



Raising Standards Policy

Key staff members:	All staff
Responsible body:	Project Steering Group/Local Governing Body
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1. Introduction

The cycle of school improvement is dependent on a clear vision of how well the school can and should be performing. A reliable measure of school effectiveness is therefore how the gap between current performance and expected performance is closed. This policy identifies the methods of data analysis and intervention to raise educational standards at Mulberry UTC. The raising standards, teaching and learning, assessment and intervention policies work together to realise our shared vision to increase the educational progress and attainment of students at the school. These policies are used by staff to create effective action plans and facilitate purposeful self-evaluation cycles.

This policy puts the progress and achievement of students at Mulberry UTC central to the school's work. The central goals are:

- Maximise the progress students make across KS4 and KS5.
- Maximise the number of students achieving GCSEs at grades A* - C and/or 9 - 5 at KS4.
- Maximise the number of students achieving A*-B grades at A-level.
- Maximise the number of students achieving success in technical qualifications.

2. Aims

The policy aims are as follows:

- To clarify the target-setting process.
- To exemplify useful methods and approaches to data analysis to ensure the accuracy of data.
- To ensure a solid understanding of levels and grades by governors, teachers, students and parents/carers.
- To ensure excellent student learning and progress in all year groups as a result of the effective use of data
- To identify the most effective types of, and most the beneficial conditions, for academic intervention across all year groups.
- To clarify the purpose of the data collection cycle.

3. Responsibility for monitoring progress and raising standards

The aims identified in the rationale of this policy are dependent upon highly-focused leadership, expert diagnosis and regular evaluation. Staff at all levels across the school are responsible for ensuring that students maximise the progress they make at Mulberry UTC. The structure below outlines where key responsibilities for raising standards lie:

Vice Principal for Raising Standards:

- Produce reports on progress and achievement of students at Mulberry UTC and identify in-school variation
- Liaise with subject leaders to discuss standards and performance
- Coordinate the prediction of results
- Identify hidden vulnerability in students' performance and raise awareness of this to staff
- Provide training and support to school stakeholders in the use and analysis of data
- Coordinate exam analysis of subjects
- Oversee organisation of internal and external exams

Vice Principal for Teaching and Learning:

- Ensure the highest possible standards of learning and teaching at KS4 and 5
- Support subject leaders in the use of data to support raising students' achievement
- Line-manage and oversee intervention programmes
- Oversee systems for recording and reporting students' achievement to parents
- Lead the development of Academic Review Days
- Ensure that pastoral provision supports further improvement in attainment and achievement

SLT and Associate SLT:

- Monitor progress to target grades in line-managed subject areas.
- Include student progress and performance as a standing agenda item in line-management meetings.
- Monitor standards and teaching through work sampling and support of the school SEF cycle.
- Lead subject and year leaders' work to raise standards and support students in making maximum progress.

Subject Leaders:

- Use various types of data as tools to identify trends and assess the effectiveness of teaching and learning within the department.
- Complete various data analysis reports across the academic year based on a subject/school line of enquiry.
- Monitoring of micro-populations of student progress.
- Implementation of intervention strategies.
- Identify the strengths and areas for development of the team and individuals with regards to teaching and learning to inform the faculty improvement plan.

- Plan, facilitate, monitor and evaluate professional development plans for team members in order to raise standards in teaching and learning.
- Implement SEF cycles purposefully

Directors of Progress:

- Raise standards of student attainment and achievement within the year group and to monitor and support students to improve their learning.
- Track students' progress across subjects and intervene as appropriate, communicating effectively with subject teachers in relation to agreed interventions and meeting with parents as regularly as appropriate.
- Develop students' capacity for learning so that they make rapid progress by identifying academic need, deciding on support and intervention plans for each student and tracking their progress to agreed targets.
- Implement SEF cycles purposefully

Classroom Teachers:

- Use various types of data as tools to assess the effectiveness of teaching and learning within lessons.
- Use various types of class data to identify trends and plan wave 1 intervention within lessons.
- Identify and plan professional development with a focus on teaching and learning.

The raising of standards must be regularly discussed in a number of forums across the school. These will include:

- 1 Line management meetings
- 2 SLT meetings
- 3 Faculty meetings
- 4 Year team meetings
- 5 SIP planning/conference
- 6 SEF cycle meetings
- 7 Inclusion panel meetings
- 8 Academic Review Day

4. Target Setting

At Mulberry UTC, target setting is initiated at a classroom level, where teachers can identify particular students or groups of students needing a specific focus. Targets are then established at department level and subsequently incorporated into school-wide targets. This approach enables staff members at every level of the school to have ownership of the targets, and to take responsibility for them. Targets are part of a process for continuous improvement and self-evaluation.

Students at Mulberry UTC are set aspirational and ambitious targets for KS4 and KS5. This means that in essence the majority of students at the school are expected to make more than national expected progress across the breadth of the curriculum. Evidence from RAISEonline supports this approach to target setting. It is based on the model in place at Mulberry School for Girls, where significant numbers of students over the past seven years have met and often exceeded the ambitious and challenging targets which have been set for them.

- Progress against targets is measured on qualitative and quantitative evidence about what is working well within lessons and what requires further probing.
- It is a key self-evaluation process, and one which drives strategic planning across the school, across a class or cohort, and for the individual student.
- Targets are attainable but challenging. Targets that are set too high, and are therefore unrealistic, will discourage rather than motivate, whereas setting targets which can be too easily-achieved can lead to complacency.
- Performance against targets is monitored on a regular basis to check student progress. This is an essential and ultimately positive process. Barriers which hinder meeting targeted performance are investigated and the information is used to prompt further discussions about learning and teaching. Such discussions are also used to problem-solve in order to improve performance.
- If targets are not met, there still remains an opportunity to focus on the details of what has been achieved and share this learning where relevant.

4.1 Target-setting model

The new KS4 target-setting model places higher expectations on students from KS2 Level 4 upwards. The new Estimated Attainment 8 data (2015) places different progress requirements on students depending on their KS2 prior attainment.

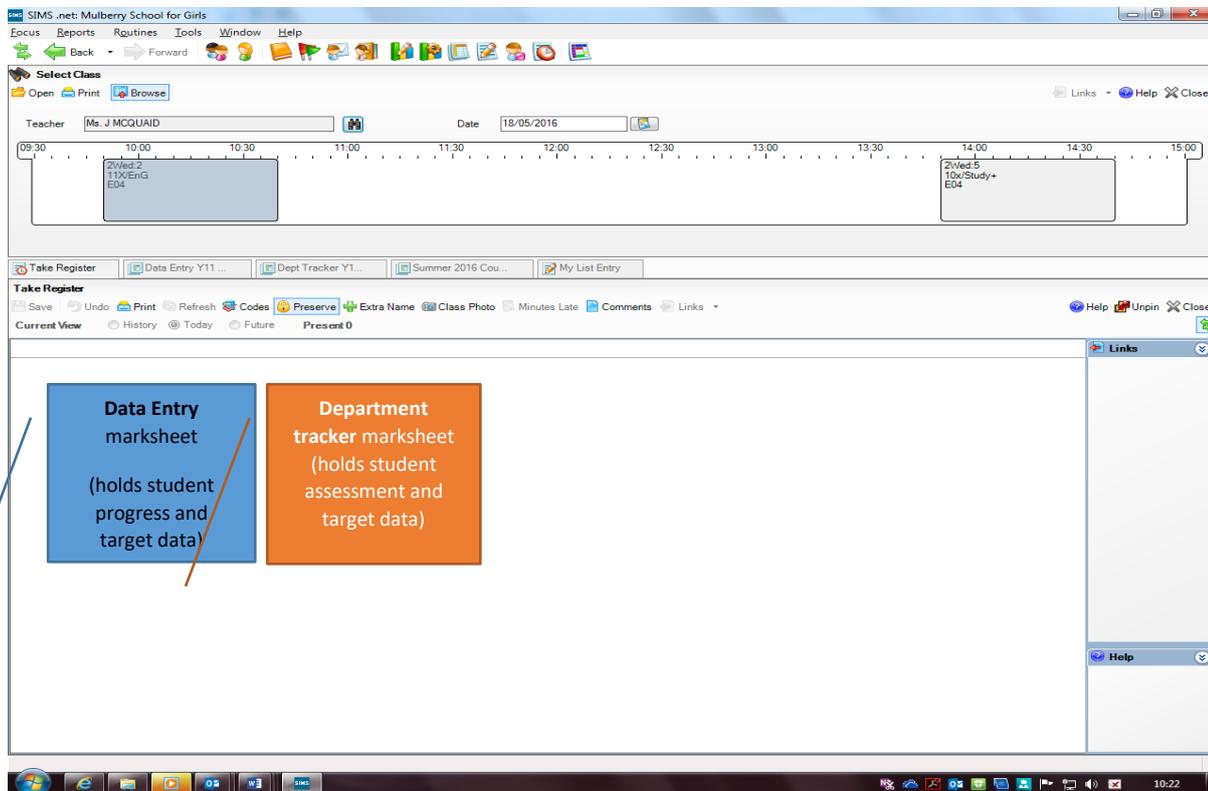
Students who end KS2 below the level of the test are expected to make on average between 2-3 levels of progress by the end of KS4. Students entering on Level 3 are expected to make on average three levels progress. The lower half of Level 4 students are expected make four levels and the upper half of this cohort are expected to make between four and five levels of progress. The majority of Level 5 students are expected to make four to five levels of progress but the upper half of the Level 5 cohort will be expected now to make five levels.

Entry		End of Yr 7	End of Yr 8	End of Yr 9	LegacyKS4 Target	New KS4 Target
2c	Sig below average	2a	3b	4c	E	D-/ 3-4
2b	Well below average	3c	3a	4b	E	D-/ 3-4
2a		3b	4c	4a	E	D-/ 3-4
3c	Below average	3a	4b	5c	D	D/ 4
3b		4c	4a	5b	D	C-/ 4-5
3a		4b	5c	5a	C	C/ 5
4c	Average	4a	5b	6c	C	B-/ 5-6
4b		5c	5a	6b	B	A-/ 6-7
4a		5b	6c	6a	B	A/ 7
5c	Above Average	5a	6b	7c	A	A*-/7-8
5b		6c	6a	7b	A	A*/ 8
5a	Well above average	6b	7c	7a	A*	A*/ 8

It is important to remember that targets are what students should be *aiming* for; they are challenging and aspirational goals for students. Targets must be set higher than national expectations as otherwise there is no challenge in the process.

4.2 Working with targets

Individual student targets can be found in SIMs. They are listed alongside other important data regarding students.



Departmental targets are not set prospectively at Mulberry UTC. This means that fixed percentages of progress and attainment are not set in advance of the beginning of GCSE study. It is the expectation that *all* students and staff aim to reach the aspirational targets that have been set. The termly and summative exam analysis will provide subject and pastoral leaders, SLT, governors and parents with detailed information about how students are progressing towards their academic targets.

Ambitious whole-school academic targets are set as part of the three-year strategic plan. These targets cover the following areas:

- **100% of students attain at least one qualification**
- **Mulberry UTC to be listed in the top 10% of schools nationally for P8/ A8**
- **Target P8 score for cohort**
- **Target A8 score for cohort**
- **% A*-C English: Set % above nat avg**
- **%A*-C Maths: Set % above nat avg**
- **% students achieving technical qualifications**
- **Disadvantaged students A8/P8 – no gap to exist between these groups of students**
- **100% of students progress onto further study, work or apprenticeship**

Sixth Form specific targets

- % net increase in grades from AS to A2
- % A* - B grades awarded at AS and A2
- 100% of all grades awarded at A*-E
- 760 APS per student
- ALPS VA of 3 for AS and A2
- 90% of students applying to university are successful in gaining a place
- 90 % of students applying to an apprenticeship are successful in gaining a place
- 100% of students progress onto HE, work or apprenticeship

Estimated progress measures are to be released on an annual basis until 2019, therefore whole school target-setting at Mulberry UTC will follow the same schedule until the new measures are fully embedded.

Throughout the year, conversations take place with students regarding their progress towards their targets on a regular basis. These conversations are led by classroom teachers, tutors, Heads of Department and Directors of Progress.

Directors of Progress are expected to monitor the progress of students in their year groups regularly across the academic year. Information from this monitoring should be passed on to tutors and Heads of Department in order to assess how well students are progressing towards their targets.

At any point in the academic year, Directors of Progress are able to review the targets set for particular students. It may be the case that a student has already met the school's target set for them and thus need a higher target set. Directors of Progress are unable to lower student's targets.

4.3 Exams reports

The summative KS4 and KS5 exams report is written in August following the publishing of exam results. This report contains information about trends in the examination data and the progress and attainment of key groups of students across the exam cohort. The report is shared with governors and staff and a condensed version is made available on the school website for parents.

Subject leaders meet regularly with the Vice Principals responsible for Raising Standards and Learning and Teaching to discuss trends within departmental data. They are encouraged to formulate a hypothesis which may explain the existing learning landscape within the department. This forms the basis for the SEF fortnight.

5. Recording data

Progress data

Making use of in-class opportunities to assess the progress of students is an important part of the role of teachers and mentors. All departments across the school use personalised assessment criteria in order to measure the progress students make at KS4 and KS5. These progress descriptors are used by teachers to make judgements about students' performance against a subject's attainment targets. Departments also use 'student-friendly' examples of assessment criteria in order to ensure that students are part of the conversation regarding their own learning and progress. Formally collected datasets based on students' achievements, measured against learning objectives, provide a useful picture of student progress.

The following types of data are collected once every half term:

- **Year 10 – Departmentally personalised assessment of progress based on new GCSE criteria (1 to 8)**
- **Year 11: Estimated 'working at' grades U1 to A*1 (fine-tuned) for GCSEs and technical quals**
- **Years 12 and 13 – Estimated AS/A2 (working at) grades – U1 to A*1 (fine-tuned) – Half-termly**

Summative progress data

At the end of June a grade is assigned to each student in each subject based on the assessment evidence collected over the course of the year and the outcome of the annual end of year examination.

Summative examination data

In September, results from the prior examination session are published by the school in the exams analysis report. This data is also downloaded into the school data processing tool (SISRA) in order for all teaching staff to access it.

Effort data

The use of data to drive standards is not always exclusively related to academic progress. Identifying effort is a useful motivational tool and is also a key element in formulating intervention strategies. Effort grades are also recorded at termly data collection points.

Grade		Classwork Effort
A	Excellent	Works to be of ability, engages fully in lessons and makes significantly good progress"
B	Good	Works well on tasks set. Makes effective use of the lesson and is making steady progress"
C	Inconsistent	Works well at times but there is room for improvement. Work is sometimes incomplete and/or late
D	Unsatisfactory	Rarely completes work set and/or quality of work is poor. Progress is hindered by lack of effort
		Homework Effort
A	Excellent	Always completes tasks set to the best of their ability in full and on time
B	Good	Works well on tasks set.
C	Inconsistent	Works well at times but there is room for improvement. Work is sometimes incomplete and/or late
D	Unsatisfactory	Rarely completes work set and/or quality of work is poor. Deadlines are very often missed

Storing of Data

SIMS is the school’s data management interface. It is the central hub of all school data. Marksheets are created by the data manager to allow teachers to provide assessment data to inform all stakeholders about student progress, attainment and effort.

Surname Forename	Reg Group	FSM	SEN Status	Looked After	EAL	Pupil Premium Indicator	KS2 Average Score DEO KS2	KS2 Differentiated Score DEO KS2	English Lng Y10 Sum 1 Y10 Summer 1	English Lit Y10 Sum 1 Y10 Summer 1	English Lng Y10 Sum 2 Y10 Summer 2	English Lit Y10 Sum 2 Y10 Summer 2
	11M	Y			Y	Y	34.12	5.69	B	A	B	A
	11U	Y	M		Y	Y	32.3	5.38	B	A	B	A
	11L	Y			Y	Y	31.56	5.26	B	A	B	A
	11B	Y			Y	Y	32.3	5.38	B	A	B	A
	11B	Y			Y	Y	31.26	5.21	B	A	B	A
	11L	Y			Y	Y	30.69	5.12	B	A	B	A
	11U	Y			Y	Y	31.79	5.3	B	B	B	B
	11U	Y			Y	Y	31.65	5.28	B	B	B	B
	11B	N			Y	Y	27.42	4.57	C	C	C	B

All subject leaders and Directors of Progress have marksheets in SIMs which cover data for the full range of students for whose progress they are responsible.

At each termly data collection point, all data on SIMS for a particular cohort is downloaded into a data-processing tool (SISRA). This tool allows the easy manipulation of the data in order to make comparisons and highlight trends in order to further aid school improvement.

Qualification Name	A*-A %	A*-C %	A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Residual	Avg Pts	Avg Grade
Art	8	76	100	74.5	25.5	4.3	50	50	-0.6	40.84	C
Bengali	90.9	100	100	100	93.2	56.8	44	44	6	52.68	A
Citizenship	17.8	84.4	100	95.2	50	9.5	45	45	3.3	42.67	C+
Dance	5.9	64.7	100	53.3	6.7	6.7	17	17	-0.4	38.24	C-
Drama	32.8	91.8	100	95.1	57.4	18	61	61	3.2	45.51	B
English Lang	26.5	80.5	99.5	82.6	45.3	14.2	200	200	1.5	43.37	B-
English Lit	25.4	85.1	100	88.5	54.2	12.5	201	201	2.3	44.3	B-

Departmental Tracking

Departments use a variety of methods to track subject specific data and personalise the curriculum for students. Marksheets can be created for departments based on a myriad of data preferences. It is an expectation that assessment data within departments is held securely within SIMS and that such data is used to inform and improve teaching and learning.

All exam boards also provide question level analyses from public examinations at whole-school and individual student level. These are extremely useful as an aid to support forward-planning and evaluation.

Surname Forename	Reg Group	KS2 Average Score DEO KS2	KS2 Reading Level DEO KS2	English Target Y08 Target	Shakespeare Essay 1 DD Y08 Aut 1	Speak Up Challenge 1 DD Y08 Aut 1	Shakespeare Essay 2 DD Y08 Aut 1	Speak Up Challenge 2 DD Y08 Spr 1	Novel Essay 2 DD Y08 Spr 1
	8B	31.45	5c	6b	5b	1	5b	2	5b
	8M	29.66	5c	6b	6b	2	6b	2	6c
	8U	31.67	5b	6a	6b	2	6c	3	6b
	8L	30.82	5c	6b	4a	2	4a	3	5a
	8L	30.43	5c	6b	5b	2		3	6b
	8B	20.89	3b	4a	4c	0	4c	1	3a
	8U	28.75	5c	6b	5b	3	5b	1	5a
	8L	25.1	4c	5b	3b	2	3b	1	3a
	8M	26.07	4b	5a	5b	1	4a	3	4a
	8U	28.86	5c	6b	5c	3	5c	2	5b

Tracking and monitoring examination groups

The accuracy of predicted grades in forecasting outcomes for both students and the school is of crucial importance. A lack of confidence in the accuracy of data can hide vulnerabilities which lead to unexpected student performance and destabilise the school’s self-improvement strategy. As described in the rationale, we seek to maximise students’ life chances by ensuring the maximum number of students achieve examination results which provide a secure platform for the next stage of their learning.

The following indicators are used when tracking examination groups:

- **Student P8 score**
- **Student A8 score**
- **Student 5 A*-C (EM) status**
- **Student 5 A*-C status**

- **Subjects where students are making/not making at least expected progress (Mulberry expectations)**
- **Subjects where students are making/not making more than expected progress (Mulberry expectations)**

- **Student achievement and progress in technical qualifications**
- **Student Pupil Premium progress**
- **Gap between Student Premium and non-Student Premium progress**

- **Student progress to ALPs target**
- **Student achievement and progress in technical qualifications**
- **Subjects where students are making/not making at least ALPs group 5**

The prediction data report for examination groups forensically investigates all these indicators. Progress meetings to discuss the findings take place as part of the SEF cycle. It is also at SEF cycle meetings that decisions are made regarding the necessary next steps in order to improve progress.

The progress of students should be a standing agenda item on all SLT line management and department agendas. This will result in data becoming a natural part of the professional dialogue regarding progress.

6. Academic Review Days

There are two calendared academic review days in the academic year, one in October and the other in March. These non-teaching days facilitate an evaluative dialogue between students and their tutors about progress, attendance and other issues related to school life. Targets are set in October which are reviewed at the second review day (March). Both qualitative and quantitative data are used to frame these interactions in order to support students in setting personal targets which are realistic and fit for purpose.

Surname Forename	Target KS4 English Lang Y11 Target	Target KS4 Maths Y11 Target	Non Core KS4 Target Y11 Target	Review Targets Autumn Y11 ARD Autumn	Review Targets Spring Y11 ARD Spring
	C	C	C	To make flashcards for History and RS and revise every other day. To continue to improve Art by attending Art Club.	1. Become more organised at home by developing a routine for revision that I can stick to it, this way I will become better prepared for my exams. 2. Make use of available time such as registration and lunchtime to revise. 3. Spend extra time on revising for English and Sciences to achieve my target grade.
	A	A	A	To attend art club to help organise work. To practice timed questions in Maths.	1. Practice more past papers so that I am better prepared for the exams. 2. Spend at least 15 minutes after school on reviewing what has been learnt that school day. 3. Spread my time out to revise and also ensure extra time is spent on Art as the deadline is in April.
	E	E	E	To improve punctuality - try and leave home 5 minutes earlier each day. Using My Maths regularly and starting with the challenging questions first. To read more for pleasure and to support learning vocabulary for English.	1. Become more organised at home by developing a routine for revision so that I can stick to it, this way I will become better prepared for my exams. 2. Make use of available time such as registration and lunchtime to revise. 3. Improve on punctuality.
	A	A	A	Try new revision methods in Science. Use My Maths more frequently to learn methods. Research 6th form colleges, looking into subject pathways.	1. Do at least two hours of Maths revision every day by going through challenging topics such as quadratic equations. Complete an exam question each day. 2. Make in depth mind maps for science and complete past papers (during registrations and lunch times) 3. Make vocabulary flash cards for R.S

Academic Review Days act as a tool for information exchange within the school year. It is an opportunity for tutors to investigate student progress and also for students to communicate their views about how their studies are progressing.

Students are assigned twenty-minute appointment slots with their tutors and they are expected to bring their planners and their class books and folders to the meeting. Tutors also have access to the most recent progress data for their tutor groups. Tutors set students two targets based on the outcome of the meeting and these targets are recorded in SIMs. These targets are often based on supporting students to adopt more productive attitudes or behaviours in order to make more progress in their studies.

During the second ARD, the targets set six months prior are reviewed and either replaced or set once again if students have not yet managed to meet them.

7. Data Analysis Process

Schools are data rich institutions. There are many sources of data available which can offer users a range of conclusions. School data must be triangulated with more than one data source if useful conclusions are to be derived. Concerns identified by both data and professional judgement are the basis of action-planning.

The following types of data are analysed regularly in order to form the most accurate picture of student progress across the school:

Currently Working At (level or grade)

Classwork Effort

Homework Effort

Predicted grade (grades expected to be achieved by students with similar prior attainment, based on teacher judgement)

Value Added (the difference between actual performance and the estimated performance of students with similar prior attainment nationally)

National/Subject Residual (The difference between the average attainment of students in a subject relative to the average attainment by the same students in all their other subjects)

Pupil Premium gap (The progress difference between disadvantaged students and other students)

Prior attainment (The average KS2 attainment of students at the beginning of secondary education)

Target (an aspirational level or grade which will be achieved if progress is in line with upper national rates. Targets are set by the school)

Progress data is RAG'd (Red/Orange/Green) by comparing collected termly data with Mulberry targets. If the current working at grade/level is above target the grade/level is coloured green. If the current grade/level is between 1-2 sublevels below target the highlighted grade is orange and if the grade/level is one grade or more below target red is used to highlight the data.

A termly data report is written by the Vice Principi responsible for Raising Standards and this report looks closely at all the data categories above for each cohort between Year 10 and Year 13.

The report is structured comparatively. Data collected is compared with the performance of students in the preceding cohort in order to gain an understanding of where the current cohort lies in respect to the academic standards which had been set the year before.

Significant variations in progress performance show leaders at all levels across the school where more work needs to be done to maintain and exceed standards. These variations are discussed as part of the SEF cycle and also within SLT line management meetings. This data is also used to inform priorities for the intervention calendar.

8. Termly data report template

The termly data report for KS4 is written using the following headings:

National measures

- Progress 8 score
- Attainment 8 score
- Good passes in both English and Mathematics.
- GCSE English Language or Literature - overview
- GCSE Maths - overview
- Technical qualifications (entries and attainment)

School measures

- 5 A*-C (EM) / 5 9-5 (EM)
- Science qualification (x2)

Headlines

(Includes difference from previous exam cohort)

<u>Measure</u>	<u>Intake 2018 (Summer 1)</u>	<u>Intake 2017 (summer 2)</u>
GCSE English		
GCSE Maths		
5 A*-C (EM)		
5 A*-C		
5 A*-G		
5 A*-A		
5 A*-B		
2 or more GCSE Science quals (of all students)		
2 or more GCSE Science quals (of entered students)		
1 GCSE Science qual (of entries)		
Technical qualifications		
P8		
A8		

Progress – Core

<u>Measure</u>	<u>Intake 2018</u>	<u>Intake 2017</u>
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English 3LOP		
English 4LOP		
English 5LOP		
Eng Lit 3LOP		
Eng Lit 4LOP		
Eng Lit 5LOP		
Maths 3LOP*		
Maths 4LOP*		
Maths 5LOP*		

Progress and attainment – Ebacc and Open subjects

Qualification Name	Slot	A*-A %	A*-C %	A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Avg Grade	
CWA 9-1 Eng Lang	Core									
CWA 9-1 Eng Lit										
Maths										
Computing	EBacc									
Geography										
History										
Science										
Spanish										
Btec Performing Arts		Open								
OCR Digital Media										
Citizenship										
Sociology										

Core subjects with students below 60% 3 LOP:

Ebacc subjects with students below 60% 3 LOP:

Open subjects with students below 60% 3 LOP:

Key groups

Pupil premium students

5A*-C (EM)	5A*-C	Att 8	Prog 8	
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Non Pupil Premium students

5A*-C (EM)	5A*-C	Att 8	Prog 8	
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KS2 Prior attainment – High

5A*-C (EM)	5A*-C	Att 8	Prog 8	
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KS2 Prior attainment – Middle

5A*-C (EM)	5A*-C	Att 8	Prog 8	
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KS2 Prior attainment – Low

5A*-C (EM)	5A*-C	Att 8	Prog 8	
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Star Academy

5A*-C (EM)	5A*-C	Att 8	Prog 8	
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Prep

5A*-C (EM)	5A*-C	Att 8	Prog 8	
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SEND students

5A*-C (EM)	5A*-C	Att 8	Prog 8	
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Action points

Action for DoP and tutor team:

Action for Subject Leaders

Action for Intervention team:

Action for SLT:

Where the termly data report highlights serious concerns regarding student progress these concerns will be discussed at the following SLT meeting. As a result of further investigation into the matter a further meeting may be set up between the DoP/Head of Department and the Vice Principal for Performance and Standards or the Principal.

9. Tackling in-school variation

In school variation is the difference between actual and expected outcomes for groups of students *between and within subjects*. Identifying in-school variation is an important aspect of school self-evaluation. Identifying in-school variation makes it possible to target resources at those areas where improvement is needed and to demonstrate in the SEF that the school is aware of its strengths and weaknesses and that it has strategies for improvement.

There are two approaches used by the school to tackle in-school variation:

- *Retrospective*. What can we learn from our past performance?
- *Prospective*. What can we do to minimise in-school variation in the future?

RAISEonline is a national data source which provides national and contextual information to support both these enquiries. It is an OFSTED-generated report on attainment and progress. Results are judged to be 'significant' if much better or worse than average national outcomes.

10. Use of Data

The data collected by the school is virtually redundant unless it is used to improve teaching and learning and ultimately the outcomes of all students enrolled at the school.

Training is provided for all staff on how to make the best use of the school's data via SLT line management meetings and the SLF/ SEF meeting cycles.

Teacher Use of Data

- In lesson-planning to personalise and differentiate learning.
- In assessment evaluation to identify trends and learning needs amongst students.
- The monitoring of IEPs and needs of SEND students.
- Facilitating discussion at academic review meetings.
- To cross-reference with students' classroom performance and evidence of learning over time in books

Use of data by subject leaders and SLT

The role of the SLT line manager is crucial in the monitoring of standards within subjects. Throughout the year, SLT regularly discuss standards at all key stages with the subject leaders they line-manage.

Heads of Faculty and Department are leaders of learning in the areas they manage. Their ability to read data, formulate hypotheses and implement action is integral to supporting students in improving their progress.

1. Assessing the effectiveness of the curriculum and assessment tasks.
2. Evaluating trends and anomalies within department assessment data.
3. Comparing exam performance year-on-year in order to forward-plan the curriculum and assessment.
4. Developing and investigating hypotheses based on the 'story' of a dataset

Use of Data by Directors of Progress

Directors of Progress have access to all data connected to a particular year group on SIMS. This includes both whole-school and department trackers and this information provides an overview of all students.

- Monitoring progress to targets of micro-populations in a cohort.
- Monitoring the classwork and homework effort of students within a cohort and using this data to reward or intervene where students are underperforming.
- Identify trends and working patterns within individual subjects across a year group.
- Evaluate and record the effectiveness of intervention strategies used within a year group.

Use of data by students and parents

Students and parents are key stakeholders with regard to the majority of data in the school. Most of the school's data pertains to students and so it is critical that they and their families are always kept involved in conversations regarding progress and effort.

- Understanding the assessment criteria and skills which are necessary to progress in their learning.

- Review the pace of their own progress through regular access to assessment data.
- Interacting with prediction data in order to plan realistic and attainable plans for further training and education.
- Setting targets and changes to study habits based on the 'story' of the data which makes up their profile.
- Making links between effort data and progress data in an effort to improve performance.

Student progress is discussed formally with parents during parent consultation evenings. Comments regarding student progress are also written into the annual profile cycle for each year group in the school.

On occasion it is necessary for additional parent meetings to take place in order to support student achievement. Directors of Progress often use some directed time in the year for additional meetings with parents, whilst exam groups have an additional 'mock result' meeting and at least one additional progress meeting throughout the year.

11. The Role of Teaching and Learning in raising standards

The quality of teaching and learning is essential in raising standards. High quality teaching and learning uses prior attainment data and assessment for learning strategies to inform planning so that all students are challenged and make progress. It is the responsibility of the classroom teacher to regularly review, refine and adapt their teaching and learning in light of available data to ensure progress is made.

Assessment for Learning at Mulberry UTC is:

- Diagnostic: supporting students learning by diagnosing gaps in learning.
- Formative: supporting students learning by providing feedback.

Assessment for Learning is synonymous with successful learning and teaching. In order to enable students' development and progress in their learning they must have a clear understanding of what needs be learnt, how they will learn it as well as time to evaluate the learning process in order to improve.

Feedback

Feedback is an essential part of effective AfL; feedback is a two-way process. Teachers spend time assessing learning but for this to have any impact on learning and progress students must have time to respond to feedback in a timely manner.

Verbal Feedback:

Verbal feedback in class is one of the most immediate and effective forms of formative assessment. High quality verbal feedback coupled with differentiated questioning should be specific in order to show students how they can improve.

Written Feedback:

Written feedback must also be specific and demand action from students which will lead to more rapid progress potentially being made. Effective written feedback is based on marking according to the success criteria set in the lesson. After a specific teacher comment, students should have time to redress the points highlighted in the marking in order to secure their learning and progress.

12. The SEF cycle

The self-evaluation cycle at Mulberry UTC is designed to support middle leaders by enabling them to develop a deep understanding, grounded in evidence, of the current learning experience of students and the effectiveness of internal assessments and data. This knowledge then immediately informs changes to pedagogy and practice and ensures purposeful interventions so that every child reaches her full potential.

Each self-evaluation cycle includes:

Stage 1: Agreeing on a focus for the SEF cycle investigation: Each subject leader will meet with the Vice Principals responsible for Raising Standards and Learning and Teaching to agree on a focus for the cycle. Subject Leaders will be encouraged to identify a key strand of knowledge or a subject-specific skills-set required to secure excellent learning and progress. This will form the basis for the SEF fortnight.

Stage 2: Self-evaluation fortnight: Subject leaders will conduct learning walks, which include book looks and speaking with students, to secure a deeper understanding of effective pedagogy and practice and areas for improvement. SEF cycles will also feature an evaluation of how effective new assessments are in practice; Subject leaders will be expected to lead regular standardization activities with their teams of the new internal assessments they have created as part of the SEF cycle. Directors of Progress will conduct book looks to help identify ways in which students are recording and recycling learning over time and explore ways to help students improve their study skills and retention and application of learning over time.

Stage 3: Sharing good practice and taking action: Depending on the findings of the self-evaluation activities, Subject leaders and Directors of Progress must provide opportunities for their team to respond to the findings and enact purposeful change. Subject and Year Team meetings and Department Curriculum Development Time are calendared throughout the year to enable this to happen.

Stage 4: SEF cycle review meeting with SLT: At the end of the process, each HOF will meet with the Vice Principals responsible for Raising Standards and Learning and Teaching, to discuss the outcomes of the SEF cycle.

13. The role of intervention in raising standards

Principles

The aim of intervention is to provide appropriate support which will aid students in achieving their potential. Academic potential is provided in the form of target grades and it is essential that staff at all levels focus on supporting students in meeting their potential.

Intervention strategies are in place for each year group at Mulberry UTC. The focus of the intervention strategies is manifold with all intervention programmes aiming to ultimately improve academic outcomes for students using a number of different approaches.

Levels of Intervention

There are three levels of intervention as defined by the legacy 'National Strategies' programme which are implemented at Mulberry UTC.

Wave 1

Wave 1 intervention is focused on the effective inclusion of all students in high-quality, personalised teaching. Such teaching will be based on clear objectives which are shared with the children and revisited at the end of the lesson. Such approaches are often the best way to minimise the number of children who require support outside of the lesson with their learning or behaviour.

Wave 2

Wave 2 intervention involves the creation of targeted small-group sessions for students who can be supported in catching up with their peers within a time-limited period. Such sessions may be delivered by the class teacher or by a teaching assistant working with a teacher. The progress of students selected for such a measure must be measured at the start and end of such programmes.

Wave 3

Wave 3 intervention is an ultimate programme of lessons aimed at students for who wave 1 and wave 2 interventions were not sufficient. It may take the form of a more intensive programme, involving more individual support or specialist expertise.

Where intervention is working effectively, the wave model will have a 'funnelling effect', reducing through high-quality teaching, the numbers of students requiring wave 2 intervention. Wave 2 programmes ought to further minimise the numbers of students who need more intensive and individual support. Subject leaders select up to 20 Year 11 students eligible for wave 3 intervention. This approach encourages leaders of learning across the school to be continually evaluating the quality of learning in everyday lessons as opposed to putting in place emergency wave 3 intervention to rectify learning gaps which could well have been tackled in the lesson. .

Intervention Process

The majority of intervention should take place during lessons as a matter of course. Where there are Year 11 students who require more intensive support outside of lessons as described in wave 3, Subject leaders identify vulnerable students using the December mock exam data. In conjunction with the Director of Intervention, they then produce a strategy which details which misconceptions need to be clarified for students

and when this will take place. The intervention schedule should be developed and shared with relevant staff, students and parents in a timely fashion.

Dates for intervention are finalised at the end of the autumn term. There are normally ten Saturday sessions (9:00-12:30pm) and at least two days per holiday (9:00-12:30pm) available for intervention - with the exception of the Christmas and summer holidays.

Intervention bookings are made by completing the intervention documentation and returning it to the Director of Intervention. Intervention requests will be discussed at SLT and confirmed with the relevant Head of Department/Faculty. All requests must be signed by the Head of Department/Head of Faculty and the outcomes for each intervention session should relate to the targets in the Department/Faculty improvement plan. Heads of Department/Faculty should ensure the high quality of the sessions being delivered and these sessions should be taught sessions.

All students selected for wave 3 intervention are tracked across the year by the Director of Intervention; this is in order to garner useful qualitative and quantitative data which will facilitate discussions regarding the effectiveness of the wave 3 sessions in the subsequent September.

Prep

Prep sessions are now embedded for students between Year 8 and Year 11. The prep programme is an independent learning intervention aiming to instil the discipline of independent study in Mulberry students from an early position in their educational journey. Prep sessions are compulsory for students identified as making slow progress in Years 10 – 11. The aim is to provide and create a space conducive to independent study where students revise and complete tasks with the support of prep facilitators. Whilst no formal teaching takes place in the prep sessions, teaching staff are responsible for providing appropriate work for students to complete.

Prep runs twice a week on Tuesdays and Wednesdays. Prep sessions last from 4-5pm. They will generally be conducted in silence, but students will be permitted to request support from the prep facilitators or other adults present.

On a termly basis the progress and attendance of students for whom prep is compulsory will be analysed and compiled by the attached progress tutor. Since its inception, prep students have begun to make faster progress in their subjects and also have much-improved homework effort grades.

Star Academy

Star Academy is a wave 3 intervention strategy which utilises a mixture of academic and behaviour mentoring alongside facilitated study sessions in order to support vulnerable students who are at risk of underachieving. These students require additional support in organisation, homework and the completion of independent work. They are supported in developing their confidence and self-esteem in order to unlock their potential. This group of students receive additional support in the form of an academic mentor. The mentor will work with each student individually within and outside of lessons. If appropriate, the students in Star Academy may complete additional qualifications in order to increase their chances of accessing FE. The selection of students for Star Academy is done in conjunction with the DoP, the tutors and the academic/behaviour mentors attached to the cohort. Currently, students are selected in the summer term of Year 10 and the launch of the Star Academy programme takes place with parents in attendance before the end of the academic year.

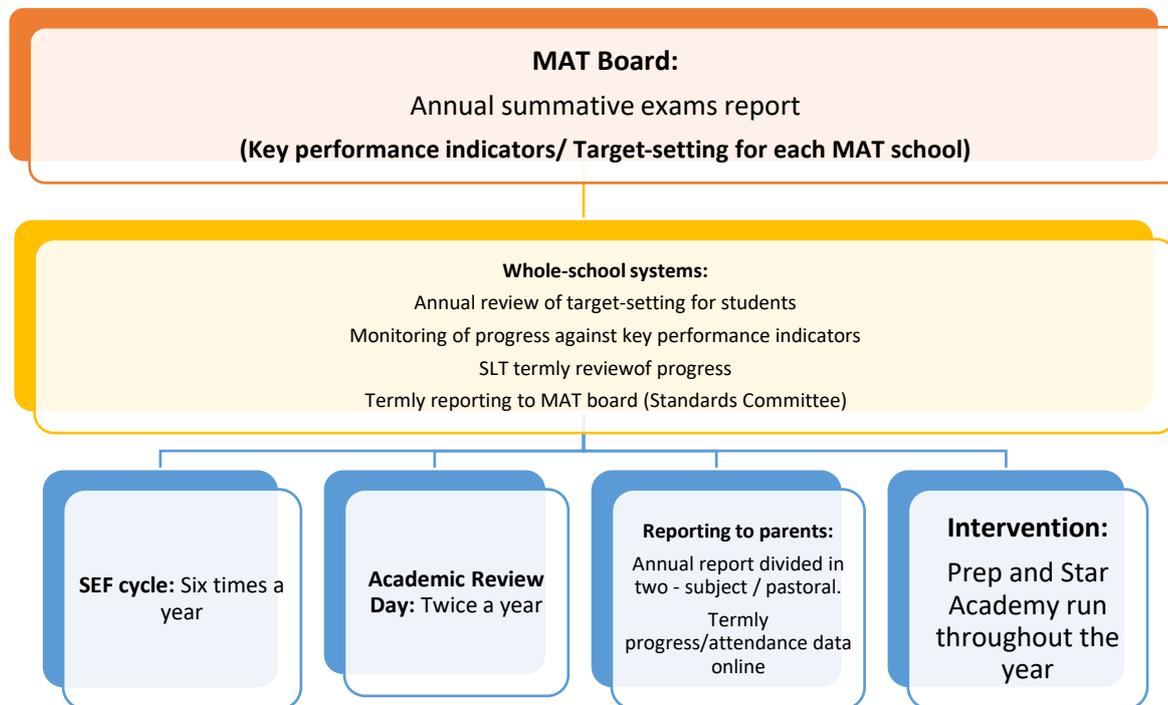
14. Conclusion

The core business of Mulberry UTC is to raise standards through continually improving teaching and learning.

At Mulberry UTC the key task of raising standards, as outlined in this policy, is to improve the life chances and opportunities of all students at the school. Making this a reality requires a stable school context in which school teachers and leaders can focus on the tasks of raising expectations, improving pedagogy, engaging with quantitative and qualitative evidence and making sure that teachers' energy is focused on students, their welfare and their progress.

Appendix 1: Tools and systems for raising standards

Systems:



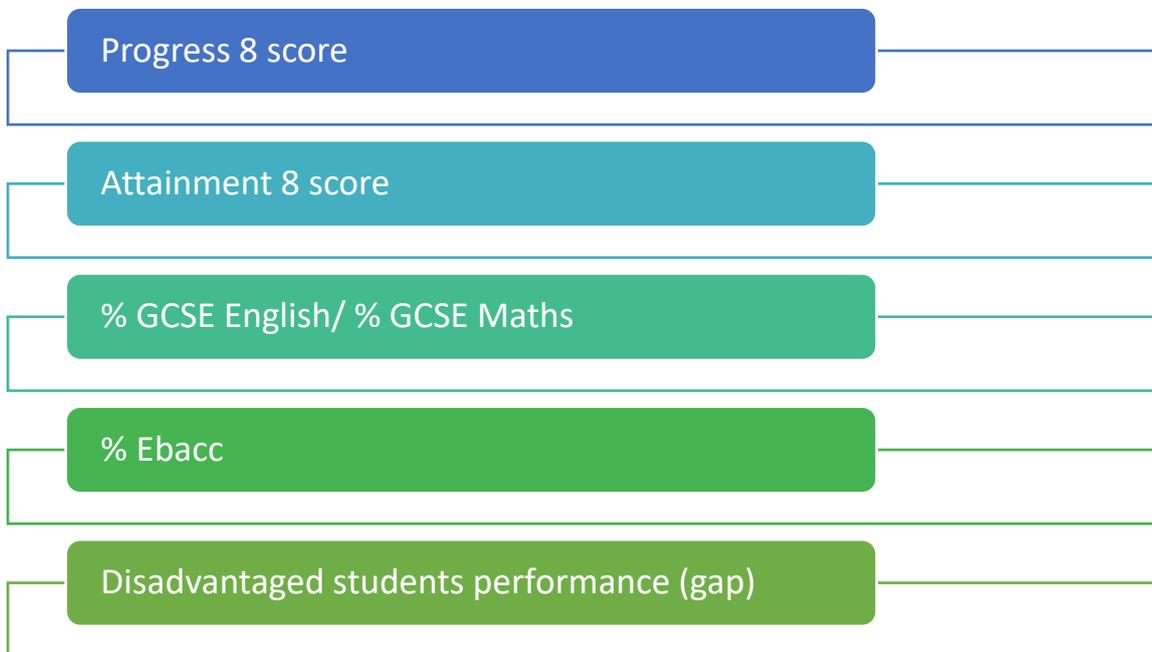
Tools:

SIMs – Whole-school progress data is entered into departmental marksheets. At KS3, this data is entered three times a year. At KS4 and KS5 this data is entered six times a year.

SIMs and SISRA – Both these data processing tools produce monitoring reports which are used to inform all stake-holders about student progress across the school.

Appendix 2: Progress 8 – The details

Below are the five reformed headline measures for schools at the end of KS4, beginning in August 2016 (first published in January 2017)



How is the school’s Progress 8 score calculated? (P8)

The school’s **Progress 8** score is the mean average of its students’ Progress 8 scores. This is therefore **calculated** by adding each individual students’ Progress 8 scores, and then dividing this total by the number of students.

$$\text{Actual Attainment 8 score} - \text{Estimated Attainment 8 score} = \text{Progress 8 score}$$

What is a student’s Estimated Attainment 8 score? (Estd A8)

This measure takes an average of a student’s KS2 English and Maths levels and then tracks how other students nationally, with the same fine point score, performed in the preceding GCSE examinations. The measure is then set at the minimum amount of progress similar students made between KS2 and KS4.

What is a student’s actual Attainment 8 score? (Act A8)

This is the sum total of all the grades a student has achieved over the ten Progress 8 slots



- The current floor standard for the 2016 cohort has been set as a P8 score of '-0.5'.
- Schools with a P8 score of '1' will be exempt from an OFSTED inspection the subsequent academic year.

Target-setting, Progress and P8 expectations

The legacy model of uniform expected levels of progress (i.e. 3 levels between KS2 and KS4) will be phased out by 2016. The Est A8 scores for students will now expect them to make between 3 and 5 levels of progress across KS2 and KS4. These Est A8 scores are based on KS2 prior attainment.

Progress expectations for students are likely to fluctuate slightly over the next few years depending on KS2 prior attainment. This will happen as a result of schools nationally reshaping the curricula they offer in response to this new headline measure.

2016 GCSE results will inform 2017, 2018 and 2019 estimated Attainment 8 scores.

In 2019, Progress 8 expectations will be set by 2016 results and by results three years prior from this point on e.g. 2020 by 2017 results, 2021 by 2018 results etc.

All students with at least a Level 1b (or equivalent) from KS2 will be ascribed an estimated Attainment 8 score.

If a student only has one valid subject score at KS2 (Maths or English), this one subject will be used as a baseline for their estimated Attainment 8 score across the whole of their KS4 curriculum.

Students absent for the KS2 tests will have their teacher assessments used to calculate their estimated Attainment 8 score.

Overseas students with no KS2 data will not be included in the Progress 8 measure, but will be included in the Attainment 8 measure if they joined the school before Year 10 or 11.

Any slots left unfilled in the Progress 8 measure will be awarded a '0'

P8 and reformed GCSEs (2017 onwards)

- 2016 grade scale for legacy GCSEs (all) = 1 to 8(A*)
- 2017 grade scale for reformed GCSEs (English/ Maths) = 1 to 9 (Grade 9 will be reserved for the top tiers of grade 8 – awarded as a statistical calculation post-award)
- If English Language and English Literature are both taken, the higher grade of the two will be double-weighted for the English slot; the other grade will join the 'open' slots.
- Less-able students are able to sit stand-alone GCSE English Literature if necessary; this qualification would then count in the core English slot, but would not be double-weighted as GCSE English Language is.
- Science from 2016:
 - Core + Additional = 2 Ebacc slots
 - Core alone = 1 Ebacc slot
 - Biology/Chemistry/Physics = 3 Ebacc slots

- Double Science = 2 Ebacc slots
 - If all Ebacc slots are filled with Science subjects, then surplus subjects will move to the 'open' slots.
 - Vocational qualifications can count in all three of the 'open slots'.
 - Music examinations at Grade 6+ can be used in the 'open' slots.
 - GCSE Dance and GCSE Drama are no longer discounted.
 - AS qualifications can count in the 'open' slots.
 - If taken in the same subject, AS qualifications will replace the GCSE subject in the Progress 8 measure.
 - AS qualifications awarded grades A or B will score more than the maximum 8/9 points for GCSE subjects.
 - BTEC points:
 - L1 Pass = 2.5 points
 - L2 Pass = 5 points
 - L2 Merit = 6 points
 - L2 Distinction = 7 points
 - L2 Distinction* = 8 points

Table A.1 New point score scales for legacy GCSEs

GCSE grade	2016 Points	2017 Points
G	1.00	1.00
F	2.00	1.50
E	3.00	2.00
D	4.00	3.00
C	5.00	4.00
B	6.00	5.50
A	7.00	7.00
A*	8.00	8.50

Equal GCSE grades are worth less in 2017 thus placing even greater challenge on the students who are part of the 2017 GCSE cohort. This is in conjunction with the fact that this cohort will be judged on the attainment of the 2016 cohort, who will be sitting the same GCSEs but awarded more points for their attainment.

The data for the GCSE 2016 cohort nationally is also particularly volatile as 2010 is the year when a number of LAs nationally boycotted the KS2 national tests. In the absence of test scores TA has been used instead, this is normal practice every year but the boycott means that nationally about 30% of students were using a TA baseline which is much higher than usual. The TA baseline takes the middle of fine level band i.e. A TA of Level 5 is equal to 5b or 5.5. This makes target-setting for this band of students particularly troublesome as for some students there is no differentiation in terms the kind of L5 they are; the Estimated Attainment 8 scales prescribe nine different estimates for L5 students ranging between almost two grades.

Targets are likely to shift again for the current Year 9 cohort as the majority of GCSEs they will sit will be reformed, after this point the school anticipates some more stability in the performance measure systems.

The maximum Attainment 8 score a student can currently achieve is 80 points. This does not take into account students who are awarded the ultimate Grade '9'. Currently, a student's Progress 8 score will not take into account an Attainment 8 score of more than 80. This may change as more information is released by the DfE.

At this point Mulberry UTC will still target some of the highest performing students in each cohort to reach grade 9 in a number of their subjects. This explains why some students in the current Year 10 will have a target Attainment 8 score which is above 80 points.