

Pudsey Grangefield School

Assessment, Recording, Reporting and Target Setting Policy

There are four sections to this policy:

1. Aims of the policy
2. Purpose of assessments
3. Practice in the School
4. Responsibilities and Duties

1. AIMS OF THE POLICY

- to provide clear guidelines on the school's approach to assessment, recording, reporting and target setting
- to establish a coherent and consistent approach to assessment, recording, reporting and target setting across all subject areas
- to provide a system that is clear to students, staff, parents and other stakeholders
- to monitor and record students' progress

2. PURPOSE OF ASSESSMENTS

Assessments should be used to

- identify what students can do;
- help shape targets for improvement;
- allowing teachers to plan lessons to meet the individual needs of all students;
- underpin teaching and learning to ensure students make progress;
- inform parents about the progress of their child

Assessment can take many forms including;

Formative

identifying what has been achieved, what needs to be done next and setting realistic, achievable targets to enable students to make further progress

Summative

Identifying a student's overall achievement

Diagnostic

identifying a student's strengths and areas to improve so that appropriate support and guidance can be put in place to move forward

3. PRACTICE AT PUDSEY GRANGEFIELD SCHOOL

Assessment in lessons

- teachers should use question and answer sessions to identify what students know, what they can do and allow teachers to shape the lesson accordingly
- students should be given regular opportunities to self and peer assess work to enable them to see if they have met the learning criteria for that work
- homework should be marked according to the 'Teaching and learning policy' and used to identify gaps in students learning and plan lessons and intervention to close the gaps
- schemes of learning should be planned around the published 'School Calendar' which has the assessment dates and data collection points.

Formal assessments

- take place 3 times a year for Years 7,8 and 9, departments can decide when to arrange assessment weeks
- for Years 7,8 and 9 must be scheduled so data is available at each data collection point.
- Years 10,11 and Post 16 assessment weeks and trial exams are indicated on the published 'School Calendar'
- for the trial exams for Years 10 and 11 students have a trial exam timetable, lessons continue as normal around the exams
- should enable teachers to identify the current grades/bands students are working at
- should contain topics that has been taught recently as well as topics that have been tested previously
- should build up in content over the year
- should be used to identify strengths and areas to improve and therefore inform future lesson planning and intervention

Year 7,8 and 9

Each subject uses assessment criteria for each band (1-3, 4-6, 7-9) for each year. The skills/knowledge the students need to demonstrate will be different for each of the years. The **bands** are the predictors, eg a student meeting the (4-6) criteria in Y8 will be predicted to achieve a grade in the (4-6) band by the end of Year 11.

Example of an assessment grid

Subject: Drama
Year group: 7
Term (or topic): Introduction to drama



	Knowledge	Skills
7-9	<ul style="list-style-type: none"> – Students understand what improvisation is and how it can be used in a creative way through a variety of different situations. The role a stimulus can have on the devising process and creating a character and story. – Students can consider the way they have used improvisation and conventions on the audience. 	<ul style="list-style-type: none"> – Students can <u>craft</u> a scene/performance effectively. Using improvisation in both the devising and performing stages. Using appropriate and creative use of stage, entrances & <u>exits</u> and use of props. – Students <u>are able to</u> perform an engaging character through body language and facial expressions. – Students can stay in character throughout and always use red cross – Students can work well as a leader, director and deviser with different students and is able to support others.
4-6	<ul style="list-style-type: none"> – Students understand how to use improvisation in a creative and interesting way 	<ul style="list-style-type: none"> – Students can devise different performances using improvisation and drama conventions. Students <u>are able to</u> rehearse in a group, offering creative ideas. – Students <u>are able to</u> perform a character and can use appropriate physicality for the role. They can stay in role throughout and use red cross. – Students have moments of leading the group and listening to the ideas of others.
1-3	<ul style="list-style-type: none"> – Students understand basic drama conventions such as still image and improvisation 	<ul style="list-style-type: none"> – Students can perform to their peers. The character is simple and they can stay in character sometimes. – Students can work in a group, offering <u>ideas</u> and listening to others

Year 10 ,11 and Post 16

Subjects use quality assured exam papers with grade boundaries to give current and then predicted grades.

Target Setting in Year 7, 8 & 9

Students are expected to complete work at the in line with their target band across Y7, 8 and 9. Each department has created broad band descriptors to map out a 1-3, 4-6 and 7-9 flight-path so that teachers can accurately assess whether or not a student is on track to hit their target.

KS2 Prior Attainment	Broad band targets		
	Year 7 Target	Year 8 Target	Year 9 Target
Higher prior attainers (106-120)	7-9	7-9	7-9
Middle prior attainers (96-105)	4-6	4-6	4-6
Lower prior attainers (80-95)	1-3	1-3	1-3

Key Stage 4

Targets are set using national Progress 8 averages from the previous year. For example, 2018/19 targets will be set from the 2017 national data sets. Students are assessed from the fine grades. The model allows for targets to be set based on the Progress 8 Basket the subject falls into. These are:

Progress 8 Basket	Targets set for:	Targets based on:
Maths (1)	Maths	KS2 Maths fine level
English (1)	English	KS2 English fine level
Ebacc Bucket (2)	-Science and Computer Science -History and Geography -French and Spanish	KS2 E/M ave.
Open Bucket	Art, Business, Dance, Drama, Food, Health and Social Care, IT, Media, Music, PE, Product Design Media, Photography, RE	KS2 E/M ave.

*In situations where average/good progress lies between two grades e.g. 3.5, the MEA/target grade will be rounded up.

Students and staff will be made aware of two types of target:

Minimum Expected Attainment (MEA) Target	If a student achieves this grade they will have made average progress, compared to students from a similar starting point in the previous academic year.
	<u>Used for:</u> <i>Teacher and subject performance analysis</i> <i>Sisra comparisons</i>
Aspirational Target	If a student achieves this grade they will have made very good progress, compared to students from a similar starting point in the previous academic year.
	<u>Used for:</u> <i>Reporting student</i> <i>Data in Classcharts</i> <i>Data on Sims</i>

An example of targets for a student in Y10 or Y11 maths

Subject	Maths		
	KS2 Prior	MEA	Aspirational target
	4b (4.5 fine level)	4 (average progress)	5 (good progress)

*Targets may adjusted if necessary through discussions between subject teachers and students, grades are not adjusted down. Target grades of 9s are adjusted to 8s so they are achievable, they can be adjusted up through discussions.

The following table shows an excerpt of the 2017 national Attainment 8 data used to determine the targets set for students in the 2018.19 year. (Secondary Accountability Measures DFE Guide p41)

Table 1. Revised 2017 Attainment 8 average for each KS2 fine level (excerpt only)

Table B.1 Revised 2017 Attainment 8 average for each KS2 fine level

Key stage 2 fine level	Attainment 8 average	English average	Maths average	EBacc average	Open average
1.5	13.04	2.78	1.77	3.09	5.4
2	17.1	3.73	2.39	3.9	7.08
2.5	18.09	4.27	2.39	3.95	7.48
2.8	19.61	4.67	2.72	4.12	8.1
2.9	20.81	4.81	3.14	4.47	8.4
3	21.42	5.01	3.19	4.62	8.6
3.1	22.45	5.21	3.57	4.93	8.74
3.2	23.64	5.45	3.84	5.22	9.13
3.3	23.86	5.52	3.78	5.31	9.25
3.4	25.3	5.83	4.15	5.72	9.59
3.5	25.76	5.96	4.23	5.83	9.74
3.6	27.02	6.24	4.5	6.19	10.1
3.7	27.84	6.39	4.64	6.43	10.37
3.8	28.58	6.6	4.79	6.64	10.55
3.9	29.95	6.89	5.09	7.06	10.91
4	31.3	7.17	5.43	7.44	11.26

Key stage 2 fine level	English MEA	English target	Maths MEA	Maths target	Science MEA	Science target	Ebacc MEA	Ebacc Target	Open MEA	Open Target
2.4	2	3	1	2	22	33	2	3	2	3
2.5	2	3	1	2	22	33	2	3	2	3
2.6	2	3	1	2	22	33	2	3	2	3
2.7	2	3	1	2	22	33	2	3	2	3
2.8	2	3	1	2	22	33	2	3	2	3
2.9	2	3	1	2	22	33	2	3	2	3
3	2	3	1	2	22	33	2	3	2	3
3.1	2	3	1	2	22	33	2	3	2	3
3.2	2	3	1	2	22	33	2	3	2	3
3.3	2	3	1	2	22	33	2	3	2	3
3.4	2	3	1	2	22	33	2	3	2	3
3.5	2	3	1	2	22	33	2	3	2	3
3.6	2	3	1	2	22	33	2	3	2	3
3.7	2	3	1	2	22	33	2	3	2	3
3.8	2	3	1	2	22	33	2	3	2	3
3.9	2	3	1	2	22	33	2	3	2	3
4	2	3	1	2	22	33	2	3	2	3
4.1	2	3	1	2	22	33	2	3	2	3
4.2	2	3	1	2	22	33	2	3	2	3
4.3	2	3	1	2	22	33	2	3	2	3
4.4	4	5	4	5	44	55	3	4	4	5
4.5	4	5	4	5	44	55	3	4	5	6
4.6	5	6	4	5	44	55	4	5	5	6
4.7	5	6	4	5	44	55	4	5	5	6
4.8	5	6	4	5	44	55	4	5	5	6
4.9	5	6	5	6	44	55	4	5	5	6
5	5	6	5	6	55	66	5	6	6	7
5.1	6	7	5	6	55	66	5	6	6	7
5.2	6	7	6	7	66	77	6	7	6	7
5.3	6	7	6	7	66	77	6	7	6	7
5.4	6	7	6	7	66	77	6	7	6	7
5.5	7	8	7	8	66	77	6	7	6	7
5.6	7	8	7	8	66	77	6	7	7	8
5.7	7	8	8	9	77	88	7	8	7	8

Table 2.
An abridged version of the PGS target setting framework for MEA and Targets in Y10 and Y11 for the 2018.19 year.

There is a page in the Student Planner for Y7 to 11 students to record their target grades/bands.

Post 16

The level 3 value added ready reckoner is used to calculate the target grades. Target grades for Year 12 are calculated by the middle of October.

Data Collection on SIMs

Data is collected regularly on SIMs. At each of the data capture points staff will input data according to the table below. The dates when the data collection sheets are open and the deadlines (always Thursdays) are on the Google School Calendar. The data for Years 7,8 and 9 are all collected at the same time. This was agreed by staff as it reduces the number of data collection points throughout the year. The data for Years 10,11 and Post 16 are separate. See below what data is collected and what data is published to parents. The data published to parents may change.

Data Collection

Data in Bold will be published to parent with Target Grades/Bands

Year 7 (concern for internal use, not published to parents)

DC1- **Predicted Band**, Concern, **ATL**

DC2- **Predicted Band**, Concern, **ATL**

DC3- **Predicted Band**, Concern, **ATL**

Year 8 (concern for internal use, not published to parents)

DC1- **Predicted Band**, Concern, **ATL**

DC2- **Predicted Band**, Concern, **ATL**

DC3- **Predicted Band**, Concern, **ATL**

Year 9 (concern for internal use, not published to parents)

DC1- **Predicted Band**, Concern, **ATL**

DC2- **Predicted Band**, Concern, **ATL**

DC3- **Predicted Band**, Concern, **ATL**

Year 10 (current grades and concern for internal use, not published to parents)

DC1- Current Grade, **Predicted Grade**, Concern, **ATL**

DC2- Current Grade, **Predicted Grade**, Concern, **ATL**

DC3- **Trial Exam Grade**, **Predicted Grade**, Concern, **ATL**

Year 11 (Controlled Assessment grades, current grades and concern for internal use, not published to parents)

DC1- **ATL**

DC2- Controlled Assessment, **Trial Exam Grade**, **Predicted Grade**, Concern, **ATL**

DC3- Controlled Assessment update (internal use)

DC4- Controlled Assessment, **2nd Trial Exam Grade for Core Subjects**, **Overall Current Grade** (takes into account Controlled Assessment if relevant), Concern, **ATL**

Year 12 (current grades and concern for internal use, not published to parents)

DC1 Settling in **ALT** only

DC1- Current, Predicted, Concern, **ATL**(Update)

DC2- **Internal Exam Grade**, **Predicted Grade**, Concern, **ATL**

DC3- Current, **Predicted Grade**, Concern, **ATL**

DC4- **Internal Exam Grade**, **Predicted Grade**, Concern, **ATL**

Year 13 (CA grades, current grades and concern for internal use, not published to parents)

DC1- Controlled Assessment, Current, **Predicted**, Concern, **ATL**

DC2- Controlled Assessment, **Internal Exam Grade**, **Predicted**, Concern, **ATL**

DC3- Controlled Assessment, **Predicted Grade**, Concern, **ATL**

Comparing Predicted Grades to Minimum Expected Attainment Grades (MEAs)

When the predicted grades/bands are entered on SIMs they are compared with the target bands/grades (Y7,8,9,12 & 13) and the MEAs (Y10,11). The initials EMD= 'Exceeding', 'Meeting', 'Developing' are used and calculated automatically on SIMs. If there are concerns staff manually enter 'C' for concerns **for internal use only**.

Attitude To Learning scores ATLs

Staff use the table below to enter 3 scores for each student for Behaviour, Homework and Classwork.

NEW Attitude To Learning scores descriptors				
	3	2	1	0
	Excellent	Good	Coasting	Unacceptable
Behaviour	Excellent behaviour at all times. Excellent effort in all lessons.	Most behaviour expectations met. Good effort in all lessons.	Some behaviour expectations met. Inconsistent effort, needs reminders.	Rarely meets behaviour expectations. Little effort for all or part of lessons.
Homework	All homework completed to a high standard.	All homework completed well.	Some homework incomplete or not attempted.	Homework not completed or not attempted.
Classwork	All classwork completed to a high standard. Able to complete tasks independently. Work in books is presented to a very high standard. Shows a high level of resilience in all tasks.	Classwork completed well. Completes tasks with minimal assistance. Work in books is neatly presented. Shows resilience in most tasks.	Some classwork incomplete. Needs teacher support and encouragement. Work in books is inconsistently presented. Has a tendency to give up if the work is more challenging.	Work not completed. Rarely works independently. Work in books is poorly presented. Has a tendency to give up quickly.

There is an expectation that students achieve 2s or higher in every subject. The average ATL for the students as well as the average ATL for the year group is shown on the Progress Report. Students who achieve 2s or 3s in every subject are recognised and celebrated in assemblies. Intervention and monitoring is put in place for students with very low ATLs.

Quality Assurance of Data

Subject Leaders are responsible for quality assuring the data. Subject Leaders will plan standardisation meetings and moderate assessments before the data is put on SIMs. Subject Leaders work with other schools to help moderate work.

Subject leaders identify issues with the data before it is analysed by or published to parents. Below is an outline of data collection steps:

- Data be entered on SIMs by staff according to calendar (Thursday)
- Subject leaders use 'Grade Distributions' on SIMs to identify any issues
- Subject leaders discuss with staff and make necessary changes (Monday)
- Subject Leaders sign off data electronically using the 'Progress Data- Quality Assurance' tile on the RUnify homepage (Tuesday)
- Data moved to SISRA (Wednesday) by Martin Brown (Data Manager)

The data is analysed by Subject Leaders and DoS.

Subject Leaders identify any concerns with SLT links and create an action plan to address the concerns.

DoS present the data to SLT.

Reporting progress to parents

Parents will receive the target bands or grades for their child during the first term when they are in Years 7,10 and 12. After each data collection parents receive Progress Reports. The reports are on paper but they will eventually be emailed to parents instead. Staff do not produce written reports.

Using the Student Planner

There are pages in the Student Planner to record ATL scores and EMDs. There are also target setting pages to use with each of the Progress Reports.

SENCO

will do a number of diagnostic tests as and when needed to identify any necessary support and intervention required.

4. RESPONSIBILITIES AND DUTIES

The Governing Body will:

- support the school to deliver all aspects of the Policy
- ensure that this Assessment Policy is regularly reviewed and updated

The Leadership Group will:

- undertake an annual review of this policy to make any necessary recommendations and changes to this policy
- monitor and support staff with the implementation of this policy
- regularly measure the value added of individual students and groups of students to identify and implement/co-ordinate any further support or interventions needed
- ensure staff receive appropriate training on the use of data
- recommend whole school targets for achievement to the Governing Body.
- provide the Governing Body with updates about the progress of students or groups of students

Directors of Study will:

- analyse the data using SISRA for their year group and update the year group dashboards when required
- monitoring the progress of individuals, groups, classes and cohorts across subjects after each data capture point to identify and implement/co-ordinate any support or intervention needed
- present an analysis of the data to SLT according to the schedule on the Assessment Calendar
- ensure that students have a curriculum plan which matches their individual needs
- check that the data has been entered on SIMs for their cohort/s, and contact subject leaders/subject teachers to complete the data marksheets
- check the quality of the Tutor Reports and intervene where necessary to make sure the reports are the required standard
- work with their team to complete the Tutor Reports if Form Tutors are absent and unable to complete the reports on time
- sign off the Tutor Reports electronically using the 'Progress Data-Quality Assurance' tile on RMunify to show that the written reports have been quality assured.

Subject leaders will:

- monitor and support department staff with the implementation of this policy
- plan assessment opportunities into their schemes of learning and regularly evaluate their effectiveness
- monitor the consistency of assessment and marking in line with the 'Teaching and learning policy'
- ensure that current/predicted grades/bands are standardised across the department before they are entered on SIMs
- analyse grades using SISRA and update the department data dashboards when required
- monitoring the progress of individuals, groups, classes and cohorts after each data capture point to identify and implement/co-ordinate any support or intervention needed
- present an analysis of the data to the SLT link when relevant during scheduled link meetings
- use assessment information for setting students and review this after each calendared formal assessment
- ensure that students have access to the appropriate level of work for their target grades or levels
- identify the training needs of their team and deliver/co-ordinate the training
- ensure that their department meets the data capture deadlines as identified on the 'Assessment calendar'
- ensure that data is entered on SIMs marksheets to meet the deadlines if a member of the department is absent and unable to complete the data collection on time
- sign off the data electronically using the 'Progress Data-Quality Assurance' tile on RMunify to show that the data has been quality assured.

SENCO will:

- analyse performance data and monitor progress for each SEN student
- monitor the progress of individual SEN students and groups of SEN students after each data capture point to identify and implement/co-ordinate any support or intervention needed

Subject teachers will:

- use different types of assessments to identify what students know, what they can do and shape the activities, lessons and planning to meet their needs
- mark and assess students' work in line with the 'Teaching and learning policy'
- monitoring the progress of individuals, groups and classes after each data capture point to identify and implement any support or intervention needed
- use assessments to monitor the progress of individuals and classes and adapt lesson plans to match their needs
- ensure they meet the data capture deadlines as identified on the School Calendar'
- attend parent/teacher consultation evening and give parents an overview of the progress their children are making by identifying strengths and areas to improve
- contact parents where requested to give them a progress update if the teacher is absent for the parent/teacher consultation evening.

Form Tutors will:

- use the SIMs data sheets to help students set targets
- work with the Director of Study and Year Leader to support the progress of students in their tutor group
- support students to record progress data on the pages of the Student Planner
- support students to use the progress data to set targets and record them on the pages of the Student Planner

Data manager will:

- generate target bands and grade as instructed by the leadership group
- set up the appropriate marksheets on SIMs to allow the data and reports to be collected
- input data from SIMs onto SISRA
- manage SIMs and SISRA data platforms

Students will:

- be given their target bands or grades during the first term when they are in Year 7,8,9,10 and 12
- will receive written feedback for homework in line with the 'Teaching and learning policy'
- will receive feedback for each of the calendared formal assessments
- be given verbal and written targets which they should act on to make further progress
- receive progress data reports from staff at each of the data capture points
- record the relevant progress data on the pages in the Student Planner
- set regular targets using the progress reports and record them on the pages of the Student Planner.

Parents will:

- receive progress data reports at each of the data points, this will be available on
- be invited to parent/consultation evenings.

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P. Tierney