Origination	Authorised by	Issue No.	Page 1 of 24	Date
WJa	LLT BOARD	1		Jun 16

Contents   **Page**

Self-Evaluation

As part of the Trust's commitment to self-review and self-improvement a systematic approach to self-evaluation underpins this Standards and Achievement Policy across all our schools.

See Appendix 1; Self-Review Cycle; Standards and Achievement

Target Setting

Target setting is viewed as integral in supporting the raising of standards.

It is acknowledged that Trust and school targets, the evidence to show how these targets have been set and the rationale for selecting particular targets will help to inform the judgements made by Ofsted in relation to Standards and Achievement.

This policy provides the rationale on how targets are set and linked to the school's assessment, recording and reporting processes and the monitoring of standards within the school.

Key principles

Effective target setting and monitoring can
- Check that all students are progressing at the rate needed to meet age-related expectations and expectations based on prior attainment.
- Ensure that all students make the progress they are capable of, including those students who do not achieve national expectations
- Reveal whether certain groups of students are more likely to under-perform in a whole school, cohort, subject or other group.
- Identify areas of teaching that may need improving
- Identify students who may have fallen behind and who need extra support to catch up in addition to high quality day-to-day teaching provision

The Trust and school is clear from the outset about the expectations for individual students at the end of each key stage. For targets to succeed in driving school improvement and maximising student outcomes they are set from the start of year 7 onwards and are linked to strategies and interventions that will help individual students to achieve.

The Trust and school reviews the effectiveness of its target setting and tracking systems as part of its self-evaluation each year.

For targets to be most effective they should be used alongside secure internal assessment processes and monitoring of students' progress to inform what needs to happen in the classroom.

See Appendix 2; Individual Target Setting and Monitoring Policy

School Core Targets

The key focus for student progress is the attention given to KS2-4 and progress 8 which forms the core of all progress targets set. Targets for KS5 are additionally based on attainment at KS4, using the L3VA.

- Expected and 'more than expected' progress
  These challenging progress targets are set based on the Trust's own rates of progression, national progression rates, and prior attainment data relating to each cohort.
- Core targets; we would expect to set the following targets as a minimum
  - Progress8 target
  - EBACC measures
  - %A*-C including English and mathematics
  - % making expected and more than expected progress in English between KS2 and KS4
  - % making expected and more than expected progress in mathematics between KS2 and KS4
  - A school value added score (within a range of values)
- Targets for the cohort supported by PP are set separately using the same methodology and with a focus on narrowing the gap.
- Targets are considered in the light of groups, gender, SEND to ensure that all students have challenging and appropriate targets
- Targets for rates of progression within each subject are also set; these are supported by corresponding targets for each teaching group. These targets form the basis for Appraisal objectives and are agreed following consultation with individual subject teachers, subject leaders and SLT line managers.

Additional Targets

Additional targets focus on those areas that are an issue within the school. These are identified using a range of self-evaluation processes including analysis of the school's RAISEonline report, data dashboard, LAT reports and all other available data sets, including those at KS5.

Attendance

Aspirational targets are set for attendance based on national averages, previous years' figures, analysed by year group and other groups such as the cohort supported by Pupil Premium and trends over 3 years.

Exclusions

Aspirational targets are set for exclusions based on national averages, previous years' data analysed by year group, and trends over 3 years.

Gender

Targets set for groups by gender are considered separately using the same methodology and with a focus on narrowing the gap where it exists.

Under-performing groups or subjects

The Trust recognises that it is essential to raise awareness of the needs of underperforming groups of students and to rigorously track their progress, both to prevent them from falling behind and to ensure that they remain on track.

Pupil Premium cohort

The funding from the Pupil Premium payment is used to ensure that students from the associated groups are helped to make accelerated progress.

Gaps associated with income deprivation are wider than those attributable to gender or ethnicity. The under-attainment of students from poor families is an issue. The school scrutinises data for attainment gaps especially for student eligible for Free School Meals.

Students with one or more parents in the Forces are supported as part of the Pupil Premium cohort

See Appendix 3, Pupil Premium Policy

Literacy

Nationally and locally it is acknowledged that there is a considerable difference in attainment in reading and writing. The school is aware of the relative achievement of all students in these areas and actively seeks ways of improving these skills across the curriculum. Literacy development is tracked and monitored through each school's self-review process including lesson observation.

See Appendix 4; Literacy Policy

Children in care

Students in care and care leavers have a right to expect the same outcomes as those expected for every other student. The designated adult responsible for such students has a key role in ensuring that their learning needs are identified, appropriate teaching and learning strategies are put in place and challenging targets are set. The Trust sets targets for students in care which enable them to

achieve the highest educational standards possible. Their progress is tracked, monitored and reviewed regularly to ensure targets are likely to be met, to review effectiveness of strategies and intervention and to implement new strategies or intervention as required.

Students with Special Educational Needs, Learning Difficulties or Disabilities (SEND)
The school has high expectations for students with SEND. Students are carefully assessed and placed in the appropriate learner group with challenging yet achievable targets.

See Appendix 5; SEND Policy

Other Vulnerable Groups
The Trust sets targets for any groups or individuals that may not fall into one of the above categories, but for whom additional support or a narrowing-the-gap target is required. Such students might include those with persistent absence or mobile students.

High attaining Students (HATS)
Students are identified using prior attainment data on entry to the school. Those students with an average KS2 points score of around 32.5 are identified as the most able.
The needs of these students are planned for through the use of the ASPIRE curriculum and appropriate intervention curriculum strategies.

See Appendix 6; Most Able Policy

Late admissions
Students admitted to the school mid-year, particularly during KS4, are often at a disadvantage in terms of lack of continuity in their curriculum or gaps in their education to date. The Trust and school provides support through initial assessments to ascertain prior attainment and likely attainment to appropriate curriculum choices target setting followed by support, intervention and monitoring to ensure the student makes good progress.

Targets and forecasts
Students are made aware of their targets and helped to understand the difference between targets and forecasts.

Target   This is what you are likely to achieve based on prior performance
Forecast   This is what you could achieve if …
Working At   This is the grade that a student is currently working at

The Trust and school makes use of a wide range of performance data when setting targets.
The Trust and school aims to make intelligent use of all the data available to set aspirational and realistic targets both for individual students and to support the school in raising standards. This is particularly so for vulnerable groups where targets are not restricted to the self-fulfilling prophesies of previous underperformance.
There are systems in place to ensure that targets are regularly reviewed alongside teacher assessments and predictions about whether students are on track or otherwise to meet their targets.

See Appendix 2; Individual Target Setting and Monitoring Policy

Appendix 1

Self-Review Cycle; Standards and achievement

Autumn Term; first half

- External Exam analysis
- Annual subject review meetings FLs and LMs with HT & DHT
- Action and recovery plans prepared
- 6th Form presentation on performance to SLT
- KS4 presentation on performance to SLT
- Review curriculum pathways for Year 11 students not making expected progress
- School wide target setting review at all levels
- Presentation of Examination performance to Full Governors
- RAP meetings targeted to specific cohorts (eg progress 8 buckets, year groups, vulnerable, under achievers, subjects across all 3 key stages)
- Line management meetings with FLs and LMs
- Review of exam performance and predicted RAISE by external adviser.
- Targets established
- SEF & DSEF schedule actions
- S&A Link Governor to meet SLT (S&A)
- Appraisal meetings to review objectives from previous cycle and set new targets
- Identify Exam students causing concern and implement further interventions
- Review S&A Policy
- Interim review of Pupil Premium and allocated funds

Autumn Term; second half

- SEND Policy review including More Able Policy
- S&A Link Governor to meet SLT (S&A)
- Review the impact of Pupil Premium
- Review progress towards meeting objectives in Standards and Achievement Improvement Plan
- Review progress using Progress Assessment data 1
- Progress review meetings with SLT
- Review SEF, SIP, DSEFs and DDPs in line with RAISE and data dashboard
- RAP meeting targeted to specific cohorts (eg progress8 buckets, year groups, vulnerable, under achievers)
- Line management meetings with PP Advocates
- Line management meetings with FLs and LMs

Spring Term; first half

- Review progress using progress assessment data 2
- RAP meeting targeted to specific cohorts (eg progress8 buckets, year groups, vulnerable, under achievers)
- Line management meetings with PP Advocates
- Line management meetings with FLs and LMs
- Report to SLT and Governors S&A update
- S&A Link Governor to meet SLT (S&A)

Spring Term; second half

- Review progress using Progress Assessment data 3
- Progress of groups including SEN, PP etc.
- Review progress towards meeting objectives in Standards and Achievement Improvement Plan
- RAP meeting targeted to specific cohorts (eg progress8 buckets, year groups, vulnerable, under achievers)
- Line management meetings with PP Advocates
- Line management meetings with FLs and LM

Summer Term; first half

- KS4 Intervention Meeting; Year 10 focus
- Progress of groups including SEN, PP etc.
- Line management meetings with PP Advocates
- Line management meetings with FLs and LMs

Summer Term; second half

- Review progress using Progress Assessment data 4
- Review setting arrangements for next academic year
- Collect KS2 data from feeder primaries and Key To Success website
- Evaluation of PP progress and outcomes against RAP and cost centres in PP budget.
- Review of Standards and Achievement Improvement Plan; previous and next year.
- Line management meetings with PP Advocates
- Line management meetings with FLs and LMS

Appendix 2

Individual Target Setting and Progress Monitoring

Rationale

The Trust believes that the Progress Review process involves the setting of individual, challenging and achievable subject targets for all students, to inform teaching and learning and to help maximise and realise students' potential, with the aim of improving their overall performance.

Principles

We:
- set individual subject targets based on prior attainment and cognitive ability.
- involve students, as appropriate, to encourage them to take ownership of their targets
- use the target levels or grades to inform teaching and learning
- set high expectations for all students in terms of their effort and behaviour
- set 100% attendance targets; these are adjusted termly to accommodate absences taken so that expectation for the remainder of the school year remains 100%
- assess each student's achievement and their attitude to learning, four times per academic year
- encourage development and progression through discussion between teacher and student
- ensure that recording of achievement takes place through use of the Student Planner
- ensure that assessment data is recorded in SIMS and SISRA, as required
- issue regular reports for parents showing students' progress, achievement and/or level or expected grade
- identify those students who are under-performing in order to put in place appropriate intervention strategies
- identify those students who are making good or outstanding progress in order to celebrate their success
- involve parents in the Progress Review process through parent consultation evenings, telephone calls, focused intervention groups, after school events

Target Setting

Deyes High School

Key Stage 3
- Each student is placed in a Learner Expectation Group which clearly identifies their 5 year flight path towards GCSE outcomes.
- Learner Expectation Groups are based on their prior attainment; KS2 data, baseline assessments in English and Mathematics, other internal assessment information.

Key Stage 4
- End of Key Stage target grades in individual subjects are set at the start of Year 10 by DoLs or LMs and are checked and monitored by SLT.
- The Progress Review manager provides guidance for target setting using RAISEonline matrices and KS2 prior attainment data to generate expected rates of progress, Progress8 measures and headline measures.
- Targets are negotiated with teachers and students based on these recommendations.

Key Stage 5
- End of Key Stage target grades in individual subjects are set centrally following discussions with teachers and students at the start of Year 12; these are based on KS4 prior attainment and L3VA predicted grades.
- The Director of Sixth Form oversees the target setting process.

Childwall Sports and Science Academy

Key stage 3/Key stage 4
- Each student is placed into a learning pathway which clearly identifies their flightpath towards GCSE outcomes
- All students will receive an aspirational target using *FFT Aspire*
- Students' learning pathways will be based on their prior attainment; KS2 data, GL Assessments progress tests, baseline assessments and any other form of data available
- In Y7-9, all students are given an end of Y9 target and a Y7&8 skills target In Y10/11 all students are set an end of Key stage (end of Y11) target
  (See Childwall target setting methodology)

Key stage 5
- End of Key Stage 5 target grades in individual subjects are set using L3VA + 1 grade
- The Head of Sixth Form oversees the target setting process.

Studio@Deyes

Key Stage 4
- Each student is set aspirational targets using FFT Aspire
- Targets are based upon their KS2 data

Key Stage %

- End of Key Stage target grades in individual subjects are set centrally following discussions with teachers and students at the start of Year 12; these are based on KS4 prior attainment and L3VA predicted grades.

Progress Review

All Key Stages

- Assessment of each student's learning and progress, both formative and summative, is on-going.
- Each student's progress is formally reviewed in every subject at least each term.
- Students record their assessments in their planner and discuss their progress with each of their teachers. These discussions should enable the student to know and understand what they have achieved and what they need to do to improve.
- A report for parents is sent home each term stating subject targets and progress towards achieving that target, current performance level (PL) or expected grade (EG).
- The assessment of each student's effort, behaviour, homework and coursework, where applicable, is reviewed, discussed and reported each term.
- At the end of the summer term parents are invited to Review Day where they can discuss the progress of their child with the Form Tutor.
- Assessment data is made available to FLs, PLs, HOY, Form Tutors and other staff as required for analysis and either acknowledgement of success or intervention as appropriate.

Accuracy of Assessment and Forecasting

The trust recognises the importance of accuracy in assessment, feedback and predictions for students, parents and the school. Senior line managers work with the faculty leaders to analyse each progress assessment to ensure that the working at grades and forecast grades are as accurate as possible.

Teaching staff use a variety of assessments within the classroom coupled with regular summative assessments to inform the grades reported at each data collection point. This work is both internally and externally standardised. Working at grades are based on summative assessments and classroom assessment. Where there is a significant discrepancy between the working at grade and the forecast grade, directors of learning with the senior line manager will conduct rigorous investigation to secure the accuracy of the grades.

Appendix 3

Pupil Premium Policy

Background

The Trust recognises and acknowledge the rationale underpinning the release of Pupil Premium funding to provide additional support for eligible students.

> *"Children who have been eligible for FSM at any point in the past generally have poorer academic results than those who have never been eligible for FSM. These pupils therefore should benefit from the additional support the Pupil Premium funding will be able to provide. "*
> *"We also know there is under-reporting of FSM. The use of the Ever 6 FSM measure will help ensure that pupils who are currently eligible for FSM but are not registered will still be eligible for the Pupil Premium. "*
>
> *"Too many children are leaving primary schools not reaching level 4 in English and/or maths. To help these pupils, we have announced a funding package which is allocated to secondary schools on top of the Pupil Premium. This funding will enable secondary schools to provide catch-up classes to narrow the gap between struggling year 7 pupils and their peers. " DfE*

The Trust is committed to supporting students who attract PP funding so that they make expected progress, achieve at least in line with their peers and are well prepared for the next stage in their education, training or employment.

Identification of Need

An analysis of available data enables an audit of need to be drawn up. This data includes:

- Prior attainment data; end of KS2, KS3, KS4 and Reading levels
- Progress and attainment data showing KS2-KS4 outcomes; RAISEonline
- Internal progress and assessment data
- Attendance data
- Indicators of motivation and engagement eg behaviour data, results of PASS surveys
- Post 16 destination data
- Stakeholder voice; students, parents, staff etc
- Feedback from observations and work scrutiny

Target Setting

Across the Trust, within each school targets are set annually to ensure that students and staff are challenged to meet national expectations in terms of outcomes for students supported by PP. Whole school targets aim to close the gap between outcomes for PP and non-PP cohorts. Individual targets for students are based on prior attainment however we recognise that this might not reflect potential due to a failure to make expected progress through KS1 and KS2. Where appropriate, targets will be set at the 'making more than expected progress' level.

Allocation of Funding

Within each school, the budget for spending the PP funding is set annually taking into account the needs analysis and the outcomes of research into best practice. It is recognised that there are a variety of strategies for supporting students so that they make improved progress; these vary in both cost and effectiveness. A thorough evaluation of published evidence, including case studies, together with a review of the effectiveness of strategies used in DHS, forms the basis for our budget plan each year. Budget cost centres focus on:

- Communication and Metacognition

The need to engage students and their parents to secure at least good progress is a priority. To ensure that students are involved in a regular dialogue about their progress and have the opportunity to reflect on what helps them to learn effectively; our PP support team includes two Pupil Premium Advocates and a Pupil Premium Learning Support Worker.

- Individual or small group tuition

Although costly, it is recognised that one to one or small group tuition can be very effective at raising attainment. Additional teacher time, either from internal over capacity or bought-in well-qualified and experienced externally sourced teachers, receives a budget allocation. This is reviewed and varies annually.

- Attendance

Attendance rates below those expected have been identified as a priority for the PP group. Our Student Services team have a dedicated Attendance Officer who works with students and their families to secure improved attendance rates with a view to improving academic progression.

- Motivation and Engagement

A significant proportion of our PP group experience difficult circumstances at home and additional support from Student Services enables strong home-school links to be established and appropriate intervention activities to be put in place.

- Literacy

Literacy intervention from the start of Year 7 onwards has been identified as critical in setting students up for success later on. Our Literacy team includes an HLTA Literacy Support Worker dedicated to working with students in the PP cohort, primarily, but not exclusively in Years 7 and 8. This team is overseen by our SENCO and is led day to day by our Lead Literacy Practitioner. The team are trained in reading recovery using the phonics based SRS programme.

Other cost centres are smaller and will vary in allocation each year. They include:
- CPD and Training
- PASS survey costs
- Accelerated Reading costs
- assisted transport costs
- assisted curriculum costs
- assisted uniform costs

Intervention

- Improved teaching

Intervention should firstly arise from changes made within each classroom through differentiation in lessons to ensure that the individual needs of each student are being met. Staff training and CPD are viewed as critical in equipping staff with the necessary skills, knowledge and understanding so that improved progress can be secured through improved classroom practice.

It is recognised that there are occasions where other influences which prevent good progression exist. In these cases support from the Student Services team, the PP support team, additional tuition or financial support are appropriate.

- Improved communication

Communication is a key factor in securing improved progress. Discussions between staff can raise awareness of issues which may be affecting a student's progress and can often lead to creative solutions to provide support. PP Advocates can facilitate discussions between students and parents or staff which might not otherwise take place and which can lead to improved communication and shared focus for bringing about improvement.

- Improved attendance

Proactive monitoring of attendance data and patterns from Year 7 onwards is key to identifying any potential attendance issues before they become entrenched. Once identified these can often be simply resolved, however addressing problems early enables attendance to be given the high profile it needs to ensure good progress is made.

- Financial support

Practical solutions such as providing help with transport costs, uniform, ingredients for cooking, music lessons, equipment for PE or maths can be an effective means of providing support.

- Improved motivation and raising aspirations

Engaging students early and encouraging them to be leaders in their own learning is viewed as a priority. Activities which enable them to enjoy coming to school and make them feel part of the school community are invaluable for those who may feel excluded or unsuccessful. Raising aspirations of both students and their parents underpins the drive to make better progress and aim high. Focus on post 16 progression during KS3 and KS4 through our careers education programme helps students to set goals for their future. Students supported by PP are prioritised in terms of the provision of careers advice and opportunities to attend work experience, taster days, and careers events. Programmes such as Young Leaders awards enable PP students to be targeted along with their peers to participate in activities aimed at improving confidence, self-esteem and self-belief. Other activities can expose students to situations, not normally encountered in the normal school timetable, where they can excel or be inspired to aim higher.

Tracking and Monitoring

Tracking and monitoring of each student's progress is on-going. See the separate marking policy which outlines our marking and feedback systems which inform assessment.

Progress review data is reviewed each term as it becomes available, but closer monitoring through observations, discussions, line management meetings with PP Advocates, weekly Year and Faculty meetings, KS Intervention meetings provide a much fuller picture. The senior leader responsible for Standards and Achievement oversees this process and reports to SLT and to Governors at least termly.

Each term, following Progress Review, individual student action plans are reviewed and modified to take into account new concerns. These are drawn up by the PP Advocates in partnership with students, teaching and support staff, parents as appropriate.

Self-Evaluation

Evaluation of the effectiveness of the support afforded by the PP funding is on-going, but reviewed annually against the impact in terms of measurable outcomes. This process also involves a review of research and good practice nationally and an assessment of the many case studies available. Interventions are also measured in terms of their cost effectiveness. Any change in the size of the cohort supported by PP and the PP allocation per student also inform future planning.

Appendix 4

Literacy Policy

Literacy skills are essential for progress across the curriculum and to enable students to access the skills in their next stage. We recognise that student's progress and attainment can be raised by further developing their reading, writing, listening and communication skills.

Literacy is viewed as a whole school issue with all departments accepting a high degree of responsibility for teaching and developing Literacy skills (reading, writing, communicating and listening) within their own subjects to ensure that students become competent users of language, can access the curriculum effectively and achieve their potential.

Aims:
- To support students' learning in all subjects by helping teachers and other adults to be clear about the ways in which their work with students contributes to the development of students' communication skills;
- To develop a shared understanding between all staff of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of students' ability to communicate effectively;
- To recognise that language is central to students' sense of identity, belonging and growth;
- To raise students' own expectations of achievement, thus raising standards;
- To develop students' confidence and self-expression;
- To   promote knowledge and understanding of the students' standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strength and weakness.

The development of literacy skills across the curriculum will be implemented according to the following guidelines:

1. Faculty schemes of work specify how literacy skills are developed and reinforced within their subject areas. The schemes of work provide opportunities for students to develop their literacy skills; identify appropriate subject specific vocabulary, provide resources which enhance and support the development of literacy skills, develop strategies to enhance technical accuracy in students' work and contribute to the development of literacy school wide.
2. All staff, including form tutors, to maximise the opportunities for the development of students' literacy skills, to recognise their contribution as role models for students through their own use of language, to follow whole school policies on marking and literacy and to

make use of available data relating to individual student's literacy skills to inform their planning and teaching.

3. The SEN and English Faculties provide advice on how to support students with literacy skills which are below expectations.

Identification of students in need of additional support

- Students with low literacy levels (reading, writing including handwriting, listening and communication) are identified at KS2 to KS3 transition using KS2 data;
- Progress review data and results of standardised reading and spelling tests are reviewed to identify students with low scores or working below expectations.

Intervention

- SEN faculty provides targeted support for students with identified needs
- Teaching groups 7K, 8K, 9K receive support in a small group setting
- KS4 English curriculum is adapted to meet the needs of students with low attainment
- Literacy Lead practitioner co-ordinates and provides targeted support for identified students
- Literacy HLTA provides targeted support for students within the Pupil Premium cohort
- One to one or small group support is provided by English faculty and other staff as required.

Reading Guidelines

1. Students are expected to have a book or other reading material with them at all times.
2. Students are given guidance on appropriate reading material; a reading list, graded for difficulty and challenge and catalogued for interest and enjoyment is available to all students.
3. Reading Pals for the least able readers in Y7 and Y8 takes place on Monday and Tuesday mornings in the Library. Specially trained listeners (sixth formers) work with those who need to improve their reading.
4. All students have access to books from the school library. Students are also encouraged to join their local public libraries.
5. Staff in all faculties set silent reading as a worthwhile exercise in any lesson as appropriate
6. Staff take account of the literacy demands made of students in their lessons and plan support strategies to assist students, for example, active reading strategies.
7. All staff should be aware of the specific requirements of their subject and should prepare students where necessary. This includes
   a. producing a glossary of subject specific language
   b. reinforcing reading techniques such as skimming, scanning, annotating, highlighting

Writing Guidelines

1. Staff encourage accuracy in writing by following the school's marking policy.
2. Staff teach and reinforce skills whenever students are engaged in writing tasks:
   a. They assist students in the organisation of their writing, providing good models and writing frames where appropriate.
   b. They help students to choose appropriate expression in writing, according to the task and type of writing required, by teaching the appropriate conventions.
   c. They reinforce basic skills in writing, reminding students of the importance of punctuation and paragraphing in the context of their work.
   d. They encourage students to plan and check their work using the check and change strategy.
   e. They encourage students to use a neat handwriting style and insist on neat presentation.

Communication Guidelines

1. Students are encouraged to
   a. talk confidently in a wide range of contexts; individual responses, group or paired activities, whole class discussions or presentations
   b. adapt their oral responses to different situations taking into account, use of vocabulary, organisation of talk, clarity and use of expression
   c. to formulate and ask clear, well thought out questions.
   d. listen carefully to others and respond appropriately.
   e. communicate effectively; listen perceptively and sensitively, evaluate others' ideas, sustain and develop a meaningful discussion.

Appendix 5

SEND Policy

Context

The Trust SEND Policy is informed by the statutory framework set out in:

- Education Act 1996
- SEN Code of Practice 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010
- SEN Code of Practice 2014

Definitions

Please see Appendix A for:

Definition of Special Educational Needs

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

Classification of SEND and levels of support

Please see Appendix B

Roles and Responsibilities

The Special Educational Needs Code of Practice 2001 sets out the statutory responsibilities held by Local Authorities (LA) and schools.

School based Information

School, LA and other services have set out an SEN Information Report (previously known as the Local Offer) of all services available with the intention of giving parents a real choice of school. Deyes High School aims to provide a Local Offer which is informed by the expertise of families, teachers, the

Local Authority, health professionals and other relevant external agencies. This Local Offer is available to parents via the School website.

 'Identifying children's support needs early is vital if they are to thrive, and enables parents and professionals to put the right approach in place quickly."

Support and Aspiration: A new approach to special educational needs and disability (Government green paper)

The Trust aims to promote the successful inclusion of students with special educational needs and disabilities; we acknowledge that many students will have a special educational need at some time in their school life. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all students, whatever their needs or abilities, as a result of everyone working together.

Aims
- To ensure that students with SEND are identified early and placed on the SEND register appropriately.
- To work closely with parents and primary schools to ensure appropriate transfer of information relating to students' abilities and needs.
- To ensure the fair and appropriate use of available resources in order to secure the best possible outcomes for students.
- To work closely with parents and support agencies to ensure clear communications and sharing of expertise in the best interest of the student.
- To ensure students are fully included, where appropriate, in the mainstream classroom and wider school community.
- To ensure students with SEND make reasonable progress in line with their level of ability.
- To ensure that interventions for each student are reviewed regularly to assess their impact.

The success of the Trust and individual school's SEND policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

(please see the full policy for further information)

Appendix 6

Most Able Students

Rationale

- The most able students will be given every opportunity to flourish and excel, preparing them for the next steps in their education.
- The Trust and Schools within the Trust have a responsibility to empower our most able students to hold high aspirations and to equip them to achieve their potential, without limits.
- Improved provision for most able students will have a positive impact on the whole School community.

Aims

- To identify students who have exceptional ability in one or more areas, as early as possible
- To provide a curriculum which meets the needs of the most able students
- To provide extracurricular activities which provide enrichment opportunities to extend and challenge students.
- To ensure that teaching and learning strategies meet the needs of students
- To ensure that students achieve their academic targets
- To ensure that most able students develop the skills and attributes needed to support their future success
- To ensure that the parents and carers of our most able students are equipped to support their needs
- To provide the most able with CEIAG appropriate to their needs

Identification

- Most able students will be identified:
    - o by the Lead Teacher using prior attainment data.
    - o through staff referrals where more than two staff identify the student as being most able in their subject area.
- Identification of most able students is a continual process as each individual's level of ability is not fixed and may develop significantly over time

Implementation

- The most able register is compiled by year group and reviewed annually.

- Planning at all levels within schemes of work should incorporate the needs of most able students
- Most able students are encouraged to participate in enrichment activities offered either within school or in collaboration with other partner schools.
- The school's CPD program supports departments and faculties in developing best practice.

Monitoring and review

- Subject teachers are expected to keep records of attainment and progress of students in their teaching groups and to report each term on the progress and attainment of those students.
- Teachers review progress and set individual objectives with students each term.
- LMs and DoLs track progress of cohort, reporting to SLT line manager
- Form tutors monitor the progress of each student in their form.
- KS Directors and Progress & Development Manager's monitor progress of students in their key stage or year group.
- DoLs, PDMs, LMs and More Able Lead Teacher identify underachievement and develop appropriate intervention strategies.
- Parents will be informed and included in the planned support for their son/daughter

Evaluation

Provision for more able students will be evaluated through whole school Self Evaluation (SEF) led by SLT. Evidence will be derived from attainment and progress data, lesson observations, work scrutiny and student voice.

Roles and Responsibilities within each school

- Senior Leadership Team – to provide vision and ethos. To monitor and evaluate the impact.
- Lead Teacher (SLT) – to identify the cohort, monitor their progress and lead the whole school in supporting the most able students
- Director of Teaching and learning – to provide professional development and training focused upon stretch and challenge
- Year Group Mentor – to meet regularly with their most able students, monitor their progress and offer enrichment opportunities
- Progress Manager – to monitor the progress of the students, action intervention as necessary including parents in the process
- Form tutor – to mentor the student including termly active mentoring

- Subject Leaders – to monitor the most able within their subject ensuring that all students are stretched and challenged
- Class teacher - to monitor the most able within their class ensuring that all students are stretched and challenged
- Lead teacher CEIAG – to provide appropriate information relating to next steps including Russell Group Universities
- Parent – to work with their child at home offering support, guidance and enrichment opportunities
- Student – to actively seek stretch and challenge both within and without the classroom