

The Hills Academy

Assessment, Recording and Reporting Policy

*Updated: October 2018
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POLICY

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1. Philosophy

At The Hills Academy we believe the key purpose of assessment is to move children on in their learning to maximize their potential. We believe that assessment should measure what we value rather than simply valuing what we are able to measure.

We believe effective assessment, recording and reporting is a means of motivating, developing and recognising pupil achievement and self-esteem. It gives pupils and parents clear guidance of the next steps in their learning. We believe that assessment should be regular, clear, constructive, personal, encouraging, informative and honest. Assessment is a continuous process that provides information on the achievements of a child in relation to clearly defined national criteria.

Assessment is an integral part of our planning, evaluating, recording and reporting cycle. Assessment is the responsibility of each member of staff. Teachers use it to identify what children know and can do, it provides information to guide future learning and teaching in response to a child's individual and/or group needs and it helps to identify those children with learning difficulties so that their learning needs can be met,. The outcomes of our assessments help children become involved in raising their own expectations. Its process is a core part of our whole learning and teaching programme.

2. Legal Requirements

The Education Act 1996 requires that all maintained schools provide a balanced and broadly based curriculum for all registered pupils. At The Hills Academy subjects are taught and assessed in accordance with the current statutory requirements of the National Curriculum 2014 and Development Matters. The EYFS is defined by the Early Learning Goals. Together these provide clearly the content for learning and set attainment targets for learning- ensuring continuity and progression through the school.

3. Overall Aims

At The Hills Academy, the values and beliefs which underpin the whole school learning and teaching policy also apply to the assessment process – namely that:

- i) In our school everyone is important. We aim to make everyone feel that they belong, so that they want to contribute to each other, the school and the wider community. Assessment should reflect the inclusive ethos / nature of The Hills Academy. Everyone in the school community has the right to be provided with appropriate opportunities to demonstrate what they know, can do and understand in a form and manner that is accessible and appropriate. Everyone should support each other in developing and reaching high levels of attainment.
- ii) We want everyone to gain as much as they can. The school is a place which offers a wealth of opportunities for learning and development. There is such a lot to learn and our school offers so many ways to learn it. Assessment should reflect the variety of ways in which children learn.
- iii) You can grow here. We expect young people to become more independent as they acquire the skills and knowledge they need to take greater control of their own progress. We hope that each young person who leaves our school will take with them lasting values, confidence in their own ability and the maturity to face future challenges. Pupils should be involved in the assessment process and see it as a tool to develop further learning

4. Specific Aims

Through the application of good practice in assessment The Hills Academy aims to

- To advance pupils' learning.
- To raise pupils' self-esteem and motivation.
- To involve pupils in their learning and assessment and to help them to know how their learning is progressing.
- To allow teachers and pupils to evaluate the current attainment (where they are at) and plan next steps for learning – at an individual, group, class and whole school level (this includes assessing pupils' readiness for future learning and identifying the particular help that individuals and groups of pupils need).
- To ensure early identification of children with gaps in their understanding and those with individual needs
- To assess the effectiveness and appropriateness of teaching and learning styles.
- To contribute to the evaluation of the curriculum which is delivered.
- To provide a record and track pupil progress
- To provide a statement of current attainment and progress for pupils, parents, governors, the L.A., future schools, outside agencies and anyone else who supports the child's learning
- To provide information for individual, group, class/year group and whole school targets.
- To fulfil statutory requirements

5. Practice and Curriculum Organisation

Two distinct types of assessment have evolved these are

1. Assessment for learning (AfL)... is formative. It informs next steps for learning and is central to effective learning and teaching. It helps to identify the next steps a pupil needs to make progress; it takes account of the pupil's areas for development and the areas of strength.

AfL is the 'process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.' Assessment Reform Group, 2002

Age Related Expectations (ARE), in reading, writing and maths are used for a structured approach to ongoing assessment, has been used effectively, alongside Assessment for Learning, to enable our teachers to:

- Track pupils' progress over key stages FS & 1 & 2 in reading, writing and numeracy
- Use diagnostic information about pupils' strengths and weaknesses to improve teaching, learning and rates of pupils' progress
- Make more consistent progress and attainment judgements in National Curriculum subjects
- Improve the quality, consistency and smooth progression of teacher assessment

ARE assessment is designed to:

- provide a full picture of pupils' strengths and weaknesses (for teachers, pupils and parents/carers) in relation to national standards
- offer a secure basis for pupil tracking
- give insights which directly inform future planning, teaching and learning in the course of a year
- analyse by strands with each subject the relative strengths and weaknesses of each pupil
- engage teachers and learners in all year groups in ongoing assessment to raise attainment and ensure good or better progress

2. Assessment of learning (AoL)... is a summative process. It summarises learning that has happened at a given point in time – it provides a snapshot of what has been learned (both in terms of attainment and progress). AoL is more associated with judgements based on grades and ranks and with public accountability
 Both are summative and formative assessment methods are essential in raising standards and are key professional skills. Assessment for learning, essentially, promotes future learning and Assessment of learning describes and labels past learning.

Purposes of information derived from assessment

- Formative: so that the positive achievements of a pupil will be recognised and appropriate next steps planned. Eg: next step marking
 - Diagnostic: through which learning difficulties will be scrutinised and classified so that appropriate remedial help and guidance can be provided. Eg G.S.P. (Grammar, spelling and punctuation) and maths termly check tests
- Summative: for the recording of the overall achievement of the pupil in a systematic way and at a particular time, e.g., reporting to parents annually, end of each key stage reports and summative records of achievement. Eg: SATs in Y2 and Y6
- Evaluative: by means of which aspects of work of the school will be assessed and reported on and used to make curriculum planning and resource decisions Eg: marking informing planning

Good assessment practice will:

- Raise standards of attainment and behaviour, and improve pupil attitudes and response
- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Guide and support the teacher as planner, provider and evaluator
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- Draw upon a wide range of evidence using a variety of assessment activities
- Track pupil performance and in particular identify those pupils at risk of underachievement
- Provide information which can be used by teachers and leaders as they plan for individual pupils and cohorts
- Provide information which can be used by parents and or carers to understand their pupils’ strengths, areas for development and progress
- Provide information which can be used by other interested parties
- Provide information which can be used to evaluate a school’s performance against its own previous attainment over time and against similar schools, the learning community and national standards

ASSESSMENT FOR LEARNING AfL	ASSESSMENT OF LEARNING AoL
Validity paramount- we do it because it is worth it and it does what it claims to do	Reliability paramount-if we do it again the same way we will get the same outcome
Purposes- Assessment for learning will <ul style="list-style-type: none"> • Provide insight into pupils’ learning for both pupils and teachers 	Purposes - Assessment of learning will <ul style="list-style-type: none"> • Provide a summary judgement about what has been learned at a specific point in

<ul style="list-style-type: none"> • Promote success for all • Support the target setting process • Enable continuous reflection on what pupils know now and what they need to know next • Measure what is valued • Promote immediate intervention and link judgements to learning intentions • Raise standards capacity 	<p>time</p> <ul style="list-style-type: none"> • Establish national benchmarks (KS1 & 2, SATs, National Y4 Times Tables Test and Phonics testing) about what children can do and about school performance • Show what pupils can do without support • Inform the target setting process • Hold the school to public account • Promote subsequent intervention
<p>Implications for teaching The teacher will:</p> <ul style="list-style-type: none"> • Provide continuous oral and written feedback which identifies strengths and the next step for improvement • Promote pupil involvement in self-assessment e.g. traffic lights • Act on insights gained to inform curricular targets • Plan against what children know/can do/ understand • Make standards and objectives explicit to pupils • Promote inclusion by attending to all pupils' learning needs particularly for pupils who are at risk of underachievement and key groups of learners • Engage pupils in rich questioning with 'wait' time • Build in time for focused observation of teacher-directed and child-initiated activity 	<p>Implications for teaching The teacher will:</p> <ul style="list-style-type: none"> • Maintain accurate formative assessment records for each pupil (Target Tracker). • Provide a periodic summary through teacher assessment (e.g. pupil progress meetings, report cards and tests). • Identify gaps in pupils' knowledge and understanding • Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
<p>Impact on learning and the learner The pupil will:</p> <ul style="list-style-type: none"> • Know what to do to improve • Know what standards are required • Know what has been achieved against known success criteria and what to do next • Gain confidence, motivation and self-esteem as a learner • Improve own self-evaluation skills • Make progress 	<p>Impact on learning and the learner The pupil will:</p> <ul style="list-style-type: none"> • Be able to gauge own performance against given criteria (e.g. success criteria, age related expectations, learning objectives)
<p>Issues for management Managers will:</p> <ul style="list-style-type: none"> • Define clear roles, systems and responsibilities in relation to assessment activities • Make arrangements to monitor the progress of individual pupils and diverse pupil groups (e.g. work scrutinies and pupil progress meetings) 	<p>Issues for management Managers will:</p> <ul style="list-style-type: none"> • Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements • Monitor the delivered curriculum • Provide, use and analyse data to promote public scrutiny enable external

<ul style="list-style-type: none"> • Monitor the quality of teacher assessments. • Keep parents/carers informed and involved (e.g. termly report cards, parents' evenings). • Use assessment information to inform the school development plan and identify learning and training needs, taking account of diversity and the promotion of race equality 	<ul style="list-style-type: none"> • accountability and raise attainment • Involve governors in their accountability role • Keep parents/carers informed and involved • Use assessment information to inform the school development plan and identify learning and training needs • Monitor the impact of the planned curriculum and compare performance across different subjects (e.g. Target Tracker reports, Key English and maths targets, SLT work scrutiny) • Analyse data to identify groups at risk and to focus intervention on underachieving pupils
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National Assessment

Standard Assessment Tasks and Tests

Year 2 and Year 6 staff administer the SATs in May each year in line with QCA guidelines. The school is audited on a regular basis to ensure the correct administration of the test and tasks, marking is also audited for accuracy. KS1 and 2 staff practise levelling work against National Curriculum age related expectation criteria in school staff moderations and with local schools. The Foundation Stage and year 2 and 6 staff attend Borough work moderations and SAT courses as appropriate or whenever changes to the testing arrangements occur. These assessments provide a combined picture of how the child is achieving on a national scale.

Year 1 staff administer and mark Phonics tests in June in line with QCA guidelines, school procedures for this test are also subject to unannounced moderation by Bedford Borough auditors.

School Assessment

The Early Years Foundation Stage

Details of the assessments undertaken in the Early Years Foundation classes are detailed in the Early Years Foundation Stage Policy. The Early Years profile (updated May 2012) assess pupils across 3 prime and 4 specific areas of learning. School based attainment on entry is assessed and updated quarterly. Formative assessment is undertaken through the interactive learning diary software which creates an e-journal for each child and captures their progress in the EYFS seven areas of learning. The e-journal is shared with parents at consultation sessions in both October and February. The year-end journal forms part of the summative assessment together with statutory EYFS profile data, detailing whether the children are Emerging, Expected or Exceeding their Early Learning Goals. This data is then forwarded to Year 1 teachers to inform and support their future assessment

Planning

Staff meet as a year group each week to plan the lessons for the week ahead. Medium term plans are in place for each subject. These lesson plans are discussed in the year group planning meeting and any modifications to the structure or pitch of the lesson is noted in the planning folder together with the use of adult support. Staff evaluate the English and maths

lessons, annotate planning that has been taught and assess the learning of individuals or groups, including the regular use of AfL methods across all subject areas to inform the planning for the next day. Following this reflection it is good practice to amend planning for the following day to take account of insights into pupils' learning from the previous day. All planning for teaching assistants is named and left in the SENDCo's room by 8.30am on Monday mornings so TAs have advance notice of lesson content. Class teachers' focus group plans are also named and left in this file.

Next Steps

All children are made aware of their next steps in English and Mathematics based on the Age Related Expectations attainment foci.

Pupils' maths and extended writing receive regular in depth marking and show pupils how to address misconceptions, how to improve, correct or identify their next steps. This is outlined in the subject specific marking sections of the Marking, English and Maths Policy.

In Foundation stage and KS1 the focus is on oral interaction, video marking in English and explanation of the targets from the teacher. In years 1 - 6, teachers use the pink and yellow marking method to assess pupil work against both their individual targets and the explicit 'success criteria' set out for each extended writing task. Reception introduce the yellow and pink marking, for pink they use 'remember'.

The Special Needs Co-ordinator tests Year 2-6 spelling ages in December and Year 1-6 in July to help class teachers ensure that children are accurately matched to the reading age of the scheme books. Reading age standardized scores are tracked using assessments by the English Coordinator and the SENDCo to prepare evidence for Y6 SATS access arrangements.

Further details of assessment in the different areas of English are detailed in the relevant policy.

SEN testing

School based testing that is carried out by the Special Needs Co-ordinator is detailed in the assessment timeline and the Individual Needs Policy.

SENDCO (Special Educational Needs and Disability Coordinator) keeps up-to-date overview showing the interventions a pupil has received during their journey through the school.

Records of individual testing and a child by child overview of pupil interventions will be updated termly on a proforma detailing referrals and outcomes.

Termly assessment

Termly assessment will be made using the Target Tracker and the Age Related Expectations evidencing individual pupil progress all subjects. In the core subjects Target Tracker data is entered on an ongoing basis, Target tracker evidence of pupil attainment in science and the foundation subjects against subject specific skills is updated at least half termly,.

Reporting to Parents

Our school has an open door policy

a) Two formal parent/teacher consultations per year. Parents have written report which includes a personalised social comment in the autumn, and comments about progress towards levels in English, mathematics and science and a range of foundation subjects across the two terms. Effort is reported on termly.

b) Open Afternoons /fabulous finishes

c) Parents' Familiarisation Events

d) SATS parent Information meetings

e) Informal teacher/parent meetings

f) Meetings for parents with outside agencies (e.g. Educational Psychologist, School Nurse)

g) Autumn and spring written reports

Teachers

- a) Pupil progress meetings with Head Teacher, Deputy Head Teacher/SENDCo and Pupil Premium Champion
- b) Meetings with teachers on transfer (internal or external)
- c) EAL profiles on transfer (internal or external)
- d) SEND profiles on transfer (internal or external)
- e) CP/CLA information on transfer (internal or external)
- f) Consistent record keeping through the school informs teachers' information sharing
- g) Key Stage meetings / year group meetings / staff meetings / In service training days

The following information must be transferred to the next class teacher during the 2nd ½ of the Summer Term.

Handover checklist

Assessment guidelines

Individual Pupil Profiles

Class provision maps

SEND file containing reviewed IEPs/ IPPS and most recent IEP/IPP Provision map

Parent Consultation sheets

Current exercise books in all core subjects, sketch books

Reading files

Assessment information

Other schools

Transfer and Transition meetings Year N/R/6

INSET / conferences Feeder Pre-schools

Reports to parents

Year-end reports are provided to all EYFS parents. Nursery children receive a summative report based on the EYFS Development Matters statements covering all Prime and Specific areas. Reception children receive a summative report based on their attainment against the EYFS Early Learning Goals. All reports will contain the child's characteristics of effective learning.

KS1 and KS2 report to parents each term using the termly report cards. These show pupil attainment and progress and are generated, in part, by Target Tracker software with additional teacher comments. Staff use personalised comments in English and Mathematics each term and across the year we include comments about French, R.E and a range of foundation subjects which accurately reflect an individual child's learning. Pupils also complete a section outlining their achievements and identify their own next steps. Parents are encouraged to add to the record of the child's achievement and the complete report cards are added to the class file to form a cumulative picture, over time, of a pupil's progress during their time at The Hills.

6. Teaching and learning

At The Hills Academy we believe that a variety of learning and teaching styles and effective classroom organisation, are necessary in order to maximise the significant contribution that the accurate assessment of each child's attainment makes to pupils all round development. These are detailed in the Learning and Teaching Policy.

7. Differentiation

At The Hills Academy we ensure that appropriate activities are available by setting suitable learning challenges and responding to pupils diverse learning needs. Opportunities for extension and enrichment are built in to all our schemes of work and are detailed in individual curriculum policies in more detail..

Strategies for supporting pupils with particular needs are detailed in the 'Special Educational Needs Policy' and 'Curriculum Enrichment Policy'

8. Equal Opportunities

The Hills Academy is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race, and social circumstance. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible.

Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Special Educational Needs and Disability Code of Practice: 0 to 25 years-September 2014)

9. Inclusion

There is a commitment to inclusive practice. Inclusion is the responsibility of everyone in the school. The Equality Act 2010 provides an updated statutory framework to ensure that all people with protected characteristics are given equal opportunities. All children have the right to attend a mainstream school, unless their parents choose otherwise or if this is incompatible with 'efficient education for other children.' Alongside the act The Disability Equality Duty(DED), introduced into The Disability Discrimination Act in 2005, place new duties on schools not to treat disabled pupils less favourably than others and to make 'reasonable adjustments' to ensure that they are not disadvantaged. This may involve disabled pupils receiving more favourable provision.

Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Special Educational Needs and Disability Code of Practice: 0 to 25 years-September 2014).

10. Assessment, recording and reporting to parents

Pupil assessment is the responsibility of the class teacher within the whole school framework. Pupil records are kept in accordance with the whole school policy and disposed of following GDPR guidelines in secure bins in each building. Pupil assessment is the responsibility of the class teacher within the whole school framework. Pupil records are kept in accordance with the whole school policy. Effective use of both summative (AoL) and formative (AfL) assessment methods, Age Related Expectations (A.R.E.) on target Tracker, work moderations and school based testing are undertaken ensuring that the A.R.E.s or areas of learning in each year group are covered over the year.

11. Monitoring and evaluation

Procedures are in place and are detailed in the tri-annual time-table for monitoring and which is in the school handbook.

12. INSET

Inset and twilight trainings will be provided as identified in the School Development Plan. Directed time for year group assessment tasks is outlined in the annual staff meetings schedule.

13. Resources

Y2, Y6 SATs and Phonics test materials are confidential and must be stored in a locked cupboard. The appropriate number of tests and tasks at each level are ordered annually, large print copies are available. Specific guidance about when the papers may be opened or modified for SEN pupils is detailed in the KS1 & 2 assessment handbook is available online at NCA tools website

13. Policy and guideline review

This Policy will be reviewed as part of the tri-annual review of whole school and guidelines which in the school handbook.

Amendments

Amendment Details	Made By	Date
i) Learning Journals replaced by Target Tracker. ii) Y6 implications added iii) Timeline reviewed	V Thomson SLT and subject leads	May & Sept 2018
Responsibilities update from STA DfE guidance	V Thomson	Sept 2018

Appendix 1

RESPONSIBILITIES

Headteachers' responsibilities

Headteachers at participating schools have a duty to ensure that:

- the requirements in the ARA are implemented in their school
- teachers and other staff comply with the ARA
- the deadlines in the ARA are met
- the needs of all pupils are considered and suitable access arrangements are put in place to enable them to take part in the tests where possible (see section 5.2)

The relevant sections of the ARA provide further detail:

- section 6.7: Headteachers' responsibilities for the tests
- section 7.11: Headteachers' responsibilities for the phonics screening check
- section 8.11: Headteachers' responsibilities for teacher assessment and moderation

Where headteachers do not comply with the provisions of this ARA and other published guidance this could result in the school being investigated for maladministration.

Reporting to parents

Requirements of what headteachers at maintained schools, including maintained special schools, must report to parents are detailed in section 9.2.

Keeping and maintaining records

The statutory requirements of headteachers at maintained schools, including maintained special schools, for the transfer of records between schools are detailed in section 10.3.

Teachers' responsibilities

Teachers must comply with the provisions of this ARA when carrying out assessment and reporting functions.

Where teachers do not comply with the provisions of this ARA and other published guidance this could result in the school being investigated for maladministration of the assessments.


Governing bodies' responsibilities

Governing bodies of maintained schools must carry out their functions to ensure that the phonics screening check and KS1 tests are administered in their school according to this ARA and all other published guidance.

Appendix 2

TERMLY PUPIL REPORT CARDS

Example autumn term layout

		The Hills Academy Autumn Term Report:					
		Class Teacher Comments <div style="border: 1px solid black; height: 100px; width: 100%;"></div>		Autumn Term Attainment			
				Subject	Effort	Below	Expected Age Attainment Range
					Within	Upper within	
		Reading	E		●		
		Writing	E		●		
		Mathematics	E		●		
		Key: ● Current attainment E: Excellent G: Good S: Satisfactory NI: Needs improvement					
Teacher: _____ Attendance: 100.0% Authorised absence: 0 Unauthorised absence: 0 Sessions available: 74 Date: 16/11/2017							

Appendix 3

ASSESSMENT TIMELINE

Autumn 1	Cohort profiles updated EAL Pupil Language Profiles updated Lesson observation grid preparation Focus group tracking grids Work / book scrutiny English & Mathematics Pupil Progress meetings – Year group link governors to attend where possible Target Tracker autumn 1 update core (weekly/regularly) and foundation Neale analysis- years 2-6 reading age for pre-better reading partnership SDP and middle leader Action plans and targets evaluated and new targets created on Perspective Year 1-6 parallel spelling test Y1-6 Handwriting speed -Robin Hedderly Sentence completion test EYFS reading evening FS Development Matters and Early Learning Goals - ongoing EYFS Baseline assessment Year 1 Phonics evening Year 6 SATs information evening
Autumn 2	Focus group tracking grids Work / book scrutiny English & Mathematics Pupil Progress meetings – Year group link governors to attend where possible Target Tracker autumn 2 update core (weekly/regularly) and foundation Maths termly progress checks Y1-6 Consultation evening with termly report cards Neale analysis- year 2-6 reading age for post-reading partnership Year 2 SATS information evening FS Development Matters and Early Learning Goals- ongoing

	<p>EYFS Progress update NER reading and grammar assessments Years 1, 3, 4 and 5 HTRG Analysis of EYFS & Years 1-6 results, national data, progress and attainment -groups of learners</p>
Spring 1	<p>Cohort profiles updated EAL Pupil Language Profiles updated Focus group tracking grids Work / book scrutiny English & Mathematics Pupil Progress meetings – Year group link governors to attend where possible Target Tracker spring 1 update core (weekly/regularly) and foundation Neale analysis- year 2-6 reading age for pre- reading partnership EYFS Maths information evening SDP and middle leader Action plans and targets mid-year reviews on Perspective</p>
Spring 2	<p>Focus group tracking grids Work / book scrutiny English & Mathematics Pupil Progress meetings – Year group link governors to attend where possible Target Tracker spring 2 update core (weekly/regularly) and foundation Maths termly progress checks Y1-6 Consultation evening with termly report cards Neale analysis- year 2-6 reading age for post-reading partnership FS Development Matters and Early Learning Goals- ongoing EYFS Progress update NER reading and grammar assessments Years 1, 3, 4 and 5 HTRG Analysis of EYFS & Years 1-6 results, national data, progress and attainment -groups of learners</p>
Summer 1	<p>Cohort profiles updated EAL Pupil Language Profiles updated KS1 Y2 SATs KS2 Y6 SATS Focus group tracking grids Work / book scrutiny English & Mathematics Pupil Progress meetings – Year group link governors to attend where possible Target Tracker summer 1 update core (weekly/regularly) and foundation Neale analysis- year 2-6 reading age for pre-reading partnership</p>
Summer 2	<p>KS1 Phonic screening Y1-6 Whole school handwriting speed - Robin Hedderly Sentence completion test Focus group tracking grids Work / book scrutiny English & Mathematics Pupil Progress meetings – Year group link governors to attend where possible Target Tracker summer 2 update core (weekly/regularly) and foundation Maths termly progress checks Y1-6 Report card comments- optional consultation drop-in Neale analysis- year 2-6 reading age for post-reading partnership Review action plans / targets on perspective Year 1-6 parallel spelling test Reports to parents Nursery – Interactive Learning Diary, EYFS – word document FS Development Matters and Early Learning Goals- ongoing EYFS ELG profile – summative NER reading and grammar assessments Years 1, 3, 4 and 5 HTRG Analysis of EYFS & Years 1-6 results, national data, progress and attainment -groups of learners Transfer of assessment information to next class & new Y7 schools</p>