

# CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Executive Headteacher and CEO: Karl Newell

Head of School: Susanna Hegarty



## Our Vision:

### An ambitious curriculum that supports the learning of all

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At Crompton House School, our mission is to motivate and empower students to be truly self-aware in their learning. We support the belief that every child, regardless of ability or social background, should have a rewarding educational experience. In this way, our core aims of achieving personal excellence and caring for each other with the involvement of students, parents and staff is encouraged. We believe, in this context, we will best prepare our students for the challenges of the future and improve our students' life chances. We want every student at Crompton House to be able to, by age 18, have real options to go to university or follow the career path of their choice.

### Curriculum Model – Class Groups

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Here at Crompton House, we offer a fully inclusive environment for all our students. We pride ourselves on our nurturing community and we believe that through this, our students will be happy, feel safe and ultimately achieve the best of their ability. All students at Crompton House receive a consistently high-quality experience within the classroom. This is where we believe the best learning and progress takes place and all support and interventions will begin here with high quality adaptive teaching, a full knowledge and understanding of the students and an exciting and enthusing learning experience. Ensuring students are placed in appropriately academically challenging and supportive groups is crucial to enabling students to excel.

Students currently in Year 8 are placed into ability bands and groups. Students are arranged into three bands and each band is identified using the letters F, S and X. All students in band F study French. All students in band S study Spanish. Bands F and S are co-equal bands. Students in band X study either French or Spanish. Students in Year 9 were arranged into three bands and each band is identified using the letters C, H and S.

The school uses two primary sources of data to rank students in order of ability: KS2 SATs and CATs (Cognitive Ability Tests). SATs and CATs use different metrics of analysis comprising mathematical and literacy knowledge and Skills (SATs) and general intelligence tests designed to assess a student's ability in three different areas: verbal (thinking with words); quantitative (thinking with numbers); and non-verbal (thinking with shapes and space).

Subsequently, during each year of study, students are assessed within subject areas. These summative assessments help teachers make judgements about the progress students are making. They are also used to make decisions about changes in groupings. There are two possible opportunities for changes in class groups during the academic year and these will take place following the collection of assessment data. Group changes cannot be made on parental requests, and we also reserve the right to move students for pastoral reasons.

### Key Stage 3 Assessment

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**Summative Assessments** are defined within our schemes of work to determine students' skills, knowledge and understanding, to test the achievement of learning outcomes at the end of a specified period of study. At Key Stage 3, they are assessments used to determine progression and indicate levels of knowledge, understanding and application of skill.

**Intent** - The aim of summative assessment at Crompton House School is to help us to know our students better, to assess their potential and improve performance. Our emphasis is on measuring and evaluating student outcomes by

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finding out what students already know, understand, and can do, and then using the results from our summative assessments to influence how we teach, plan improvements, and identify struggling students. Our aim is that learning objectives, assessment and teaching work hand in hand to improve the outcomes of our students.



**Formative Assessment** is defined within our assessment policy as the frequent interactive assessment of what students currently know and understand to identify learning needs and adjust teaching appropriately.

**Intent** - At Crompton House School, formative assessment is integral to everyday teaching. It has the needs of our students at its core (to build up confidence and reduce apprehension) and it is embedded into teaching activities within each lesson. Via the use of formative assessment approaches, low stakes testing and retrieval practice techniques, our aim is to be best prepared to help our students to embed and use knowledge fluently to improve long term knowledge retention, to meet all students' needs through differentiation and adaptation of teaching, and to achieve a greater equity of student outcomes.

## Developing Knowledge, Skills and Understanding

Crompton House's Key Stage 3 assessment framework uses a precise learning model to deliver the National Curriculum's knowledge, skills and understanding using explicit learning objectives mapped to PLCs (Personalised Learning Checklists). We believe that setting the bar high will motivate our learners to aim high and ensure that all students are making excellent progress regardless of their starting point. For this reason, we believe all students should be **secure** in their learning by the end of the year. Those students who are identified as having high prior attainment are targeted to **master** the criteria for learning in each subject area.

## Ongoing Progress Reviews

Student progress is supported and tracked on a half termly basis by subject teachers via the completion of PLCs. Our students and parents have full access to these via the Doodle website or app. Evidence of these can also be found in students' exercise books and/or folders. These give a clear picture of the areas in which students are secure or continuing to embed and develop. Students should be able to have a clear understanding of what they need to do to improve. Knowing where they are and what they need to do to progress will enable students to succeed.

## Access to Doodle/PLCs

To log onto Doodle Parent, please visit:

<https://www.doodlelearn.co.uk/app/parent/enrol>. You will need your unique access code which will be sent via school email. You can view historical emails in the mail section of your Parent Portal account which can be accessed via the school website or by using this web address <https://my.cromptonhouse.org/login>. If you have not logged on to Parent Portal before or have forgotten your password, please enter your email address and click forgotten password to restart your account.

### Pupil Exercise Book

2.7 I can give the sources of energy at the coast				
2.8 I can explain sediment sources, cells and budgets				
2.9 I can describe and explain the sub-aerial process of Weathering, Mass movement and Erosion				

### Online Parent View

2.7 I can give the sources of energy at the coast				
2.8 I can explain sediment sources, cells and budgets				
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## Formal Progress Data and Understanding Short Reports

Progress at Key Stage 3 is a journey, with students continuously demonstrating that they have embedded the knowledge, skills and understanding essential to their year's learning in each subject. In addition to regular formative assessment in lessons, all students at Key Stage 3 will sit rigorous summative assessments. Following this combined collation of information, parents/carers will receive short reports on their child's progress at key points during the academic year.

Within this report, your son/daughter's progress is tracked against criteria as indicated below for each subject area. All subject-based summative assessments are inclusive and common to learners of all abilities.

English, Humanities, Computer Science, MFL, Maths and Science	The % achieved in the year group summative assessment.
	<b>Teacher Progress Statement</b> based on performance in the <b>most recent subject-based summative assessment</b> .
	<b>Emerging</b> – Still embedding foundational knowledge, skills and understanding; your child is currently working towards a grade 4 at GCSE in this subject.
	<b>Developing</b> – Displaying transitional skills and understanding; your child is showing current potential to achieve a grade 4 at GCSE in this subject.
	<b>Securing</b> – Displaying expected skills and understanding; your child is currently showing potential to achieve a grade 5-6 at GCSE in this subject.
	<b>Mastering</b> - Displaying advanced knowledge, skills and understanding; your child is currently showing potential to achieve a grade 7-9 at GCSE in this subject.

In the subjects of Art, Drama, Design Technology, Food & Nutrition, Music and PE, the Teacher Progress Statements are based on a coloured band system in recognition of performance across a combination of skill areas and progress in understanding and knowledge against PLCs.

Art, Drama, Design Technology, Food & Nutrition, Music and PE	<b>Teacher Progress Statement</b> in recognition of performance across a combination of skill areas and progress in understanding and knowledge against PLCs:
	<b>Red</b> – Still developing across each of the skill areas. <b>Amber</b> – Strong performance in some skill areas but can improve in others. <b>Green</b> – Strong performance across all key skill areas. <b>Gold</b> – Outstanding performance across all skill areas.

## Understanding MEG and 'Attitude for Learning' Information

The short report also includes a student's MEG (Minimum Expected Grade). Also known as a target grade, this is the minimum grade your child will be aiming to exceed or achieve in their final exams. In order to ensure your child is challenged to their full potential, these will be reviewed every year.

The attitudinal data featured within short reports provides parents with a picture of your child's attitude to learning and is an essential contributing factor to our students achieving their full potential. Please review this area of the report, praise your child's strengths, and encourage them to maintain high standards in these areas.