Preston School

A Business & Enterprise Academy

Excellence for all

ASSESSMENT, TARGET SETTING, REPORTING & RECORDING POLICY

Staff Link:	C Marsh	Date:	September 2015
Governor Link:	TBA	Review:	September 2018

Assessment, Target Setting, Reporting and Recording Policy

This policy sets out the detail and rationale behind a whole school approach to assessment and reporting – fulfilling our statutory duties.

At Preston School we believe learners learn best when:

- They understand clearly what they are learning
- They are given feedback about the quality of their work, and what they can do to improve it
- They are given guidance about how to make improvements
- They are fully involved in deciding what needs to be done next, where to access resources and who can give them help if needed.

Aims

Assessment is integral to effective learning and teaching. Effective assessment is key to raising achievement and identifying underachievement.

Assessment must:

- Acknowledge attainment
- Ensure constructive feedback
- Provide guidance and develop a dialogue with the learner to inform progress through stages of learning
- Correct mistakes and identify gaps in learning
- Assess students progress against stated learning objectives and shared assessment criteria
- Ensure a consistency of approach throughout the whole school.

All students must have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. Students should:

- Know their potential level of attainment in each subject area
- Know their current grade or level in each subject area (summative assessment)
- Know what to do next in order to make progress (formative assessment)

Assessment

Formative Assessment

Formative assessment is assessment <u>for</u> learning. It takes place all the time in the classroom. It is about using information gained to improve learning. Teachers and pupils seek and interpret evidence to decide where pupils are in their learning, where they need to go and how best to get there. This will be evidenced by:

- Teachers clarifying and sharing learning intentions and criteria for success
- Teachers engineer effective classroom discussion, questions and learning tasks to elicit evidence of learning
- Feedback is provided which moves learners forward
- Students take active ownership of their learning
- Teachers activate students as learning resources for one another
- Teachers use evidence of learning to adapt lessons in real time to meet students learning needs

Summative Assessment

Summative assessment is assessment of learning. It is used by subjects to

- inform pupils of their attainment.
- gain additional information about pupil progress for reporting purposes
- monitor the attainment of pupils
- prepare pupils for external assessments

PLEASE REFER TO LEARNING AND TEACHING POLICY FOR FURTHER GUIDANCE ON ASSESSMENT FOR LEARNING

Attainment Reports and Diagnostic Feedback

At Preston School, we aim to ensure we have an ongoing conversation about learning throughout the year with both parents and students. This takes place in two forms:
1 – An attainment report which goes home with students twice a year
2 – A diagnostic assessment sheet from each subject which goes home at the end of each unit of work.

Attainment Report

Data shared to parents on this report will be:

- **Target Minimum Grade:** This is the potential minimum end of year grade that a student is expected to achieve, based on Key Stage 2 Reading and Mathematics scores.
- **Current Grade:** This is the current grade of attainment based on the most recent assessment. Each year group has two formal summative assessment points during the year. One of these assessments will take place in the examination hall for Years 9-11.
- **Projected Grade:** This grade is a matter of professional judgment and should take into account current grade, prior attainment and the teachers' knowledge of the student. It is a projection of what they will attain at the end of the Year 7, Year 8, Year 9 or Year 11 for both Years 10 and 11.
- **Behaviour Data (merits and behaviour points)**
- **Homework points**
- **Attendance Data**

During the two formal assessment weeks for each year group, teachers should be coming to a judgment about a current grade. It is this grade that should be entered onto the attainment report as current grade. Staff may arrive at this current grade by:-

- Assessing work completed during the unit
- Setting a specific task e.g. assignment or test (*core assignment)
- A combination of both
- Alongside this grade, there should be formative guidance on what the learner needs to do to improve their work to the next grade. This should be recorded in STARS marking and on the diagnostic assessment sheets.
- Grading should be moderated within the Schools of Learning and through the meetings structure.

Diagnostic Assessments

See example in Appendix 2.

These should be used to give an ongoing dialogue to parents on what essential skills their son/daughter is currently achieving and what they need to work on in order to reach the next grade. They are not intended to cover the entire content of a unit of work but to pick out the most important skills and knowledge a student will need in order to make expected progress by the end of the key stage.
Parents and students are invited to make a comment on this sheet to feedback to the member of staff.
Also indicated on this sheet are the key literacy/numeracy elements of the unit of work and any key words students should be able to know and accurately spell.
The frequency of these being shared with parents will vary from subject to subject but it is the expectation that they will go home at the end of each unit of work and a minimum of 3 times throughout the year.

STARS Marking

Throughout the year there should be an ongoing dialogue occurring between the teacher and the students, evidenced using the STARS stamp.

The STARS stamp will be used to give feedback to the student in 5 areas of their work:

- S – Strengths
- T – Target grade or level
- A – Areas for improvement
- R – Reflection (student comment on their progress)
- S – Spelling or a literacy comment

Developing our students as reflective and critical learners is central to their development as enterprising students. Staff should actively plan and devote time in their lessons for this purpose. The stamp should be used once every 6 lessons as a minimum, its function being to promote a <u>formative</u> dialogue about the students' work. This policy is not prescriptive about whether or not staff or students start this process however, formative comments should outline the strengths and achievements of recent tasks and set out clearly what the students need to do better in order to improve and gain the next grade or level. This personalised feedback in turn will assist and inform future lesson planning by the teacher.

Here is an example of how feedback could be given:
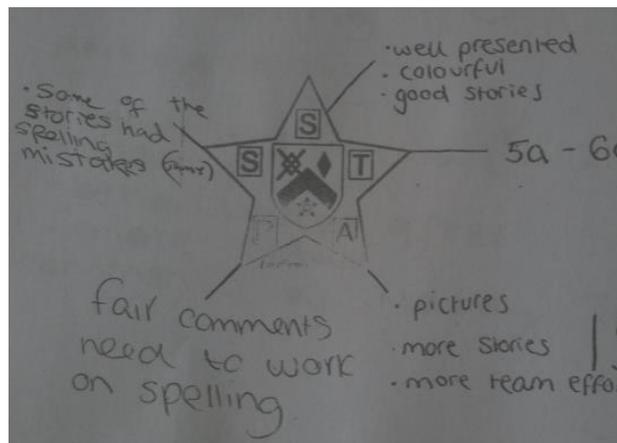
Good feedback should:

- help clarify goals, criteria, expected standards
- facilitate the development of self-assessment and reflection in learning
- deliver high quality information to students about their learning
- encourage a dialogue between the teacher and the student
- encourage motivation and self-esteem

- provide opportunities to close the gap between current and target grades
- provide information to the teacher that can be used to help shape the teaching.

See Appendix 1 for exemplar staff and student comments.

Staff can also comment upon the presentation of students' work under the following areas:

- Title and Date underlined with a ruler and capital letters used as necessary
- Diagrams in pencil and use ruler when necessary
- Handwriting needs improvement
- Begin each sentence with a capital letter
- Finish each sentence with a full stop
- Write in blue or black ink
- Label diagrams and graphs
- Draw one neat line through a mistake
- Do not graffiti on book or cover

<u>Target Setting</u>

AIMS
1. To personalise assessment data so that all students understand their learning in every curriculum area and know what they have to do to be successful in their learning and fully understand their potential.
2. To encourage students to take an active interest in their own learning and to be able to identify their strengths and areas for development in each subject. Students to have a very clear idea of what they have to do to achieve their potential.
3. To track the performance of each individual student and employ intervention strategies when necessary with those students who appear to be underachieving.

DATA
Along with teachers own marking records, the following sources of data on student performance are used to inform teaching and learning (see Appendix 3 for further information):

- Cognitive Ability Test data (CAT)
- Key Stage 2 data
- Fischer Family Trust data (FFT)
- Baseline tests in all subjects at the start of Year 7
- Attainment Report Data
- 4Matrix data

These sources of data tell us different things about our students. CAT and FFT data provides information about a student's potential for the future. The Key Stage 2 data in particular is used to determine the progress made by students from KS2 to KS4. This source of data is essential in the target setting process but must also be moderated by the class teacher.

Progress

In general, students increase their level of academic achievement as they grow older and move through school. Reading ages rise, vocabularies widen and an individual's mathematical toolkit grows. This is what we refer to as **progress**. The rate of progress over a given period of time will naturally differ between individuals. Some students will make small amounts of progress, most will make average progress and some will make exceptional progress. The quality of teaching and subsequent learning, the availability of resources and expectations are significant factors influencing progress. Our expectation is that all students will aim to make a minimum of 3 levels progress from KS2-4, however students can be set aspirational targets of 4 levels progress in order to raise their aspirations of what they can achieve.

TARGET SETTING PROCESS

Estimated grades of 3 or 4 Levels of Progress (A*-G or 1-9) for each student in every subject will be provided by the Vice Principal via SIMS Assessment Manager. These estimates are based on students' prior attainment using Key Stage 2 data for reading and Mathematics.

As a minimum the school aims to achieve all students making 3 levels progress, 40% making 4 levels progress.

Each classroom teacher will be provided with the 3 and 4 levels of progress data for each student, along with the expected number of student in the class who should achieve these levels.

E.G. Maths class 10T should contain 16 students making 4 LoP and 8 studnets making 3 LoP.

Classroom teachers should have a learning conversation with each student to agree a 3 or 4 levels of progress target giving both the staff member and the students ownership of this target.   The grade should be recorded in the students' My Progress Tracker along with any key aims for how the student will achieve this. Assessment systems above should be used to provide constant dialogue with the students on their progress towards their target. Assessment of students' progress should be made in line with schemes of work and assessment cycle.

The class teacher should enter these targets into SIMs. These will then be uploaded onto 4Matrix for Quality Assurance checking.

<u>Responsibilities</u>
Governors should:
- Participate in the development and review of the policy

Vice Principal (Learning and Teaching) should:
- Prepare and publish a timetable of events associated with the target setting cycle
- Lead on development and review of whole school target setting policy
- Ensure assessment systems are manageable and that assessment data is effectively gathered and collated
- Disseminate assessment information throughout the school
- Consult with Heads of School and Assistant Heads of Schools to ensure that

relevant data is available to inform teaching and learning and support staff in the use of this
- Check that subject policies are in line with school policy
- Evaluate the impact of target setting procedures on raising standards within the school
- Ensure that statutory requirements are met

Assistant Heads of School should:
- Ensure schemes of work include clear learning objectives and a range of strategies for assessment within the subject
- Ensure the focus within the classroom is upon assessment for learning
- Monitor target setting procedures and make sure that they are implemented effectively
- Ensure assessments for each unit of work give students the opportunity to reach their target grade and beyond

- Analyse and interpret data, with a subject team, to monitor standards and set appropriately challenging targets and set intervention when needed
- Use data to review the curriculum with the subject team
- Ensure progress towards targets is regularly monitored
- Report to Head of School on standards
- Ensure all statutory requirements are met

Subject Teachers should:
- Implement assessment for learning and differentiation within the classroom
- Enable students to develop the skills of self-assessment
- Identify students who are not on target and liaise with the Assistant Head of School and Head of School to provide appropriate intervention
- Use agreed range of assessment methods and techniques to gather and use information in line with school policy
- Use SIMs to record progress in line with Assessment cycle
- Review evidence and finalise teacher assessment
- Contribute to subject discussion on performance data
- Report to parents on student progress and next steps

SENCO should:
- In liaison with other staff, identify students with SEN and assess their specific needs
- Work with other staff to develop and support appropriate assessment methods and differentiation for students on the SEN register
- Liaise with external agencies over formal assessment for statementing
- Monitor and evaluate performance data for students on the register
- Arrange appropriate adaptations for end of key stage assessments.

Appendix 1: Exemplar STARS marking comments.

Making marking comments active, rather than passive will encourage students to set personal goals or take a specific action to improve a piece of work. The student reflective comments could then be based upon your questions.
e.g.

- Good decision making. How could you develop this to include someone's opposing view?
- How would you adapt this piece of writing for a different audience?
- What more could you add to show the process you went through in making your decisions?
- Look back at your calculations. What could you do differently to improve their accuracy?
- What detail could you add to improve the quality of your work?
- How could you use colour to improve your work?
- Think about the accuracy and neatness of drawing/graphing skills. What do you need to work on?
- Collection and tabulation of data are good. Now you need to explain the pattern within the data.
- There are five answers here that are incorrect. Find them and fix them.
- You've used substitution to solve all these simultaneous equations. Can you use elimination?
- You've used two different methods to solve the problems. What are the advantages and disadvantages of each?
- Good use of senses! Look back on the work, where might you have used alliteration to improve it?
- Good use of senses! Don't forget other features such as onomatopoeia, alliteration and metaphors.
- Look back at the way we worked out scales for graph axes and pinpoint the mistake you are making.
- You've described A, B, and C well. In what ways are they connected?
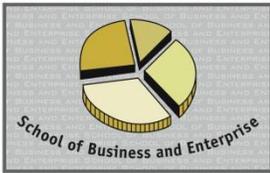
DIAGNOSTIC UNIT ASSESSMENT

YEAR *	TOPIC TITLE
NAME	

Assessment Result:

Target Band	
Test Result Band	

Key Skills and Knowledge:

Statement	Band (1-9)	Achieved (✓)

Literacy focus	Achieved (✓)	Numeracy focus	Achieved (✓)

Key Words and Spellings

Student reflective comment
Parent Comment/Signature
Teacher comment – Optional

Appendix 3
Cognitive Ability Test Data
CAT data has been shown over a number of years to be an extremely reliable source of determining a student's present attainment as well as predicting future attainment. The CAT is divided into three test elements known as batteries. These are:

Verbal – vocabulary, sentence completion, verbal classification and verbal analogies; emphasizes students' ability to reason with words and word structure and to use words in context.
Quantitative – quantitative relations, number series and equation building; assesses the ability to reason with numbers and symbols, which is linked to students 'potential for achievement in science and mathematics.
Non-Verbal – figure classification, figure analysis and figure synthesis; measures the ability to reason with geometric or special elements without verbal influences.

A student's performance in the verbal and quantitative batteries of the test is largely dependent upon prior attainment. However, performance in the non-verbal battery is not influenced by prior attainment as it is not dependent upon verbal and numerical reasoning.
The non-verbal battery provides the best guide to a student's potential.

A student will receive a score for each of the batteries. The average score for all students nationally is set at 100 for each battery. Individual scores should be interpreted in the following way.

Current performance	Percentage of students nationally gaining score	Mean CAT Score
Very High	4%	126 and above
Well above average	7%	119-125
Above average	12%	111-118
Slightly above average	17%	104-110
Average	20%	97-103
Slightly below average	17%	89-96
Below average	12%	82-88
Well below average	7%	73-81
Very low	4%	72 and below

Mean CAT Score is the average score of three batteries combined. This can be used as an indication of performance at GCSE.

The effective use of CAT data in the classroom will lead to the teacher devising teaching methods which will allow the student with stronger non-verbal than verbal reasoning abilities to have an equal opportunity for success.

Fischer Family Trust Data (FFT)
The FFT data provides **ESTIMATES** of likely attainment. The estimates are calculated for each student and, from these, area, school and LA estimates are calculated. They are called

estimates – **not** predictions or targets – because they provide an estimate of what might happen if your students make progress that is in line with that of similar students in previous years. It is important to note that the accuracy of FFT estimates can vary. They are, for the most part, based upon prior attainment in core subjects.

FFT data provides a range of estimates to enable comparisons to be made. Types A and B estimates are based upon the progress made by all students (nationally) in the previous year. **Type A (PA)** is based upon students' prior attainment; **Type B (SE)** takes into account prior attainment and the socio-economic context of the school. Both provide an estimate of what might happen if students make the same progress as happened, on average, last year.

Two further estimates provide an indication of what might happen if we project that students will make better progress than in previous years. **Type C** estimates are based upon what students needs to attain to achieve either national or LA targets. **Type D (TQ)** is based upon the progress made by schools in the top 25% percentile of value-added scores nationally.

The FFT grades on Assessment Manager are based on **Type D (TQ)** estimates to provide us with aspirational targets.

Key Stage 2 Tests and Teacher Assessments.
These will be based on a scale of 70 – 130.
The Department for Education sets out that a student is deemed 'secondary ready' If they reach a score of 100 or better.