

Alis/Yellis Data Policy

Primary person responsible for updates to this policy: Chris Randell

Job title: Principal

Last review date: May 2021

Next review date: June 2022

Relevant ISI coding (if applicable)

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.

Alis/Yellis Data Policy

It is the policy of Abbey College Manchester that all students in Year 11, Y12 and transfers to the Y13 sit the Alis/Yellis assessment tests soon after arrival to provide a bench-mark assessment. These tests are taken in one session and comprise a computer adaptive test.

The Alis/Yellis tests are a resource provided by CEM (Centre for Evaluation and Monitoring) designed to assess cognitive ability in three areas:

- **Verbal** *e.g. sentence completion, word association*
- **Non Verbal** *e.g. figure classification and configuration*
- **Numerical** *e.g. number sequence and pattern, equation building*

Student performance is assessed externally to provide the following data for the college:

- Probability of achieving certain grades in a wide range of subjects at GCSE, AS or A2 as appropriate to the age group.

Who gets the data

- Data is released to subject teachers and Heads of Department, Directors of Faculty and SENDCo to allow for benchmarking and to assess final exam performance.
- Data is released to SLT and Directors of Faculty in the Tracker booklets to track overall cohort performance.
- Data is not released to students or parents, though it may be used on rare occasions during individual discussions with students and parents by the SLT.
- Data is released to the SENCO to assist with RAs

Note: Students have the right to see their results if they so desire; but the arrival of the results is not published

Data is used:

- To illustrate value added by subject for an individual student and a cohort at the end of the academic year.
- To provide teachers with a minimum attainment benchmark against which to compare their own assessment of individual student performance levels.
- To provide parents and students an objective assessment of intellectual and academic strengths and weaknesses if required.
- To inform student subject choices where appropriate
- To assist in identifying potentially gifted students and those with some learning difficulties, and hence appropriate action in the light of such assessment.

Note that the verbal scores are more heavily weighted in the predicted grades than the other two abilities.