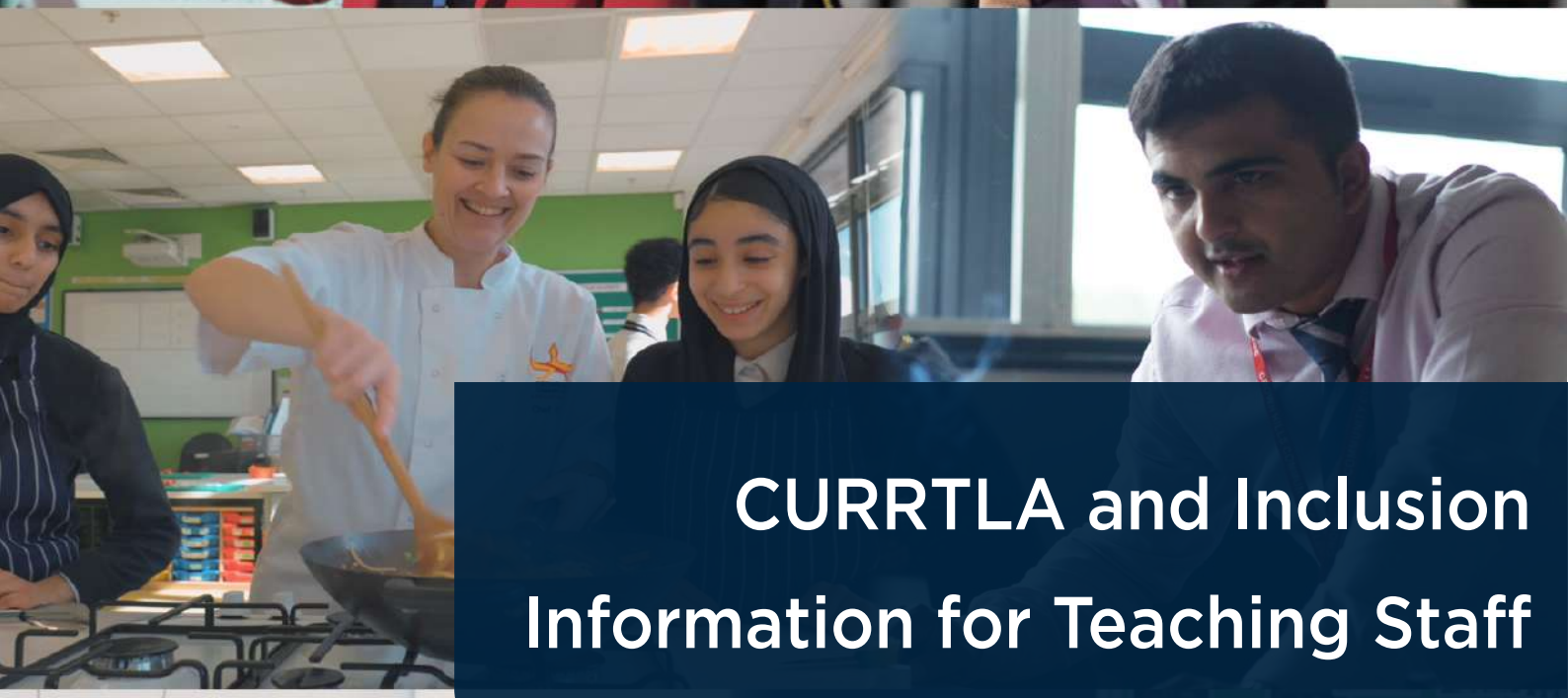
CROWN HILLS
COMMUNITY COLLEGE
A Specialist Sports College

Essentials Guide 2





CURRTLA and Inclusion
Information for Teaching Staff



Contents

INCLUSION

This section outlines the key principals of Inclusion at Crown Hills.
The information will support staff to ensure the success and belonging of ALL students.

CURRTLA – Information for Teaching Staff

This section outlines the key principles of CURRTLA at Crown Hills. The information included supports staff in planning and delivering high quality lessons in the 'Crown Hills way'. There are also key documents included which staff should refer to throughout the academic year as certain points vfor example, when commitment data is due.

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This essentials guide should be used as a key reference document throughout the year.
The information is divided into three sections Throughout the year.

Inclusion Referral Process

If you have concerns or observations you want to pass on please use the inclusion referral form. This can be found in the staff area and in sharepoint.
On this form you can record you concerns for the following inclusion areas:

- SEND
- EAL
- Pupil Premium/Vulnerability

*PLEASE NOTE,FOR SAFEGUARDING PLEASE FOLLOW THE USUAL PROCESS AND NOT THIS FORM.

EAL

Vision

We have a significant number of students for whom either English is an Additional Language (EAL) (almost 75%) some of whom were not born in the United Kingdom, these students known as "International New Arrivals (INA). We strive to ensure that both groups of students become confident in speaking, listening, reading and writing standard English, and are able to access the school curriculum. We also foster a sense of belonging so that all students feel safe and welcomed. We recognise that students who have English as an Additional Language do not form one homogeneous group. The majority of students are Advanced Bilinguals, and their needs are vastly different to that of the International New Arrivals. All students come with a wealth of experiences both culturally and linguistically.

Our work within the faculty and across the college champions the needs of students with EAL by providing:

- A welcoming environment for initial assessments and induction.
- Assessing the English Proficiency of all students bi-annually.
- Key Stage 3 - Daily Literacy for students who are New to English or at the Early Acquisition stage.
- Key Stage 4 –Entry Level English Functional Skills.
- Planning with faculties and partnership teaching.
- English Proficiency information on all students available to staff
- Developing training packages providing strategies to support the inclusion of students with EAL.

By working in collaboration with staff to ensure we have high expectations, making lessons accessible to all and delivering responsive teaching, students are assured of an appropriate curriculum which meets their individual needs, resulting in them being the best that they can be.

Interventions:

- **Literacy Interventions**
- **EAL Curriculum**
- **Teaching and Learning Strategies**
- **Lesson Support**
- **English Functional Skills**

Literacy Interventions

Daily Literacy is a phonics-based intervention for students who need develop their reading skills. Rapid Plus is a comprehension and inference programme offered twice a week for students to improve their understanding of a text. All of the interventions are taught in small groups or one to one.

Key Stage 3 EAL Curriculum

- The EAL Curriculum's focus is on Speaking, Listening and Communication. However, all four skills of Reading, Writing, Speaking and Listening are covered within the curriculum.
- Students with English Proficiencies of A – New to English and B – Early Acquisition will access this course instead of taking Modern Foreign Languages (MFL)*. The length of the course for individuals depends on how quickly their spoken language improves to an English Proficiency of C – Developing Competency. Once students have achieved this level, they will return to their MFL lessons.

*If students have some understanding of French or Spanish, they may remain in MFL lessons

Entry Level English Functional Skills

Whilst all students will take GCSEs, we also offer Functional Skills in English for some of our EAL learners. This qualification supports EAL learners by developing practical, real-life communication skills in reading, writing, speaking, and listening. It builds confidence through clear progression levels and helps learners use English independently in everyday, educational, and workplace contexts. By focusing on accessible, context-based learning and assessment, it acts as a bridge between language acquisition and successful participation in wider society.

Lesson Support

We have a dedicated and skilled team of bi-lingual Teaching Assistants who are deployed to support students with English Proficiencies from A to C in their core lessons in the first instance.

English Proficiency - Codes

English Proficiency - Every EAL student is tested bi-annually and their English Proficiency Code is updated

EAL learner (DFE Proficiency)	EAL Stage	Listening and Understanding	Speaking	Reading	Writing
New to English (Code A)	A1 A2	Understands home language Watches and joins in routines/activities Follows instructions using key words/gestures Follows short sequences of instructions	Silent period Speaks in home language Non-verbal gestures Echoes words/expressions Simple naming vocabulary Basic, formulaic spoken exchanges Unclear pronunciation	Minimal/no literacy in English Awareness of print and able to recognise some words e.g. own name Starts to recognise letters and symbols Early reading skills e.g. CVC words	Minimal/no literacy in English May be able to write in first language. Holds pen correctly – begins to form letters, then words. Writes some HFW words Can draw and label diagrams Begin to write simple sentences
Early Acquisition (Code B)	B3 B4	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives Understands some teacher questions with visual support	Simple questions e.g where? Over-generalisation of grammatical rules Simple positional language Re-tell a simple story Can give a sequence of instructions Past simple tense emerging	Able to demonstrate and understand basic punctuation Can read simple sentences Refers to visual clues in texts Re-tell main points from a text. Identifies dialogue in texts. Follows pronoun references in text	Handwriting legible and correctly orientated Writes familiar words with phonic knowledge. Uses some basic punctuation Uses simple present tense and some simple past tense Range of vocabulary including some conjunctions.
Developing Competence (Code C)	C5 C6	Follow set of oral instructions Differentiates past/future/present Begins to engage with how? and why? questions. Active listener asking for clarification Follows gist of teacher talk with limited visual support	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	Describes setting of a story Can select relevant text to answer questions Responds to how/why questions related to a text Makes inferences/draws conclusions Identifies key features of different text types	Plurals, prepositions, pronouns and articles used with increased accuracy. Varied verb formations used. Developing wider vocabulary. Writes competently and at length Uses structures to express higher order thinking.
Competent (Code D)	D7	Shows understanding of the detail of curriculum topics with limited visuals Understands some idioms and phrasal verbs Beginning to understand inference Follows reasoning/ discussion/argument	Uses the passive tense Communicates meaning – complex ideas/concepts Can express higher order thinking Moderates response according to listener.	Can give/ compare own opinion about a text Distinguishes between fact/opinion Demonstrates understanding of idioms. Demonstrates understanding of literary devices. Appropriate tone when reading aloud	Writes competently and at length for varied purposes. Uses expressions to signal opinion Advanced use of connectives. Range of tenses and use of active/passive voice. Logical sequence. Appropriate for purpose/audience.
Fluent (Code E)	D8	Understanding is commensurate with that of a native English speaker Pupils have the range of listening skills required to participate fully in the National Curriculum for English	Variety of articles and prepositions used accurately Confident, fluent speech for multiple purposes/audiences. Complex sentences used. Accent does not interfere with understanding.	Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of the same age.	Copes with writing demands for all areas of curriculum. Uses complex conditionals. Able to mimic and parody and to use irony/humour. Can make comparisons and write an argument.

EAL Pathways

Version 3

English Proficiency - Initial Assessment

Induction 1-6 weeks (Registration TA support) "School Survival Language"
Pathway 1-5 following results of Initial Assessment
Rolling Programme for KS3

6 weeks | 2 - 4 weeks | Introduction | 0 -6 weeks

Pathway 1
New to English –A

Pathway 2
Early Acquisition B

Pathway 3
Developing Competency C.
(At least 70% in 4 skills)

Pathway 4
Competent D & Fluent E

Pathway 5
Late Arrivals KS4
Follow English Proficiency Pathways.
Functional Skills
3 or 6 lessons replaces KS3 EAL Curriculum

KS3 - EAL Curriculum
3 x EAL lesson – ESOL based curriculum
Emphasis of SLC but all four skills will be covered.

Code "A" Limited/no school experience – focus on SLC.
Code "B" Limited English Literacy meets 80% descriptors.

EAL Lesson - Faculties to provide key and subject specific vocabulary.
EAL teachers working with faculties to develop appropriate strategies and resources.
Teaching Assistants in class support:

- New to English support in as many lessons for up to 6 weeks
- Early Acquisition 2-4 weeks

Admit straight into mainstream. Monitored in the first **two weeks** to check on any academic or social issues.
NBR – Round Robin, student voice and drop- ins

Admit straight into mainstream. Monitored in the **first week** to check on any academic or social issues.
NBR – Round Robin, student voice and drop- ins.

Training – Advanced Bi-lingual – Link to Literacy across the curriculum

Five principles to guide EAL pedagogy

1 Multilingualism as an asset

Encouraging learners to use and develop their full linguistic repertoire is highly beneficial.

Learners' multilingualism – their ability to listen, speak, read and view, and/or write in one or more languages and/or scripts beyond English – is a valuable resource. Maintaining and further developing learners' home languages and other languages they know results in greater cognitive flexibility and stronger academic performance.

Teachers and support staff should, where possible, deploy pedagogies which include the use of different languages. Learners using EAL should be encouraged to codeswitch and translate between any languages they know to support their subject content learning and the acquisition of academic English.

2 High expectations with appropriate support

Having high expectations of learners using EAL while offering them the language support that they need is beneficial to their learning.

Learners using EAL, like all learners, benefit from high expectations which inspire, motivate, and challenge them. Teachers and support staff should set goals that stretch and challenge learners of all backgrounds, abilities, and levels of proficiency in English, provide them with appropriately demanding activities, and expect their active engagement and concentration.

Unlike first language English learners, those using EAL have a double task ahead of them – simultaneously learning the English language and learning content through English. This means that teaching and support staff should set high expectations while offering the right level of language support and scaffolding for learners to access the curriculum and demonstrate their knowledge/skill.

3 Integrated focus on content and language

Focusing on language while teaching subject content is crucial to the progress and attainment of learners using EAL.

Cognitive and academic abilities of learners for whom English is an additional language are separate from their English language abilities. Although multilingual learners may be fully capable of the cognitive and academic demands of curricula in their home language(s), they may be unable to access fully a similar curriculum in English due to the English language barrier; unfortunately, the curriculum does not wait.

The curriculum should be designed in such a way that all learners' needs can be met in the classroom, and any additional support required should be provided in the classroom.

English language development should be integrated and embedded into the curriculum within language-rich mainstream classes. Any withdrawal of learners using EAL from a mainstream class should be for a specific purpose, time-limited and linked to the work of the mainstream class.

4 Effective and holistic pupil assessment

EAL assessment builds a broad picture of the learner, which enables teachers to plan appropriate and targeted support.

Effective assessment provides teachers with the information needed to adapt teaching for learners using EAL. Initial diagnostic assessment should gather linguistic and educational information, such as information about learners' language and literacy practices, prior education, and current cognitive skills. Initial assessment of learners' proficiency in English should include assessment of listening, speaking, reading and viewing, and writing.

Conducting a first language assessment provides useful information. Formal standardised tests designed to assess the reading age, verbal reasoning, spelling, and reading comprehension of first-language English learners are not always suitable for assessing learners using EAL.

When assessment is used to evaluate conceptual understanding, it helps to reduce the linguistic demands of the instructions. Continuous formative assessment should include both assessment of English language development using an EAL-relevant assessment framework, and teacher assessment of learning in different subjects.

5 Social inclusion

Including learners using EAL and their family in all aspects of school life improves their wellbeing and motivation for learning and is beneficial for the school.

In order to have opportunities for success in school, learners using EAL need to feel safe and secure from day one and need not be excluded from any aspect of school life. Schools should foster an inclusive culture in which learners using EAL are encouraged to participate in extracurricular activities and to join mixed-language friendship groups.

Social inclusion is successful where schools create respectful relationships with learners' families and the wider communities, striving to understand families' backgrounds, cultures, and prior experiences. Some parents of children who use EAL, especially those who are new to English and to the English school system themselves, face additional challenges to parental participation. Therefore, schools should have accessible communications and expectations for all staff, schoolwide, to build reciprocal relationships which actively promote family involvement and mutual understanding.

SEND: Key Documents

EHCP – Personal Profiles

All students who have an EHCP will have a personal profile that provides for teachers:

- **Background information about the student**
- **EHCP Outcomes** – What they will be able to do at the end of the Key Stage they are in
- **In class support strategies** – These align to the college teaching and learning temple
- **Interventions / whole-school adjustments**

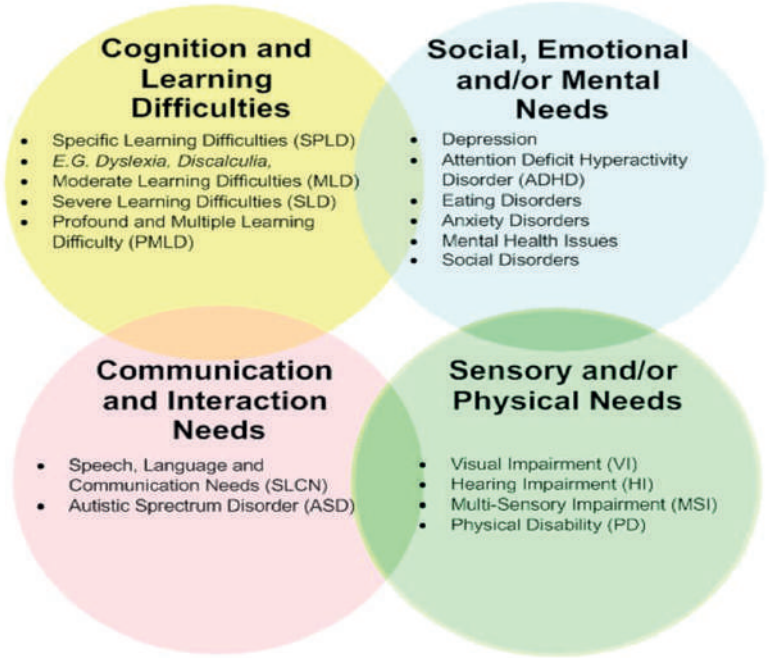
These are provided for all staff at the start of each academic year. They can also be found electronically in Teams and as attached documents in BROMCOM>

Teachers should use these alongside the best endeavours reasonable adjustments (BERA) documents to support students in the classroom.

Some students who a K- Support may also have a personal profile if they have very specific needs.

Best endeavours reasonable adjustments (BERA) documents

The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:



The BERA framework documents align to the four areas of need and provide staff with the information on how they best meet the needs of any student with any of the above needs.

Specifically, they outline for teachers' information on:

- **Classroom / Learning Environment**
- **Seating position**
- **Planning - Make resources accessible**
- **Giving instructions**
- **Checking for understanding - Questioning / Cold calling**
- **Student Practice**

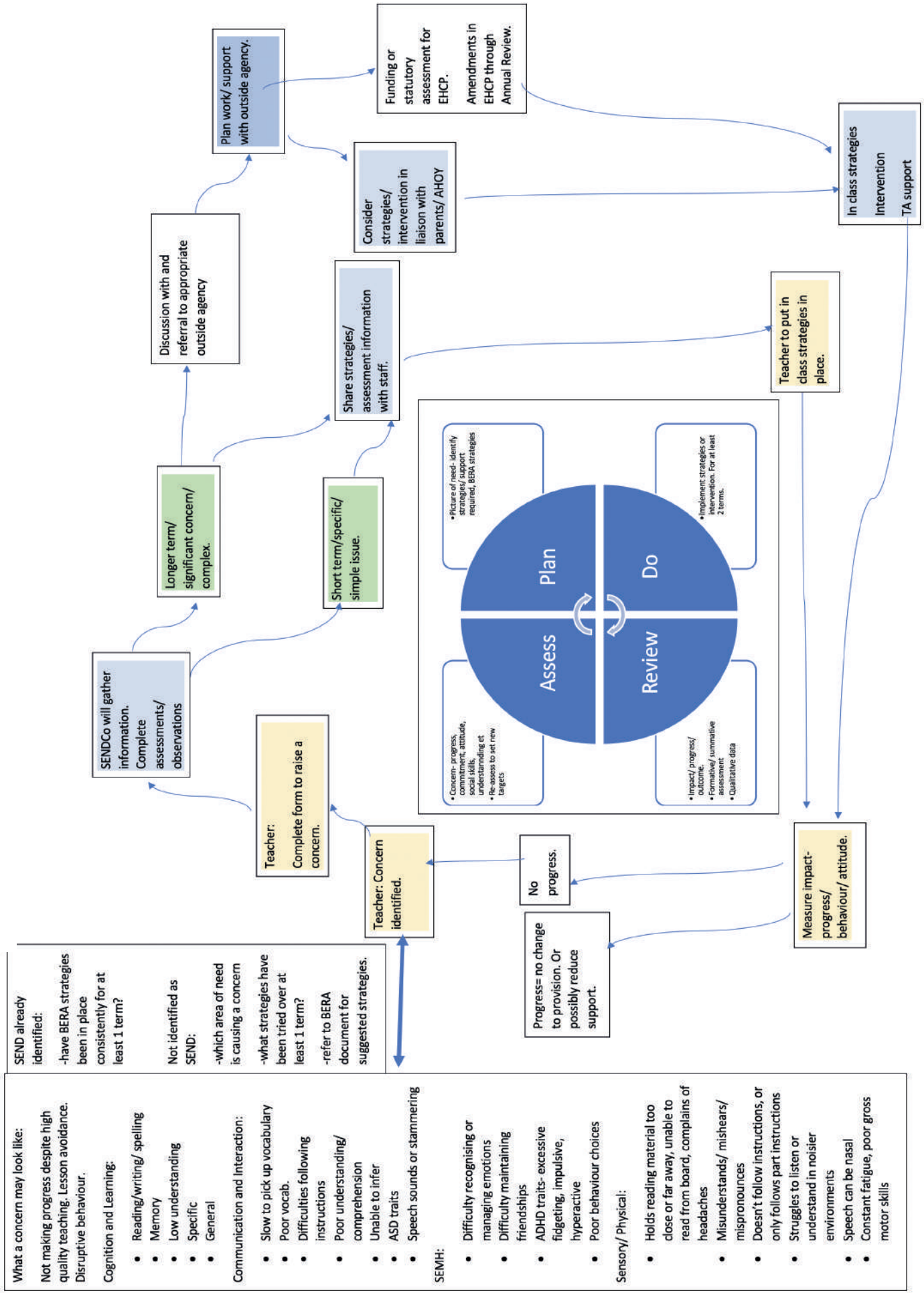
Identification of specific students

The following colour coding is used on the BERA documents.

If a student has an EHCP, they are highlighted yellow. Teachers should use personal profiles in addition to this document.

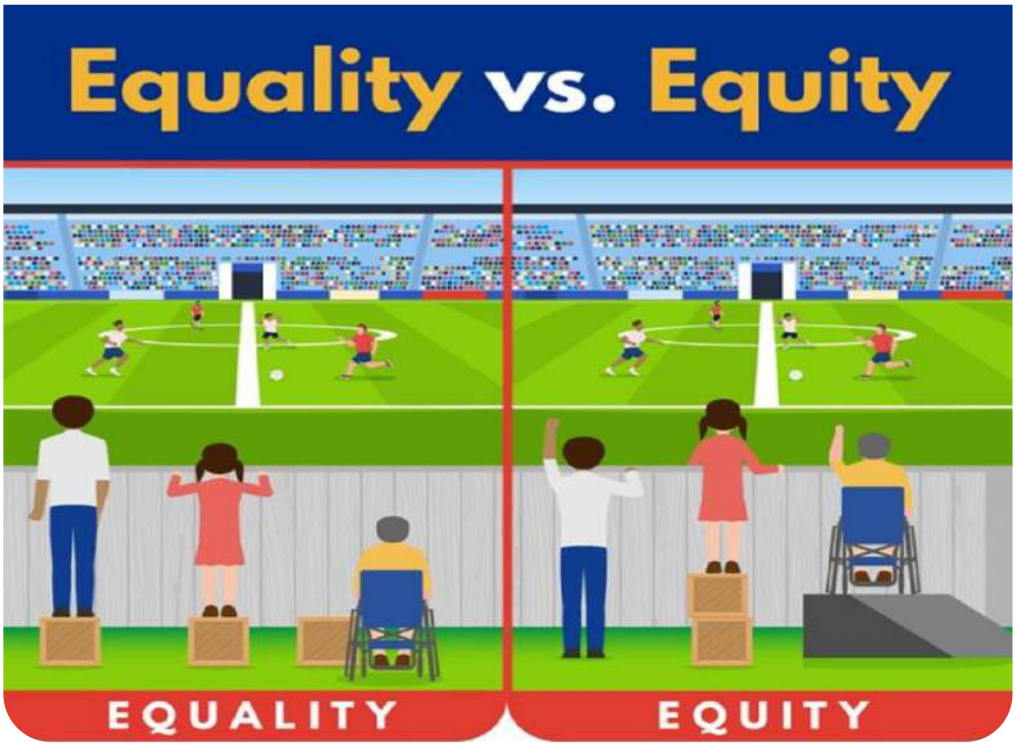
If a student has more than one need, they are highlighted in blue. Teachers should use all relevant BERA documents.

Raising Concerns for a young person with SEND or may have SEND



Pupil Premium and Disadvantaged Students

We fundamentally believe in every student's ability to achieve success, irrespective of their starting place. We want all of our students to have an equitable experience at Crown Hills, which means that we must provide more support, thought and care for the students who have an additional layer of need or vulnerability. It is our responsibility to do this so that we can ensure that they have the same chance to succeed as other students. This doesn't mean lowering the bar or changing our expectations, but putting more layers in place to support the student to meet and exceed them.



What do we mean by Pupil Premium and Disadvantaged?

Pupil Premium is the funding received from the government – it is a grant to schools, not for individual students. It is intended to help schools reduce the attainment gap and improve wider outcomes for those pupils who face additional barriers.

- Eligibility now splits into 2 categories of benefits-based free school meals:
  - Targeted FSM, which continues to be based on the existing threshold, covering pupils who are in households in receipt of Universal Credit with annual household earnings of £7,400 or less.
  - Expanded FSM, a new category covering pupils who do not qualify for targeted FSM, but who are in households receiving Universal Credit.

- Ever 6 FSM Cohort - Pupils who are, or have been, eligible for FSM over the last 6 years have been part of the Ever 6 FSM cohort. This is used for disadvantage funding and accountability purposes but this transitional protection will no longer exist. Following the expansion of FSM, Ever 6 FSM will be based on targeted FSM.

Pupil Premium matters because **background still strongly affects educational outcomes**, and disadvantaged pupils achieve worse outcomes on average due to the additional challenges they face. The GCSE attainment gap is the largest in a decade.

Child poverty is at its highest and has been a worsening picture post Covid. 1 in 3 children live in poverty and our Leicester constituencies fall in the highest rates of poverty for the East Midlands area.

Whilst not all students have been categorised as disadvantaged throughout their life, the gaps begin from before they are born and continue to grow so that by the time students sit their GCSEs, they are 19.2 months behind.

What do we do and what can we do?

Our support is built around three areas: high-quality teaching, targeted academic support, and wider strategies that help pupils attend, belong and succeed.

What do we offer at Crown Hills?

- Device loan support (including laptop and dongle where needed).
- A budget for Years 7–11 to spend on items from the school shop.
- Breakfast Club and Library Club from 7.45am, with free breakfast available at Breakfast Club.
- Homework Club after school Monday–Thursday in the library.
- Purchase of compulsory curriculum items, such as English texts.
- Revision guides through faculties.
- Academic mentoring
- Subject tutoring
- In Year 11, access to free tutoring with Aim13.
- Meal deal for all FSM students
- Pastoral Support: Attendance, behaviour, belonging, relationships and routines.

What can staff do?

- **High-quality teaching first is the most impactful area for our students**

What this looks like in classrooms:

Easy Access Points | Circulation | Checking for Understanding

+We need to be checking in on these students first – so they must be seated in an easy access point
+We need to be circulating to these students first – plan our routes to monitor these students first
+We need to check for understanding of these students more frequently – plan how and when you will be checking for understanding for these students.

- High expectations, all the time
- Clear explanations, modelling and worked examples to reduce hidden curriculum barriers.
- Frequent checks for understanding and responsive adaptation in the moment.
- Explicit teaching of vocabulary, reading and academic language across subjects.
- Scaffolding that supports access without lowering ambition.
- Careful use of retrieval, practice and feedback so that pupils secure learning over time. B. Teach pupils how to learn

Seating Plan Guidance

At Crown Hills Community College, our classrooms are usually set up in rows to allow for all pupils to be facing forwards.

Desks are grouped together to support student 'turn and talk' whilst also allowing for teachers to move around the classroom freely to check for understanding, provide feedback to pupils or live mark.

When constructing a seating plan teachers need to consider our INCLUSION policy first:

- **Pupil Premium – any student who is pupil premium must be sat in an easy access point. This should either include the front, or the side of a row. Classroom size and accessibility varies so please use your judgement or seek advice if unsure.**
- **SEND**– teachers read pupil profiles / BERA documents to ensure pupils are seated where they need to in order to access their learning. This is particularly important for VI / Hi pupils.
- **EAL** – teachers to check the English proficiency code for their EAL students and seat accordingly. For example, seat next to a positive and strong role model, or in an 'easy access point' for the teacher or TA to check-in on.

Other important considerations:

- **Behaviour** – teachers get to know their pupils and make decisions around where they should be. They should consult with HOY / AHOYs and HOF for support if required.
- **Achievement** – teachers can decide to move students to the front of the room, or other strategic places where they have easy access to check for understanding if students are underachieving. Years 7-9 will have a reading age that you can also check as this is a good indicator of their ability to access the curriculum. Your struggling readers will need to be sat in an easy access point and preferably next to a stronger reader.

Seating plans are completed in BROMCOM and updated at regular intervals or as they change. There is guidance is available in Teams.

Teachers must ensure they are up to date as they are used for cover lessons. They must also be available for lesson visits. Please therefore delete previous versions that are no longer used.

Teachers are reminded that seating plans are confidential documents and so should be stored securely at all times.

Teachers may annotate their seating plans but must be mindful of being sensitive, especially around student needs. They must not use language / labels that are derogatory in anyway.

Vulnerability Database

Pupil Premium is very important but it is not the only measure of disadvantage. Also, other types of vulnerabilities can make a student have an even greater need of additional support, for example if they have a SEND need or have low levels of literacy.

At Crown Hills we are aiming for all students to be supported to achieve success. Our Vulnerability Database tracks this different data and generates a number to help us identify students who have more complex layers of vulnerability. Staff will have access to this number in order to help everyone support our students across all of our different roles.

Remember:

- Avoid assumptions: diagnose need from evidence, patterns and conversations, not from a label.
- Maintain high expectations alongside high support.
- Share concerns early with the right staff.

How to refer a student you believe needs more support

- If the concern is safeguarding / urgent, please follow the usual safeguarding protocol
- If the concern is linked to disadvantage / PP / or another vulnerability

Please use the Inclusion form on the staff area to record the detail

AND

Raise the concern with the pastoral team, PP lead, Ms Duis or Ms Russell-Smith.

Want to read more ? Under the Pupil Premium area on Sharepoint/Teams, there are websites and suggestions for further reading

Personal Development and Pupil Premium Team

We want all of our students to become successful, independent and responsible members of society. Our personal development team is dedicated to giving students the confidence, belief and tools needed to make informed decisions, to help overcome barriers and tackle many of the moral, social and cultural issues that are part of growing up.

We want to ensure that all students have the same opportunities to go on this journey and succeed at Crown Hills. That's why our team also works with Pupil Premium students, working hard to improve their engagement with our personal development programme, as well as a Pupil Premium Lead who focusses on supporting students with improving their commitment and attainment.

Assistant Head Teacher – S Russell-Smith

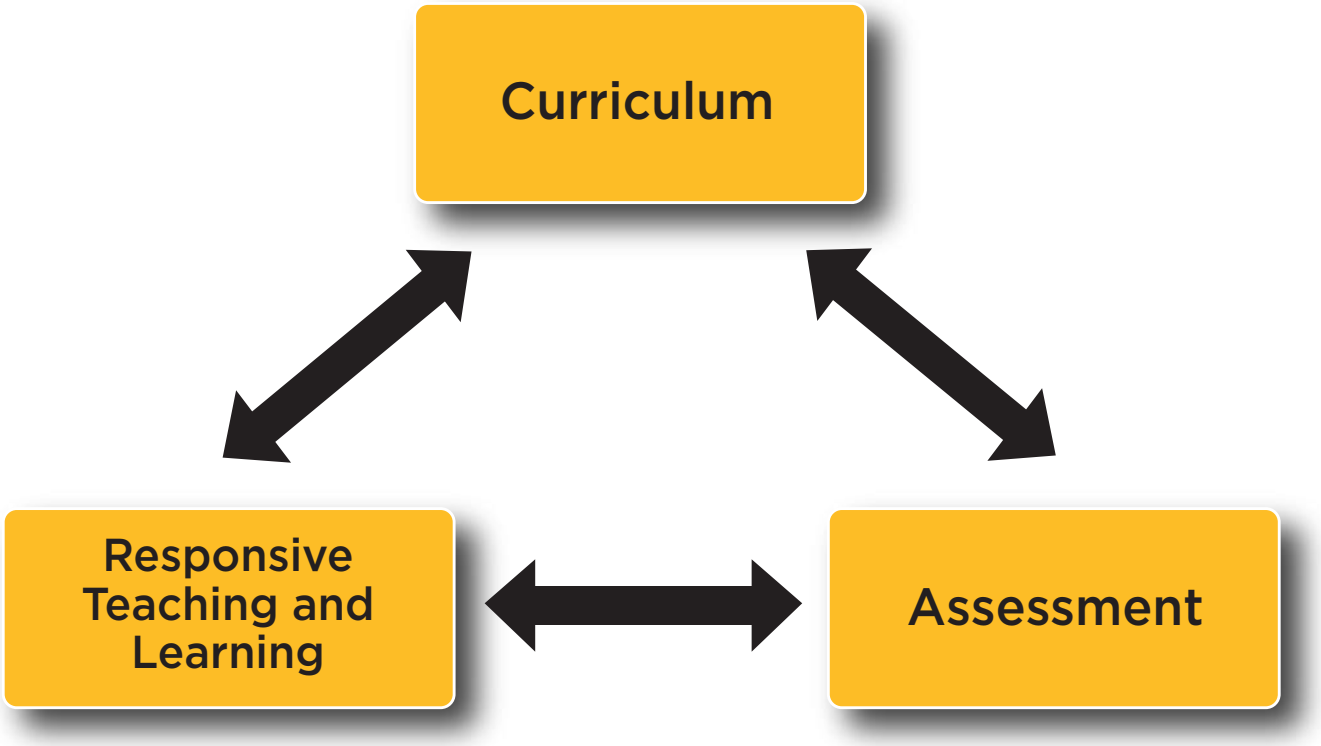
Head of Personal Development and Pupil Premium – S Duis

Two Personal Development Leaders

One Pupil Premium Leader

CURRTLA – Information for Teaching staff

Principles of CURRTLA



CURRTLA

CURRTLA at Crown Hills stands for:

CURriculum **R**esponsive **T**eaching and **L**earning **A**ssessment

The principles for CURRTLA are as follows:

Curriculum, teaching, learning and assessment are all underpinned by the principle of knowledge-first

Our curriculum is not presented as a series of titles on a map but as specific knowledge to be taught, which is clearly defined. Unit overviews include learning objectives and threshold concepts that have been identified and planned for.

Staff are the experts in their subject areas; therefore, we share our knowledge first before we expect our pupils to do something with that knowledge. There is a strong relationship between teachers' subject knowledge and pupils' progress – the more teachers know and share, the more students know. Knowledge-first teaching may require more talking by teachers: introducing academic content, asking questions and giving live feedback.

Monitoring Progress

Progress is defined as students knowing more, remembering more and being able to do more. Due to the intentional sequencing and planning of the curriculum to support the building of knowledge, students make progress because they journey through the curriculum from Year 7 through to Year 11.

As students build knowledge, it is important that teachers check for understanding to ensure that there is mastery of key knowledge, regularly within lessons through the use of mini whiteboards, cold calling etc. We use retrieval practice within our learning episodes to support the act of remembering and to check it has been stored in long-term memory.

We test pupils regularly to monitor progress by using intentionally planned progress checks to support closing of gaps. Summative assessments are used to test a larger domain over a longer period of time. These are rigorous and challenging (skills as well as knowledge) and reflect the Assessment Objectives (AOs) and command words from KS4.

All pupils have a minimum expected score (MES) which is used to determine whether pupils are 'on track' or 'off track.

This is reported to parents as a more formal progress measure. These, along with minimum expected grades (MEGs) at KS4, are calculated from KS2 SATs scores.

Subject specialisms are important.

One of the principles by which we abide is that all subjects are different and that, as such, 'one size does not fit all'. While some things in a school have to be consistent in the name of efficiency, we strive to ensure that whole-school approaches are understood and expressed at the most 'local', faculty level possible in the school. This means that while all subjects have threshold concepts, they will look different on the unit overviews used by faculties. The way independent student practice (an essential of the T&L temple) manifests itself in a subject like drama, music or PE will be different from a speech given by a single student in English, for example. And this applies to assessment too: all subjects have summative assessments, for example, but it is not just what is tested but how it is tested that respects the different academic disciplines too.

We facilitate practice. Students should only move on when they are ready and enjoy automaticity.

Students should be given many varied opportunities to practise what they have been taught and learned. Teachers should not race through the curriculum and should only allow their students to move on after they have responsively worked through the columns of the T&L temple. Even then, teachers should be mindful that students will not enjoy mastery of a piece of knowledge or a skill (which is our aim) unless they have had many opportunities to work in this area. Students are said to enjoy automaticity at a key point: not when a student tries and then at first succeeds but when a student tries and cannot possibly fail.

We are informed by research e.g. the cognitive science, cognitive load, working memory, long-term memory, retrieval practice etc.

We are led by research in all that that we do and informed by evidence from reputable sources and our own experiences in our Crown Hills-specific context. This means that we have a curriculum which is designed to be remembered in detail, that is, to be stored in our students' long-term memories. This requires approaches to teaching and learning that build in times for spaced retrieval practice, formative low-stakes testing and plenty of repeated practice for students' enjoyment of automaticity and fluency. Everything in, and around, the T&L temple is underpinned by the best and latest research regarding how students learn.

Lesson visits and Instructional Coaching

As a college, we need to know about the quality of learning which our students receive in order to improve outcomes and, by extension, their life chances.

Instructional coaching visits and lesson visits have replaced formal, lesson-long, termly observations. As a college, we have moved away from high-stakes, low-frequency observations to low-stakes but high-challenge and higher-frequency instructional coaching and lesson visits.

The purpose of which is to:

- provide a bespoke CPD mechanism to develop their pedagogy.
- identify and, later, be seen making granular improvements in teaching in the interests of student progress and success.
- support teachers in their planning and delivery of sequences between lessons and of tasks within them.
- form a reliable impression of teachers' teaching and students' learning over time.

A visit may be scheduled by invitation/mutual agreement or unscheduled using the 'open-door policy' from which a suggested tweak is mutually agreed or given by the visitor. Feedback could be in person or via e-mail to ensure clarity of the tweak and next steps.

During a lesson visit

A visitor will enter a teaching space and will ask the following question: "What are we learning today?".
This will be asked of either the teacher or a student (or some students) by the visitor.
The purpose of this is to ensure, in an informal, light-touch way, that a teacher's or a student's sense of what is being delivered in that lesson and why (in terms of a sequence i.e. what went before, what will follow next) is secure. Every teacher, at the start of every lesson, should briefly narrate the lesson in terms of the sequence of learning (to help students remember and/or make connections) and throughout the lesson in terms of why the students are doing what they are doing.

An ideal response would sound like this: "Today, we're learning y, which builds on x and/or sets up z.
We're working towards grasping this threshold concept: a"

N.B. It is not expected that a student, if asked, would be able to articulate a response about the sequence of learning as well as a teacher. However, students should have a strong sense of the direction of travel of their studies and, to support that, when teachers briefly narrate the lesson in terms of the sequence of learning at the start of every lesson that should be taken as an opportunity to check for understanding (CFU).

During a visit (around 12 minutes) the visitor will also look at aspects of the T&L temple (steps or pillars) either at the invitation of the visited or at the discretion of the visitor.

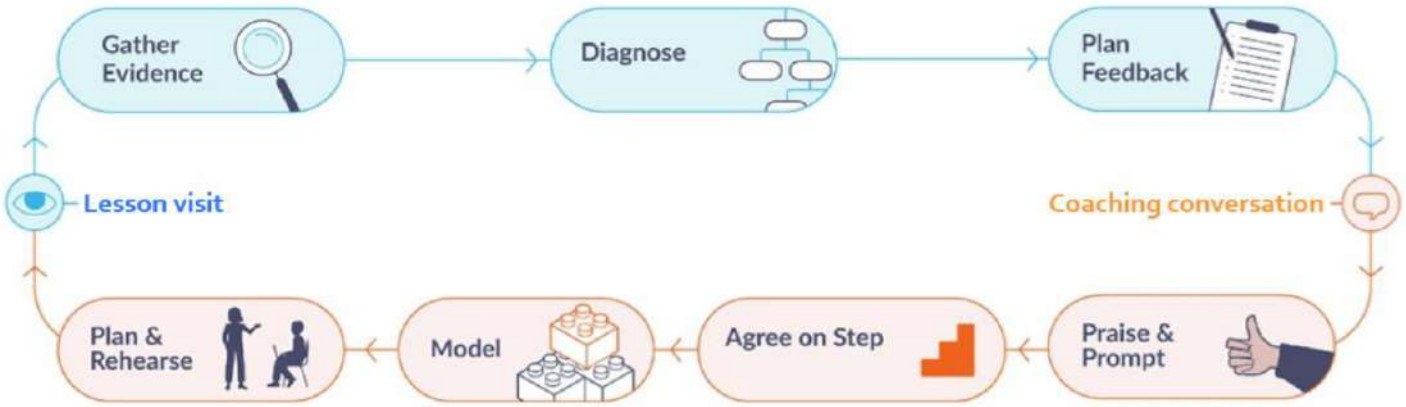
After an instructional coaching visit

Following a coaching visit, there will be time for a conversation to take place between the Coach and the Coachee, which will be based on the principles and insights of instructional coaching and deliberate practice. As part of this, a destination or outcome will be collaboratively discussed between the Coach and Coachee. The action step should be 'granular' and achievable for the Coachee within the permitted time frame. Coachees can move from their current performance towards this target performance by discussing, identifying and, then, practising/rehearsing a sequence of sub-goals with the aid of the Coach, for which windows of time will be given. Further details of this can be found in "The Crown Hills Coaching Model," on pages 32 and 33

Accountability

There will be a level of accountability for engagement with instructional coaching as a process and, then, to see the mutually agreed, understood and practised/rehearsed sub-goals/steps arising from that process in action later. Only one granular step (or a sub-goal towards the realisation of the tweak) should be worked on at once and all likely visitors (e.g. FLT/SLT members) will be alert to this one tweak/sub-goal with a view to seeing it in action in order that the process can continue with a new target performance outcome in mind. As ever, teachers can request to be visited at any time for any reason.

The Crown Hills Coaching Model



1. Gather evidence

It is important to gather concrete evidence from lesson visits. This supports future conversations being more focused and allows the coachee to relate more to the specific area for development. Visits should be no longer than 15 minutes.



Questions to consider at this stage:

- What is the teacher saying/doing/writing/displaying?
- What are the students doing/saying/writing/achieving?
- Are there any timings or student headcounts you can include to provide greater detail to the coachee?
- **Are students learning?** What evidence do you have of this? Be aware of **poor proxies for learning** (Just because students are busy, writing lots, engaged, a few students have supplied correct answers and the classroom appears calm it doesn't mean learning is taking place).

2. Diagnose

- It is important to evaluate the evidence gained from lesson visits to begin to identify the area of practice that is in the greatest need of development (leverage).
- When considering how best to address the identified area for the development the Temple and Walkthrus may provide an easy to understand model of best practice.



Questions to consider at this stage:

- How do I know if my coachee is ready to move on from their previous target? Evidence to support this could include the coachee during a lesson visit implementing their step at 1) Right moment 2) the step having the right effect (positive impact) 3) The step being sufficiently habitually in terms of its implementation.
- Note the reverse of this may indicate that a coachee isn't ready to move on from their previous step.

3. Plan feedback

To ensure the feedback stage is productive and purposeful coaches need to plan their feedback to their coachee.



Consideration for Coaches:

- Have I considered the next steps that will have the biggest impact in my coachees practice?
- Is my feedback evidence informed (i.e. based on evidence from the lesson visit)?
- Have I considered how I am going to share this with my coachee in an easy to process way.

4. Praise and prompt



- Feedback through the coaching conversation should be focused and relate to the coachee's area of development. This is so that the coachee does not become overwhelmed (scattergun approaches do not work).
- It is important to 1) Be precise (praise should be related to the coachees area of development and is more effective if lesson evidence is used to support this. 2) Prompt reflection on success
- **N.B. this initial part of the conversation is about success. Suggested improvements come later in the instructional coaching process (see below).**

Examples of questions you may use as a coach:

- What do you think the impact was and why? What are the core things you must do for X to work? What are the benefits of this new approach compared to your prior practice?

5. Agree on step

Research shows that for teachers to change their practice they need 1) Awareness of the issue, 2) Insight into why this is a problem and 3) Ideas for next steps (these need to be granular to prevent the coachee from becoming overwhelmed).



Examples of questions a coach may use to support this stage:

- 1) Awareness of the issue; e.g Tell me about the moment when... 2) I noticed (pivotal piece of evidence)...
- 2) Insight into why this is a problem; e.g. What impact did this have on learning? One thing we know about learning is..
- 3) Ideas for next step; e.g. How could we address this? Something that might be useful is..

N.B. Remember the Temple, Walkthrus, TLAC strategies may support a coach to scaffold this part of the process.

6. Model

Modelling is important as it provides the coachee with a visual representation of the step/ area of practice they are trying to develop. It also closes the knowing vs doing gap.



Effective modelling involves the coach:

- Planning and scripting the model.
- Ensuring the model includes key and clear steps and is linked to the area of focus.
- Being confident and proficient to deliver the model.
- Planning questions that focus the coachee on what you have model to them. This will allow the coachee to understand the thought process (why) behind each model step. E.g. What signal did I use for silence? What did I say so that students were not messing around with their pens?
- **N.B Live modelling is more effective, but in some circumstances a video maybe used as a substitute/ to scaffold a step with a coachee.**

7.Plan and rehearse

Rehearsal aids the formation of new habits and can help to break bad/ineffective habits. Rehearsal involves practice which leads to automaticity.



What does effective rehearsal include?

- **Planning forward;** by asking the coachee to link it to an upcoming lesson will make the change more relevant and meaningful to them.
- **Script it;** what does the coachee need to create, say, do to be successful in implementing their step?
- **Improve it;** what can the coach and coachee do to perfect the script?
- **Rehearse it;** The coachee and coach need to conduct multiple rounds of rehearsal and feedback.
- **Commit to it:** What adaptation to their practice is the teacher going to do to make the new change stick?

Teaching and Learning - The Temple

SUCCESS
Student Progress over time

Progress checks

Summative assessments

Success

Progress through the curriculum.

Progress

The result of students knowing more, doing more and remembering more in terms of both knowledge and skills.

Responsive Teaching

As teachers we need to devise strategies to tell us where our students are (in terms of their thinking) and then, absolutely crucially, to adjust our teaching (in actionable feedback) in response so that students' learning is advanced. This is responsive teaching (Sherrington, 2017). Responsive teaching should be regular and purposeful and not a one-off (assessment) event.

COMMITMENT
The essentials for each learning episode

RP
Retrieval Practice

RP must feature in every lesson. It can happen at any point in a lesson. RP should be pre-planned but the type(s) of it to be used must be thoughtfully deployed:

- to stop students forgetting something from previous weeks or months (see Ebbinghaus' forgetting curve);
- to support and set up what you're going to teach in the next, main part of the lesson;
- to re-emphasise a point, which needs 'over-learning' e.g. a misconception;
- to re-activate and improve motor skills.

KF
Knowledge First

KF means:

- we are the experts – share your expertise (describe expert thought processes) as this aid's student metacognition
- we define key vocabulary;
- students not speculating i.e. without inputs of knowledge from us/a reputable source.

KF does not mean:

- lecturing at length;
- memorising disconnected facts;
- worrying about engaging students or their learning styles;
- setting lower expectations for any student.

IA
Instruction and Application

- provide models (good and 'bad'/non-examples from which to learn e.g. Frayer Model);
- provide scaffolding for difficult tasks (but not indefinitely);
- sensitively guide student practice with live, verbal/written, feedback, which students need to understand;
- obtain a high success rate (80:20).

Facilitate deliberate practice

Teacher circulation/Live marking supports responsive teaching.

Our evaluation may prompt us to re-design our task(s).

CFU
Check for Understanding

To CFU of both the knowledge and the task we have several whole school strategies to promote consistency.

- Teacher circulation/live marking
- Mini-white boards.
- Cold calling
- Turn and talk

When utilising these methods, thinking time and elaboration (e.g. can you compare, why, etc) support the assessment of deeper learning.

SP
Student Practice

Plan for, and give time to, practice by students in order for them to enjoy automaticity and mastery of knowledge and procedural knowledge (to achieve excellence over time).

- This type of practice should be increasingly independent of the teacher but remember independent practice does not necessarily mean solitary practice for all topics in all subjects e.g. we may need to hear an ensemble in Music or a watch team game in PE.

ASPIRATION
Planning for progress and success...

Responsive Teaching

Going back does not always mean repeating work

6. In the lesson, do one thing at once and well e.g. a narrated activity/task (cut cognitive load here). Maximise success by ensuring that equipment (black board pen and legible handwriting) and resources (PPTs free from clutter, readable font size and style, images in colour) are accessible and well-organised
5. Plan to take small steps (control the release of new information/processes, don't overwhelm students) - make sure they know what they need to know before moving on without rushing to the 'end product' e.g. an exam question; break down the next steps of knowledge (choose cognitive load carefully here). Teachers are trusted to use the information they collect to make decisions about the next steps for teaching.
4. Plan to deliver activities/tasks that convey knowledge effectively and efficiently by working through the pillars (above) - plan for mastery to be experienced and for success to be seen while being mindful of proxies for learning* (PFL). Remember that real confidence is domain-specific. Can we generate varied explanations through models such as analogies, examples and non-examples to teach x, y or z?
3. What is the specific knowledge focus of (that part of) the learning episode? Don't confuse the knowledge with the activity/task. We should use this stage of planning to prepare for and practise how we will narrate what students are doing and why they are doing it (i.e. facilitate the making of metacognitive connections for the students).
2. Good teaching for students with a SEND, and other key groups eg pupil premium, is good teaching for all. High-quality teaching should reduce the need for extra support; interventions should be carefully targeted through identification and assessment of need. Consider your students - what are the needs of any students with EHCPs or other plans/barriers? In general, will they 'get it'/are they 'getting it'? Tweak, go back a step, including (to) the starting point, if necessary, but remember that we plan to get all students to the same end point. Engage with any TAs but remember that they supplement, and do not replace, teaching from the classroom teacher. If possible, inform students of any changes to routine in advance.
1. Use the unit overview (UO) for planning - a UO should be a living document, which outlines the sequence of learning episodes as 'stepping stones' on the way to achieving the threshold concept* (TC) of the unit. Start off by asking: on what prior knowledge am I building and is that knowledge secure? This is the starting point for all teachers including in cases of split classes, team-teaching and/or out-of-faculty teaching.

How to use the Teaching and Learning (T&L) Temple

What is the T&L temple?

The temple is made up of 3 parts, which align with the college's values of: aspiration, commitment and success. It 'captures' the many aspects of research-led, evidence-informed practices associated with knowledge-first and responsive teachin all in one place. It is designed to be 'read' from the bottom up and from left to right.

Steps up to the temple (linked to aspiration)

The 6 steps at the base of the temple guide teachers through the planning process from what is to be taught, why, to whom and how? It is important to note that teachers should plan learning episodes (linked to the 'stepping stones' along the way to the acquisition of a threshold concept) not only lessons.

Columns of the temple (linked to commitment)

The five columns of retrieval practice (RP), knowledge first (KF), instruction and application (IA), checking for understanding (CFU) and independent student practice (ISP) will all feature in a learning episode. However, it should be noted that it is not expected that all columns will be seen in a lesson; rather, they will be seen throughout a learning episode and, furthermore, responsive teaching means that teachers should not go from one pillar to the next until the students have 'got it'.

Roof of the temple (linked to success)

As a college, we know that if the steps and the columns of the temple are followed then students will make progress and experience success and progress through the curriculum as they will be able to know more, do more and remember more in terms of both knowledge and skills. Some – not the only – manifestations of success come in the form of subject-specific artefacts for which whole-class feedback is given and summative assessments.

Start and End of Lessons Process

At Crown Hills, we value every moment of learning time. At the start of lessons all staff will stand 'half in, half out' of their teaching spaces in order to encourage the calm and purposeful movement of students to their next lessons. They will welcome students at the door whilst scanning uniform and dealing with any other issues. Students quickly enter the teaching space, sit down in their place and are ready to learn with their equipment out (the basics for any lesson being: pencil case, pen, pencil, ruler, mini white board pack and planner) plus any other subject-specific materials, which may be needed. Teachers will have work ready with which to begin the lesson.

At the end of the lesson, Crown Hills staff support one another by ensuring students leave on time*, wearing the correct uniform and in a calm and orderly manner. This maintains a focussed attitude to learning around the college. This will be achieved by staff making students stand behind their places in silence before their dismissal, row by row, and ensuring the room is ready for the next set of learners.

(N.B. This narrative will be different for practical PE, which has its own version.)

* KS4 students leave all lessons 2 minutes before the bell with the exception of period 6 for Year 11, which is when they leave on the bell at 2.55pm. KS3 students leave all lessons on the bell with exception of period 6: Years 7 and 9 leave at 2.50pm and Years 8 and 10 leave at 2.53pm.

Excellent cold-calling in the classroom involves:

1. **Planning by preparing some clear questions in your head**
   - for retrieval practice
   - to check for understanding of knowledge and/or the task

2. **Posing the question(s) and narrating why you're asking that question**
   - you always ask the question first then name the student

3. **Pausing for 3-5 seconds (how comfortable are you at embracing awkward silences?)**
   - longer for EAL learners and SEND students

4. **Pairing students up, if you think it will help at this stage**
   - this needs to be planned, modelled and controlled: (regular) As and Bs
   - explain what good talk sounds like e.g. cueing

5. **Pounce (and bounce) randomly or seemingly randomly**
   - get a representative sample (even to hear the same answer again while you establish a culture of cold calling)
   - who is that representative sample?

6. **Pairing students up, if you think it will help at this stage by getting students to agree, disagree, build**
   - this needs to be planned, modelled and controlled: (regular) As and Bs

7. **You do all of the above with some real physical drama/presence (for engagement)**

8. **You do something about the cold-calling that you've done i.e. responsively – if a representative sample of students get it, you can move on, but what do you if a representative sample hasn't got it?**

Turn and Talk Like a champion!



Considerations: before...

1. Why are you doing it? Be authentic to you/your subject/topic – will talk be worthwhile? It should not be shoe-horned in!
2. Be clear in your own mind about the procedures for students talking first: As/Bs, door/window partners, adjust seats, turn inwards, eye contact, 1m- and 10m-voices etc.
3. Have you spent enough time creating rigour around the procedures for students talking (above)? Anything you do frequently deserves 'discipline', that is, a clear (and retrieved) description of the right way to do it! High quality turn and talk should be modelled by a teacher. An additional scaffold can also be put in place by the teacher summarising the key points on a slide.
4. If someone is absent, what is your back-up plan going to plan? Is there a fool-proof solution that you can pre-teach e.g. always turn this or that way?

Considerations: during...

1. Narrate the why of everything – why we're talking about this question, why we're talking in a 1m voice first.
2. Manage cognitive load: don't introduce/expect everything to be done all at once.
3. Provide a stimulus/sentence starters (reference points on the board). This should include advice about how students can disagree agreeably if the topic to be talked about is a contentious one.
4. Advertise for accountability e.g. at the end, you will be cold-called so it's really important that...
5. Take up Pastore's perch (the best vantage point from which to see the whole class) first then move around if you need/want to do so.
6. Time turn-taking.
7. Look for moments to praise: narrating and affirming what the students are doing well e.g. thank you, X has turned nicely.

Considerations: after (immediately and later)...

1. Give feedback on the how of the talk e.g. "We're getting better at using our 1m voices!"
2. Get feedback on the subject of the talk...
   For quantity (does the class get it?) via MWBs.
   For quality (do individuals get it on a deeper level?): cold-calling.
3. Make connections with other (written) work...
4. Think about who has spoken first e.g. As this time and who should speak first next time e.g. Bs to combat the 'privilege' of always going first.
5. Build on your reflections on WWW and plan ways to improve what you consider to be your EBI...

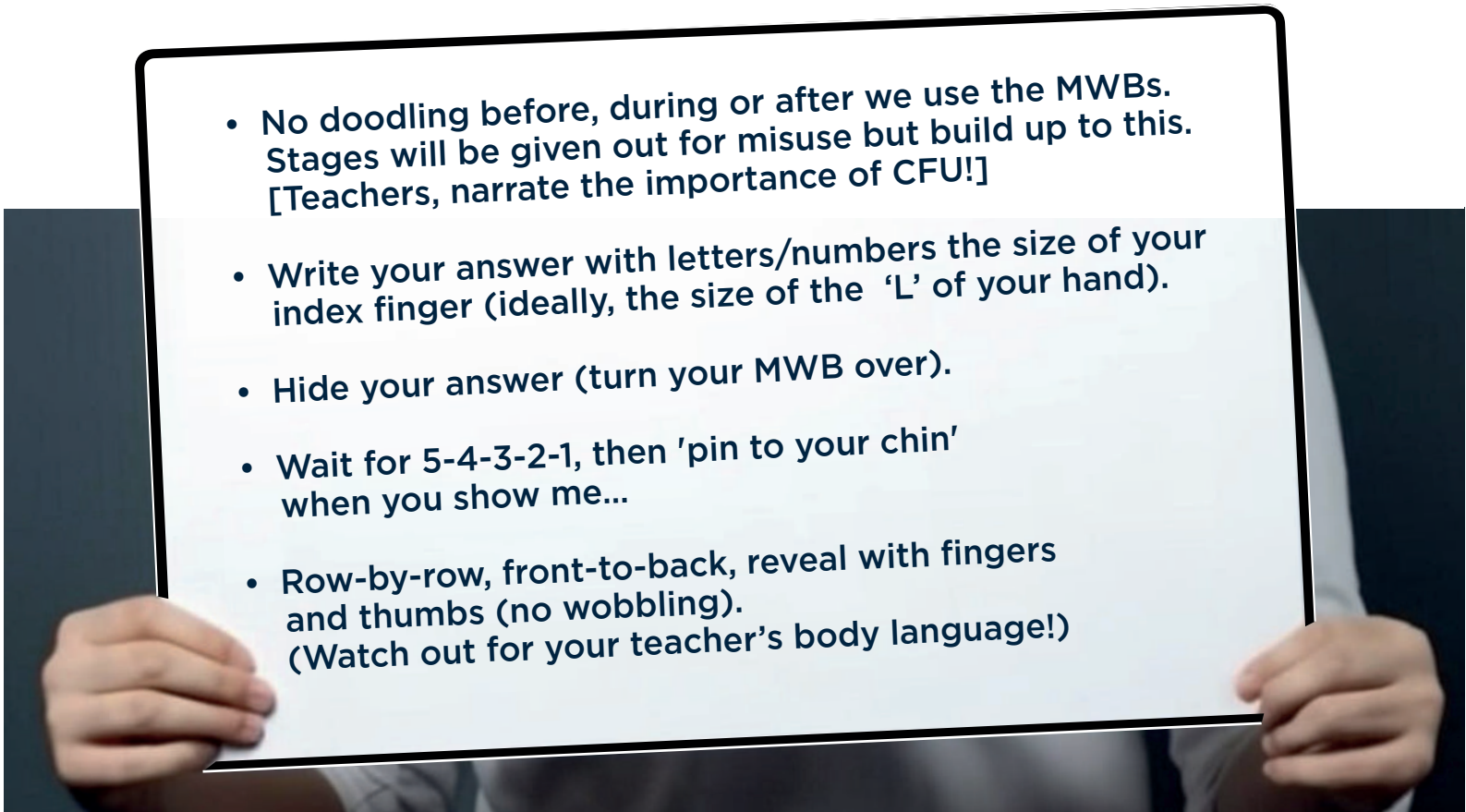
Checking for Understanding Mini Whiteboards (MWBs)

Mini Whiteboards (MWBs) are a great way to check for understanding (CFU). They are an instant, formative assessment tool to engage with the thinking, understanding and progress of students – all at once! As teachers we should plan our questions to test knowledge and understanding. Questions should be short and quick-fire.

We, as teachers, can act immediately with feedback and follow-up questions, whether students are right or wrong. They can be combined with other approaches e.g. think, pair, share.

Outlined below is the CHCC way of using MWBs. This is in place to try and promote consistency across the school and to support our students procedurally. However, there are times when a teacher may deviate from this process due to an alternative MWB method being more effective for what they are trying to achieve (e.g. a language teacher who wants to assess the understanding of lots of vocab may deviate from the row by row student revelation and allow the whole class to reveal at once when they have counted from five to one. This is due to loss of learning time that would occur if they asked students to reveal row-by-row).

Students are instructed as follows:



Aims, values and vision

Crown Hills Community College (CHCC) is committed to the success of its students. We know from research that homework can have a positive impact on our students (approximately six months additional progress), when it is effectively set. In order for its students to succeed, challenging homework should be set (aspiration). In setting homework, teachers should be research-led and respectful of their respective subject disciplines – one size does not fit all! The way in which students at CHCC complete homework also helps to determine the measure of their commitment, which is the link between aspiration and success.

At CHCC, the vision for homework is that it should follow the principles of '**MR NARR**', focusing on:

Memory – are students memorising information?

Recorded – have you asked for students to record it in their planners and have you taught them how to record it i.e. students not simply writing it on the day that it is set but, rather, planning to do it?

Narrated – when setting it, do you show and tell the students about its importance in supporting their learning/memory retention (never set flipped learning, which is not knowledge-first); plus, do you explain how to do it/what successful homework looks like?

Accessible – do you follow guidance as dictated by EHCPs/access arrangements when and where necessary e.g. in a larger font (N.B. we don't set different versions of the same homework, which could impose artificial limits on achievement); have you thought about access for all students if homework is set on-line?

Routine – is the nature/type of homework predictably structured as much as possible for at least the duration of a unit e.g. via an on-line platform consistently, working through a knowledge organiser to completion?

Vocabulary and Reading

At Crown Hills Community College, we believe that the ability to read fluently is fundamental to our students' success. The purpose of improving literacy and guaranteeing that students can adequately read and write is not solely to ensure success in examinations, although this aspect is vitally important. It is to ensure that students are capable of richer lives, and able to enter fully into society. Children who read for pleasure make more progress in maths, as well as vocabulary and spelling, between the ages of 10 and 16 than those who rarely read (Institute of Education, University of London, 2013). Likewise, there is evidence that reading books is the only out-of-school activity for 16-year-olds demonstrably linked to securing managerial or professional jobs (Mori, 2013). We want to ensure that all of our students are able to read at their chronological age level or higher – not just to ensure their successful academic performance, but because we believe that reading will vastly improve our students' life chances after they leave Crown Hills. We want to create a language-rich environment at Crown Hills that bridges the "word gap" and equips students with both everyday conversational language and subject-specific vocabulary.

Everyone is responsible for promoting reading and vocabulary at our school.

Supporting Reading
Using Star Reader, we identify which students need support to meet and exceed their chronological reading age. They will be offered intervention, Daily Literacy or Rapid Plus, which runs twice weekly on a three week rotation. These student lists are shared with staff and they are flagged on the register.

We also run a Paired Reading programme during tutor time where our older students read with the younger years.

As a member of staff, you can support reading by supporting vocabulary, modelling good reading in the classroom, talking to students about your own reading, and encouraging students in their own reading.

Finally, we have a tutor reading programme, which allows students to practise this important skill with the tutors one morning a week.

How to introduce new vocabulary

Many of our students struggle with tier 2 and tier 3 vocabulary. At Crown Hills, we want new key vocabulary to be introduced in a consistent and explicit way. It supports our struggling readers so that their energy and effort can go on the word itself.

Definition	**Example sentence (subject specific)**
A period in European history (around the 14th to 17th centuries) marked by a revival of interest in art, literature, science, and learning inspired by ancient Greek and Roman culture.	The Renaissance led to major developments in art and science, with figures like Leonardo da Vinci and Galileo transforming European knowledge.
Synonyms/ linked words Rebirth Revival Humanism Enlightenment Classical learning Cultural awakening	**Breakdown of word (Morphology)** From French *renaissance* meaning "rebirth" Root: *naître* (French verb meaning "to be born") Prefix: *re-* meaning "again" literally means "born again"

Teaching Vocabulary

Research suggests that when teaching a new piece of key vocabulary, we should cover the following components:

- Define and say
- Example(s)
- Linked words and synonyms
- Morphology

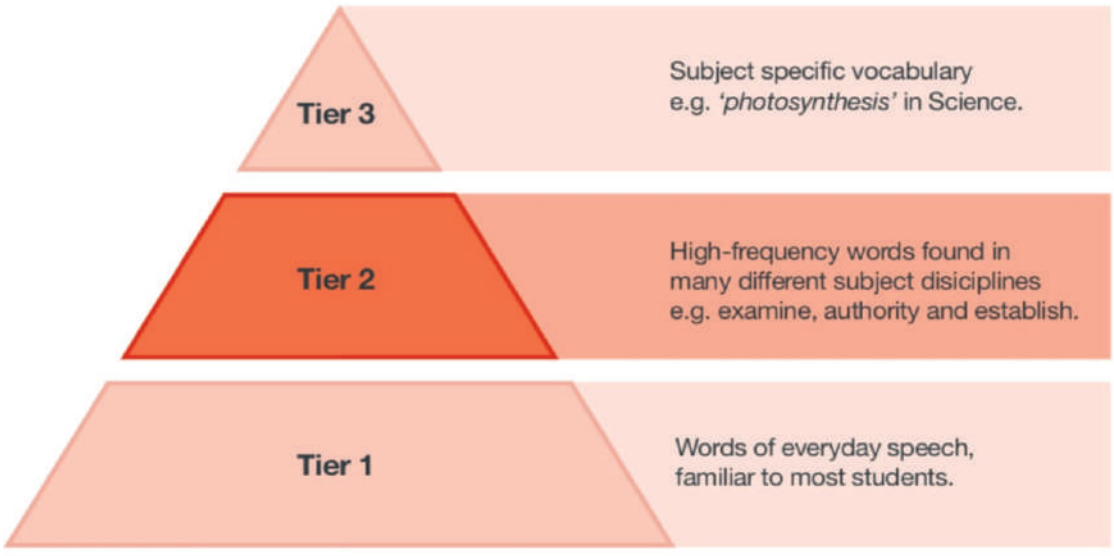
Morphology refers to how the word is formed and how the different parts of the word carry meaning, for example the prefix 're' meaning 'again'.

As well as these four basic components, you can also refer to anything that is relevant to support deeper understanding of the word that will help it 'stick' e.g. where the word comes from, word classes, the word in different forms. Remember, to be selective so as not to cognitively overload students, both in the amount of new vocabulary and the information about the individual words.

A model that can be used is the Frayer Model. This is particularly helpful for students who struggle with vocabulary (EAL and SEND)

• A Frayer Model is a visual organiser that helps students understand and clarify the meaning of vocabulary they encounter when listening, reading, or viewing texts. It provides a structured way to explore a word by focusing on its definition, synonyms and linked words and morphology. .

You do not have to create a Frayer Model for every piece of vocabulary. However, best practice and research suggests each component should be covered during your lessons to support the explicit teaching of vocabulary.



Reading

At Crown Hills, we want reading to be live modelled where appropriate. One way to do this is with the support of a visualiser or a screen e.g. a PowerPoint, whether this is reading of text or exam questions. It is important that our students regularly have reading modelled to them, by a proficient reader (a member of staff). This is because fluency, enunciation, intonation and pacing (prosody) is a core pillar of reading, and allows more meaning to be understood.



CROWN HILLS
COMMUNITY COLLEGE
A Specialist Sports College

Year 7 & 8 Reading Programme



At Crown Hills, we strongly believe that reading is key to educational success for all students, whatever their ability. We are aspirational in that we want to ensure all our children are able to read at their chronological age or higher. We also ensure our strong readers continue to make progress with their reading above their chronological age. We want our students to develop and maintain a life-long love of reading as regular reading has been statistically proven to increase academic performance, improve focus and concentration, and crucially, promote better health and wellbeing. Therefore, we aim to enhance our students' reading experiences both at school and at home. We need to work together to achieve this! This document outlines what we do as a college to support our students as well as what we need you to do as parents / carers to also support their progress.

How we will monitor our students progress in reading ?

STAR™ Reading

Star Reading Assessment

We use Star Reading Assessment to monitor our student's reading age each term. The star reading test allows us to discover what our student's reading age is. This means their reading ability compared to what we would expect for a child of their age nationally. At Crown Hills, we want our students to all be reading at their chronological age or higher. Year 7 students have already taken one assessment during their first week at the college. They will take two more this year – one in Spring and one in Summer. After each assessment we will send you their reports and reading ages. The best way to prepare for this assessment is to regularly read at home. We recommend 20 minutes per day.

What will we do as a college ?

CHCC
ENGLISH HOMEWORK

English Homework

Every half term, your child's homework in English will be to read at least 2 books at home and complete 2 Accelerated Reader quizzes. Students are very welcome to read more than 2 books – in fact, the more books that they read, the better! It is important that our student selects and reads books that match their ZPD range colour. This information will be sent to you along with our student's reading age each term. Students can have help selecting appropriate books from the College Librarian or their English teacher.

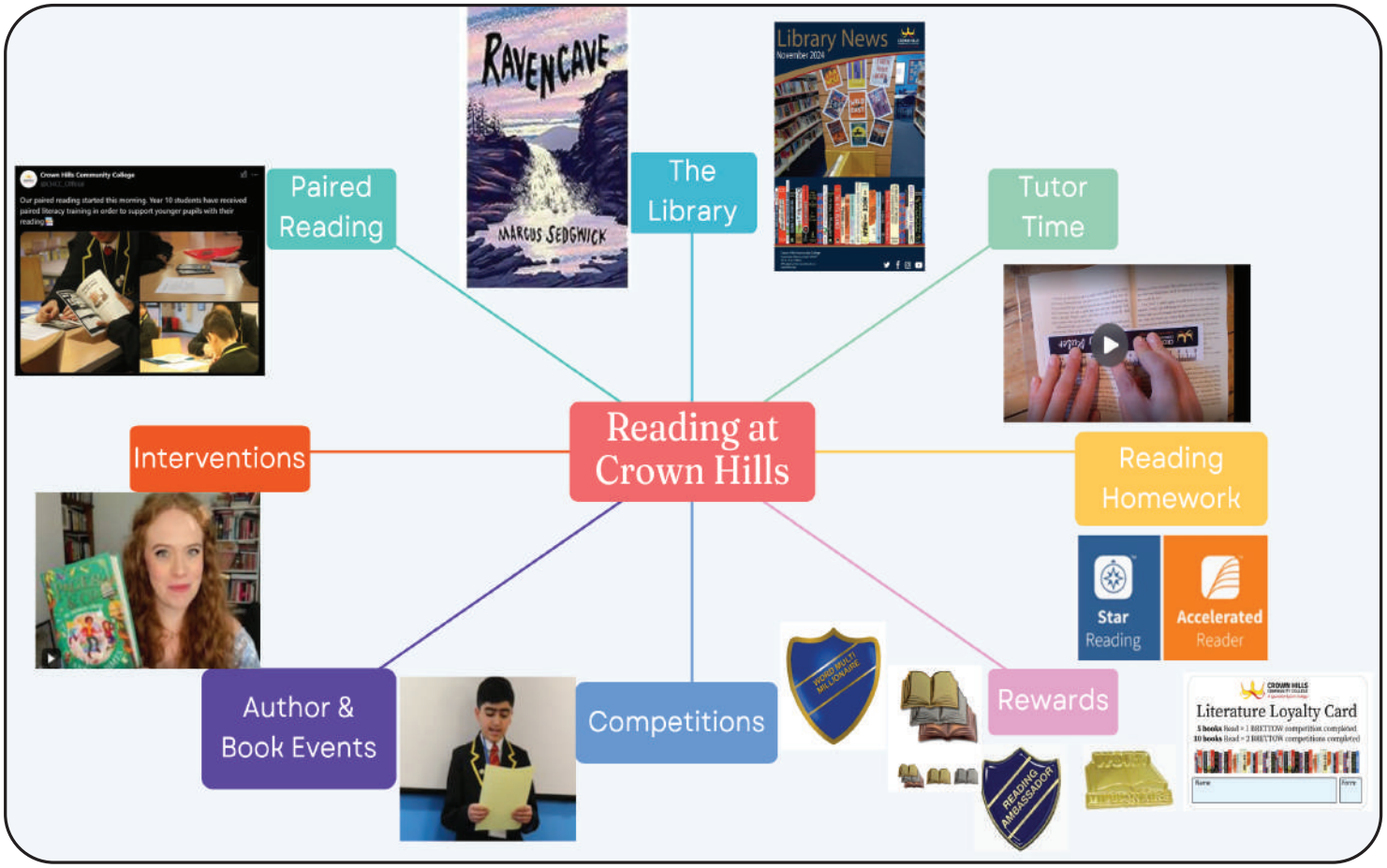
Accelerated Reader



Word Millionaire Competition:

We challenge all Year 7 students to become word millionaires! To become a word millionaire, your child needs to take Accelerated Reader quizzes regularly as possible and pass at 80% or above. Read on to find out how our student can quiz. Accelerated Reader will monitor how many words they are reading and will generate a report so that we can check. We will update you on this. In school we will be celebrating this on a display board and students will receive certificates and prizes for taking part. Our first challenge will be to see who can reach the highest number of words by the end of the Autumn term.

Reading Culture at Crown Hills



The Tutor's Role:

As a tutor, you will play critical role in modelling and encouraging reading through the following:

1. Delivering the reading and literacy tutor programme. This involves modelling reading during the class readers and leading discussion and work on literacy through activities.

2. Receiving information and data about reading and using this to hold conversations encouraging students to read.

3. Talking to your tutees about the importance of reading in your journey and life.

Assessment Overview

Assessment is important

'So that staff know how much students know, remember and can do and as a result adapt their teaching (and curriculum) to ensure their students are making progress through the curriculum.'
Progress means **knowing more** (including knowing how to **do more**) and **remembering more.**

We have three main forms of assessment we use at Crown Hills which are given below in order of frequency from highest to lowest:

- Checking for understanding (pillar of the temple) e.g. MWBs, cold calling
- Progress Checks
- Summative Assessments

Checking for Understanding
Teachers at Crown Hills mostly rely on frequent, low stakes, formative assessment as part of responsive teaching, as the main form of assessment within the classroom. Teachers understand the greater impact formative assessment has on students' learning and their ability to know, understand and do more within their subject. This is due to the real-time feedback this provides, for students and for teachers with planning next steps as well.
This relates to the checking for understanding pillar and responsive teaching on the Teaching and Learning Temple.

Progress Checks
These tasks are planned intentionally within the curriculum to allow teachers to monitor progress more formally. These tasks are designed to 'tell' the teacher and student something meaningful in terms of how well students' knowledge has been retained and applied. Whole class feedback marking procedures are applied to support teacher workload. There are no more than three completed per year group.

These tasks:

- require the retrieval of what students have been taught in previous lessons
- involve engagement with previously practiced procedural knowledge e.g. drills, skills
- require the students demonstrating knowledge e.g. answering questions without cues or prompts

Summative Assessments
These happen once per year for KS3 with the addition of end of year exams for Y9. They occur within a 2-week window. These are rigorous in that they reflect the AO demand from KS4 and mirror the command words used. As well as knowledge, these assessments also assess skills.

Purpose of Summative Assessments

Integrity is a key aspect of our college and how we lead staff and students in achieving the best possible outcomes that they can. This mean assessment is robust, valid and reliable, and aligns with the curriculum in being effective and efficient.

Summative assessments are planned intentionally throughout the 5-year curriculum to provide students with the opportunity to demonstrate what they know and understand about a subject domain as well as what they can remember over a sustained period of time. In addition, at Key Stage 3 (KS3) they support students to be the best they can be as they get direct experience of assessments under controlled conditions, which helps prepare them for the public examinations they sit at the end of KS4.

At Crown Hills we believe that the quality and delivery of the curriculum is 'king' and that it is the depth and breadth of what we teach that is most important, as this will prepare our students to be successful and ready to take on the world. Summative inferences allow faculties to evaluate the curriculum.

Principles of Summative Assessments

1. **Subject specific** – we recognise that the progression model for each subject is different therefore assessments will look different across subjects. The assessments are closely linked to the curriculum and so assess key knowledge / threshold concepts. In addition, the curriculum dictates the timing of assessment at Key Stage 3 (KS3) so may be at a different point across the year for different subjects.

2. **Infrequent** – pupils need time to improve on the knowledge taught. This is where formative assessment (as part of responsive teaching) supports student performance in summative assessments. Faculties do not assess more than three times at KS3 (once in Year 7,8 and 9) and twice at KS4 (through centrally planned mock examinations/formal assessments).

3. **Distinguish between pupils** – the content of the assessment (questions / tasks / performance) increases in difficulty and is accessible to all.

4. **Sample from a large domain** – the infrequency also ensures the assessments sample from a large enough domain. In Year 7, students are not assessed in this way until term 3 to ensure enough of the curriculum has been taught.

5. **Cumulative** – this supports the idea that the knowledge students learn in Year 7 is equally as important as the knowledge they learn in Year 11 and they build on their knowledge as they progress through the curriculum. E.g., an assessment in Year 9 may include some of the curriculum from Year 7.

6. **Taken under controlled conditions** – this ensures the data from these assessments is reliable and comparable as well as providing students with this experience (see protocols for in class assessments).

7. **Shared meaning** – this allows for comparison of the results and for inferences to be made. Summative inferences support evaluation of the effectiveness of the curriculum, teaching as well as student progress across a subject.

Preparing for the Assessment

Dates

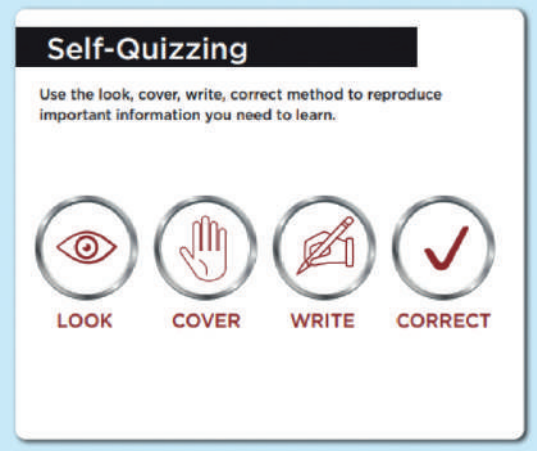
Check the calendar so you are aware of when the assessments are taking place. It is important you check all dates as you may be supporting more than one assessment and for a subject other than the one you teach. This is to support students doing their assessments all at the same time.

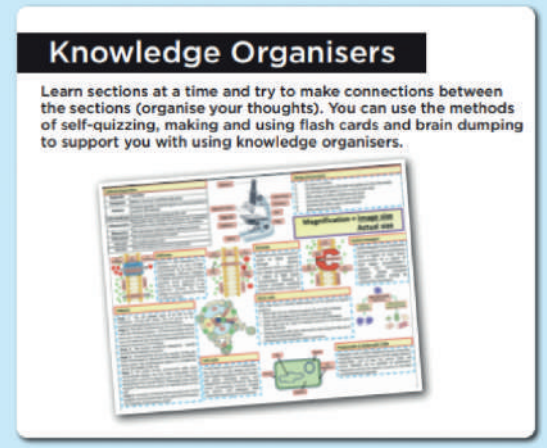
Protocols

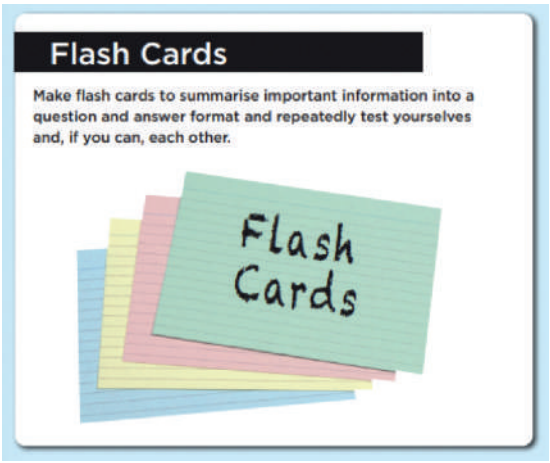
Share the protocols with your KS3 classes in the run up to the exam and ensure they are aware of when the assessments will take place, what they need to do and what they will look like.

Revision

As we approach Summative Assessments, please note that homework will continue to be set. This should be guided revision to support with preparation for the assessments. Students are taught the revision techniques shown below.







Student Protocols

As teachers we must ensure that all assessments (progress checks and summatives) are conducted under the right conditions.

Start of the assessment

Students will:

- line up outside of the classroom with equipment in their hand ready. Equipment will not be lent out.
- have their equipment in a pencil case.
- have nothing in their pockets; all notes will go into bags before entering the classroom.
- enter the room silently (exam conditions).
- put their bags on the floor under the desk as normal. Coats on the back of the chai (weather permitting).
- have equipment only on the desk.
- sit silently waiting for the instructions to be given.
- listen carefully to the instructions at the start of the assessment and put their hand up if they have any questions.
- include their name and their teacher's name on the top of the paper

During the assessment

Students will:

- complete their assessment in silence.
- sit silently if they finish early.
- not graffiti on their assessment paper or desk.
- show commitment to the assessment in doing their best.
- be reminded to attempt every question

Leaving the assessment

Students will:

- remain silent until they are outside of the classroom.
- ensure they have written their name on the assessment paper and any other material used.
- leave the classroom orderly as instructed by their teacher.

Normal behaviour protocols will apply for students who are not able to follow the protocols i.e. stage 1, on call.

Access Arrangements

Students who are eligible for a reader and or scribe or laptop are supported in another room by the SEND faculty. You need to be aware of those students who have access arrangements as part of supporting students' normal way of working.

Absent Students

For students that are absent, you must write student names on the paper and hand them in to either their faculty leaders or the assessment team.

Pupils can book to sit missed assessment after school in the library through their form tutor

After the Assessment

Students sit the assessment - individual teachers collect papers

Subject leadership team standardise mark scheme

HOFS to provide final mark scheme to faculty staff for marking

Teachers to mark assessment using mark scheme and guidance provided

Teachers to complete the 'Assessment Feedback Sheet'

Teachers add marks to Bromcom on class marksheet (HOF to chase any outstanding marks)

Subject leadership team to meet to collate feedback from teachers

Faculty meet to discuss 'Assessment Feedback Sheet' and feedback from the assessment

Class teachers feedback to students following guidance provided

Subject Leadership team to meet to reflect and refine (CURRTLA)

Feedback to Students

The main purpose for summative assessments is that they allow us as teachers / leaders of our faculty to make inferences about the curriculum, teaching and learning and assessment.

What they do not provide is next steps for teaching the very next lesson. Progress checks do this for us.

As you are marking student assessments, you should be identifying any glaring common errors and misconceptions, and completing the assessment feedback sheet. It is recommended you do this as you mark the papers. These will be printed and copies left in the zone bases.

These can be addressed on three levels:

1. **This class, right now**
Before you give the papers back, you might spend a little time going over a couple of big issues. However, it is really important you go back to the domain. What you don't say is "right there was a question about sodium bonding with chlorine that we got wrong so we're going to do that again". Instead, you go right back to when you first taught students about bonding and say "there were some confusions about how electrons are transferred in ionic bonding so we are going to look at that again." We teach a bit, give students some practice and then move on.

2. **This class, in future**
More importantly, you as the class teacher want to make sure this class have the opportunity in the future to come back to these misconceptions or errors. You therefore might plan to do a retrieval practice task based on electron transfer, or build it in to something they are going to be doing next lesson.

3. **Future classes**
This is probably the most important level. You might be teaching this content to new classes next year.
It is important you ask yourself:

- What am I going to do now to make sure that students in my future classes spend a bit more time on this next year ?
- How can I ensure future students know this domain better this time next year?

The faculty leadership team will coordinate this work once all marking has been completed.

Summary

Don't:

- Spend hours in class looking at the sample rather than the domain. i.e. don't go through the test question by question.
- Go into too much detail looking at the marks students got for each individual question
- Don't infer anything about students' general abilities from these assessments

Do:

- Think about what your students are thinking about (or not thinking about) when you are going over a test
- Go back to the domain
- Plan to revisit the domain in future learning episodes where relevant
- Be sensible about what you are inferring about your student's mastery of the domain
- Treat the curriculum as the progression model
- Provide 10 minutes at the start of a lesson for students to look over their tests, see their score and which questions they have got right / wrong

Data Collection at Key stage 4 (KS4)

Teacher Guidance

What is a working at grade?

A working at grade should reflect the grade that you believe the student is currently achieving. It is not just based on the most recent assessment or piece of coursework completed. As with a predicted grade, a working at grade is still holistic (all aspects of the course should be considered) and unbiased.

What are predictions?

•An ***objective*** and ***fair professional*** judgement of what grade you think a student will achieve at the end of the course.

•It is an ***holistic*** judgement. **All** aspects of the course should be considered when making a prediction. This is why we do not make predictions too early at KS4 until the full course has been delivered.

•***Unbiased.*** This means that a student's behaviour or whether they are a 'nice student' should not be taken into consideration, nor should factors such as their gender or ethnicity etc. This is different to you knowing a student will be likely to work hard between the time of making the prediction and the final assessments, which may impact the predicted grade.

•A grade between ***9 – U or L2D* - F.*** Do not be afraid to predict across the full grade range.

•The important thing is that you can justify the grade given.

What are predicted grades not?

•It is not a working at grade, but might be the same as a working at grade if you do not believe a student will improve on the grade they are currently working at.

•It is not a target grade. Target grades should not be considered when making a prediction.

•It is not what grade you think they might get if they do X, complete Y and work a bit harder on Z.

•We do not give the benefit of the doubt.

What do I use to make predictions?

•Heads of Faculty, in collaboration with subject leaders, will be providing teachers with guidance on what should contribute towards a predicted grade at each collection.

•Remember it is a holistic judgement and so your 'gut feeling' as a teacher of a student across X number of months should be used.

•It is handy to use comparisons to other students that you have taught from previous years as a guide. For example, student A is similar to student B that I taught two years ago and is making similar progress. Student B achieved a grade 5 and I believe student A might also achieve a 5.

•Another helpful activity is to also rank order your class from highest achieving to lowest achieving before making predictions so you can use this as a benchmark once you have made your predictions.

KS4 Progress through the Curriculum Meetings

Subject Leader Guidance

Introduction

As a subject leader, you will meet with class teachers individually for no more than 20 minutes to discuss the overall progress of their Year 11 class(es). This will happen twice per year, Autumn and Spring.

As a leader at Crown Hills, in line with our THIRST values, you need to know which students are not progressing through the curriculum like they should be and the reasons why. You are expected to hold staff accountable for the progress of students in their own classrooms as well as ensure the teachers have a manageable workload. As leaders, we do this in a supportive way but also in line with the value of honesty. We have courageous, tough love conversations when required.

Purpose

The three aims of the meeting are to ensure:

1. **Data is valid and reliable** – Data that is inputted by teachers (current attainment, predicted grade and commitment) will need to be discussed and challenged to ensure it is consistent (the same factors are contributing to awarding grades) within the class and across the faculty.
2. **Teachers are supported** - The class teacher should be provided with the opportunity to raise any concerns and for you to support them to plan how to move forwards as well as revisit any issues identified previously (e.g. falling behind in the curriculum/ specification).
3. **There is accountability at all levels** – As a leader you should challenge and hold teachers accountable for the progress of students in their class (es). These discussions will provide you as a subject leader with narratives for each class.

Structure

The meeting will have the following structure. As a leader, you are expected to engage fully with this process, balancing accountability and support.

Overview of class progress (5 mins) – This is where the teacher will need to narrate / discuss how the class is progressing through the curriculum / specification being able to highlight any specific students where this may differ. Teachers should be as specific as possible.
Prompting questions might include:

- Tell me about how they are doing with area X of the course.
- So you should have done X, Y and Z but you have only done X, how is that going?

Looking over data (5-10 mins) – formal assessments results / internal assessment grades / NEA marks for the class which should be accessible for you and the teacher. You will also discuss predicted grades and be expected to challenge any anomalies or inconsistencies in the data. Do not get hung up on some discrepancies – e.g. whether a student is a 7 or an 8. Within one grade is an acceptable difference.

- What are your overall reflections on the formal assessments / internal assessment marks?
- Why do you think student X has dropped / improved 2 grades from the previous data collection?

Agreeing any actions (meeting 1) (5 mins) – You will need to record any actions if appropriate. The HOF will be responsible for collating all notes and any support agreed. This needs to be manageable and will be picked up with your SLT line manager.

KS4 Progress through the Curriculum Meetings

Teacher Guidance

Introduction

As a Year 11 teacher, you will meet with a subject leader for no more than 20 minutes to discuss the overall progress of your Year 11 class(es). This will happen twice per academic year, Autumn and Spring.

As a teacher at Crown Hills, you are expected to be able to narrate the progress of your classes through the curriculum (specification at KS4) as well as provide accurate, valid and reliable data that is reflective of progress. Accountability is important at all levels. We acknowledge that making grade predictions is difficult, therefore it is something that we support staff with. This is in line with our CURRTLA principle that as a result of high quality responsive teaching, teachers know their students.

Structure

Prior to the meeting – Any formal assessment papers will need to be marked (where applicable) and these marks should be in putted into Bromcom before the meeting. For those subjects that have internally assessed units / NEA, evidence or marks should be collated before the meeting.

During the meeting - The meeting will have the following structure. As a teacher, you are expected to engage fully with this process with the questions you will be asked. Be prepared to be challenged in a supportive way in line with the THIRST values.

You may want to bring along to the meeting any marks (e.g. informal formative assessments marks), class work or notes that you may have recorded informally to support your discussions and narration of progress for your class.

- **Overview of class progress (5 mins) –**
  This is where you as the teacher will need to narrate / discuss how the class are progressing through the curriculum / specification being able to highlight any specific students where this may differ. You should be as specific as possible. You may want to start with 'the students have done X,Y and Z, and then we are going onto A,B, C'. These discussions will provide subject leaders with narratives for each class which can be used during their accountability meetings with SLT.

- **Looking over data (5-10 mins) –**
  Formal assessments results / internal assessment grades / NEA marks for the class should be accessible for you and the leader to see in Bromcom. You will also discuss predicted grades and any anomalies or inconsistencies in data will be challenged e.g. if predicted grades differ significantly from the last collection. Data that is to be inputted by you as the teacher needs to be valid and reliable. It is important individual students are discussed.

- **Agreeing any actions (5 mins) –**
  These will be recorded by the subject leader. The meeting should provide you as the class teacher with the opportunity to raise any concerns and plan how to move forwards as well as revisit any issues identified previously (e.g. falling behind in the curriculum/ specification).

Commitment To My Learning:



Commitment 'Do what it takes for as long as it takes'

Commitment judgements are made in the Autumn, Spring and Summer term by subject teachers and by form tutors. Commitment is shared with families and students.

Commitment checks are completed in faculties, at student level. These are part of the class teachers monitoring of their classes as part of responsive teaching. They involve a teacher circulating, monitoring students, scanning books/work and recording a commitment grade 1-4.

In addition, this could also include PROUD comments where appropriate.

4 **EXCEPTIONAL Commitment**	4	**ORGANISATION:** Always meets deadlines and uses their initiative to thoroughly prepare for all assessments. Takes the initiative to regularly record homework in the planner **and other important information. Seeks help when required at lunchtime or after school. Shows self-discipline in completing homework and in managing their time.** **UNIFORM:** Consistently well presented in correct uniform / kit at all times ready to learn. **RESPECT:** Consistently follows instructions first time (5,4,3,2,1). Is exceptionally well-mannered and acts as a role model to their peers. **PUNCTUALITY:** Consistently arrives on time to line up / every lesson ready to learn. **ATTITUDE: Always displays a positive attitude and shows exceptional effort. Is self-motivated, pro-active and always focused on learning. Uses their initiative, works independently, can problem solve and shows resilience by doing what it takes for as long as it takes. Evidenced in commitment check.** **CLASS / HOME WORK: Always completes and presents class work and homework to an exceptional standard (PROUD) and goes above and beyond to respond to the feedback given (e.g. green pen). Will always look for challenge with extension tasks and will also challenge themselves in their own time (e.g. reading around the subject). Evidenced in commitment check.** **EQUIPMENT:** Consistently has the expected equipment (pencil case, planner, whiteboard) ready to learn.
3 **EXPECTED Commitment**	3	**ORGANISATION:** Consistently meets all deadlines and prepares suitably for assessments. Completes homework on time and attends lunch or after school sessions if required. **UNIFORM:** Consistently well presented in correct uniform /kit at all times ready to learn. **RESPECT:** Consistently follows instructions first time (5,4,3,2,1) and is well-mannered. **PUNCTUALITY:** Consistently arrives on time to line up / every lesson ready to learn. **ATTITUDE: Consistently displays a positive attitude, puts effort in and is focused on learning. Consistently shows initiative, works independently, can problem solve and shows resilience by doing what it takes for as long as it takes. Evidenced in commitment check.** **CLASS / HOME WORK: Consistently completes and presents all work to the expected standard (PROUD) and acts upon feedback given (e.g. green pen). Will challenge themselves with extension tasks when appropriate. Evidenced in commitment check.** **EQUIPMENT:** Consistently has the expected equipment (pencil case, planner, whiteboard) ready to learn.
2 **LESS THAN EXPECTED Commitment**	2	**ORGANISATION:** Sometimes misses deadlines and is not suitably prepared for assessments. Sometimes completes homework on time. **UNIFORM:** Sometimes well presented in correct uniform /kit ready to learn. Needs to be reminded to wear their lanyard, tuck shirt in etc... **RESPECT:** Sometimes follows instructions first time (5,4,3,2,1) and is well-mannered. **PUNCTUALITY:** Sometimes late to line up / lessons. Has to be reminded of the expectations of the line up in the mornings. **ATTITUDE: Sometimes displays a positive attitude and puts some effort in. Will not work independently and lacks resilience to do what it takes for as long as it takes and so is not consistently focused on learning. Evidenced in commitment check.** **CLASS / HOME WORK: Sometimes completes class work and homework that is below expected standard and presentation is poor. Often fails to complete tasks and to act upon feedback (e.g. green pen). Evidenced in commitment check.** **EQUIPMENT:** Sometimes has the expected equipment (pencil case, planner, whiteboard) ready to learn.
1 **UNACCEPTABLE Commitment**	1	**ORGANISATION:** Rarely meets deadlines and is not prepared for assessments. Rarely completes homework. **UNIFORM:** Rarely well presented in correct uniform/kit and is ready to learn. Lanyard is often not worn and needs frequent reminders regarding uniform. **RESPECT:** Rarely follows instructions first time (5,4,3,2,1) and is not well-mannered. **PUNCTUALITY:** Rarely on time to line up / lesson. **ATTITUDE: Rarely displays a positive attitude and puts any effort in. Is rarely focused on learning. Will not work independently and lacks resilience to do what it takes for as long as it takes. Evidenced in commitment check.** **CLASS / HOME WORK: Rarely class work is completed and is poorly presented. Any work produced is of poor quality. Evidenced in commitment check.**

Score	Core Tutor Expectations	Reading & BRETTOW
4 – Exceptional	**Always** - fully prepared and organised - meets uniform expectations, including lanyard - punctual and ready to begin immediately, including to line-up. - follows instructions first time, is well-mannered, respectful, friendly and acts as a role model. - highly engaged, proactive and independent; contributes thoughtfully and completes all tutor tasks to a high standard - has correct equipment	**Exceeds expectations:** **Always** - completes 2+ reading quizzes per half-term and reads beyond (e.g. extra library books). - fully engages with weekly literacy/reading tasks. - completes 3+ BRETTOW tasks per term - actively seeks additional opportunities to contribute to school community - engages with BRETTOW focus to the best of their ability
3 – Expected	**Consistently** - prepared and organized - meets uniform expectations, including lanyard - punctual and settles quickly, including to line-up - follows instructions first time, is well-mannered, respectful, friendly and acts as a role model - engaged and focused; contributes and completes tutor tasks to the expected standard. - has required equipment	**Meets expectations:** **Consistently** - completes 2 reading quizzes per half-term - engages with weekly literacy/reading tasks. - Attempts to/completes 2+ BRETTOW tasks per term - seeks opportunities to improve their contribution to BRETTOW and school community (e.g. in tutor time, during appeals) - engages with BRETTOW focus to the best of their ability
2 – Less Than Expected	**Sometimes** - prepared and organized, but also often unprepared and disorganised - well-presented in correct uniform, but often has uniform issues, including lanyard - punctual and quick to settle, but often late or slow to start, including line-up - needs reminders to follow instructions and to conduct themselves in a respectful and well-mannered way - has inconsistent engagement with tutor tasks and doesn't contribute positively. Distracted at times; tasks may be incomplete or below standard - has required equipment but often has items missing	**Partially meets expectations:** **Sometimes** - completes 1 reading quiz per half-term - engages with literacy/reading tasks. - attempts to/completes 1 BRETTOW task per term - seeks opportunities to improve their contribution to BRETTOW - engages with BRETTOW focus to the best of their ability
1 – Unacceptable	**Rarely** - prepared or organized - meets uniform expectations, including lanyard - punctual or quick to settle, including line-up - follows instructions and acts in a respectful, well-mannered way - engages with tutor time tasks and contributes positive ideas - has correct equipment	**Does not meet expectations:** **Rare/no** - reading quizzes completed - engagement in literacy/reading tasks - attempt to complete BRETTOW tasks - engagement with BRETTOW focus to the best of their ability

Guidance: Consider overall readiness, behaviour, and engagement across tutor-time, alongside ongoing reading and BRETTOW participation. Try to credit effort and contributions, rather than penalize for the gaps. Aim for 'best fit'. Consider reasonable adjustments and don't restrict students for circumstances outside of school or their control. Your judgement should be based on the time you see them as their tutor.

PROUD

P Pen must always be blue or black for writing. Green pen must be used to mark self- or peer-assessed work and when acting on feedback given.



R Rule off each piece of work with a ruler.



O Only cross out mistakes once.



U Underline the date and title with a ruler after being told to write them by your teacher.



D Drawings must be done in pencil.



Other things to do/remember:

- key information on the front of books/folders must include: student's name, tutor group, subject, teacher's name and room number(s);
- graffiti is unacceptable anywhere in, or on, books/folders;
- handwriting must always be legible;
- in exercise books, label any retrieval practice with 'RP' in the margin next to that work;
- do not waste space by leaving large gaps in books/folders;
- no torn pages;
- books/folders should be well-organised with sheets either stuck or tagged in – no loose sheets of paper.

Learn these rules and be PROUD of your work

Student Information in BROMCOM

Attached to each teaching class is a broadsheet where teachers enter data (commitment, summative assessment results, working at grades, predicted grades, any other marks).

They can also find key information about each student outlined below. This is important to support the effective planning of lessons as well as when putting together seating plans.

Accessing Broadsheets

To access the broadsheet in BROMCOM, teachers can either:

- Click on the Assessment tab from the register
- Click on Modules > Assessment > Assessment sheets list

Inclusion

Pupil Premium

• Pupil premium students are easily seen by a green flag.

SEND Details

• It is important staff use the SEN Need column to understand the specific need for each student.
• The SEND reasonable adjustment documents support staff to plan specifically for these needs within the class room and around assessments.
• Those pupils who are E (in receipt of an EHCP) will have a pupil passport.
• These documents can be found in teams (all staff, SEND information)

English Proficiency

English proficiency data is collected twice per year for all year groups and the latest assessment is shown within all class broadsheets. The English Proficiency code allows teachers to understand how strong their students' english skills are. These should be considered when planning. A full detail of each band is given overleaf in relation to the four areas of - Listening and Understanding, Speaking, Reading and Writing.

Reading Age

Students across Y7 and 8 are assessed termly, and year 9 twice a year. This supports the identification of pupils who require further support with their reading in order to access the curriculum. Staff should consider the reading ages of pupils when reading within lessons. Speak to Louise Glasby our SENDCo for further support with assessment suitability of texts.

User Defined Flags	Tutor Group	Attendance Percentage AM/PM	Class	Pupil Premium	SEN Status Name	LookedAfter	SEN Need Name	Examination Number	Gender
	10N	89.24		Y	N	N		2102	M
	10H	96.88		N	K	N	SEMH	2103	M
	10N	88.67		N	N	N		2104	F

User Defined Flags

These are shown on registers and seating plans to allow teachers to identify specific pupils.

Code	Code meaning	Code	Code meaning
	Pupil Premium	A	English Proficiency - New to English
	SEN – K (Support)	B	English Proficiency- Early Acquisition
	SEN – EHCP	C	English Proficiency-Developing Competence
M	Class Exemption for Students with Medical Issues	L	Daily Literacy Students

These are the fields that are populated within each class broadsheet.

Column name	Code	Code meaning
Pupil Premium	N	No Pupil Premium
	Y	Has Pupil Premium
Looked After Care	Y	Yes-is looked after
	N	No-is not looked after
SEN Status Name	N	No SEN needs
	K	Student has K - Support
	E	Student has an EHCP
SEN Need Name	SEMH	Social, Emotional Mental health
	SLCN	Speech, Language and Communication Needs
	OTH	Other difficulty/Disability
	MLD	Moderate Learning Difficulty
	ASD	Autistic Spectrum Disorder
	SPLD	Specific Learning Difficulty
	PD	Physical Disability
	HI	Hearing Impairment
English Proficiency	A1	New to English
	A2	New to English
	B3	Early Acquisition
	B4	Early Acquisition
	C5	Developing Competence
	C6	Developing Competence
	D7	Competent
	E8	Fluent
	N/A	Not assessed yet
Reading Age	12.03	Student has a reading age of 12 years 3 months

Additional Columns

Exam Number	This can be used for those subjects that have NEA
Minimum Expected Grade	Calculated from KS2 SATs scores or other baseline assessment
Maths Scaled Score	A score between 80 - 120, 100 being the expected standard
Reading Scaled Score	A score between 80 - 120, 100 being the expected standard
Average Scaled Score	The average between Maths and Reading. This is used to determine a student's ability band (see below).
KS2 Band	**Low** - Average scaled score below 100. **Middle** - Average scaled score greater than or equal to 100 but less than 110. **High** - Average scaled score greater than or equal to 110.

For Y9 and 10, these students did not sit their KS2 SATS and so we use Midyis data to determine their ability.

Midyis Overall Band	Band from A (high performance) to D (low performance).
Midyis Overall Score	A score between 70 - 130 with 100 being the median nationally

Key Stage 3 and 4 Assessment

Students in Year 7-9 will have a Minimum Expected Score (MES) for their Summative Assessments. This is a score out of 40 that is based on their Key Stage 2 data. Students need to achieve or exceed their MES in each subject to be 'on track'.

What is a Minimum Expected Grade?
A Minimum Expected Grade (MEG) is the minimum grade a student is capable of achieving in each subject based on their Key stage 2 data, the results that they achieved in their key stage 2 SATs. This is what they should be aiming for as their result in their final GCSE.

What is a Minimum Expected Score?
A Minimum Expected Score (MES) is the score that a student should be achieving in their Summative Assessments at Key Stage 3. The is score is calculated using Key stage 2 data, the results that they achieved in their key stage 2 SATs.

What is a Progress Check?
These are in class assessments completed throughout the year to help teachers assess a student's progress.

Inputting Data
When inputting data into Bromcom please ensure to follow the guidance below so all students receive an accurate report:

	Bromcom Input		
	Working at Grade/Predicted Grade	Summative Assessment or Formal Assessment result	Commitment Grade
Student has been persistently absent	X	*Leave blank if they did not sit the assessment*	N
Student is very new to your class	X	*Leave blank if they did not sit the assessment*	Give a Commitment grade if possible, if not N
Student missed an assessment	Give a grade based on classwork/homework	Leave blank	Give a Commitment grade

CROWN HILLS
COMMUNITY COLLEGE
A Specialist Sports College