



Ashford School and Ashford Friars Preparatory School
Academic Performance Statement

How we monitor and evaluate pupils' academic performance.

Academic performance is one part of a pupil's achievements.

In the Senior School, we monitor academic performance as part of our routine reporting process whereby parents and pupils receive four progress reports each year. In each report, teachers are asked to evaluate the work of the pupil during the reporting period against either National Curriculum Levels (1-10) or GCSE/AS/A2 grades and to indicate where the pupil is in terms of progress towards the target. For example, the end of year target for a pupil in Year 10 studying maths might be a "B" or National Curriculum Level 8. The teacher will give an evaluation of the assessed work for this reporting period which might be Level 6 and also indicate that the pupil is on progress to reach the end of year target.

John Smith

Subject	Assessed Level	End of Year Target	Progress
Maths	6	8	
	On course to exceed target		√ On course to meet target
			Currently working below target

Targets are set by teachers in consultation with the Head of Subject using two sources of information: nationally standardised tests (CATS, MidYIS, YELLIS, ALIS) and a professional judgment of the ability of the pupil. We also collect information on reading and spelling ages. The nationally standardised test provides guidance on what a suitable target might be for pupils of a similar ability profile. Ashford School pupils generally achieve well above these targets so the starting point for deciding the target for any pupil is at least one grade or level above these suggested targets. Where pupils make better than expected progress, the target is adjusted.

The Prep School uses a similar approach including the use of standardised data and with a strong focus on assessment of clear learning objectives within lessons in order to plan and deliver the most effective learning and teaching. In other assessments focus is on determining the levels achieved in Maths and Literacy and the extensive GL assessments in Reading, Spelling, English and maths are used regularly to monitor progress and plan for the next steps for both individuals and groups of children; it also enables us to view year on year

progress and plan accordingly. Each term parents receive a report which has targets included in the comments for the core subjects. CAT tests are used to measure whether a pupil's progress is in line with their ability and to see whether further screening or intervention/support is required. PIPs is used on entry into Reception and at the end of Reception. Key Stage 1 and Key Stage 2 SATs are also used to monitor and evaluate performance.

In terms of academic performance, the School aims to ensure pupils have the maximum choice when it comes to the next stage of their education. For a few this means obtaining a place at a Grammar School at 11+. For most pupils, this means obtaining a place at the University of their choice on completion of A levels. GCSE and A Level results are stepping stones towards this and full results are published for parents and prospective parents on our website each year, alongside the destination of leavers. Information on the Value Added by the school is generally made available to parents and prospective parents through our electronic messaging service and/or our website news.

Our obsession is with the achievements of the individuals in the school but we recognise that some parents will be interested in the School's position in league tables despite the fact that they are often incomplete or erroneous. Where we have this information, it is posted on our website.