

**Liverpool Archdiocese**

**Secondary Schools’ Partnership**



**Archbishop Beck Catholic College**

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| **Overview / Positive aspect of Sixth Form** |

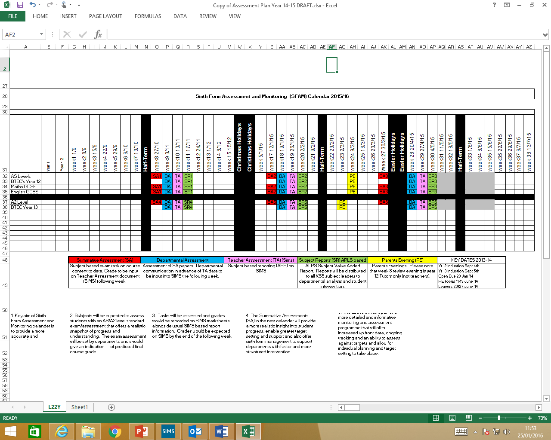
**Our assessment and monitoring tool allows individual student progress and attainment to be monitored as well as overall subject performance. A sixth form assessment calendar is issued with three key assessment periods highlighted. These assessments support formal reporting and internal subject based reporting on progress, accuracy of assessment and retention.**

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| **Purpose** |

*The purpose of the monitoring and assessment calendar to ensure regular and rigorous A level standard assessment on all exam based courses. Data is recorded on our in-house tracking tool and forms the basis of the 3 written reports that students receive during the academic year. These reports offer realistic progress checks and facilitate intervention and support where needed.*

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| **What we did** |

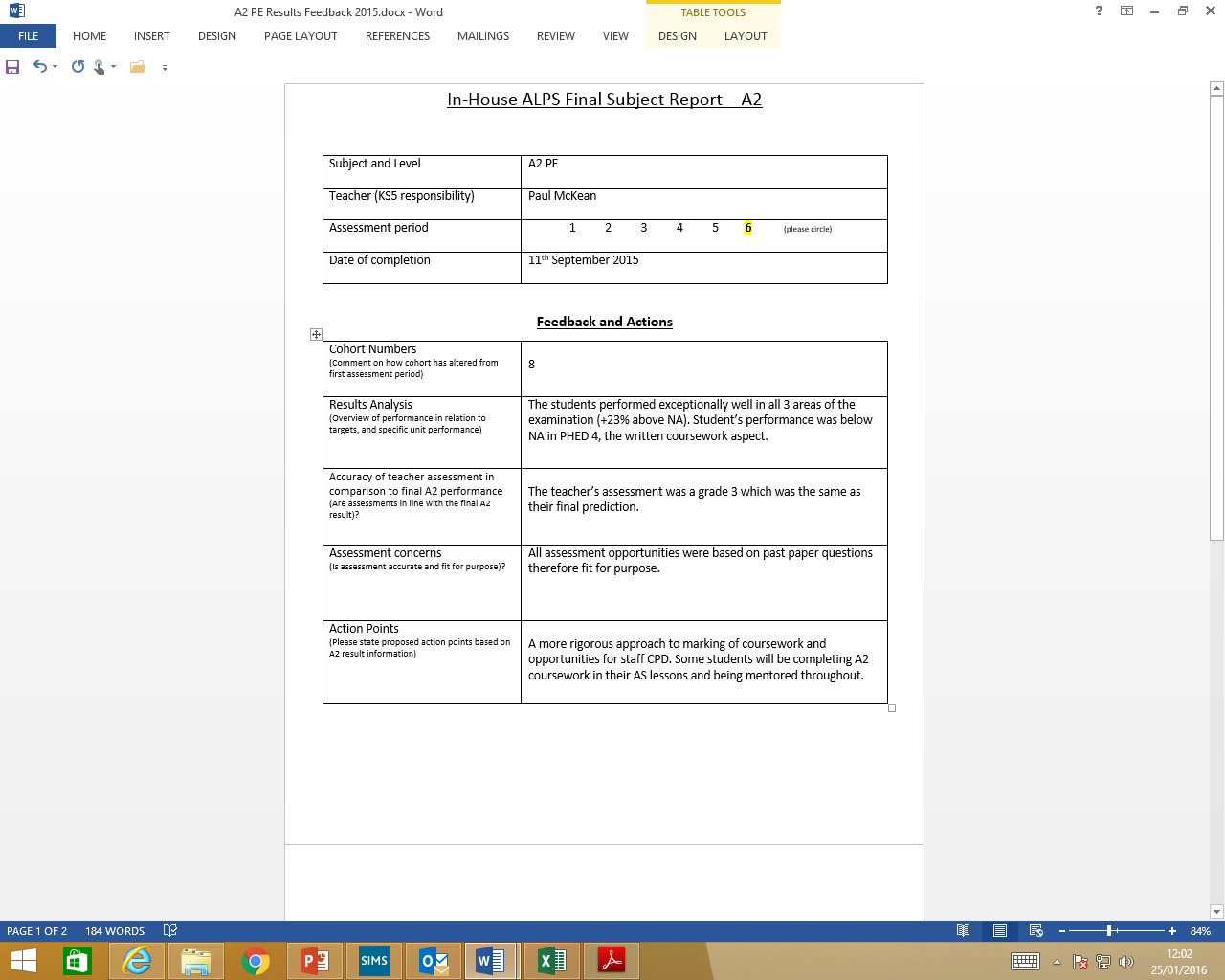
* *Agreed sixth form assessment and monitoring calendar*



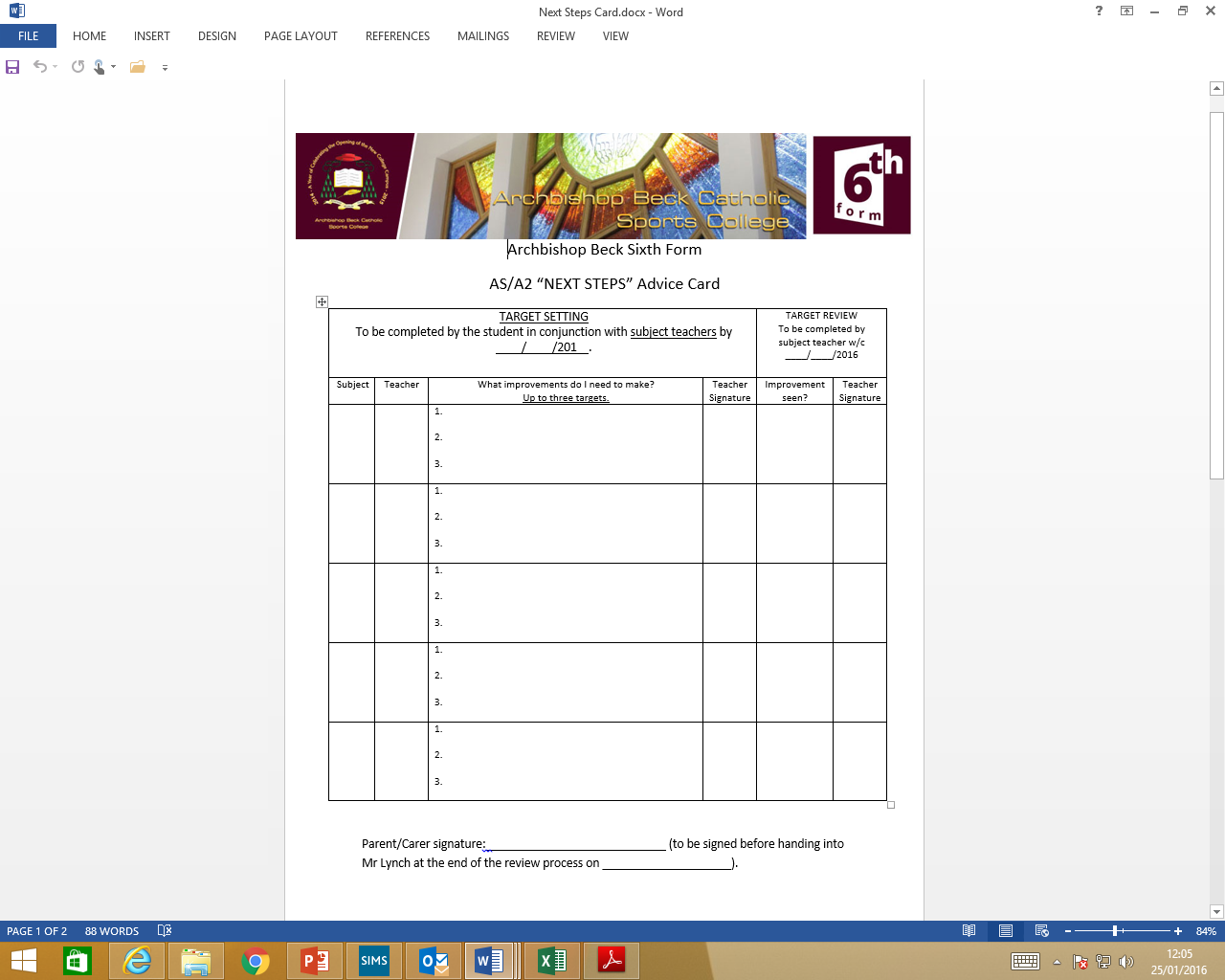
* *Introduction of 3 formal mock exam assessments – run formally by exams team*
* *Exam questions must be from past papers and marked against appropriate mark scheme*
* *Results and overall student report completed after each set of assessments*
* *Individual student reports issued*
* *Internal in-house Alps report produced and distributed to subjects for analysis*



* *Subject’s complete analysis based on data received.*



* *Intervention scheduled incorporating subject leaders and sixth form management team*
* *Next steps improvement targets and review date agreed.*



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| **Outcome/Impact** |

* *System allows for regular and rigorous assessment and monitoring of both student and subject performance.*
* *As well as outcomes against target, the report tracks accuracy of assessment and retention throughout the programme.*
* *Subjects are now more aware of the importance of retention and intervention and more importantly, the need for rigorous and accurate assessment.*
* *This allows positive progress to be acknowledged and shared, as well as informing focused intervention and support where needed.*

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| **Related documents and links:** |