

Grouping, Curriculum and Monitoring Policy

Chew Valley School

September 2016

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1. Curriculum Rationale

- 1.1. Chew Valley School aims to provide a broad and balanced curriculum, aligned to the requirements of the National Curriculum, which meets the needs of all students.

2. Grouping Rationale

- 2.1. Students should be taught in combinations to allow them to make the best progress towards achieving their potential. These combinations will include sets defined by prior attainment and mixed prior attainment groups where appropriate.

3. Monitoring and Reporting Rationale

- 3.1. Each family should receive communication about student attainment and progress a minimum of three times a year (which includes an annual Parents' Evening to discuss progress annually). Monitoring information should be used in school to identify students who are progressing well or who are failing to make good progress, and enable targeted intervention with individuals and groups. The school will make contact with parents should serious concerns about progress arise between scheduled monitoring points.

4. Curriculum and Grouping in practice

- 4.1. In Year 7 all pupils are placed in tutor groups containing students with the full range of prior attainment. All students in year 7 follow courses in English, Mathematics, Science, History, Geography, Philosophy & Belief (including Religious Education), Modern Foreign Languages, Drama, Music, Technology, Art, Physical Education, ICT and Personal, Social & Health Education. Students are taught in their tutor groups for all subjects except Technology and Mathematics. Smaller groups with mixed prior attainment are created for Technology Lessons. Mathematics is taught in sets according to attainment following initial assessments early in Year 7.
- 4.2. From entry to the school and throughout a student's career, one to one and small group interventions will be provided for students with significant literacy or numeracy difficulties. Enrichment tasks and opportunities both within and beyond the curriculum will ensure stretch and challenge for high attaining students.
- 4.3. In Year 8, the same range of subjects is followed with the addition of a second foreign language for the highest achieving 30 linguists in each of French and Spanish. In Year 9, the courses followed are the same as in Year 8 with the addition of a new subject, Enterprise, which addresses issues of business, commerce, work related learning and

citizenship. Groupings in Year 8 and 9 are arranged as follows (figures refer to number of teaching periods per fortnight):

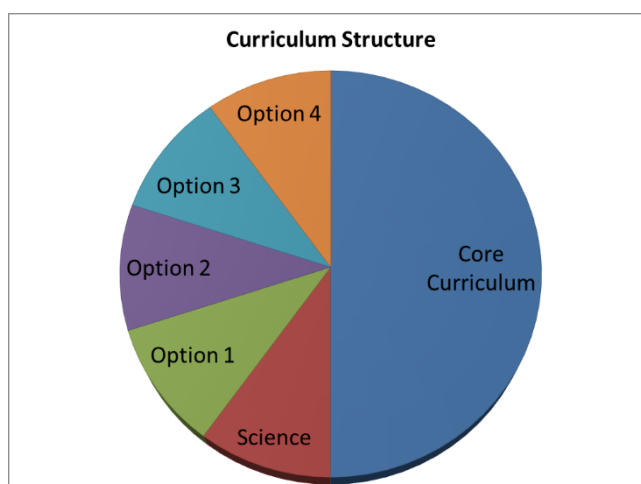
Curriculum Area	Subject	Year 7	Year 8		Year 9	
			Single Lang	Dual Lang	Single Lang	Dual Lang
Core	<i>English</i>	8	8	6	8	6
	<i>Maths</i>	9	8	8	8	8
	<i>Science</i>	8	8	8	8	8
	Total	24	24	22	24	22
Core 2	<i>PSRE</i>	3	3	3	3	3
	<i>PE</i>	5	5	5	5	5
	<i>ICT/Enterprise</i>	2	2	2	3	3
	Total	10	10	10	11	11
Humanities	<i>History</i>	4	4	4	4	4
	<i>Geography</i>	4	4	4	4	4
	Total	8	8	8	8	8
Languages	<i>Language 1</i>	6	6	4	6	4
	<i>Language 2</i>	0	0	4	0	4
	Total	6	6	8	6	8
Performing Arts	<i>Music</i>	2	2	2	2	2
	<i>Drama</i>	2	2	2	2	2
	Total	4	4	4	4	4
Design, Technology and Art	<i>Technology</i>	4	4	4	4	4
	<i>Art</i>	4	4	4	3	3
	Total	8	8	8	7	7

4.4. Students are set according to attainment in Maths. Science are increasingly grouping students in teaching groups with the full range of prior attainment. PE and Design Technology create their own teaching groups with the full range of prior attainment. The

remaining subjects are taught in literacy-focused groups containing students with the full range of prior attainment.

4.5. In Key Stage 4 (Years 10 and 11) students study a core of subjects prescribed by the National Curriculum and a number of options. Maths continue to group students according to their attainment. Science create broad bands according to prior attainment in Combined Science groups (Double Award) with the highest attaining students from Y9 going on to study three separate Sciences. English is taught in groups containing students with the full range of prior attainment with the exception of a single extension class.

4.6. The curriculum at Key Stage 4 is distributed as follows across 60 periods per fortnight:



A more detailed breakdown of course content is given in the booklets - Lower School Courses and Upper School Courses. These are revised annually and are easily available in school and via the website (<http://www.chewvalleyschool.co.uk/The-Curriculum/>)

4.7. Within the Sixth Form students usually choose four Level 3 courses to follow in Year 12, usually dropping to three in Year 13. Some students may add Further Maths to their four Year 12 courses in consultation with the Assistant Headteacher with responsibility for Sixth Form. Further Maths may be continued as a fourth A Level course into Year 13. All students in the Sixth Form also follow a core curriculum which provides personal, social, health, careers and economic education. An activities programme of enrichment activities is also a part of the core curriculum in the Sixth Form.

4.8. Decisions about groupings are the responsibility of the Head of Faculty, and are made in consultation with the senior leadership team. Decisions about curriculum are the responsibility of the headteacher and are made in consultation with senior leadership team and the relevant Heads of Faculty.

5. Monitoring and Reporting in practice

5.1. What do we report, when?

Year Group	Monitoring Point	When?	Attitudes (E,G,I,P)	Assessment Grade	Tutor written comment / Verbal comment during meeting
7	M1	December	✓	✓	
	M2	March	✓	✓	✓
	M3	July	✓	✓	
	Parents' Evening	May	✓	✓	✓
8	M1	December	✓	✓	
	M2	March	✓	✓	✓
	M3	July	✓	✓	
	Parents' Evening	March	✓	✓	✓
9	M1	December	✓	✓	
	M2	March	✓	✓	✓
	M3	July	✓	✓	
	Parents' Evening	January	✓	✓	✓
10	M1	December	✓	✓	
	M2	March	✓	✓	✓
	M3	July	✓	✓	
	Parents' Evening	November	✓	✓	✓
11	M1	October	✓	✓	
	M2	January	✓	✓	✓
	Parents' Evening	February	✓	✓	✓

The scheduling of the reporting points may change; dates listed here are representative from the academic year 2016-17.

6. Definitions and Guidelines

6.1. Attitude Grades


At Chew Valley teachers report on four attitude areas: Attitude to Learning, Response to Feedback, Independent Study and Behaviour. Chew Valley is a high performing school; we expect all students to demonstrate attitudes which are “Good” or “Excellent”.

Students who demonstrate positive attitudes are often rewarded with Positive Behaviour Certificates, Commendations, Postcards Home or other school rewards in recognition of their excellence and effort.

A judgment of “Insufficient” indicates that the student is not currently meeting our high expectations and needs to improve their attitude.

A judgment of “Poor” will be given where a student has likely received sanctions for their poor attitude such as teacher, faculty, or whole school detentions, withdrawal from lessons or time spent in the Time Out Room

The Behaviour for Learning grid (below) is a key display which summarises the observable behaviours linked to each grade. This should be used to inform judgements when awarding attitude grades in your subject area. It is also an important display that should be visible on classroom walls and referred to when necessary.



Behaviour for Learning

	Excellent	Good	Insufficient	Poor
Conduct Guidance	<ul style="list-style-type: none"> L3 rewards given Positive conduct score 	<ul style="list-style-type: none"> May have L3 rewards Positive conduct score 	<ul style="list-style-type: none"> L2 sanctions applied Inconsistent 	<ul style="list-style-type: none"> L2 or L3 sanctions applied Negative conduct score
Attitude to learning	<ul style="list-style-type: none"> Excellent focus Rarely off-task Seeks challenge Perseveres Asks questions to extend thinking Approaches learning with active interest 	<ul style="list-style-type: none"> Consistently good focus Responds positively to challenging activities Completes all work set to good standard Answers questions Comes prepared for the lesson 	<ul style="list-style-type: none"> Variable focus Avoids challenging tasks Passive in the classroom Does the minimum possible Does not always complete class work set Sometimes comes prepared for the lesson 	<ul style="list-style-type: none"> Shows little focus Disrupts the classroom Work often incomplete or inadequate Rarely comes prepared for the lesson
Response to feedback	<ul style="list-style-type: none"> Invites feedback Responds positively to praise and critique Learns from setbacks and mistakes Reviews own progress, acting on the outcomes 	<ul style="list-style-type: none"> Shows a desire to improve Takes action based on feedback Shows progress over time 	<ul style="list-style-type: none"> Sometimes attempts to act on feedback Needs direction to rectify errors or learn from mistakes. Makes little progress over time 	<ul style="list-style-type: none"> Does not attempt to act on feedback Responds negatively to praise or critique
Independent study	<ul style="list-style-type: none"> Starts learning readily Seeks own solutions to problems Asks questions Organises time effectively Meets all deadlines 	<ul style="list-style-type: none"> Shows good application Seeks help when needed Homework shows good effort Meets deadlines 	<ul style="list-style-type: none"> Requires supervision to attempt tasks May give up easily Misses some deadlines Homework often lacks effort 	<ul style="list-style-type: none"> Normally requires close supervision to attempt learning tasks May refuse support Misses most deadlines
Behaviour	<ul style="list-style-type: none"> Seeks solutions to difficulties Sets an example Takes responsibility Shows respect and understanding for others 	<ul style="list-style-type: none"> Follows all instructions Shows kindness, consideration and respect Listens carefully Understands views of others 	<ul style="list-style-type: none"> Requires supervision to ensure instructions are followed May distract others May be off-task Reluctant to understand the views of others 	<ul style="list-style-type: none"> Does not listen Distracts others Disrupts the classroom or school environment Rarely takes responsibility for their own behaviour

6.2. TAG (Teacher Assessed Grade)

- 6.2.1 The Teacher Assessed Grade is an assessment of the level or grade that a student is currently working at within a subject. This may be based on recent assessments or tests, but must take into account the wider picture of the student's achievement. At Key Stage 3 (Y7-9) within our Assessment Without Levels model we would expect students to at least maintain their TAG over time. At Key Stage 4 (Y10-11) we would encourage students to aim to improve their TAG wherever possible.
- 6.2.2. TAGs throughout the school currently use an A*-U scale. At Key Stage 3, those students who can demonstrate that they know, can apply and understand the matters, skills and processes in each subject's programme of study for their year will be assessed at a grade "C". Students who have exceeded the expectations of their year group will be assessed above C. Those who have not yet met the expectations of their year group will be assessed below C.
- 6.2.3. The "C" grade indicates that students are working at the expected standard for their year group in a subject; grades above C indicate that they are working above the expected standard, and grades below C indicate that they are working below the expected standard. These expectations have been set by staff at Chew Valley in line with the national curriculum to ensure students have the knowledge, skills and processes required to be successful in the relevant GCSE or equivalent programme of study in Year 10 and 11, and in preparation for further study at A-level and beyond.
- 6.2.4. The "B" grade in Year 7 represents the equivalent attainment to a "C" grade in Year 8, and so on, as shown in the following table:

Y7	Y8	Y9	KS4
			A*
		Y9A*	A
	Y8A*	Y9A	B
Y7A*	Y8A	Y9B	C
Y7A	Y8B	Y9C	D
Y7B	Y8C	Y9D	E
Y7C	Y8D	Y9E	F
Y7D	Y8E	Y9F	G
Y7E	Y8F	Y9G	U
Y7F	Y8G	U	U

- 6.2.5. A*-G grades in Key Stage 4 (Years 10 and 11) are anchored to new-style 9-1 number grades as follows (diagram published by Ofqual):

Ofqual

New GCSE grading structure

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DfE)

5 and above = top of C and above

AWARDING

4 and above = bottom of C and above

6.3. FFT Benchmarks

To support the tracking of student progress, teachers have access to FFT Benchmarks which are held internally on the school's Management Information System. This grade is generated using information from the Fischer Family Trust (<http://www.fft.org.uk/>). The school currently downloads FFT20 benchmark grades, which are based on the Key Stage 2 prior attainment of students and estimates the Key Stage 4 attainment expected of students compared with national data. FFT20 is based on a national data set of schools performing in the top 20% for student progress.

6.4. Written and verbal comments

In M2 reports (Monitoring Point 2), tutors provide a written comment, addressed to the student themselves. The comments should summarise strengths (and areas that require more work) observed to date, and to provide guidance and specific targets for students to work towards in the weeks and months following report publication. Teaching staff should ensure that comments have a high standard of written accuracy and a professional tone. The same guidelines and standards apply to verbal comments given at parents' evenings.

6.5. Monitoring and Reporting in the Sixth Form

Monitoring Point	Attitude to Learning (E,G,I,P)	File Check	TAG (Current Working Grade)	Target Grade	On course to meet Target Grade? (Red, Amber, Green)	Written / Verbal Comment
M1 (October Y12)	✓	✓		✓		
Full Report (February Y12)	✓	✓	✓	✓	✓	✓
Subject Evening (March Y12)						✓
M2 (May Y12)	✓	✓	✓	✓	✓	
UCAS/Full Report (September Y13)	✓	✓	✓	✓	✓	✓
Subject Evening (October Y13)						✓
M1 (February Y13)			✓	✓	✓	
M2 (May Y13)	✓	✓	✓	✓	✓	

The definitions and guidelines for the Sixth Form are identical to those in the main school, with the following additions:

6.5.1. File Check

The file check involves a review of student files against set criteria (some whole-school, some subject specific) and a Pass/Fail judgment.

6.5.2. Target Grade

A target grade generated by ALPS (<https://alps-va.co.uk/>) for Key Stage 5 subjects is downloaded to the school Management Information System and used to monitor progress. ALPS generate a grade based on prior attainment at Key Stage 4 using average GCSE point scores as a starting point. Teachers will make a red/amber/green judgement as to whether a student will achieve this grade.

Policy agreed by governors: October 2016

Policy to be reviewed: October 2018