

TORMEAD

ACADEMIC PERFORMANCE AND ENRICHMENT POLICY

This policy relates to routine classwork and homework, internal monitoring and assessment, and academic enrichment, challenge and reward. It does not relate to work formally assessed for external examination purposes. It should be read in conjunction with Tormead's:

- Curriculum Policy
- Staff Handbook (Assessment, Reporting, Recording and Monitoring)
- SEND Policy
- Use of iPads in Examinations Policy

1. Marking and feedback

Principles

- Marking and feedback should actively promote learning, progress and engagement with the subject.
- All girls have the right to receive regular and timely feedback on their work.
- Feedback should be collaborative with pupils, not to them: its aim is to promote motivation and resilience, and to encourage pupils to take independent ownership of improvements to their work.
- Teachers should use assessment information to plan future teaching, monitor progress and set targets and offer opportunities for pupils to display intellectual curiosity.

Forms of feedback

Both written and verbal feedback are essential to a pupil's progress in each subject. Feedback can be given by teachers or by the pupils themselves, providing they have been trained in how to give appropriate feedback. Pupils may also mark their own work on occasion, when provided with a clear mark scheme and/or model answers by the teacher.

Self and peer-marking encourage pupils to understand both the requirements of marking criteria and how they can improve their own work. Teacher feedback can identify areas of strength and areas of improvement, which will inform future teaching and learning.

Teacher feedback may be verbally given, written or annotated online with apps such as Showbie as departments deem appropriate for the task set. Appropriate and meaningful marking is discussed regularly in HoDs and departmental meetings to share best practice.

Frequency of marking and feedback

Teachers should create opportunities for verbal feedback every lesson, recognising that the dialogue between teacher and girls is crucial to learning.

Written feedback should be regular and timely in order to have the maximum impact on learning.

Consideration should also be given to teacher workload: HoDs should set expectations which are reasonable for teachers and do not have a negative impact on other aspects of their role or on their wellbeing. Efficiency is crucial.

Quality of feedback

Feedback should:

- be specific about areas of strength (e.g. 'what went well')
- identify, where appropriate, clear and specific areas for increased achievement (e.g. 'even better if')

- encourage and motivate pupils, and promote a growth mindset
- challenge pupils to think at a deeper level
- be manageable for pupils to reflect and act upon
- be consistently constructive and meaningful in tone; praise and encouragement should be used where appropriate to show that teachers value a pupil's effort but praise should not mask areas for improvement.

Impact of feedback

Feedback is not effective unless it has a positive impact on pupil progress, regardless of ability. Teachers should ensure that opportunities are given in lessons to act on feedback and monitor whether they have used these opportunities effectively.

These opportunities may take different forms according to the subject area and topic being studied, for example:

- re-drafting sections of work in light of the feedback
- correcting misconceptions or errors
- answering challenge questions that promote greater depth of understanding
- acting on the targets in subsequent pieces of work
- correcting subject-specific spelling/style

Care should be taken to personalise marking and feedback, especially for pupils with Special Educational Needs, to avoid over-correcting mistakes and allow focus to remain on key points. Feedback given should take into account an individual's aptitudes, needs and prior attainment,

Quality of Feedback

HoDs are responsible for monitoring the quality and impact of marking and feedback in their subject areas, and should undertake work scrutiny of specific students, sets or year groups during the academic year. Where there are concerns over the marking and feedback in a particular class, the HoD will work closely with the teacher concerned and liaise with the Assistant Head: T&L about the appropriate course of action to be taken.

In the Prep School, the Director of Studies is responsible for monitoring the quality and impact of marking and feedback, and will liaise closely with the Deputy Head over appropriate action in the case of any concerns raised.

2. Prep School assessment, monitoring and feedback

EYFS

Girls are assessed by the class teacher upon entering Reception. This assessment includes language, reading/phonics knowledge, and problem solving, reasoning and numeracy skills.

Regular formative assessments, based on observations, photographs and examples of work, inform everyday planning and provide 'learning priorities' for each girl. An individual profile/learning journey is compiled throughout the year using the Tapestry App, and observational assessments are matched against the scales on the EYFS Profile. Individual progress is monitored by making best-fit judgements using the Early Years Outcomes and is recorded in the Tapestry App. The Year 1 teacher uses this to support and extend the girls' learning as they move into KS1. In reception, GL standardised assessments are taken in Maths and English in the summer term.

Pre-Prep and Prep School assessment and monitoring

Assessments undertaken throughout the year enable teachers to plan appropriately and effectively. They also highlight any strengths and weaknesses for individuals/groups; teachers use this information to set individualised targets and plan future lessons.

- KS1 and KS2 assessments are carried out mid-year and at the end of the year.
- CAT4 testing, showing potential in four areas: verbal reasoning, non-verbal reasoning, quantitative skills and spatial thinking, is carried out at the beginning of the Autumn Term for Years 2, 4 and 6.
- Standardised Reading and Spelling tests are completed each term in KS1 and KS2.
- Verbal Reasoning and Non-Verbal Reasoning Tests are taken at the end of the Summer Term in each year group in KS1 and KS2 .
- GL Standardised assessments for Key Stage 1 in Maths and English and for KS2 in English, Maths and Science are taken in the Summer Term.

A Curriculum Evening held by the Form Teachers in September introduces the curriculum and expectations for each class.

Prep School Feedback

- Parents are provided with one written report per academic year that comments upon progress in each area of learning, highlighting strengths and setting targets for improvement.
- Grade cards are produced twice a year, informing parents about their daughter's effort and attainment for each subject.
- Parent Consultation Meetings are held twice a year.
- An Open Afternoon in the Summer Term provides an opportunity for parents of girls in EYFS, Key Stage 1 and 2 to view their daughter's work in the classroom.

Senior School assessment, monitoring and feedback

Pupils take the MidYis test in Year 7, or soon after arrival if they enter the School higher up. Tormead uses the MidYis scores generated for the Independent Cohort rather than the National Cohort. Scores are not shared with pupils or parents at KS3 or KS4.

In the Lower School, MidYis scores are used as a basic indicator of potential. The half-termly progress score ("PPM") is measured directly against the MidYis score. Whilst Tormead recognises that there are many underlying factors that may affect academic performance at any one time (e.g. absence from lessons; a change in schools; personal circumstances; interest/ability in one of a wide variety of subjects; learning support needs) the MidYis score is nevertheless a useful tool in the discussion of academic progress.

In the Upper School, MidYis scores, along with Tormead's "Value Added", are used to generate a predicted GCSE grade that any pupil is most likely to achieve given their MidYis profile. However, we do not believe that pupils should be inhibited by these barriers, and so two Waypoints are included, WP1 being the predicted grade (which may change), and WP2 the "9" grade.

The ALIS test is taken early in the Lower Sixth and scores shared and discussed with each pupil, considering the chances graphs for each subject. The half-termly PPM score is also discussed with pupils alongside the changes graphs and waypoints to give a clear indication of progress.

Performance monitoring and feedback

In order to support their progress, the academic performance of all pupils is monitored regularly and thoroughly in a variety of ways.

- By subject teachers in every lesson through various means, including verbal interaction, classroom performance and written work (marking of class tasks; homework; assessments in line with departmental schemes of work and content delivery)

- Academic concerns in the Junior School are flagged via the weekly Academic/Pastoral meeting and followed up if necessary by the Director of Studies and Learning Support.
- Reception parents are sent a written end of term summary report at the end of each term (in line with the EYFS framework). Parents' evenings are held in the Autumn and Spring terms, along with regular Reception Open Afternoons for parents.
- Academic concerns in the Senior School are flagged as they arise via the Daily Record: this enables FT, HoY and AH:APE to spot patterns and react accordingly, liaising with e.g. Learning Support
- Departmental meetings begin with a discussion of those performing above or below expectations: action points are discussed as necessary and shared with HoYs for follow-up
- For GCSE and A-Level groups, a 3-weekly (roughly a quarter-term) spot check is taken for any girl not reaching her departmental target grade. Action points are noted on a rolling spreadsheet which is shared with the AH: APE.
- Half-termly scores ("PPM scores") are intended as an indicator of each girl's attainment in each subject; from these **an appropriate attainment grade for that year group for that subject** is generated. These are discussed in holistic review by HoYs and AH: APE, and action points are shared with staff.
- Those not taking external examinations (years 7-10 and Lower Sixth) sit internal examinations in June. Those sitting external examinations sit mock examinations at appropriate times.
- The School is able to give parents a detailed, clear and up-to-date assessment of their daughter's performance whenever necessary as well as at the timetabled Parents' Evenings, within written reports and half-termly Grade Cards.

At GCSE level and above, parents are invited to an explanation given by the AH: APE on how the School monitors academic progress.

3. Academic enrichment, challenge and rewards

Tormead recognises and rewards pupils throughout the School for outstanding performance in many areas. A scholarship entails a reduction in fees as stated in the terms of the Scholarship offer; pupils receive a pin-brooch recognising their Scholarship. Each Scholarship carries with it its own reward and expectations. They are awarded in accordance with the terms laid out in the Admissions Policy.

Selection of Academic Scholars

Prep School

Academic scholarships are currently awarded following the results of the Year 5 summer examinations and an interview with Senior School staff.

From September 2021

Academic scholarships are offered to internal and external candidates at the end of Year 2 for Year 3, after a written paper and an interview.

Girls in Year 6 are invited by the Head of Senior School for an interview and assessment for an academic scholarship in Year 7.

Senior School

All those who sit the entrance examination paper at 11+ are eligible for an Academic Scholarship, which is offered to those who achieve the highest marks. Scholarships may be awarded to girls arriving in Years 8 or 9 if they score particularly highly in their entrance examinations.

Up to five Williams Cole Scholarships are awarded after the Year 10 summer examinations: top performers are invited to an interview with the Head, AH:APE and Head of Sixth Form.

Girls entering Tormead in the Sixth Form may apply for an Academic Scholarship. They sit a general paper of 1½ hours as well as papers for their chosen A Level options, and are interviewed by the Head and the AH: APE.

Academically More Able and High Performance Learners

All staff keep a note of the Academic Scholars in their markbooks; they are noted in yellow on the School's central list of academic information, which is updated regularly by the AH: APE. A separate document is maintained in the Junior School. On a wider level, within departmental discussion those considered 'academically more able' are recognised in each subject, as are those who consistently display the characteristics of a High Performance Learner, so that they may be given appropriately stretching material and encouraged to broaden their knowledge and interest. These names are also in the School's central list of academic information and are updated regularly.

As an HPL School, Tormead recognises that everybody is capable of performing highly and that there should be no barriers to their achievement. All pupils are given the skills and encouragement needed to make as much progress as they can, whatever their academic starting point.

The Beacon Programme runs a busy series of workshops, lectures and challenges throughout the academic year. These embrace a wide variety of subjects and may be run by outside speakers/groups, staff and senior girls. All are invited; it is expected that Academic Scholars will attend. Years 4, 5 and 6 undertake appropriate challenges in the Junior School.

Many other activities for academic enrichment and intellectual confidence are offered for all years, subjects and interests. These range from departmental extension activities to the more general clubs such as Countdown Club and Puzzle Club, among others. The Junior School runs Chess, Bridge and Code Clubs, among others.

A central list of these clubs goes out every term; staff may also invite girls whom they feel will benefit from or enjoy the activity.

Girls who aspire to Oxbridge or to study subjects such as Medicine are supported as soon as they register interest during their GCSE years. The Oxbridge Co-ordinators oversee a general programme that begins lower down the school and liaise with colleagues to ensure that the girls are prepared for aptitude tests, interviews and given appropriate reading and discussion material.

Recognition and awards

Merits are awarded for any ACPs or VAAs that have been displayed particularly well, and certificates in the Junior School. Recognition is given at the end of the academic year to those who are not Academic Scholars but whom staff feel have consistently displayed characteristics of a High Performance Learner. This is awarded on Speech Day.

Academic awards are publicly awarded in July to the top performers in each subject in Year 11 and the U6. Our aim is to celebrate the effort and achievement of as many as possible. HoDs nominate their top three performers and the final shortlist is finalised between the AH: APE and the Head, with contribution from the SFT about the recipients of non-academic prizes.

Date of Last Review: 8th June 2021

