



Academic Performance and Enrichment Policy

This whole school policy also applies to the Prep School

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1. Introduction

1.1 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 the school's

- i. Curriculum Policy
- ii. Staff Handbook (Assessment, Reporting, Recording and Monitoring)
- iii. Special Educational Needs (SEND) Policy
- iv. English as an Additional Language (EAL) Policy
- v. Use of iPads in Examinations Policy
- vi. Admissions Policy
- vii. Early Years Foundations Stage (EYFS) policy

2. Marking and feedback (Prep and Senior School)

2.1 Principles

- i. Marking and feedback should actively promote learning, progress and engagement with the subject.
- ii. All pupils have the right to receive regular and timely feedback on their work.
- iii. 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.
- iv. Teachers should use assessment information to plan future teaching, monitor progress and set targets and offer opportunities for pupils to display intellectual curiosity.

2.2 Forms of feedback

- i. 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.
- ii. 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.
- iii. 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.

3. Frequency of Marking and Feedback

- i. Teachers should create opportunities for verbal feedback every lesson, recognising that the dialogue between teacher and pupils is crucial to learning.
- ii. Written feedback should be regular and timely in order to have the maximum impact on learning.
- iii. 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.

4. Quality of Feedback

a) Feedback should:

- i. Be specific about areas of strength (e.g. 'what went well').
- ii. Identify, where appropriate, clear and specific targets for increased achievement (e.g. 'even better if').
- iii. Encourage and motivate pupils and promote a growth mindset.
- iv. Challenge pupils to think at a deeper level.
- v. Be manageable for pupils to reflect and act upon.
- vi. 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.

b) 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 HoD and/or Assistant Head: T&L about the appropriate course of action to be taken.

5. Impact of Feedback

a) 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.

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

- i. Re-drafting sections of work in light of the feedback.
- ii. Correcting misconceptions or errors.
- iii. Answering challenge questions that promote greater depth of understanding.
- iv. Acting on the targets in subsequent pieces of work.
- v. Correcting subject-specific spelling/style.

c) 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 should take into account an individual's aptitudes, needs and prior attainment.

6. Baseline assessment and monitoring

a) **EYFS and Prep**

- i. Upon entering Reception, girls are assessed in language, reading/phonic knowledge, and problem solving, reasoning and numeracy skills. The results enable appropriate and effective planning. End-of-year assessments are carried out which, alongside the EYFS Profile, inform the planning for the following year. These also highlight any strengths and weaknesses for

individuals/groups as well as areas of the curriculum which need to be addressed. EYFS profile results are reported to the local authority, and form a baseline for tracking the girls' progress through Tormead Prep School.

- ii. Those entering the Prep School beyond the EYFS complete assessments to show where they are in relation to their cohort. This provides a baseline for continued monitoring and analysis.

a) Senior School

- i. 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.
- ii. In the Lower School, MidYis scores are used as a basic indicator of potential. The half-termly progress score 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.
- iii. In the Upper School, Year 10 pupils are retested using Yellis, and these 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 Yellis profile. However, we do not believe that pupils should be inhibited by these barriers, and so two measures are included, the baseline (BL), which represents the Yellis generated potential GCSE grade along with the Target Grade (TG), which includes the Tormead "Value Added".
- iv. 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 measured directly against individual BL and TG generated through their -ALIS scores.

7. Performance monitoring, feedback and reporting

- a) In order to support their progress, the academic performance of all pupils is monitored regularly and thoroughly in a variety of ways:
 - i. In EYFS (Reception), regular formative assessments, based on observations, photographs and examples of work, inform everyday planning as well as provide 'learning priorities' for each girl. An individual profile/learning journey is compiled throughout the year using the Tapestry App and, where necessary, additional written observations are kept in an assessment folder. Observational assessments are then matched against the scales on the EYFS Profile. The girls' progress is monitored by making best-fit judgements using the Early Years Outcomes and is recorded in the Tapestry App. At the end of the year, it informs the planning by the Year 1 teacher in order to support and extend children's learning as they move into KS1.

- ii. Pre-Prep and Prep staff monitor and assess the progress of their pupils throughout the year. Formative assessment is continual, and feedback given to the pupils, other staff and, if necessary, parents. Summative assessments take place during the Autumn, Spring and Summer Terms enabling analysis of value added across all pupils and the monitoring of specific groups such as EAL, SEN, EHCP and MAT.
- iii. Reception parents are sent a written end of term summary report at the end of each term (in line with the EYFS framework).
- iv. Pre-Prep and Prep parents are sent a Grade Card in the Autumn and Spring terms and a full written report at the end of the Summer term.
- v. Parents' evenings are held in the Autumn and Spring terms, along with regular Reception Open Afternoons for parents.
- vi. Academic concerns in the Prep School are flagged via the weekly Academic/Pastoral meeting and followed up, if necessary, by the Director of Studies and Learning Support and written up on CPOMS.
- vii. In Prep and Senior School, subject teachers monitor 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).
- viii. Academic concerns in the Senior School are flagged as they arise via CPOMS: this enables FT, HoY, DoS and DH(A) to spot patterns and react accordingly, liaising with e.g. Learning Support.
- ix. 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.
- x. Pupils highlighted as not making satisfactory progress in examination years (Year 11 and Upper Sixth) may be placed on an Academic Intervention Plan (AIP). This includes SMART targets that are generated by teachers that will focus pupils in their revision. Details and progress with the AIP is communicated with parents by the HoY and/or DoS and DH(A).
- xi. HoDs meet fortnightly with their line manager to discuss pupil progress and flag any pupils of concern.
- xii. Termly tracking grades are intended as an indicator of each pupil's attainment in each subject. These are discussed in holistic review by HoYs, DoS and DH(A), and action points are shared with staff.

- xiii. 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.
- xiv. 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, which include Learning Scores which report on effort and engagement.

8. Academic enrichment, challenge and rewards

a) 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 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.

9. Selection of Academic Scholars

a) An academic scholarship is offered in Year 3. Internal or external candidates may apply. Data from internal candidates' Year 2 assessments or the external candidates tests will be taken into consideration. The top performers will then be asked in for an interview with the Director of Studies and Head

b) At 11+, external candidates are eligible for an academic scholarship based on their performance in the assessment process. Internal candidates (for whom there is no entrance assessment) may apply for an academic scholarship; the award is based upon their previous academic record and the entrance interview.

c) Approximately four Williams Cole scholarships are awarded after the Year 10 summer examinations: top performers are invited to an interview with the Head and the AH: Teaching and Learning.

d) Pupils entering Tormead in the Sixth Form may apply for an academic scholarship. They sit a general scholarship paper of 1½ hours as well as papers for two of their chosen A Level options and are interviewed by the Head and the Sixth Form Team.

10. Academically More Able Pupils and High Performance Learners

a) All staff keep a note of the Academic Scholars and the Academically More Able in their markbooks. This information is kept on the School's central list ('the Academic Snapshot'), which is updated regularly by the AH: Teaching and Learning. A separate document is maintained in the Prep School. These pupils in particular are given appropriately stretching material and encouraged to broaden their knowledge and interest. All academic scholars are expected to attend Friday enrichment activities and extend themselves beyond the curriculum.

b) 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. We offer enrichment activities to all pupils and provide them with opportunities to

extend their learning from any starting point.

- c) There is a busy and broad programme of Academic Enrichment. Every Friday in pastoral time we hold a series of enrichment lectures which pupils can choose to attend. In addition, a bespoke enrichment activity and discussion is given to tutors to deliver to those who remain in the classroom. The Clayton Society runs workshops talks and challenges throughout the academic year. These embrace a wide variety of subjects and may be run by outside speakers/groups, staff and senior pupils. All are invited; it is expected that Academic Scholars will want to attend many of these. Children throughout the Prep can undertake appropriate self-directed challenges to earn Beacon stamps in the Prep 's Beacon enrichment programme.
- d) 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 Kytos, book groups, and Puzzle Club, among others. The Prep School runs Chess, Bridge and Code Clubs, among others.
- e) A central list of these clubs goes out every term; staff may also invite pupils whom they feel will benefit from or enjoy the activity.
- f) Pupils 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 pupils are prepared for aptitude tests, interviews and given appropriate reading and discussion material.

11. Recognition and awards

- a) Merits may be awarded for particular effort, academic initiative or attainment within a subject, and certificates and commendations in the Prep School. Prizes for attainment and effort are awarded on Speech Day.
- b) Academic awards are given in July (on Speech Day) to the top performers in each subject in Year 11 and the U6. Our aim is to celebrate the achievement of as many as possible. HoDs nominate their top three candidates and the final shortlist is finalised between the AH: Teaching and Learning and the Deputy Head (Academic), with contribution from the SFT about the recipients of non-academic prizes. At Prep's Prizegiving class awards are given to those who make the most progress and have shown the greatest effort. Non-academic cups and prizes are also awarded at this event.

Date of Last Review: 20th February 2023

By Resolution of the Governing Body:

MRS R HARRIS
Chair of Governors

MR BOYD
Head

20th February 2023

