Safeguarding and promoting the welfare
of children is everyone's responsibility.

IMPACT EDUCATION MULTI-ACADEMY TRUST

Mission
Impact Education Multi Academy Trust is on a mission to improve the life chances of children and young people and improve social mobility for the disadvantaged.

Vision
A Trust where hearts and minds connect; values-driven partners who work collaboratively to ensure education impacts positively on students, families, communities and staff.

Impact is a values driven organisation with the belief that collaborative leadership and strong partnership development can lead to significant positive impact on the quality of education. We believe that this can happen without schools losing their own identity.

We are an organisation where Hearts and Minds Connect and have developed a culture and ethos that ensures children and young people achieve the very best outcomes whilst developing a life-long love of learning. We have high expectations academically but we also place a great emphasis on positive attitudes to learning and building effective relationships with others. Our children and young people are encouraged to develop themselves as fully rounded, emotionally intelligent individuals. Our people are highly valued and encouraged to take advantage of the wealth of developmental opportunities across the Trust.

Measuring Academic Progress

September 2023

The Whitley AP Academy

Status	Optional
Last reviewed:	September 2022
Approved by LGB:	21/09/2023
Date of issue:	September 2023
Next review by:	September 2024
Written by:	Phillip Hannah

Academic Progress and Assessment

The use of assessment needs to be a meaningful and informative process which allows the Academy to accurately measure the progress of all learners and also inform future teaching and learning to ensure it is effective and meets the needs of our learners.

In order to make sure that our model of assessment is fit for purpose we predominantly use formative Assessing Pupil Progress (APP) as the method of assessment for learners at the Academy.

We conduct three cycles of data collection each pupil throughout the academic year; progress is measured in Weeks 14, 25 and 38; for pupils studying Core Subjects in Key Stage 4 a baseline assessment grade will be established in the fourth week of the academic year.

Academic Progress will be recorded in a range of formats based both on key stage and subject; Effort and Behaviour Grades are recorded using a fixed format across the school, details of this are below:

Effort
- A – Outstanding approach to all areas of work, which could not be improved upon in any major way.
- B – Good approach to all areas of work and regularly demonstrates a positive work ethic.
- C – Appropriate levels of focus and determination demonstrated on most occasions but room, at times, to be better.
- D – Inconsistent approach to work; focus and determination need to be improved.
- E – Rarely produces work to an acceptable standard.

Behaviour
- 5 - Always displays excellent behaviour in school & consistently makes good behaviour choices.
- 4 - Regularly displays good behaviour in school & typically makes good behaviour choices.
- 3 - Sometimes displays appropriate behaviour in school & can make good behaviour choices.
- 2 - Rarely displays appropriate behaviour in school & struggles to make good behaviour choices.
- 1 - Consistently displays challenging and inappropriate behaviour in school & rarely makes good behaviour choices.

Progress in Key Stages 2 and 3

Pupil progress in each subject is measured using a competency-based model; within each assessed subject, teachers will have Assessing Pupil Progress (APP) Trackers in place. The APP Trackers will be updated on a regular basis by subject teachers to demonstrate the progress being made by pupils.

For each assessed subject, teachers have identified the key competencies / learning intentions which pupils need to develop in order to make progress within the PoS. As pupils progress through a Programme of Study they will demonstrate development in their knowledge, understanding and skills.

An example of the format of the APP Trackers can be found below, in the tracker is space to define the competency / learning intention, a section which is used to show progress – a star

which will be either bronze, silver or gold – this will clarify how secure the progress made is, and finally a section to date when the progress was made.

Use the possessive apostrophe correctly.		Use apostrophes for the contracted form of words correctly.		Punctuate most sentences and include a range of punctuation.		Use some prefixes such as 'un', and suffixes such as '-ing', '-ed', '-er' and '-est'.	
Date:		Date:		Date:		Date:	

Good progress is defined as achieving approximately seventy-five percent of the APP competencies / learning intentions during a full Programme of Study. Within each APP Tracker the number of competencies / learning intentions is broken down into termly blocks, the expected rate of progress is also defined in order to clarify what the rate of 'good' progress is - an example of this information can be seen below:

Total number of competencies:	120		
Year One	**Week 13**	**Week 26**	**Week 38**
Expected 'Good' Progress	15	30	45
Actual Progress			
Attendance			
Year Two	**Week 13**	**Week 26**	**Week 38**
Expected 'Good' Progress	60	75	90
Actual Progress			
Attendance			

In the example above, seventy-five percent of the competencies / learning intentions would be ninety in total; these spread out over the six terms would mean that 'good' progress for a pupil is to achieve fifteen each term of their time with us at the Academy.

Progress in Key Stage 4

Academic progress tracked using two different formats in Key Stage 4. For the Core subjects of English Language, English Literature, and Maths we will use GCSE grades, though these will be broken down into smaller parts to enable us to show more incremental steps of progress within a GCSE Grade. Non-Core subjects will be tracked using a competency based APP format.

Pupil progress in Core Subjects will be tracked using the following format:
- Entry Level 1 (EL1)
- Entry Level 2 (EL2)
- Entry Level 3 (EL3)
- Grade 1 Emerging (1E)
- Grade 1 Developing (1D)

- Grade 1 Secure   (1S)
- Grade 1 Mastery   (1M)
- Grade 2 Emerging   (2E)
- Grade 2 Developing   (2D)
- Grade 2 Secure   (2S)
- Grade 2 Mastery   (2M)
    - This continues up to Grade 9.

Pupil progress in Non-Core Subjects will be tracked using APP Trackers in the first instance, these subjects / courses are typically one year long for the vocational subjects delivered, and two years long for some subjects. Each subject will have an identified number of competencies, all of which need to be evidenced / completed by a learner in order to pass the course.

Once the number of competencies has been identified, this number is then divided into three equal parts – one for each term; during each assessment cycle we will record how many competencies have been achieved / evidenced.

An example from a vocational subject would be in the BTEC Level 1 Introductory in Construction; there are thirty-three identified competencies needed to pass the course, at each stage of assessment, it would be expected that approximately eleven competencies have been achieved for a pupil to be 'on-track' to achieve this qualification in the time set.