, PDMs, LMs and More Able Lead Teacher identify underachievement and develop appropriate intervention strategies.
- Parents will be informed and included in the planned support for their son/daughter

## Evaluation

Provision for more able students will be evaluated through whole school Self Evaluation (SEF) led by SLT. Evidence will be derived from attainment and progress data, lesson observations, work scrutiny and student voice.

## Roles and Responsibilities within each school

- Senior Leadership Team – to provide vision and ethos. To monitor and evaluate the impact.
- Lead Teacher (SLT) – to identify the cohort, monitor their progress and lead the whole school in supporting the most able students
- Director of Teaching and learning – to provide professional development and training focused upon stretch and challenge
- Year Group Mentor – to meet regularly with their most able students, monitor their progress and offer enrichment opportunities
- Progress Manager – to monitor the progress of the students, action intervention as necessary including parents in the process
- Form tutor – to mentor the student including termly active mentoring
- Subject Leaders – to monitor the most able within their subject ensuring that all students are stretched and challenged
- Class teacher - to monitor the most able within their class ensuring that all students are stretched and challenged
- Lead teacher CEIAG – to provide appropriate information relating to next steps including Russell Group Universities
- Parent – to work with their child at home offering support, guidance and enrichment opportunities
- Student – to actively seek stretch and challenge both within and without the classroom

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