



**COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE**

**Monday 23 January 2023**

**To be held at 6.00pm**

**At Cottenham Village College**

**Membership:** C Webb (Chair); Z Andrews (Principal); V Ellaway-Barnard; V Cantrill; W Hall; P Ray;

K Tarlow; A Tyrrell;

**In attendance:** H McKeand; A Parker; P Winter; C Crisford

**Clerk:** Melanie Basson

	<b>Summary of action required</b>	<b>By whom</b>	<b>Status</b>
26.09.22	Staff Survey results to be presented to the LGC	Principal	Complete
26.09.22	CVC Behaviour policy to be reviewed and presented to LGC at the next meeting	CC	Complete
26.09.22	Establish the financial arrangements required for setting up CVC PTA.	Clerk	January 2023
26.09.22	Circulate 'Ofsted readiness guidance' to governors	Clerk	Complete
05.12.22	Principal to consider the committee's suggestions regarding future Principal's Report	Principal	Ongoing
05.12.22	Academy Improvement Plan to be shared with the committee	Principal/Clerk	January 2023
05.12.22	VC and PR appointments	Clerk	Complete
05.12.22	Publish CVC Attendance policy and CVC Safeguarding policy	Clerk	December 2022

## Agenda

Item	Timings	Subject	Format
1	2 mins	Introduction and apologies	Oral item - Chair
2	2 mins	Declarations of interest	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 5 December 2022	Papers attached (pp3-10) - Chair
4	20 mins	Principal's Update	Papers attached (pp10-32) - Principal
5	10 mins	School Review	Oral item - Principal
6	10 mins	Pitch	Oral item - Principal
7	10 mins	Policies <ul style="list-style-type: none"> <li>• Feedback and Marking policy</li> <li>• Inclusion policy</li> <li>• Behaviour policy – energy drinks</li> </ul>	Papers attached (33-35)– Chair
8	2 mins	School visits and risk	Oral item - Chair
9	5 mins	Chairs update <ul style="list-style-type: none"> <li>• Chairs briefing</li> </ul>	Oral item - Chair
10	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: 20 March 2023	Oral item - Chair
11	2 mins	Any Other Business	Oral item - Chair
<b>Part B: Confidential items:</b>			
12	5 mins	Principals Update	Paper attached - Chair



**COTTENHAM VILLAGE COLLEGE  
LOCAL GOVERNANCE COMMITTEE**

**HELD ON**

**MONDAY 5 DECEMBER 2022**

**By Teams conference**

**MINUTES**

Members Present:	Cerian Webb (Chair); Zoe Andrews (Principal); Will Hall, Kate Tarlow; Andrea Tyrell.		
In Attendance:	Melanie Basson (Clerk) Hanan McKeand; Amelia Parker; Paddy Winter; Vikki Cantrill; Paula Ray.		
	<b>Summary of action required</b>	<b>By whom</b>	<b>Status</b>
26.09.22	Publish DOI 2022-23	Clerk	Complete
26.09.22	Identify the appropriate route in escalating the LGC's concerns to the Trust relating to the introduction and implementation of the Teaching and Learning framework	Clerk	Complete
26.09.22	Governor training modules to be completed by the end of September 2022.	All	Complete
26.09.22	Staff Survey results to be presented to the LGC	Principal	Complete - Item 8
26.09.22	Identify the appropriate route in escalating the LGC's concerns to the Trust relating to the introduction and implementation of the Trust Culture and Behaviour Framework	Clerk	Complete
26.09.22	Identify potential new LGC member candidates	All	Complete

26.09.22	Share promotional literature to publish inviting new members join CVC LGC	Clerk/Principal	Complete
26.09.22	Publish adopted CVC Safeguarding policy	Clerk/SO'M	Complete
26.09.22	CVC Behaviour policy to be reviewed and presented to LGC at the next meeting	CC	Complete – Item 9
26.09.22	Establish the financial arrangements required for setting up CVC PTA.	Clerk	January 2023
26.09.22	Circulate 'Ofsted readiness guidance' to governors	Clerk	Complete
05.12.22 Item 4	Principal to consider the committee's suggestions regarding future Principal's Report	Principal	Ongoing
05.12.22 Item 5	Academy Improvement Plan to be shared with the committee	Principal/Clerk	January 2023
05.12.22 Item 7	VC and PR appointments	Clerk	December 2022
05.12.22 Item 9	Publish CVC Attendance policy and CVC Safeguarding policy	Clerk	December 2022

### 1) Introductions and Apologies

Apologies for absence were received from Vicky Ellaway-Barnard, Kath Goudie and Clive Crisford and these were accepted by the committee.

The Chair welcomed all attendees and introductions were given.

### 2) Declarations of interest

There were no declarations of interest for agenda items regarding this meeting.

### 3) Minutes, Action tracker and Matters Arising

The minutes of the last CVC LGC meeting held on 26 September 2022 were ratified electronically on 13 October 2022 and adopted by the committee.

The committee reviewed matters arising and acknowledged progress of actions as detailed in the action tracker.

#### Matters arising

Regarding the funding arrangements for CVC PTA, the Clerk informed the committee that advice has been sought from Fran Lightfoot, Head of Fundraising. Feedback to be reported at the next meeting.

The committee adopted the minutes as a true and accurate record of the meeting.

### 4) Principal's Update

The Principal's Update was circulated to the committee in advance of the meeting. The update focussed on:

- Headlines
- Leadership and Management
- Headline results: GCSE Results 2022 and targets for 2023
- Staffing
- Inclusion
- Attendance – 95.1% average for all students to date this academic year
- Behaviour
- Safeguarding
- Site and operations

### **Safeguarding**

The Principal informed the committee the newly Designated Safeguarding Lead, Helen Stearn, has worked at CVC for some time and has built strong relationships with local community whilst working closely with the Pastoral Team. Ms Stearn will be supported by experienced staff Mr Crisford, Ms Goudie and Ms McKeand and the Trust's Head of Safeguarding, Rosie Hart.

The Chair enquired whether all stakeholders have been made aware of who/how to report safeguarding matters. The Principal reassured the committee that safeguarding arrangements are displayed on posters around the site, including Reception. Reminders are communicated through student survey's, assemblies and parent newsletters.

### **Bullying**

Noting the three incidents of bullying reported in the Principal's Report, Ms Tarlow questioned whether there were any other bullying incidents.

Mr Winter explained that at the time of writing there were three open investigations into alleged bullying incidents. Two cases were not deemed as bullying and one is still under investigation.

The Chair questioned how robust CVC are with regards to identifying bullying cases.

Mr Winter informed the committee that incidents of suspected bullying are logged and tracked on 'Report a Concern.' DSL Ms Stearn reviews the reports to determine whether incidents define as bullying and takes the necessary action.

Ms Tarlow questioned whether it is evident that parents/carers and students seem confident to report incidents perceived as bullying. Mr Winter explained that CVC have addressed students' perception that reporting incidents may not be anonymous. CVC has reassured students by sharing how reports are seen and dealt with and since then there has been an increase to the number of reported incidents, now they are confident they cannot be identified.

### **Teaching and Learning**

The Principal explained CVC aspirational key performance targets of achieving (Fischer Family Trust) FFT 5 (top 5% performing schools in the country). This is based on last year with a similar cohort, where 67% of this year's students aim to achieve a GCSE 5+ grade for English and maths.

Last year Progress 8 figure was 0.46, this year CVC aim for 0.75 Progress 8 figure. The Principal met with another provider who has achieved a 0.75 P8 figure, and has set targets, planned interventions and identified areas of priority in aspiring to achieve the best results.

Ms Tarlow enquired whether CVC's strategies have changed this year for attainment.

The Principal reported monthly meetings take place, where Head of Department's analyse data to determine whether gaps are evident by comparison to previous years. Where appropriate, CVC will continue with the same strategies and interventions as last year. CVC carry out timed assessments to assess evidence of conceptual learning with a view to providing targeted teaching.

The Chair questioned whether students lose lesson time due to attending catch up interventions.

The Principal explained students are not losing lesson time to undertake interventions. Period 6, funded by catch up funding facilitates sessions to deliver specific areas of learning outside the timetable.

The Chair questioned whether CVC are engaging parents with regards to catch up learning.

The Principal explained that CVC are identifying students using the mock exam data to determine suitable interventions to address gaps in learning. This is communicated to parents to support their child with a timed plan and parents are signposted to where students can access extra learning.

The Chair questioned what is the long term risk to quality of teaching for maths.

The Principal informed the committee recruitment of mathematicians proves challenging as is the case in other schools. CVC have recruited another maths specialist starting in January 2023.

## **Behaviour**

Regarding the level of support for students around suspensions, the Chair questioned how robust CVC's system for avoiding further suspensions is.

Mr Winter informed the committee that CVC has support in place for students regarding the reintegration process following suspensions. The SENCO and/or a member of the Pastoral Team attend reintegration sessions. The Pastoral Team guide and support students to avoid further suspensions or reset base, taking a pro-active approach to rigorously track signals that require intervention.

The Chair asked how CVC plan to measure the success of the Behaviour and Culture Framework.

Mr Winter explained that CVC use data of how many students attend C2 detentions in comparison to how many lessons are delivered each day (173). CVC monitor how many C1 behaviour sanctions do not escalate to a C2 detention, and then further to a C3 reset base, to determine the effectiveness of behaviour sanctions. Mr Winter reported CVC has seen negative behaviour points decrease and house points increased. Mr Winter reported that it is worth noting that on a typical day 97% of students do not achieve any behaviour sanctions.

Ms Tarlow informed the committee that in their role as Link Lead for Pupil Premium (PP), the next visit scheduled is to focus on student suspension rates for PP students.

Acknowledging the Principals Report regarding the total number of school days lost due to suspensions, Mr Hall asked whether the length of each suspension could be summarised to determine any trends.

Mr Winter confirmed CVC record this information.

Clerks note: Information to be shared/discussed during next Link Lead visit for behaviour.

Ms Ray questioned whether CVC are able to identify any trends for the reasons behaviour sanctions are issued to students.

Mr Winter informed the committee that CVC monitor trends in behaviour to identify areas to address to be communicated in assemblies, curriculum and PD sessions.

In Ms Ellaway-Barnard's absence, acknowledging the vacant SENCO post, the Chair enquired on their behalf as to what plans are in place to cover the role.

The Principal informed the committee that CVC have requested support from the central team. The Principal informed the committee that CVC plan to utilise expertise within the Trust to support in the short term. With the added advantage of support available from the Trusts Special School, The Centre School on CVC site.

Ms Tyrell questioned whether the Trust conduct exit interviews for staff leavers and governors.

The Principal informed the committee that the Trust carry out exit interviews with staff leavers and feedback is given centrally to determine any trends in the reasons for leaving which may require addressing. The Principal and HR Team receive feedback following exit interviews. The Trust do not currently conduct exit interviews with Governors.

### **CVC Pitch**

The Principal informed the committee that the CVC pitch was due to be replaced in the summer of 2022, but sadly this did not go ahead. The Principal is working with the Trust to establish a timeframe of when the work is expected to be completed and is hopeful this will be in summer 2023.

The Principal reported that a recent health and safety audit confirmed the pitch is not safe to use. By way of a short term fix to accommodate CVC students using the pitch during lessons and meeting the commitments to local clubs who use the pitch outside of the school day, a short term solution is being sought to make the pitch safe and useable. Quotes are being sought with a view to completing the work by the end of this term, at an estimated cost of £25k, with some cheaper estimates coming in from other Trust suppliers.

Ms Tarlow asked what the impact on CVC students is, whilst the pitch is out of action.

The Principal reported that there is a huge negative impact whilst the pitch is unusable. Students are unable to use the pitch for day to day lessons, during wet weather and as an outdoor space, resulting in those students being accommodated in other areas of the site.

The Chair enquired what financial impact this is likely to have on CVC.

The Principal explained that CVC are unable to use academy funds to accommodate out of school hours events. CVC make no profit from evening bookings or hire of the pitch as the cost of staff, power and maintaining the site are higher than the income generated. This is currently being reviewed in light of current energy charges. The Principal explained that the pitch is used by the local community and potentially a new pitch could attract more income in the future.

On addressing uncertainty in the local community as to whether the Sports Centre is closing, the Principal informed the committee that CVC have no plans to close the Sports Centre.

The Chair asked how CVC plan to communicate the progress of the pitch and the Sport Centre remaining despite the Manager leaving.

The Principal informed the committee that Sarah Powell, CVC Operations Manager plans to meet directly with the local community groups. And CVC will consider releasing a statement at the right time.

### **Parent Survey**

The Principal reported that the recent Parent/Carer view survey responses had improved since the last survey, where around 260 parents/carers responded. Meet the Principal sessions and parent forum have proved successful with regards to communication between CVC and parents/carers.

The committee discussed how CVC might improve attendance at Parent/Carer Forums to include targeting parents who have expressed their views through other communications and how the forums are advertised. The Principal acknowledged governors' suggestions.

**ACTION: The Committee's suggestions for future Principals Reports to be considered by the Principal:**

- **acronyms be clarified where first mentioned**
- **Data to include CVC's Alternate Provision**
- **Period bullying data refers to**
- **Include names of HODs**

The Principal was thanked for their report.

## **5) Academy Improvement Plan 2022-23**

CVC Academy Improvement Plan (AIP) was reported in advance of the meeting and questions were invited.

The committee reviewed the RAG ratings in the reported and suggested target times could be added along with staff/governors assigned responsibilities.

The Principal explained that the AIP information shared was a snapshot of the full AIP which includes this information. **ACTION: The Principal agreed to share the full AIP report with governors before the next meeting.**

Regarding maximising academic outcomes for the current Year 11, the Principal reported the highest priority focus is on closing the gap in Year 11 disadvantaged students, PP/SEN.

Ms Tarlow questioned whether CVC identify gaps in learning and implement interventions for all year groups.

The Principal reported that from Year 7, numeracy and literacy targeted interventions are put in place where required before students reach Year 11.

The Chair questioned whether CVC has identified limiting factors which might prevent the academy from reaching its AIP objectives.

The Principal informed the committee staffing capacity is likely to present the biggest challenge with vacant posts and staff absence. And the expectation of the pace of implementing changes regarding the Behaviour and Culture Framework, not already scheduled.

## **6) School Review**

The Principal reported the School Review visit did not take place this term.

## **7) Membership**

Vikki Cantrill and Paula Ray attended the meeting as active participants with a view to joining the committee. **ACTION: Clerk to follow up on VC and PR appointments.**

Burcu Benderli has resigned from the committee and has been thanked for their contribution.

## **8) Staff Survey Results**

The Principal shared the results from the recent CVC Staff Survey undertaken which the committee acknowledged.

Mr Winter reported staff and student surveys are undertaken to identify areas of focus. CVC also hold Student Council meetings to establish the voice of students.



Students have expressed their expectations with regards to communication methods of HoY to deliver a consistent message.

The Principal communicates feedback during regular staff updates. Directed teaching time for teachers has allowed time in the timetable at the end of the school day to increase presence in corridors after school or for staff to escort students to detentions.

The Chair questioned whether CVC plan to repeat the staff survey to measure progress.

The Principal informed the committee that CVC have scheduled two staff surveys to be carried out per academic year and acknowledge progress.

Acknowledging the staff survey response regarding behaviour routines of STAR and Silence is golden, Mr Hall questioned whether CVC are evidencing the impact of the routines.

The Principal informed the committee that quality assurance has identified where behaviour routines are working well. The entry to lessons routine, Signal Pause Insist has evidenced a positive impact on lesson running smoothly where students enter lessons calmly and ready to learn. STAR and Silence is golden behaviour routine is seen less across the school. Staff recognise the benefit of students working in silence where it is relevant during lessons.

## **9) Policies**

CVC Attendance policy and Behaviour policy was reviewed by CVC and presented to the LGC in advance of the meeting.

The Committee reviewed the policies which were adopted by the LGC. **ACTION: CVC to publish accordingly.**

## **10) Alternate Provision**

Ms McKeand informed the committee that Jenni Machin, Trust Lead for Alternate Provision visited CVC and reviewed its Alternate Provision.

Ms McKeand presented feedback regarding the progress report and invited questions.

The Chair questioned what CVC are doing to address the workload of the AP Lead.

The Principal explained that Ms McKeand has been released from some lessons to complete the tasks assigned to tackle some of the legacy issues surrounding AP.

The Chair question what CVC are doing to address general staff workload

The Principal reassured the committee that staff expectations have been reviewed regarding inputting data responsibilities and timelines for feedback from subject team meetings. CVC have reiterated to staff there is no expectation of working out of hours with an email protocol and that directed time is clearly marked out in advance with the calendar for the school year to allow staff to plan their time.

Ms McKeand confirmed there has been lots of progress since last meeting and thanked governors for their support.

## **11) Risk and School visits**

The committee acknowledged risks:

- SENCO post
- Staff wellbeing and retention
- COVID cases – staff resources
- Rising energy costs

- Funding staff pay increases

### School Visits

Mr Hall visited CVC on 28 September 2022 in their link lead responsibility for Safeguarding and met with Hanan McKeand and Mikeala Robinson. The report from the visit was shared with the committee in advance.

Ms Tarlow visited CVC on 14 October 2022 in their link lead responsibility for Pupil Premium and met with Clive Crisford. The report from the visit was shared with the committee in advance.

Governors' questions were invited.

The Chair gave feedback from their school visit with Rowena Hackwood - CEO and Jo Myhill-Johnson -Regional Director:

- CVC provision
- Use of Tutor time
- Lesson observations
- Consistent standards of teaching
- Behaviour and Culture routines.

Mr Hall, Ms Tarlow and the Chair were thanked for their reports.

### **12) Future agenda items and confirmation of forthcoming dates**

The date of the next meeting is scheduled to take place on **23 January 2023**.

Future agenda items:

- School Review
- Pitch

### **13) Any Other Business**

Attendees were thanked for their input and left the meeting.

The meeting finished at 7.52pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 11 January 2023



# Astrea Academy Trust

INSPIRING BEYOND MEASURE

**Principal's Report**

**Spring Term One**

**2022-2023**

**Cottenham Village College**

**Zoe Andrews**

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## Safeguarding

### Summary Update:

Details in the table below regarding actions, trends and significant cases.

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit			
Trends in School	Self-harm KS4	Link to Nessie on parental newsletter	
Ofsted Qualifying Complaints			

### Welfare Profile:

Children at risk and children in need:	Current – 881	Previous Report (start of HT2) – 881	This time last year – 877
Number and % of PP	150 – 17.0%	148 – 16.8%	113 – 12.9%
Number and % of LAC	5 – 0.6%	3 – 0.34%	4 – 0.5%
Number and % of young carers	2 – 0.2%	2 – 0.23%	3 – 0.3%
Number and % of students privately fostered	0	0	0
Number and % of students with CP plan	0	0	1 – 0.1%
Number and % of CIN	7 – 0.8%	4 – 0.5%	2 – 0.2%
Referrals made for early help	4 – 0.5%	3 – 0.3%	1 – 0.1%
Family support assessments conducted	0	0	0
Proportion meeting threshold	0	0	0
CP meetings attended	0	0	0
Number and % of students with an EHCP	46 – 5.22%	46 – 5.22%	40 – 4.6%
Number and % of students with serious medical conditions	2 – 0.2%	1 – 0.11%	0
Number and % of students receiving external support: CAMHS	2 – 0.2%	2 – 0.2%	0
Number and % of students receiving external support: behaviour support	15 – 1.7% (Elements)	15 – 1.7% (Elements)	0
Number and % of students receiving external support: S and L	0	0	0
Referrals to Channel	0	0	0

### SCR Scrutiny:

The SCR has been inspected by:

- The DSL for The Centre School, AGC on 9 November 2022
- Regional Director of Education for Astrea Academy Trust, DS, on 14 December 2022
- The Principal for CVC on 17 January 2023

### Statutory Requirements:

Provide details in the table below of all updated training for key safeguarding staff. Examples to include Positive handling/Team Teach, Safer Recruitment, Prevent etc.

Type of training	Date	Number of Attendees	Provider
Safeguarding training	9/1/2023	5	National College
Positive Handling	27/1/2023	5	Dynamis

### Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	8	3	8
Racist Incidents	4	3	3
Cyber Bullying	1	0	1
Homophobic Bullying	3	1	4
Transphobic Bullying	0	0	1

## Data Analysis December mock exams and forecasts 2022-23: analysis and review

FFT5 targets for this cohort mean the following headline and key measures targets for the college for the 178 pupils in Y11. This is extracted using the programme SISRA which is now used for the Trust data analysis:

### Attainment/Progress 8 Summary

Measure	Total
Average Total Attainment 8	56.87
Average Attainment 8 Grade	5.69
Average KS2 Prior Attainment	5.02
Average Estimated A8	53.41
Average Total Progress 8	0.50
P8 Upper Confidence Interval	0.70
P8 Lower Confidence Interval	0.31
Pupils Included (Progress 8 Coverage)	166
Pupils with Adjusted Progress 8 Scores	1

Below are the projected headline and key measures based on the projected grades awarded by staff in the November progress reports for Year 11 students:

## Attainment/Progress 8 Summary

Measure	Total
Average Total Attainment 8	54.14
Average Attainment 8 Grade	5.41
Average KS2 Prior Attainment	5.02
Average Estimated A8	53.41
Average Total Progress 8	0.21
P8 Upper Confidence Interval	0.40
P8 Lower Confidence Interval	0.01
Pupils Included (Progress 8 Coverage)	166
Pupils with Adjusted Progress 8 Scores	8

## Basics 9-4

Measure	%
Students Achieving 9-4 in English and Maths	79.8

These projected grades were informed by the mock exam performance and the estimated Average Total Progress 8 has moved from 0.13 to 0.21 since the previous report. This reflects encouraging performances from students in mock exams, allowing for greater confidence and some adjusted projected grades.

November projected grades indicate the following performance for the 4+ and 5+ English and maths measure:

## Basics 9-5

Measure	%
Students Achieving 9-5 in English and Maths	64.0

At the moment, according to projected grades, we are 5% below our target of 84% 4+ Basics, and 3% below our target of 67% 5+ Basics.

At this point last year, we were conservatively projecting and there was a similar pattern. In November 2021, staff projected 80% 4+ in English and maths, 5% below what students attained in the actual results in August 2022, and 64% 5+ in English and maths, 6% below what students attained in the actual results in August 2022. This very similar pattern in the data would suggest we are following a similar trajectory and, if we continue to follow a similar trend to last year, we are making good progress towards our FFT5 targets.

We will update projected grades again after the next set of Y11 exams, in mid March.

A breakdown of projected grades by subject from November 2022 is below:

Name	Total Grades	Average Grade	Average Points	Residual
<a href="#">Art</a>	41	6+	6.27	0.26
<a href="#">Biology</a>	51	6=	6.10	-0.25
<a href="#">Business</a>	62	5-	4.52	-0.48
<a href="#">Chemistry</a>	50	7-	6.72	0.35
<a href="#">Computer Science</a>	36	6-	5.75	-0.13
<a href="#">Design Technology</a>	31	5=	5.10	0.54
<a href="#">Drama</a>	17	5+	5.29	-0.10
<a href="#">English</a>	171	5+	5.42	-0.08
<a href="#">English Literature</a>	171	5=	5.12	-0.39
<a href="#">Food &amp; Nutrition</a>	28	5=	4.89	0.39
<a href="#">French</a>	50	6-	5.54	-0.28
<a href="#">Geography</a>	62	6=	5.98	0.44
<a href="#">History</a>	123	6-	5.82	0.23
<a href="#">Maths</a>	178	5+	5.40	0.09
<a href="#">Music</a>	9	7=	6.89	-0.06
<a href="#">PE GCSE</a>	28	5=	5.04	-0.20
<a href="#">Physics</a>	50	7-	6.74	0.26
<a href="#">PE GCSE</a>	28	5=	5.04	-0.20
<a href="#">Physics</a>	50	7-	6.74	0.26
<a href="#">RE</a>	58	6+	6.31	0.44
<a href="#">Spanish</a>	41	6-	5.68	-0.37
<a href="#">Science</a>	240	55+	5.23	0.06

Overall, projections were very accurate last year, with a pattern of being slightly under-projected which is what we want. However, we have explored the projection accuracy of each subject last academic year. There are some subjects who projected very accurately, some who slightly under-projected and some subject who over-projected.

Line managers are working with the subject leaders of those subjects who over-projected to flag this with them and to interrogate how they can work towards more accuracy. This is important when looking at the subject projections against targets as it affects how accurate we think the under-performance might be.

### BTEC Level 1/2

Name	Total Grades	Average Grade	Average Points	Residual
<a href="#">Dance</a>	9	M	5.39	0.97
<a href="#">PE BTEC</a>	13	L1D	2.98	-0.47
<a href="#">iMedia</a>	24	P	4.35	-0.52



Year 11 maximising achievement plan:

Priority Area	Specific Intent and Actions	Update and summary of impact to date
Improved outcomes for 9-7 grades	To increase the attainment of our students at the top end. To achieve this we will be: undertaking visits to successful schools in the local area and beyond (particularly looking at subject areas where we need to see improvement in this e.g. English) to explore how they target and attain high grades for students; QLA of students with high targets – where does the curriculum need to be revisited and replanned?	<p>QLA of performance of students from previous cohort <b>and</b> from the mock exams in November – subject leaders have analysed the topics/questions that need focusing on this year.</p> <p>Subjects have called back papers to explore where/how students have been successful or under-attained.</p> <p>Visits to successful local schools have taken place and a visit to Avonbourne which made rapid progress in results last academic year.</p>
Attainment of PP and SEND students	To ensure that we target closing the gap between PP and SEND students and their peers. This will be achieved through: visits to schools where success for PP and SEND students are in line with their peers to explore how this is achieved and what can be adopted for the CVC context; QLA so that key areas/topics of the curriculum in each subject can be reviewed and amended as needed to support progress; CPD and training targeted on inclusion in the classroom; focus on T&L pedagogy at subject level to support inclusion; targeted interventions for PP/SEND students	<p>QLA of performance of students from previous cohort <b>and</b> November mock exams – subject leaders have analysed the topics/questions that need focusing on this year.</p> <p>RAP for each subject has been informed by exams analysis from the summer.</p> <p>Visit to Avonbourne Academies 28.11.22 to be taken (opportunity provided by Richard Tutt)</p> <p>Training day in September focused on inclusion</p> <p>TLAC focus for ensuring students are active participants e.g. cold-call – deliberate practice regularly taking place and use of effective techniques and improving practice seen in SLT walkabout data.</p> <p>Interventions for PP/SEND students planned/started – MyTutor maths and English 1:1 tutoring has started. Targeted Period 6 sessions running.</p>
Crossover students not projected to attain Grade 4 in English or maths	Using the set of data from projected grades and cross-referencing this with the mock performance for these students, heads of English and maths will identify the key strategies needed for targeting the progress	QLA of performance of students from previous cohort <b>and</b> November mock exams – subject leaders have analysed the

	<p>of these students – this will be heavily informed by QLA of mock papers; subject leaders to review curriculum areas that need revisiting; catch-up opportunities with targeted intervention strategies for key students.</p>	<p>topics/questions that need focusing on this year.</p> <p>RAP for each subject has been informed by exams analysis from the summer.</p> <p>Subjects have called back papers to explore where/how students have been successful or under-attained (particularly important in English)</p> <p>Meeting between HoD maths, HoD English, Head of Y11, Principal and Assistant Principal (Outcomes) to discuss key crossover students and plan effective interventions, including a parental evening for these students.</p>
<p>Focus on low-performing subjects teamed with low projections in November forecasts</p>	<p>This will be achieved by: strong LM; new teaching staff; tight and focused development of these subject teams in T&amp;L; review of the curriculum in light of QLA; catch-up and interventions to support those at risk of not attaining in line with their other subjects.</p>	<p>QLA of performance of students from previous cohort <b>and</b> November mock exams – subject leaders have analysed the topics/questions that need focusing on this year.</p> <p>RAP for each subject has been informed by exams analysis from the summer.</p> <p>LM used to support HoDs to facilitate improvements in subject teams.</p> <p>School visits to successful departments to explore how they deliver the subject successfully</p> <p>T&amp;L and staff development/training</p>

### Next Steps:

Ongoing support and work on the accuracy of projected grades from 2021/22 with heads of subject to improve the realisation of these grades. This work will inform their methods for projected grades this year and should see us able to rely more on the projected grades produced across all subjects.

Astrea National Leads moderated written papers in English, history and geography to ensure consistency in marking across all schools (2 papers per member of staff) in November. This did not happen in maths. Moderation is also planned for the second round of mock exams.

Targeted intervention sessions for Year 11 are taking place (these started in December) using period 6 (paid sessions for staff) to close gaps in knowledge and address misconceptions/improving key concepts and/or skills. Subjects running sessions are identifying students they wish to invite – the

attendance is good, particularly in core subjects e.g. 35 students attending a Literature session, for example.

After the targeted intervention sessions come to an end at the end of January, there will be Period 6 sessions that students can sign up to attend (as opposed to attending through an invitation) – this allows us to have targeted key students in particular subject areas and also offer supportive revision sessions to all students.

Detailed QLA of mocks has identified concepts and curriculum areas that need to be revisited in each subject area. Heads of English, maths and the Head of Year 11 are going to work together on the key students – these students and their families will be invited to a special evening to support them in knowing how they can change things and make progress before the real exams being in mid-May.

## Curriculum

### Curriculum Planning and Model for 2023-24

The focus in this report will be curriculum planning for 2023-24.

The Options process has been launched with Year 9 at the start of the Spring term. The Options evening is on Monday 16 January and students are deciding on which 4 option subjects they wish to study, with 2 reserve subjects in case of clashes which mean they are unable to study a first choice.

There has been discussion of a Trust wide curriculum model that may be shared in the spring term, but we are currently deciding on our preferred curriculum model for 23-24. The key principles that will lie behind the decided curriculum model are that we wish to offer:

- 4 options at KS4 for all students
- The same number of hours per fortnight for every Options subject
- A regular PSHE lesson at KS4 (in the same model as KS3 currently has).

### Personal Development:

Alex Farzad and Nicola Bussingham continue to work relentlessly on the curricular aspects of our Personal Development offer. Highlights of their work this year so far include:

- An invitation to our Trust-wide PD leader, Charlotte Cooper to attend and give feedback on a Conference Day;
- Attendance at strategic PD meetings to ensure we are learning from best practice across the Trust
- Introduction of booklets for the tutor time components of the PSHE curricular delivery model based on feedback from tutors
- Introduction post-pandemic of a wider range of external experts to enhance our Conference Day provision (contributions so far from the police, First Aid training and Diverse training is forthcoming)
- Communication in the parental newsletter to share key information about the PSHE curriculum with the community
- Presenting at the most recent parental forum to share key information about the PSHE curriculum with the parent body
- Contributing to the assembly programme to respond to key themes arising from the safeguarding and behaviour data that might be relevant and useful for educating the whole school
- Development of knowledge organisers that emphasise the key terms and concepts that are the basis of the PSHE curriculum e.g. protected characteristics.
- Mechanisms for half termly meetings for the pastoral team and the PSHE team meet together ensure that we are addressing issues that are arising from the student body,

behaviour and safeguarding analytic data to ensure that our curriculum is responsive to local need.

## Teaching and Learning

### Identifying Future Leaders

	Number of Teaching Staff	% of Teaching Staff
Staff ready for promotion	5	9%

### Next Steps:

Provide a summary of next steps to improve the quality of teaching and learning in your school.

A key driver of school improvement for subject areas has been our fortnightly line management meetings and accompanying quality assurance activity based on themes that have arisen from our school improvement plan and our emerging analysis of the quality of classroom practice (some of which is outlined below).

We have continued with our weekly cycle of 'deliberate practice' sessions to either a) provide an opportunity for staff to go over our core routines, to ask questions, seek clarification and develop their practice or b) identified TLAC strategies that hit our develop plan priority of getting teaching to be more 'responsive'. This term we are focusing our choice of TLAC strategies on a) how to develop purposeful and inclusive classroom discussion.

We have continued to follow up the focus on individual strategies designed to develop practice by using the T and L briefings on a Thursday where staff will be asked to model good practice related to the chosen strategy and share the resources that they used in a shared folder. Recently, we have begun to create our own training videos using staff at CVC which makes the T and L models we are using to demonstrate teaching techniques more 'authentic'.

One of our strategic aims in the development plan is to share more good practice between colleagues. Our Training Day on January 4<sup>th</sup> gave us the opportunity to put on a series of workshops lead by teachers around the two themes of 'responsive teaching' and 'inclusion'. These workshops picked up on many of the deliberate practice strategies we have been working on in Term 2 such as 'modelling' or 'whole class responses' in lessons. These developmental strands of practice also mirrored Dimitris' visit to CVC in December 2022 where he reviewed Maths and Science in 'deep dives'. This was very helpful for our subject leaders and it was reassuring to know that the themes he drew out from classroom visits in terms of strengths and areas for development mirror what we know from our own internal QA processes (outlined above).

We have also designed a 'feedback' form for SLT lesson 'drop ins' which will allow SLT to give feedback on the day to individuals via email. We have taken this forward since the last meeting by a) using an analysis of the forensic, immediate feedback about the quality of teaching to inform our strategic T and L priorities for Term 2 in terms of a foci for classroom practice and for subject leader quality assurance b) giving a sense of direction to our selection of TLAC strategies and deliberate practice opportunities and c) creating a version of the 'feedback' form for subject leaders to use with their team. This will enable subject leaders to be equally forensic in their work in their classrooms and to create a wider base of data about classroom practice that the leadership team can draw upon to make decisions about strategic direction in the future. The SLT team can then analyse teaching and learning data at a senior and middle leadership level on a fortnightly basis to spot emerging trends in terms of strengths and areas for development.

We now have whiteboard packs in every classroom and teachers are being actively encouraged to use them. Practice in this area is rapidly developing as teachers are gaining the confidence to experiment with them. In time, this practice will be 'expert' but we are still practising as a staff body at this stage. Visualiser tables are also being trialled to enable more colleagues to use routinely with ease. Staff feedback so far this term has been broadly positive. If these tables prove fit for purpose we will order more for each classroom.

## Behaviour and Culture

### Implementation of the Core Routines:

**January Reboot:** Prior to launching the corridor framework as part of our January Reboot SLT shared and discussed this framework with staff in order to set clear expectations and carefully narrate the purpose. One of the key messages to staff was to relentlessly follow the 'Start of Lesson' and 'End of Lesson' Core Routines. The implementation of these Core Routines have formed an integral part of our weekly deliberate practice cycle. Heads of Year have used Morning Address to reiterate key messages and form tutors have clearly outlined expectations.

### What is working well/ What is the climate for learning like within the academy?

Morning address has offered a regular opportunity in celebrating the successes of the students and using behaviour data in these addresses has meant staff are able to remind students of the importance of 'sweating the small stuff'.

Based on staff feedback, the uniform card was updated and tutors have been updated with how to issue uniform cards and this support has been received well. Clarity around the process has meant that all tutors and students are able to know the process for tackling any uniform issues. Morning address, in conjunction with the Boutique, mean that students are able to correct their own uniform issues before attending registration.

The behaviour data from Bromcom, SLT walkabouts, and OnCall information attest to a calm purposeful learning environment. Over 60% of all positive behaviour points were given for excellent effort in class, 10% were offered for excellent contribution in class. 20% of points were offered as a recognition for the student classwork and homework. Staff are comfortable making use of the behaviour policy to ensure there is a relentless focus on disruption free learning: however it is worth noting that across the 170 lessons delivered in the school day there are approximately only 4 to 5 lessons where a student is removed due to disruption.

Attendance at detention continues to be high, and the Behaviour Manager, Ben Harper, continues to refine the process of tracking those students who do and do not attend detention. This has meant that interventions, where possible involving parental involvement, has been proactive based on the data.

- What plans are in place to tackle any challenges that the data identifies

Truancy – the data identifies a small group of students who are struggling to either stay in or attend lessons. The pastoral team are working with these students to provide a clear system of support, as well as guidance such as using HoY reports, Individual Behaviour Plans etc. We have seen an improvement in the engagement of students on such reports, along with their parental engagement.

Year 9 behaviour points – the data suggests a challenge surrounding negative behaviour points for year 9. This data heavily linked to the previous point regarding truancy. The plans in place to address truancy will address the imbalance in behaviour points listed above.

Homework negative points – the relentless focus on student completion of homework explains the homework behavioral data. This is monitored within departments. Where students persistently

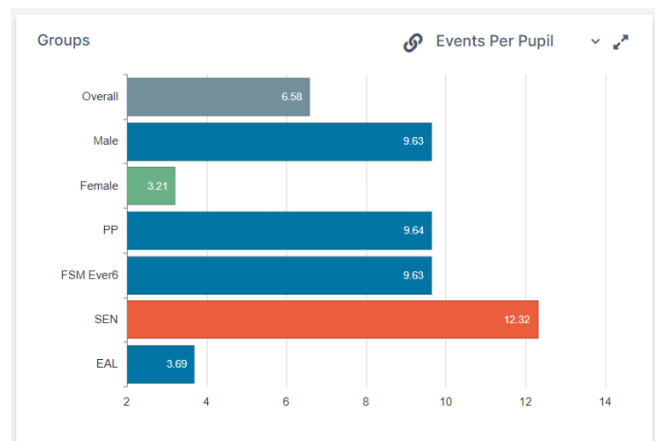
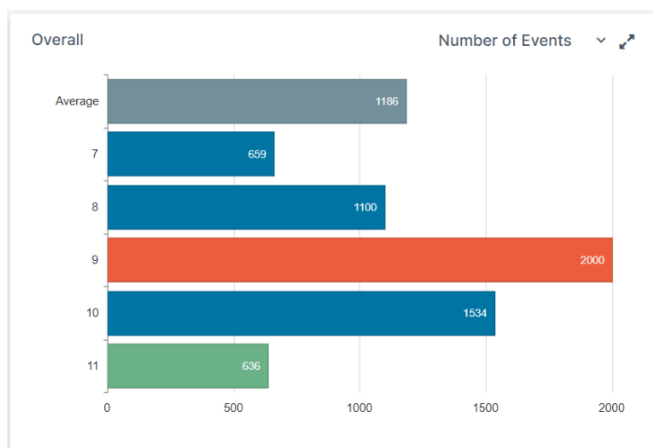
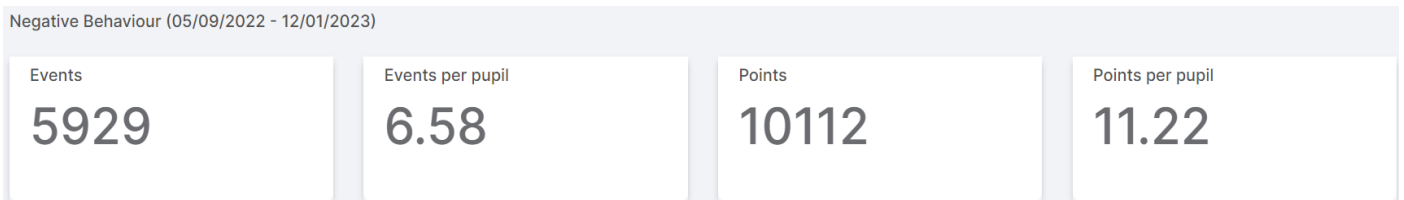
receive homework detentions, pastoral leaders move students to homework support programmes, run in the Library. Homework clubs also support PP students who need access to online homeworks.

Developing SEN, PP, FSM positive behaviour points – the data identifies our continued work around developing positive points for our disadvantaged students. Our work through Additional Support Plans supports staff development in the recognition of positive behaviours. Alongside this our SEN team will be working with staff through training and provision of strategy sheets to enable staff to continue to support, and reward the positive behaviours, of our disadvantaged students.

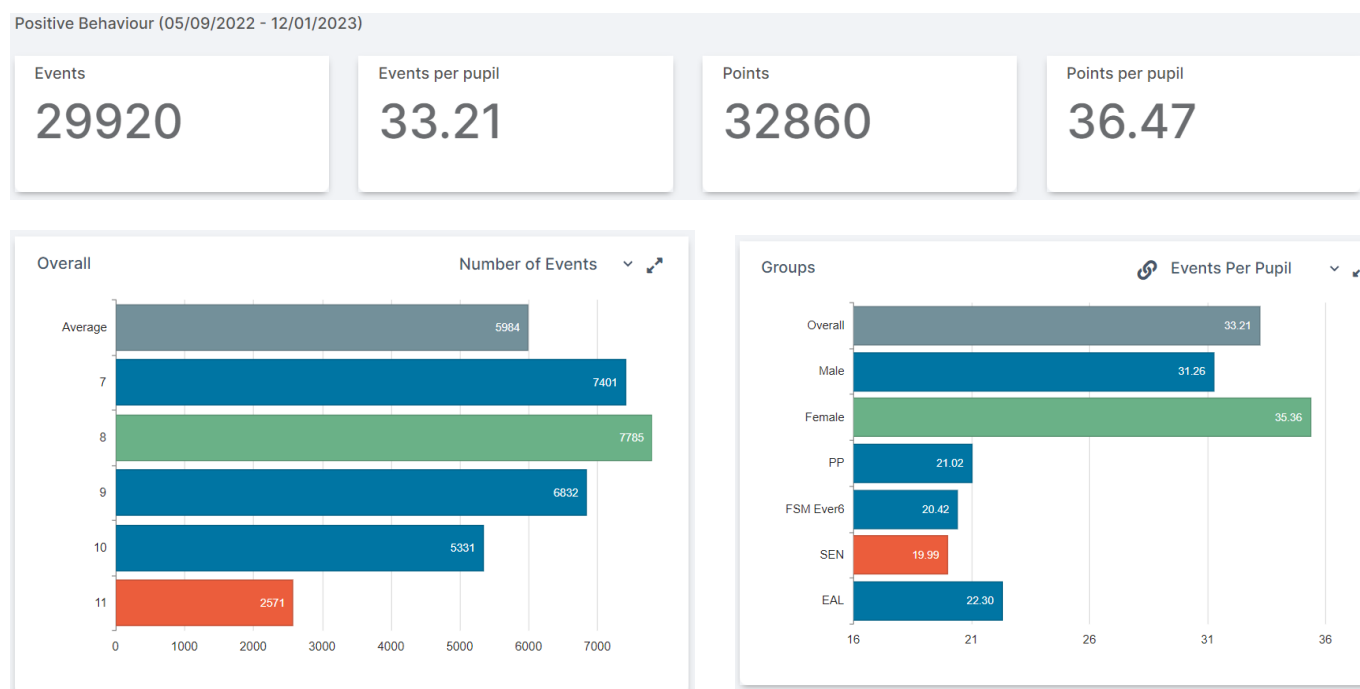
Boys – the data reveals that boys are more likely to receive negative points than their female counterparts. As a response to this the pastoral team are working on training for both staff (through workshops, focus groups, reading groups) and students (behaviour coaching through the behaviour manager, HoY reports)

### Behaviour Data:

Overview of negative behaviour events:



## Overview of positive behaviour events:



## Suspensions:

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11
Number of Suspensions	110	49	54	17	12	38	26	17
% Of Cohort	12.49	32.6	55	9.6	6.8	21.4	14.9	9.5
Total Days	191.5	88	86.5	22.5	27.5	52.5	47.5	41.5

## Suspension analysis and commentary:

The school suspension rate remains higher than it was on average at this point last year. The most common reason for suspension has been persistent disruption to learning. We are now in the process of reviewing Pastoral Support Plans for 5 students who have a high number of suspensions. We have involved the LA EIO (Education Inclusion Officer) in this process, with the overarching aim of reducing the number of negative behaviour events and suspensions for these students. The PSPs identify key targets with additional support provided aiming to reduce this risk and help improve the pro social behaviour being displayed in the school environment.

## Behaviour and Culture Next Steps:

We have established a weekly cycle of 'deliberate practice' sessions to either a) provide an opportunity for staff to go over our core routines, to ask questions, seek clarification and develop their practice or b) identified TLAC strategies that hit our develop plan priority of getting teaching to be more 'responsive', particularly with regard to oral confidence and fluency in lessons. This was launched, and met positively, by our middle leadership team on November 1<sup>st</sup> and we will begin to roll out this programme in the WB 7 November. The first pastoral deliberate practice session was focused on 'Transitions' and how to a) ensure that staff were positioned in the corridor and b) how Do Now tasks would establish positive, calm classrooms. To further support this we have set a timetable of corridor presence through the SLT, Associate SLT team, and our Pastoral Team. This has ensured that key areas of the school are supported through visible adult presence, to support

We will follow up the focus on individual strategies designed to develop practice by using the T and L briefings on a Thursday where staff will be asked to model good practice related to the chosen strategy and share the resources that they used in a shared folder. This will be complimented by a

summary of the strategy in the weekly staff bulletin. Core routine T and L briefings have focused on corridor transitions and staff feedback has identified how sharing corridor routines has supported the continued embedding of the Entry Exit routines.

We are looking to work with the Curriculum team to build on the QA designed for the 'feedback' form of SLT lesson 'drop ins'. This will give HoYs and SLT the opportunity to offer feedback on form times and the behaviour curriculum on the day to individuals via email. This has been launched this already this half term and initial feedback from staff is positive.

The pastoral curriculum continues to be reviewed by the Pastoral Team to ensure the continued integration of the form time programme, PSHE programme, safer culture slides, student voice, morning address themes, and behaviour curriculum, as well as the year group specific programme. HoYs have continued to refine the sequencing of the pastoral programme to ensure the refinement of a developing spiral pastoral curriculum.

The Pastoral Team continues to be developed through restraint training being offered to members of SLT, HoYs, the Behaviour Manager, and some AHoYs. Alongside this the numbers of DLS trained staff are going to be expanded to ensure a wider offer of support being available during the school day. This will include members of SLT, the Behaviour Manager, and some AHoYs.

## Attendance

	Key Attendance Target	This time last year Week 16	Year to date Week 16	Year to date without AP & leavers Week 16
Whole School	95%	91.4%	91.3%	92.9%
Individual Student	96%	91.7%	91.4%	92.8%
Pupil Premium	90%	84.8%	85.0%	90.7%
SEND	90%	81.3%	79.6%	89.7%
Maximum % of pupils who are PA:	15%	27.2%	24%	20.8%
% of PP pupils who are PA:	20%	47.7%	44.4%	36.0%
% of SEND pupils who are PA:	23%	50.5%	43.4%	29.1%

Details of:

- the attendance for students at AP following their reduced timetables is 65.7%
- the number of students moving off roll to EHE – 5 students to date



Objective	Key Actions	Update and summary of impact to date
Continuing to engage with the LA attendance team	Target support meeting with the LAAO (Local Authority Attendance Officer) and the SLT attendance lead and the Attendance Officer took place in October.	Paddy Winter, the new SLT attendance lead, is scheduling this meeting in January to build relationships with the LA team. This will also be an opportunity to discuss referrals so that support will be provided from the LA with some of the more challenging attendance cases at CVC.
To raise the profile of attendance at CVC so that all staff have a part to play in increasing student attendance	<p>Stage 1-3 interventions have been taking place. Form tutors and A/HoYs have been engaging with students and parents/carers to identify barriers to attending school and offering appropriate support in overcoming them.</p> <p>Attendance training at BASI took place before half term for the pastoral team.</p> <p>Attendance Officer is regularly monitoring staff input for interventions.</p>	<p>351 students on attendance interventions.</p> <p>Stage 2 – 71% of the students who have had Stage 2 interventions have improved their attendance.</p> <p>Stage 3 – 58% of the students who have had Stage 3 interventions have improved their attendance.</p> <p>Stage 4 – 50% of the students who have had Stage 4 interventions have improved their attendance.</p> <p>Stage 5 – 11 Students are at PCM level</p>
Continuing to tighten the register process for form time / lessons to support staff with timely and accurate register taking.	The register flowchart has been shared with all staff who are aware that register taking is linked to safeguarding but also that it is being monitored to review timeliness and accuracy. Involvement of line managers started this week to highlight the seriousness of attendance processes.	There has been a reduction overall with missing registers but there is a small cohort of staff that are being monitored and now have line manager involvement due to ongoing issues with register taking. We should see further improvements in light of this action.
To reduce the persistence absence of PP and SEND students who are not in AP.	Attendance Officer monitoring attendance of PP and SEND students, as well as the interventions that are taking place for them.	Please see next steps.

Improving the student voice capture - one of the interventions that we use is student conversation to find out the student perspective on why they are not attending school. Building a holistic picture regarding absences allows us to identify the barriers so that effective support can be put in place. We are now working on a new version with guidance from the local authority that will allow for

more detail and specific to CVC. As part of this we are exploring how use of Microsoft Forms and Show My Homework might enhance our response rates to student voice capture.

Improving staff guidance for stage 2 and 3 interventions – training for the pastoral team regarding attendance, that included interventions, took place at BASI before half term. Whilst form tutors are supported by HoYs and the Attendance Officer, we have provided further training to support staff in their discussion of attendance intervention. We have refined questionnaires based on staff feedback, and will continue to seek staff voice.

Student support in school - identifying students for targeted group work to maintain and improve attendance. The idea behind this approach is preventative, rather than reactive measures. The Attendance Officer will identify PP, SEND and vulnerable students to meet with during the school day, but not in lesson time to work with them on the importance of engaging with school and provide strategies for students to implement.

## SEND Update

### SEND in a Nutshell:

	Number of students	% of cohort
Number of students on Roll	881	
Number of students with an EHCP (E)	46	5.22
Number of students with SEN Support (K)	52	5.90
<b>Breakdown by Year Group:</b>		
Year 7	E: 5 K: 18	E: 2.84 K: 10.22
Year 8	E: 5 K: 9	E: 2.86 K: 5.14
Year 9	E: 7 K: 10	E: 3.93 K: 5.62
Year 10	E: 14 K: 8	E: 8.05 K: 4.6
Year 11	E: 15 K: 7	E: 8.43 K: 3.93
<b>Breakdown by Gender:</b>		
Boys	E: 26 K: 31	E: 5.62 K: 6.7
Girls	E: 20 K: 21	E: 4.78 K: 5.02
<b>Breakdown by Type:</b>		
Cognition and Learning	E: 16 K: 36	E: 34.78 K: 69.23
Communication and Interaction	E: 7 K: 5	E: 15.22 K: 9.62
Social, Emotional and Mental Health	E: 14 K: 11	E: 30.43 K: 21.15
Sensory and/or Physical needs	E: 9 K: 0	E: 19.57 K: 0

### Attendance:

	All Students	SEND Students	Non-SEND Students
Attendance YTD	91.3%	79.6%	92.7%
PA YTD	24%	43.4%	21.6%

### Suspensions:

	All Students	SEND Students	Non-SEND Students
Number of Suspensions YTD	110	54	56
1+ FTE YTD %	55	18	37
Perm Ex	0	0	0

## Transition Planning

### Year 7 Applications for 2023

Please provide an update on the number of applications you have received for Year 7 2023.

**PAN: 180**

	January 2023	Comparison with January 2022
1 <sup>st</sup> Choice	160	158
2 <sup>nd</sup> Choice	62	69
3 <sup>rd</sup> Choice	40	30
4 <sup>th</sup> Choice	-	-
Other	-	-
<b>Total Number of applications</b>	<b>262</b>	<b>257</b>

Please provide details of your initial plans for a successful transition for both Year 6 and Year 12 if applicable for 2023.

We have begun transition conversations with students who are require support with transition. Current plans are two days of induction and there will be a range of resources offered to the local primary feeder schools. Our current students will conduct transition inductions, whilst staff will offer transition lessons. These students will run sports and arts competitions, which will enable team building and relationship building amongst the students, as they familiarize themselves with their new form groups. The aim of these competitions will also introduce the new students to our buddy/mentor system. We have made contact with our primary feeder schools to offer support to those students who are anxious about the move. HoDs and the leading transition figures, and our DLS, will be visiting primary schools in the summer term to ensure that any joining students are familiar with key figures at CVC.

## Operations and Site Update

We are interviewing w/b 16<sup>th</sup> January for a SENCo, TA and Invigilators.

We have vacancies for: Maternity Cover Science Teacher; Maternity Cover for Cover Supervisor, Deputy SENCo, Attendance Officer, Leisure and Lettings Administrator and Sports Centre Assistant. We also have adverts for a September start for Teachers of Maths, English, Science and Art teachers.

Site maintenance/improvements and any projects:

- The main hall will be professionally redecorated during the February Half Term

- A refurbishment to the staff toilets in the admin block toilets is planned for the February Half Term but this is dependent upon contractor availability
- Wall panelling in the previously upgraded student toilets is now complete
- The Site Team are working on a project to install hard wall panels along corridors across the site for durability, presentation, and long-term cost saving
- New corridor signage is now in place with markings to show students to walk on the left in order to speed up transitions
- A number of fire door sets will soon be installed across the site where replacements are required
- CVC will be hosting a blood donation day on Friday 17<sup>th</sup> February which will be open to the local Community

## Number on Roll Update

Current NOR 881

PAN: 180

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
<b>January 2023</b>	<b>176</b>	<b>175</b>	<b>178</b>	<b>174</b>	<b>178</b>			<b>881</b>
October 22 Census	176	172	178	171	178			873
1 <sup>st</sup> September 22	175	170	179	171	180			875
October 21 Census	169	178	174	179	173			875

### Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 2022	2	4	3	8	2	N/A	N/A	19
Leavers in spring term 2023 to date	0	0	0	0	0	N/A	N/A	0
<b>Total number of Leavers 2022-23</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>2</b>	<b>N/A</b>	<b>N/A</b>	<b>19</b>
Joiners in autumn term 2022	3	8	3	10	0	N/A	N/A	24
Joiners in spring term 2023 to date	0	1	0	1	0	N/A	N/A	2
<b>Total number of Joiners 2022-23</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>11</b>	<b>0</b>	<b>N/A</b>	<b>N/A</b>	<b>26</b>

### Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
<b>EHE 2021-22</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>N/A</b>	<b>N/A</b>	<b>4</b>
EHE Autumn term 2022	1	1	2	2	0	N/A	N/A	6
EHE Spring term 2023 to date	0	0	0	0	0	N/A	N/A	0
<b>EHE YTD 2022-23</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>N/A</b>	<b>N/A</b>	<b>6</b>

### Analysis and Commentary:

#### Any Other Academy Matters

The Astro turf has been patched so that it can be used again in lessons and for community hire. We are not using it for break and lunch times to maintain the new surface until we know more about the timescales for the proposal for the new full-size pitch.

Y9 Options Evening – taking place on Monday 16<sup>th</sup> January

Y11 Progress Review Meetings – this took place on Monday 19 December. For this event, 78.7% of parents booked appointments and of these booked appointments, 96% of parents attended. This represents a positive engagement with the school for the majority of the year group, although the Head of Y11 must look at the 20% of those families who did not engage with the event, cross-referenced with their mock performance and progress so far this year. This will enable us to target key students and their families in the remaining months of Year 11, encouraging their support from home and offering them advice and strategies to support their child to prepare for their exams effectively at home.



**COTTENHAM  
VILLAGE COLLEGE**  
Astrea Academy Trust  
INSPIRING BEYOND MEASURE

# Feedback, Marking and

# Student Response Policy

Date	January 2023
Written by	Kath Goudie, Vice Principal
Adopted by CVC Local Governance Committee	27 January 2023 TBC
Review Date	January 2025

## Scope

Providing **ongoing feedback to students about their work** sits within the wider **context** of assessment policy and practice that is designed to inform teachers, students and parents about the next steps in students' learning. Such assessment activity becomes **formative assessment** when the evidence is used to adapt teaching and where students respond to feedback<sup>1</sup>. Therefore, **feedback and assessment** are at the heart of teaching and learning because they help to ensure that teaching is appropriate and that students are making expected progress.

## Principles and guidelines

The following principles and guidelines will be used by faculty and/or subject teams to develop their feedback policy and practice:

1. Feedback is a very effective way of improving students' learning and takes many forms, both written and oral. Whether for assessment work or day-to-day classroom work, feedback will be **used to help teachers, students,** and sometimes parents, **understand what to do next** to enhance, improve and extend students' knowledge and understanding. Feedback should **motivate and stimulate** students to make progress.
  2. Whilst **written feedback** is a key form of feedback used to enhance students' learning, it will be complemented by, and used in conjunction with, **oral feedback** to individuals, groups and classes. The balance between written and oral feedback should be considered in relation to what makes the feedback **meaningful** to students as well as **manageable** for teachers.
  3. Feedback will be **'regular'**. Oral feedback will typically happen in most lessons. **Whole-class feedback** ~~Written feedback~~ will happen at reasonably recurring intervals, so that there are a number of points at which teachers will monitor students' progress by **reviewing written marking work**, giving feedback **to the group about common strengths and misconceptions** and requiring a response from students. Different subjects will have different patterns for what 'regular' means depending on the number of lessons timetabled during a week, but it will normally equate to **teachers reviewing students' work and using that process to provide whole-class feedback and/or inform their teaching** ~~giving written feedback~~ at least once every 6 lessons or 2-3 weeks.
-

4. **Feedback** should be **timely**. In other words, feedback should come without too much delay after students have completed the work being **reviewed**, in order for it to have an impact on their learning and progress. The aim is to give feedback when the knowledge and ideas are still fresh in students' minds.
5. Feedback will have a meaningful **impact** on learning by stimulating further **response from the student**. Feedback should therefore provide prompts, hints or clues (perhaps phrased as a question, an incomplete sentence, suggestion **or short task for them to complete**) that push students to think and have to work hard for the answers, therefore helping them to learn and to address gaps in their knowledge and understanding. Students may, as a result, redraft or correct work in response to feedback, or use **feedback targets** to improve a subsequent piece of work, showing where they have addressed an issue. However, 'careless mistakes', rather than errors resulting from misunderstanding, can simply be highlighted as incorrect, without giving the right answer, and students should be expected to make corrections. **Corrections of this type will often focus on subject-specific or technical vocabulary.**
6. Time in some lessons will typically be given for **Directed Improvement and Reflection Time (DIRT)**, so that students have the opportunity to respond to feedback with the support of teaching staff where needed, or this may be set as a homework activity.
7. All **assessment work** (such as "milestone assessments") will receive written feedback in line with this policy. **Work completed during lessons** will be **reviewed** *where appropriate* in line with this policy. **It is not expected that teachers should give extensive written comments on classwork as this has a much more limited impact on student understanding and progress than requiring students to enhance their work by responding to whole-class feedback.**
8. The majority of **whole-class** formative marking will be **comment only**, so that students focus on the feedback and not simply how well they have done (i.e. by focusing on marks or grades). However, work (such as summative tests) given a **mark or grade** will usually still be marked 'formatively' so that students understand what to do next and are required to respond and improve their work.
9. **Feedback and marking** will relate to subject-specific learning objectives. However, it will also help students to improve their general **literacy**, particularly their **spelling, punctuation and grammar**. **Teachers are likely to focus on common, recurring errors.**
10. **Feedback** practice in each faculty should be **reviewed** in terms of:
  - a. How well it impacts on students' learning
  - b. How the above aims can be achieved more efficiently
  - c. <sup>1</sup> Black Black, P., Harrison, C., Lee, C., Marshall, B., Wiliam, D. (2004), Working Inside the Black Box: Assessment for Learning in the Classroom, (Phi Delta Kappan, Vol. 86, No.1, pp.9-21) May2016

### **Policy review**

This policy will be reviewed by CVC and presented to the CVC Local Governance Committee for review and ratification every two years, or where amendments are necessary.

