

**Assessment, Data and Target Setting**  
(Draft 1)

**Contents:**

Section 1:	Rationale	
Section 2:	Aims of the policy	
Section 3:	Objectives of the policy	
Section 4:	Relevant definitions	
Section 5:	Statutory Requirements relating to data and target setting	
	5.1 Data (Data Protection Act)	
	5.2 Target Setting - statutory target requirements as at February 2009	
	5.3 Non Statutory targets	
Section 6:	Summative Assessments, Formal Assessments, Test and Examinations	
Section 7:	Analysis of Data	
	7.1 Reviewing progress of students on the current roll	
	7.2 Analysing results	
		7.3 Challenging barriers to learning
		7.4 Value for money
		Section 8: Roles and responsibilities of
		8.1 Principal
		8.2 Vice Principal - target setting
		8.3 Vice Principal – assessment
		8.4 Vice Principal - primary liaison
		8.5 Learning Leaders
		8.6 Learning Leaders/Second in department
		8.7 House Leaders
		8.8 Pastoral Managers
		8.9 Teaching Staff
		8.10 Form Tutors
		8.11 The Data Manager
		8.12 Director of Inclusion and Safeguarding
		8.13 EAL co-ordinator
		Section 9: Security, integrity and validation of data
		Section 10: Monitoring, evaluation and review

**Appendices:**

- Appendix 1: Assessment for Learning
- Appendix 2: Awarding Progress Grades using prior attainment at:  
End of Year 9  
End of Key Stage 4

*This policy is the responsibility of the Vice Principal.*

*The monitoring of the effectiveness of this policy is the responsibility of the governors.*

Consultation period:

Draft Consultation completed:

Taken to Governors for ratification:

Adopted:

Policy due for Review:

## **Parkwood Academy**

### **Assessment, Data and Target Setting Policy**

#### **Section 1: Rationale:**

The aim of Parkwood Academy is to enable students to achieve the very highest level of attainment of which they are capable. To achieve this, targets are set which provide a clear expectation of the level to which each student is capable of achieving and data collected regularly to gauge the progress being made towards achieving these targets so that underperformance can be identified and remedied at an early stage.

The purpose of the collection, analysis and reporting of data at Parkwood Academy is to:

- Inform the strategic planning, review and evaluation of the curriculum at all levels;
- Monitor progress and outcomes of individuals and groups;
- Continually improve the quality of Learning and Teaching;
- Raise attainment throughout;
- Provide objective evidence for external scrutiny.

Data includes information generated both within the Academy and that acquired from external sources. It may relate to individuals, to classes and subjects, to whole Academy or to specific identifiable cohorts.

The process of assessment, recording and reporting should also inform an evaluation of the standards of the education experienced by the students of Parkwood Academy. It should facilitate the communication of current standards as and when required and should provide a platform for developing strategies for improving the standard of the provision whilst allowing students to have ownership of their progress towards their potential.

#### **Section 2: Aim of the policy:**

The aim of this policy is to describe the processes and structures existing within the Academy through which the assessment and subsequent use of data and target setting meets statutory requirements, contributes to the raising of standards, supports student achievement and progress and provides evidence to support the personal development of students and the professional development of staff.

#### **Section 3: Objectives:**

This policy will enable staff to:

- Adopt a common approach to assessment that will result in student data being collected, analysed and reported to ensure that it is accurate, relevant, up to date and timely;
- Understand the language and terms used when discussing assessment, data, target setting and reporting progress towards targets;
- Be aware of their individual and collective responsibilities and implement consistent approaches to the use of assessment, data and target setting with students, parents and other stakeholders;
- Plan their individual and collective working activities in accordance with the target setting and data calendar for the school year;
- Be aware of the statutory requirements of the use of data as defined by the Data Protection Act.

- Monitor, evaluate and review the quality of our provision and the impact of our learning activities on the progress of the whole school, departments, subjects, individual students, cohorts and groups of students;
- Identify strengths and areas for development at whole school, departmental and individual student level.

DRAFT

## **Section 4: Definitions:**

### **Assessment**

The process through which the extent of a student's understanding, knowledge or ability to carry out tasks is judged.

**Assessment during non examinable courses** judges each student against National Curriculum Level criteria, incorporating sub-levels and/or Personal Learning and Thinking Skills from Level 1 to 8.

**Assessment during examinable courses** judges each student against the outcome descriptors for the courses they are studying. This could be GCSE grades (A\*- U), Functional Skills (level 1 or 2) or applied/vocational courses (distinction/merit/pass/fail).

**Assessment for Learning** is the interactive, continuous interchange between the teacher and learner. It requires teachers to define the learning that takes place in the classroom and to be able to assess the learning of the individual and groups of students against specific objectives and supports the students' progress towards leveled learning outcomes. Its use encourages students to develop a capacity for personal reflection and self-evaluation in order to be capable of making accurate assessments of their own learning and that of their peers, developing the ability to identify what is required in order to make further progress. (see Appendix 1).

### **Most Likely Outcome (MLO) Level/Grade**

This is the grade or level to be most likely achieved by a student based on adding three levels of progress to their KS2 APS and input into SIMS at the Data Collection Point. It is always provided in the form of a National Curriculum sub-Level at KS3. At KS4 it is provided in an agreed and recognised GCSE / BTEC / NVQ format.

### **CATs**

Cognitive Ability Tests (CATs) are nationally set assessments that are given to all students at Parkwood in Y7 (or on entry) and to some in subsequent years. They provide an assessment of the verbal and non-verbal ability of students along with estimates of the likelihood of similar student achieving particular levels or grades at KS3 and KS4.

Scores are "norm referenced" around 100 with a minimum of 70 and a maximum of 140.

### **Current Attainment**

The current attainment is the level at which a student is actually working and is based holistically on a combination of the results of regular in-school assessments, external results, a teacher's professional judgement incorporating all classwork, homework, lesson interaction etc.

### **Data Collection Points**

Data is collected about every student in every subject five times during an academic year (approximately every eight weeks). These are scheduled once a half term. At whole academy, subject, class/ group and individual student level this data is used to inform the analysis of progress towards end of year and end of key stage targets.

	<b>In-Academy Target</b>				
Year 7, 8 and 9 students	<b>MLO levels for end of Yr 9 collected at DC1 for Year 8</b> Input by Data Manager to be reviewed and confirmed by class teachers.	<b>Current attainment</b> Input by all class teachers.  This generates a <b>Progress Colour</b> against expected trajectory.	<b>Predicted level or grade</b> Input by all class teachers.	<b>Attendance</b> % to date (centrally provided)	<b>Attitude to work</b> Input by all class teachers.
For all Year 10 and 11 students	<b>MLO grades for end of Yr 11 collected at DC1 for Year 10 students</b> Input by Data Manager to be reviewed and confirmed by class teachers				

\*To avoid teaching staff having to re-enter data, once targets are set, they will be used to populate each of the following data collection marksheets.

\*If data for year 7 is not available at the time of DC1, staff will still be required to report the grades defined, but no target or assessment of progress will be made.

Once data is collected it is made available for all staff on both SIMs and as an Excel Spreadsheet, for all students for all subjects, updated within two weeks of the data entry deadline, ensuring all new students are included and leavers removed.

### **Attitude towards Work**

This grade is an assessment of the attitude to work put in since the last data collection and is inputted by subject/class teachers at each data collection point. Grades available are 1: outstanding, 2: good 3: satisfactory, 4: inadequate

### **Fischer Family Trust (FFT)**

The Fischer Family Trust is a national charity which provides academic attainment grades for every school and every child. These grades are often used by schools to set targets for their students in all curriculum areas. The grades are given in 4 different forms:

- FFT(A)-based on the students' prior attainment, gender and month of birth.
- FFT(B)- based on prior attainment and compared to similar schools.
- FFT(C)- adjusted for the improvement needed to achieve national targets.
- FFT(D)- based on the progress made by schools in the top 25% of value added scores nationally.

Parkwood Academy believes that all students should be challenged to achieve their potential irrespective of any social economic factors and therefore bases all whole academy and individual student targets on FFT(A) grades. These are up-dated in January, July and October of each year to reflect any changes to the Academy population. In specific circumstances we may set a target which exceeds the FFT(A) grades, or if necessary, below it.

In addition all students will be placed in a Jesson band Based on KS2 average points score  
The banding looks at % of students in 5 bands Low (E); Below (D); Average (C); Above average(B) and High(A) who achieved 5A/C; 3A\*/A; 5A\*/A A\* English and or maths etc in the previous year. It is updated yearly. Each band can be further refined. This format supports FFTA as previous attainment is the focus.

Jesson Band Ranges:

<u>Lower Range</u> <u>KS2 APS</u>	<u>Upper Range</u> <u>KS2 APS</u>	<u>Band</u>	<u>Code</u>
<u>15.00</u>	<u>22.54</u>	<u>Low</u>	<u>E</u>
<u>22.55</u>	<u>25.54</u>	<u>Below</u>	<u>D</u>
<u>25.55</u>	<u>28.54</u>	<u>Average</u>	<u>C</u>
<u>28.55</u>	<u>30.54</u>	<u>Above</u>	<u>B</u>
<u>30.55</u>	<u>36.00</u>	<u>High</u>	<u>A</u>

Students in Band A are of high ability and stand a 96% chance of achieving 5 A\* – C or equivalent at Key Stage 4.

Students in Band B are above average ability and stand an 84% chance of achieving 5 A\* – C or equivalent at Key Stage 4.

Students in Band C are of average ability and stand a 60% chance of achieving 5 A\* – C or equivalent at Key Stage 4.

Students in Band D are below average ability and stand a 30% chance of achieving 5 A\* – C or equivalent at Key Stage 4.

Students in Band E are low ability and stand a 10% chance of achieving 5 A\* – C or equivalent at Key Stage 4.

**Formative assessment** involves making ongoing judgements on the knowledge, understanding, skills, attitudes and progress of each child, thus identifying areas of strength and those which need to be developed. It is often seen as integral to the application of Assessment for Learning.

### **Marking and feedback**

Marking and feedback is used to as a means of communication with students to acknowledge the progress being made, the level or grade attained and what a student needs to do to improve, which can be given through a written or verbal format. Any grades or levels provided in marking and feedback must therefore complement the assessment, data and target setting processes. The Academy's marking policy is designed to ensure that marking and feed-back support learning and

teaching. In addition two pieces of quality marking should take place every two weeks for core subjects and every three weeks for foundation subjects which are moderated and standardised.

### **Moderation**

Moderation is undertaken as a standardisation process which ensures consistency between members of a subject area and between the Academy's judgement and national criteria. It also supports staff in developing a common understanding of the requirements of an assessment activity. The outcomes from all assessments are moderated within subjects as a check on consistency and standards. Curriculum and subject leaders are required to supply details of this process to their SLT link as part of the internal monitoring process. The Academy is usually required to confirm to the examination boards that moderation has taken place for GCSE coursework/Controlled Assessment .

### **Predicted level or grade**

A predicted grade or predicted level is a measure of the attainment level which the student should achieve at the end of the Year 9/11 if they continue to make progress at their current trajectory based on current attainment, attitude to learning, behaviour and attendance. Unless there is specific evidence or information to suggest otherwise, the predicted grade assumes that there will be no change in the rate of progress.

### **Progress Colouring**

This colour is automatically calculated for each subject for each student and provides a measure of their performance against their target.

- A progress colour of blue means that a student is making better progress than expected and may exceed their target
- A progress colour of green means that a student is making the expected progress and should meet their target
- A progress colour of red means that a student is not making the progress required and is not likely to meet their target.

Progress colours are calculated numerically from national progress charts based on prior attainment with students aspiring to achieve 3 levels of progress across 5 years (3 levels of progress across the Secondary phase).

### Prior Attainment

These are grades and/or levels that a student has already attained at the previous key stage(s) and are available at any time for all students.

Year 7, 8 and 9 students

<b>KS2 prior attainment</b>	<b>FFT-A, B and D KS3 Level</b>	<b>FFT percentage chance of level 5 in En and ma.</b>	<b>CATs standardised score</b>	<b>Jesson Estimates</b>
SATs results for English, maths & science incl. sub-levels where possible and available.	As provided by the FFT for the end of Year 9	As provided by the FFT for the end of KS3	As taken in Year 7 and centred around 100 (norm)	Given band indicating % chance of gaining 5* - C – centrally inputted

For all Year 10 and 11 students

<b>KS2 prior attainment</b>	<b>Academy prior attainment</b>	<b>FFT-A, B and D KS4 grade</b>	<b>FFT percentage chance of 5 higher grade passes incl En and Ma</b>	<b>CATs standardised score</b>	<b>Jesson Est.</b>
SATs results for English, Maths & Science including sub-levels if available.	Teacher Assessments* for English, Maths, Science and other subjects including sub-levels.	As provided by the FFT for the end of KS4	As provided by the FFT for the end of KS4	As taken in Year 7 or subsequent years and centred around 100 (norm)	Given band indicating % chance of gaining 5* - C – centrally inputted

\*these will originate from final data in Year 9.

### RAISE on-line

RAISE on-line is a data analysis and target setting tool developed and maintained by the DFE. It is password protected (available to named staff from the Headteacher). RAISE is used by the Academy and external agencies to gauge school standards of attainment and rates of progress across years and cohorts.

### Recording and storing data

Data is collected on five separate occasions during each academic year for all students in all teaching groups. All data is centrally stored in the SIMS Management Information System and used to analyse

progress towards targets at whole Academy, subject, class/cohort and individual level and used to inform the development of strategies to raise standards.

Student attainment from all examinations, both internal and external module examinations, is recorded routinely as part of the school data procedures.

### **Reporting**

Parents/Carers will have the opportunity to discuss progress at mentoring sessions and Progress Evenings.

In addition all parents and carers receive further summary documents of their child's progress following the five data collection points. Results from internal and external assessment and examinations including GCSE module examinations are also reported to parents and carers.

### **Academy Improvement Partner (AIP)**

The Academy Improvement Partner is appointed in agreement with E-ACT to guide the school through the annual target setting process and hold the Academy accountable throughout the year for progress made towards those targets.

### **Self- assessment/ Peer-assessment**

Self and peer assessment are integral aspects of Assessment for Learning and should be a regular feature of lessons providing opportunities for students to reflect on their learning and progress, and that of other students. They should set themselves, and/or each other, valid and informed improvement targets based on criteria provided by the teacher (see Assessment for Learning).

### **Summative assessment**

Summative assessments are also known as "formal assessments", "tests" or "examinations" and provide an overall judgement of knowledge and understanding at the time of testing. They will usually provide outcomes relating to a National Curriculum level, GCSE grade or other accredited level.

Summative assessment is used to provide milestone information on all students and in addition to internal formal assessments may include CATs, Assessing Pupil Progress (APP) tests throughout Key Stage 3 and GCSE, modular and other accredited courses throughout Y9, 10 and 11.

Criteria-based summative assessment involves evaluating the outcomes of assessment or tasks against pre-defined statements of ability, skill or talent.

### **Standardised tests**

Standardised tests, commonly known as SATs, are no longer a compulsory means of summative assessment at the end of Key Stage 3. Parkwood Academy may choose to administer, mark and level SATs style tests for all students entering the Academy. By 2011 all schools will replace SATs tests with Assessing Pupil Progress (APP) tests.

### **(Most Likely Outcomes)**

A (MLO) is a specific goal that the Academy, a student or a group of students should aspire to achieve or fulfil. Targets should be qualitative and text driven (eg. For further improvement you should complete and submit all homework in Art). Used effectively, MLOs provide a measurable objective against which it should be possible to assess whether progress or improvement has taken place.

Within this policy, the use of the term “MLO” refers to the grade or level that the Academy, an individual student or group of students should aspire to attain based on 3 levels of progress from KS2. Subject or class teachers should ensure that students know their individual MLO for each subject and at any time should know their progress toward the MLO.

At individual student level, the purpose of MLOs is to provide the level or grade that a student should aspire to attain. These may be a National Curriculum Level (eg. Level 4b), a GCSE Grade (eg. Grade B), an NVQ level (eg. Level 1) or a specific level within a course (eg. Distinction).

At Academy (or department/area) level, the purpose of targets is to provide a measure against which the effectiveness of the Academy (or department/area) can be judged.

The Academy employs a “bottom – up” approach to target setting:

- Subject targets are formed through aggregating the targets of all students who take the subject.
- Whole school targets are formed through aggregating the targets from all students in all subjects.

### **MLOs set for Year 8 students:**

MLOs are initially set in year 7 based on FFT (when available) and the actual KS2 levels attained and do not deviate from this without exceptional reasons.

At the end of year 7 and the first few weeks of year 8, the original targets are reviewed along with the information gathered about each student during year 7 through assessment of their capabilities including the use of CATs results and analysis. The professionalism of teachers is used to review the targets but with caution to prevent a student’s socioeconomic circumstances, behaviour or attendance negatively affecting perceptions of their attainment level. Once any adjustments are made at the start of Y8 and input into the school systems without overwriting the original FFT grade, the end of Year 9 MLO is thereafter carried through without change.

### **MLOs set for Year 10 students:**

Students are set targets at the start of year 10 for the end of Year 11 based on FFT (when available) and/or Jesson which is based on their performance at KS2 and at the end of Year 9, including the use of any CATs results and analysis – if available. The professionalism of teachers is used to review the targets throughout the first few weeks of Year 10 but with caution to prevent a student’s socioeconomic circumstances, behaviour or attendance negatively affecting perceptions of their attainment level. Once any adjustments are made and input into the school systems without overwriting the original FFT grade, the end of Year 11 target is thereafter carried through without change.

**Trial examinations (summative assessment)**

Students in all year groups are given the opportunity to experience 'examination conditions' with a particular focus on Y10 and Y11 students. This allows students to work in the examination environment under timed conditions and ensures their understanding of examination room protocols, in a situation which replicates the actual practice as accurately as possible. The aim is to reduce levels of anxiety and increase confidence amongst the student body. Results from trial examinations are collected and used to inform analysis of progress and to review predictions.

DRAFT

## Section 5: Statutory Requirements relating to Data and Target Setting

### 5.1 Data Protection Act

The access to, and use of, data held by the Academy is governed by the legislation defined in the Data Protection Act 1998. At all times, the school holds a comprehensive set of data relating to every student on the current roll, that is up to date, accurate and accessible to all staff on a “need to know” basis.

The Academy is responsible for registering for its use of data as described by the Data Protection Act 1998, and for maintaining the correct registration particulars of the Data Controller.

Data as described in this policy, is defined in the Data Protection Act 1998 Part I, Section 1. “Basic interpretative provisions”. The Principal or a nominated representative is the Academy’s registered Data Controller and assumes responsibility in ensuring that all processes and systems within the Academy “comply with the data protection principles in relation to all personal data with respect to which he is the data controller”. Part I, Section 4. “The data protection principles”.

Basic student personal information is available to all staff on a “need to know” basis through SIMS at any time. In addition an Excel Spreadsheet is available which includes the Admin number or UPN as a unique identifier for each student along with Surname, Forename, Tutor group, year, ethnic group and gender as separate fields.

### 5.2 Target Setting - statutory target requirements

DFE guidance is that targets should be:

- **Based on the prior attainment and maximise the expected progress of individual children in each cohort.** To this end it is crucial that class teachers are included in setting and reviewing the targets of their own classes.
- **Ambitious but achievable.** Wherever possible Parkwood sets targets that build on our previous performance and aim for continuous year on year improvement. It is recognised however that this will not always be possible, especially where the cohort profile is significantly different to the previous one.
- **Focused on narrowing the achievement gaps for vulnerable cohorts as well as raising standards for all pupils.** Parkwood believes that its inclusion policy should ensure that all students within a cohort are making progress, at least that expected of them and that this is particularly important for specific cohorts such as gifted and talented students, FSM, EM/EAL children etc.
- **Owned and understood by all.** There should be a whole academy approach to target setting which involves not just the Principal and SLT, but also class teachers and other adults who work with the students. The Governing body should also be closely involved in target setting meetings and have access to all appropriate data. It is essential that students and parents are appropriately involved in this process too.

The Governing Bodies of all maintained primary and secondary schools are required to set targets during the autumn term each year. Current regulations state that targets must be set for pupil attainment at 'Key Stage 2, and in the last year of compulsory schooling.'

Governing bodies are required to set and ratify targets by 31<sup>st</sup> December of each year and to publish these targets and report on actual performance against those targets.

The Governing Body cannot change the school targets once they are set, but they will review progress towards these targets after one year and agree any additional action which may be necessary in order to ensure those targets are achieved.

### **Attendance**

A whole school target is set for Attendance for the following school year which is the percentage attendance of students. ie. number of sessions attended as a percentage of the total sessions possible throughout the academic year. Data and targets relating to Attendance are dealt with in the school's Attendance Policy.

### **Academic Targets**

Targets are set for the end of Year 9 in the December when the students concerned are at the start of Year 8 and for the end of Year 11 in the December when the students concerned are at the start of Year 10. The specific targets are:

#### **End of Year 9:**

- The percentage of students achieving level 5+ in both English and mathematics
- The percentage of students reaching level 5+ in science
- The percentage of students making at least 2 levels of progress between Key Stage 2 and Key Stage 3 in English
- The percentage of students making at least 2 levels of progress between Key Stage 2 and Key Stage 3 in Mathematics

#### **End of Year 11**

- The percentage of students achieving 5 or more A\*- C equivalent grades (NVQ Level 2) including English and Mathematics
- The percentage of students making at least 2 levels of progress in English between Key Stage 3 and Key Stage 4.
- The percentage of students making at least 2 levels of progress in Mathematics between Key Stage 3 and Key Stage 4.

### **5.3 Non Statutory targets**

Additional Targets are defined for internal school use and may include:

#### **End of Year 9:**

- The percentage of students to achieve National Curriculum Level 5+ and Level 6+ in English
- The percentage of students to achieve National Curriculum Level 5+ and Level 6+ in Mathematics
- The percentage of students achieving National Curriculum Level 6+ in Science

**End of Year 11:**

- The percentage of students achieving 5 or more A\*-C equivalent grades (NVQ Level 2)
  - The percentage achieving at least 5 A\*-G equivalent grades (NVQ Level 1 and/or NVQ Level 2 grades)
- The percentage achieving at least 1 qualification (including Entry Level qualifications)

DRAFT

## Section 6: Summative Assessments, Formal Assessments, Test and Examinations

The purpose of summative assessments, formal assessments, tests and examinations are :

- To assess students' skills, knowledge and understanding and their ability to recall information;
- To provide a judgment in line with National Curriculum (level and sublevel) or GCSE or equivalent criteria which can be used to judge individual and groups of students' progress against other students and against personalised targets;
- To inform the identification of underperformance and the development of appropriate intervention strategies;
- To inform the monitoring, evaluation and review of standards of learning and teaching of individual teachers and subject teams and identify subsequent training and/or support needs;
- To inform a judgement of the quality of the provision at all levels.

To achieve this, examination questions must:

- Provide a range of opportunities to show recall as well as application of skills, knowledge and understanding;
- Have a clear mark scheme against nationally accepted criteria which is unambiguous and understood by all staff involved;
- Be accessible to all students through providing differentiation as appropriate to the ability of each student
- Be based on learning that has taken place as covered within the National Curriculum / GCSE programme of study and schemes of work

Once taken, examinations must be:

- Marked in line with agreed mark schemes in a timely manner as defined by a published schedule;
- Moderated through all staff involved sampling of least 10% of papers;
- Externally verified wherever possible through the use of consultants/advisors.

Results from examinations must be:

- Recorded centrally in accordance with instructions issued by or through the Vice Principal;
- Analysed in accordance with instructions issued by or through the Vice Principal;
- Reported to students, parents and other stakeholders as directed by or through the Vice Principal;
- Used to inform development of subsequent strategies such as individual or group interventions, lesson planning, performance management progress reviewing, etc.
- Used to provide objective evidence in the Academy's self-evaluation processes.

## Section 7: Analysis of Data

Data is only of use if it has a purpose related to raising standards of attainment or personal development of students.

Whenever possible, ICT analyses will be carried out by the Academy information team and be provided electronically to staff following instructions given by the Vice Principal responsible for Assessment.

### 7.1 Reviewing progress of students on roll

All data should be incorporated into analyses that provide evidences towards answers to one or more of the following questions:

1. What is each student capable of attaining? What is the achievement at the moment? What is the prediction for the end of the Key Stage?
2. What is each class of students capable of achieving with the specific students in the class? What is the achievement at the moment? What is the prediction for the end of the Key Stage?
3. What is each subject capable of achieving with the specific students studying the subject? What is the achievement at the moment? What is the prediction for the end of the Key Stage?
4. What is the year group capable of achieving with the specific students in the cohort? What is the achievement at the moment? What is the prediction for the end of the Key Stage?

Each question should then be broken down into identifiable groups\* of students...

- SEN / Action Plus / School Action
- Gender – male and female
- Ethnic group
- EAL
- Ability – High, medium and lower ability groups (by gender as well if possible)
- Children in public care

\*this list is not exhaustive and will reflect the Academy's cohort

### 7.2 Analysing results

Summative assessments will occur in all subjects. This may be through the Assessing Pupil Progress APP programme or through internally produced assessment programmes.

Once results from summative assessments (formal assessments, tests or examinations) are available, the following questions should be answered through data analyses:

How did individuals / classes / subjects / whole school perform?

1. Compared with targets? At this stage it may be considered worth comparing results with FFT-D to allow an evaluation of the school's interventions to challenge socioeconomic barriers to learning.
2. Compared with other similar schools/nationally?
3. Compared with the most recent predictions?

What particular group of students / class / subject did better than expected (ie. Exceeded targets)?

What particular group of students / class / subject did worse than expected (ie. Failed to meet targets)?

Then the all important questions.... WHY? .... and ....How can we (class teacher / Learning Leader / House Leader / SLT / Principal) learn and benefit from this to make learning even more effective in the future?

### **7.3 Challenging barriers to learning**

Data can also be used to identify barriers to learning of individuals, groups, classes and subjects and to inform development of intervention strategies.

- Attendance – looking at overall /specific days / classes / subjects
- Behaviour – looking at overall /specific days / classes / subjects
- Attitude to learning – looking at overall /specific days / classes / subjects

Again data on attendance, behaviour and attitude to learning can be analysed to look at specific groups of students so that interventions can target several students at one time.

Analysis of results comparing actual results allows the Academy to evaluate the impact of its interventions, but should be used with caution to avoid acceptance of socioeconomic barriers to achievement.

### **7.4 Value for money**

Interventions can be costly, so data needs to be collected at the start of an intervention programme, regularly throughout its implementation and then at the end, to enable the Academy to prove that it is targeting its financial resources correctly (including the cost of teachers / support staff).

- During an intervention programme questions must be asked; is this intervention making a difference? How do we know? How can we make it more effective?
- At the end of an intervention programme questions must be asked; did this intervention make a difference? How do we know? What could we do to improve the intervention if we repeat it?

## **Section 8: Roles and responsibilities:**

Individual staff must accept individual and collective accountability for their use of assessment, data and target setting to raise standards at the school. It is the responsibility of all staff to ensure that they comply with the policy and to monitor staff within their line management to ensure compliance at all levels. Specific responsibilities are summarised below:

### **8.1 It is the responsibility of the Principal to:**

- Make use of data analyses at class and subject level to enable Performance Management reviewers to make judgements regarding the professional performance of staff.
- Advise the governors on any additional targets which would support school improvement, or on actions the school needs to take in order to meet its targets.

### **8.2 It is the responsibility of the Vice Principal to:**

- Work with the Principal, Governors and AIP to set targets for the school which meet statutory requirements.
- Make recommendations to the Governing Body for the Academy targets on an annual basis.
- Provide evidence to support the setting of these targets. This information is likely to include historical data on the performance and attainment of the cohort and analysis of its potential.

### **8.3 It is the responsibility of the Vice Principal to:**

- Coordinate the monitoring of staff with regard to assessment, ensuring that there is compliance and rigour at all stages liaising with Link SLT and Learning Leaders as required.
- Develop, monitor, evaluate and review the processes and procedures relating to the assessment of students to ensure that the results of work in all areas of the Academy are impacting on standards of the provision and on standards of achievement in particular;
- Ensure that summative assessments meet the Academy's requirements in order to inform improvement;
- Develop formative (Assessment for Learning) assessment and ensure it is used effectively by all teaching staff to engage students in their learning and progress in the classroom.
- Monitor progress towards the end of key stage targets, being able to report appropriately on progress, trends and results as and when required;
- Develop, monitor, evaluate and review the processes and procedures relating to the collection, recording, storage and distribution of data from assessments to enable appropriate analysis to inform improvement;
- Liaise with the Information Manager to ensure data and analyses provided through the assessment processes have integrity and are accurate, comprehensive and coherent;
- Liaise with the Information Manager to ensure that the analysis of achievement, attainment and progress data provides all staff with the analyses they require to carry out their role in self-evaluation and improvement.

### **8.4 It is the responsibility of the Vice Principal responsible for Primary Liaison to:**

- Liaise with partner Primary Schools to identify students who underachieved across KS1 and KS2 and who could benefit from early intervention at KS3.

### **8.5 It is the responsibility of Learning Leaders to:**

- Ensure the policy is adhered to by staff within the department to provide accurate assessment and other data for the Data Collection Points and at other times as directed, maintaining deadlines as instructed.
- Monitor the assessment and recording process within the department to ensure that:
  - All summative assessments are planned and prepared in line with the principles outlined in this policy;
  - Assessments are carried out with the regularity expected by the Academy;
  - Assessments are marked promptly and accurately in line with national criteria and moderated appropriately, acquiring external verification where possible;
  - Results from assessments are submitted for centralised recording in line with instructions issued by or on behalf of the Principal;
  - Individual teachers use the results of assessment to inform the planning of lessons and personalisation of learning;
- Use the analysis of results from assessments as provided by the Data Team to:
  - Inform their analysis of progress towards the targets set for each subject within their department area including that of classes, individual and groups of students;
  - Work with individual staff on the effectiveness of their professional performance and hence on their progress towards Performance Management objectives;
  - Develop strategies to improve the educational provision for students;
  - Coordinate and monitor the effectiveness of interventions;
- Ensure all staff within their department has an overview of progress towards subject, individual and Academy targets, with a focus on any named target group of students who may be a cause for concern.
- Report on the progress towards targets and value for money of any interventions undertaken, any intensive support put in place and the performance of individual subjects, classes, groups and individuals.
- Analyse the final attainment at the end of year 9 and 11 of individuals, subjects, cohorts and classes in the department, presenting a written report to the SLT link in accordance with the specific instructions issued.
- Make every reasonable effort to ensure that class lists are accurate. The name(s) of any student(s) who changes classes, even within blocked subjects, should be passed to the Data Manager who will update the appropriate systems
- Make use of data analyses at class and subject level to make judgements for the Performance Management process with staff.

#### **8.6 It is the responsibility of Learning Leaders/Second in department to:**

- Organise and manage the schemes of work within the subject to enable summative assessments to take place in accordance with this policy;
- Monitor the progress of all students towards their subject- based targets.
- Identify any underachieving group, class or individual student in the subject and ensure appropriate intervention strategies are developed and implemented.
- Report progress towards targets to their SLT link including the analysis of outcomes and judgements of value for money of any interventions undertaken.

- Analyse the final attainment at KS3 and KS4 of individuals, subjects, groups and classes, presenting a written report to the link SLT in accordance with the specific instructions issued.

#### **8.7 It is the responsibility of the House Leaders to:**

- Analyse the progress of all students across the curriculum and in so doing to identify individual and groups of students who are underachieving across several curriculum areas.
- Ensure that SLT, Learning Leaders, form tutors and parents/carers are aware of any student whose progress is causing concern or exceeding expectation.
- Develop and implement intervention strategies to address the needs of individuals and groups.
- Liaise with the member of SLT with responsibility for behaviour and attendance to identify any barriers to learning that are adversely affecting individual or group of students.
- Liaise with the Pastoral Managers to raise awareness of whole school intervention packages which are available, ensuring that they are aware of any students who should be targeted to participate in each intervention.
- Analyse the final attainment at KS3 and KS4 of individuals, subjects, groups and classes across the curriculum, presenting a written report to the Principal in accordance with the specific instructions issued.

#### **8.8 It is the responsibility of the Pastoral Manager to:**

- Focus on achievement of students making effective use of assessment data to inform the development and implementation of interventions to raise standards;
- Attend meetings with parents in their House to discuss the progress of individual students and provide specific suggestions for improvement.
- Make every reasonable attempt to ensure that every student in the House is given the care, guidance, support and encouragement required to benefit from the educational opportunities provided by the Academy.
- Hold knowledge of the potential of every student in the House and be aware of the progress of those students and the standards of academic progress, attendance and behaviour that are being achieved at individual, group, subject, year, House and whole Academy level and in so doing to identify individuals and groups of students who are underachieving.
- Identify any student in their House who is under-achieving and make every reasonable effort to ensure they are part of an intervention programme.
- Liaise with the member(s) of SLT and House Leaders to develop and implement intervention strategies to overcome the adverse affect of barriers to learning at individual, group, subject, year, House and whole Academy level.
- Initiate and attend meetings with parents/carers of students in their House to discuss the progress of individual students and where necessary, to make every reasonable attempt to elicit the backing of parents and carers in supporting their child's participation in strategies for improvement.
- Monitor the progress of students who are participating in intervention strategies, reporting to the named member(s) of SLT as instructed.

#### **8.9 It is the responsibility of all teaching staff to:**

- Refer to and comply with the Assessment, Data and Target Setting Policy to ensure a thorough understanding of data and target setting and its use in raising achievement;

- Maintain usable data for all classes which includes as a minimum for each student: their prior attainment; a target for the end of Key Stages based on the school model provided; assessment results for each half-termly assessment; the most recent predicted end of key stage grades/levels; and the most recent progress grade.

With respect to setting and using targets, to:

- Ensure all students in their teaching groups are set and made aware of appropriately challenging targets for the end of Key Stage and their target for the end of the current academic year in the given subject.
- Ensure all students have information on subject targets in the front of their exercise books/folders and that progress towards these targets is evidenced.
- Make every reasonable effort to ensure that all students in their teaching groups are proactively encouraged to take ownership of their personal targets and hold responsibility for their progress towards these.
- Provide regular opportunities for students in their teaching groups to engage in a one-to-one dialogue in order to be aware of their progress and know what they need to do to make further progress towards their target or beyond.

With respect to assessments, to:

- Plan and prepare regular assessments in line with the principles of summative assessment outlined in this policy;
- Carry out rigorous assessment in line with expectations that will result in the awarding of a National Curriculum or GCSE grade level for every students and that these assessments will be used to monitor and analyse progress towards individual and class (subject) targets.
- Use the results of assessment to identify any student in their teaching groups who is under-achieving and ensure they are part of an intervention programme;
- Use the analysis of assessment records to inform ongoing evaluation and review of their teaching style, making adjustments to improve student outcomes.
- Maintain an up to date record of assessed work for every student in their teaching groups, making this available for scrutiny as required;
- Submit the results of assessments for recording centrally in accordance to instructions issued by the Vice Principal;

With respect to the recording of data, to:

- Make every reasonable effort to ensure that the class list held on SIMs is accurate;
- Provide accurate data as and when prescribed in the calendar adhering to the processes and reporting to the appropriate Learning Leader if circumstances arise that may prevent an individual teacher from meeting these expectations or deadlines.
- Ensure the integrity of the data that they provide, in that it should be:
  - Based on objective criteria

- Accurate and in accordance with format expected by the Academy (ie. National Curriculum Levels and sub levels, GCSE grades, etc)
- As up to date as can reasonably be expected
- Checking the accuracy of their data

With respect to the use of data to inform lesson planning, to:

- Make effective use of Assessment for Learning within all lessons so that at any time, all students in a teaching group can provide accurate and informed answers relating to the task, their current progress;
- Use AfL strategies to employ instant feedback during lessons and from classwork and homework to inform the delivery of each lesson and the preparation of subsequent lessons;
- Use information about the profile of students in their teaching groups when creating Schemes of Work and planning lessons, incorporating differentiation by delivery, activities, resources and outcome;
- Develop and initiate intervention strategies at class and individual level as appropriate;

With respect to the use of data to inform individual teacher's professional development, to:

- Make use of data analyses at class and subject level to provide evidence for Performance Management objectives including those required for Threshold Applications.

**8.10 It is the responsibility of Form Tutors to:**

- Make every reasonable attempt to ensure that every student in their Tutor Group is given the care, guidance, support and encouragement required to benefit from the educational opportunities provided by the Academy.
- Hold knowledge of the potential of every student in their Tutor Group and be aware of the progress of those students and the standards of academic progress, attendance and behaviour that are being achieved at individual level and sharing this with them.
- Identify any student in their Tutor Group who is under-achieving and make every reasonable effort to ensure they are part of an intervention programme.
- Liaise with House Leaders to ensure that they are aware of the concerns about the progress of individual students.

**8.11 It is the responsibility of the Data Manager to:**

- Support the use of data to raise standards, providing hard copy and electronic data as and when required, under the leadership of Vice Principal in order for staff to fulfill the requirements above.
- Carry out a review of the school's database within the first two weeks of each half term to identify missing data and liaise with the House Leaders/SENCo to endeavour to acquire missing data and Learning Leaders to endeavour to provide accurate class lists prior to the start of the Data Collection process.
- Ensure that spreadsheets of up to date and accurate data are available to staff as described above.
- Respond to communications from teaching staff to ensure that the class lists are accurate.
- Include any new assessment measures to support keeping the data rich and informative.

**8.12 It is the responsibility of the Director of Inclusion and Safeguarding to:**

- Subject students who have no prior attainment data to a battery of tests to enable the Academy to place them in the most appropriate sets or 'pathways';
- Monitor the setting of targets for students on any level of the Special Needs Register to ensure that they are appropriate and that sufficient resources are deployed to support each of these students to achieve their targets;
- Source appropriate intervention strategies and ensure that these are published to all staff and outlined in IEPs, PSPs and similar;
- Review the progress of all students on any level of the Special Needs Register at an individual basis and by category and cohort, reporting to the Vice Principal on the effectiveness of the SEN provision.

**8. 13 It is the responsibility for the EAL Co-ordinator to:**

- Subject students who have no prior attainment data to a battery of tests in their home language to enable the Academy to place them in the most appropriate sets or 'pathways';
- Monitor the setting of targets for students with EAL to ensure that they are appropriate and that sufficient resources are deployed to support each of these students to achieve their targets.

**Section 9: Security, integrity and validation of data:**

As defined in the Data Protection Act 1998, staff should take responsibility for the accuracy of data held on the databases and should take such steps as may be necessary to ensure its security, including the prevention of unauthorised destruction or disclosure.

Staff should take responsibility for the integrity of the network, ensuring their password is secure and in particular ensuring that students do not access staff user areas.

**Section 10: Monitoring, evaluation and review of this policy:**

Responsibility for the Monitoring, Self-Evaluation and Review of the Data and Target Setting policy lies with the Vice Principal and Principal.

External monitoring of the policy is the responsibility of the Governors.

**APPENDIX 1: Assessment for Learning**

*Ofsted requires evidence that:*

**Teachers:** assess pupils' work thoroughly and constructively; use assessment to inform their planning and target-setting to meet the needs of individual pupils and groups;

**Students:** understand how well they are doing and how they can improve.

Key characteristics assessment for learning	Assessment for Learning - Teaching strategies	Impact on Learning
Sharing learning objectives with pupils	<p>Teachers:</p> <ul style="list-style-type: none"> <li>• Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson in language that pupils can understand.</li> <li>• Provide learning objectives in written form for reference during lesson</li> <li>• Use these objectives as the basis for questioning and feedback during plenaries.</li> <li>• Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.</li> <li>• Ensure teaching assistants and any other adult in the classroom are clear about the learning objectives</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• See more clearly what they need to do next;</li> <li>• Are able to discuss next steps with each other;</li> <li>• In whole class discussion, learn from each other how to improve.</li> </ul>
Helping pupils to know and recognise the standards they are aiming for	<ul style="list-style-type: none"> <li>• Explain the success criteria</li> <li>• Show pupils' work that has met criteria, with explanations of why.</li> <li>• Give pupils clear success criteria then relate them to the learning objectives.</li> <li>• Model what it should look like. For example, exemplify good writing on the board.</li> <li>• Teases out, through whole class discussion, what is good about the work presented</li> <li>• Ensure that there are clear, shared expectations about the presentation of work.</li> <li>• Provide displays of pupils' work, which shows work in progress as well as finished product.</li> <li>• Ensure teaching assistant and any other adult in the classroom are clear about the standards being aimed for</li> </ul>	<ul style="list-style-type: none"> <li>• Remain engaged and on task;</li> <li>• Gain satisfaction regarding their own progress;</li> <li>• Have a sense that they can continue to improve.</li> </ul>

<p>Involving pupils in peer and self assessment</p>	<ul style="list-style-type: none"> <li>• Provide success criteria in written form for pupils to refer to</li> <li>• Give pupils clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus.</li> <li>• Encourage pupils to work/discuss together, focusing upon how to improve.</li> <li>• Ask pupils to explain the steps in their thinking: 'How did you get that answer?'</li> <li>• Give time for pupils to reflect upon their learning.</li> <li>• Identify with pupils the next steps in learning.</li> <li>• Ensure teaching assistant and any other adult in the classroom are clear about the success criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on learning;</li> <li>• Focus on learning objectives and success criteria;</li> <li>• Measure own progress and that of their peers;</li> <li>• Take responsibility for their learning;</li> <li>• Perform to a high standard and make good progress.</li> </ul>
<p>Providing feedback which leads to pupils recognising their next steps and how to take them</p>	<ul style="list-style-type: none"> <li>• Question pupils in groups about their work</li> <li>• Value oral as well as written feedback.</li> <li>• Ensure feedback is constructive as well as positive, identifying what the pupil has done well, what needs to be done to improve, and how to do it.</li> <li>• Builds on pupil responses to help identify the next steps for individuals and groups as appropriate.</li> <li>• In whole class discussion, uses examples of work to highlight how different aspects of the work can be improved</li> <li>• Work in partnership with teaching assistants and any other adult in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Gain clear understanding of what they are to learn.</li> </ul>
<p>Promoting confidence that every pupil can improve</p>	<ul style="list-style-type: none"> <li>• Provides positive and constructive feedback</li> <li>• Matches learning objectives to needs by pitching them at a level which challenges individuals</li> <li>• Celebrates success and sets appropriate targets</li> <li>• Identify small steps to enable pupils to see their progress, thus building confidence and self-esteem.</li> <li>• Encourage pupils to explain their thinking and reasoning within a secure classroom ethos.</li> <li>• Work in partnership with teaching assistants and any other adult in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Gains clear understanding of the standards they are aiming for;</li> <li>• Recognise features of good work.</li> </ul>
<p>Involving both teacher and pupil in reviewing and reflecting on assessment information</p>	<ul style="list-style-type: none"> <li>• Maintains continuous dialogue about progress being made</li> <li>• Frequently reminds pupils of learning objectives and success criteria</li> <li>• Balances teacher assessment with peer and self assessment</li> <li>• Reflect with pupils on their work – for example, through a storyboard of steps taken during an investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess progress they have made;</li> <li>• Identify how they can improve their work;</li> <li>• Act as critical friends.</li> </ul>

	<ul style="list-style-type: none"><li>• Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the correct answer).</li><li>• Provide time for pupils to reflect upon what they have learned and understood and to identify where they still have difficulties.</li><li>• Adjust planning; evaluate effectiveness of task, resources, etc. as a result of assessment.</li><li>• Makes effective use of plenary reflection – for example “no hands up” questioning and paired discussion</li><li>• Work in partnership with teaching assistants and any other adult in the classroom</li></ul>	
--	--	--

DRAFT

**Appendix 2: Awarding Progress Grades using prior attainment and end of Year 9 MLOs.**

**Key Stage 3**

The table below has been calculated mathematically using a line of best fit setting 2 levels of progress across the key stage for all students.

Av'g Points Score KS2	KS2 result	Year 7			Year 8			Year 9		End of Y9 MLO
		1	2	3	4	5	6	7	8	
5	1c	1b	1b	1a	2c	2c	2b	2a	2a	3c(31)
7	1b	1a	1a	2c	2c	2b	2a	2a	3c	3b(33)
9	1a	1a	2c	2c	2a	2a	3c	3b	3b	3a(35)
11	2c	2b	2b	2a	3c	3c	3b	3a	3a	4c
13	2b	2a	2a	3c	3b	3b	3a	4c	4c	4b
15	2a	3c	3c	3b	3a	3a	4c	4b	4b	4a
17	3c	3b	3b	3a	4c	4c	4b	4a	4a	5c
19	3b	3a	3a	4c	4b	4b	4a	5c	5c	5b
21	3a	4c	4c	4b	4a	4a	5c	5b	5b	5a
23	4c	4b	4b	4a	5c	5c	5b	5a	5a	6c
25	4b	4a	4a	5c	5b	5b	5a	6c	6c	6b
27	4a	5c	5c	5b	5a	5a	6c	6b	6b	6a
29	5c	5b	5a	5a	6c	6b	6a	6a	7c	7c
31	5b	5a	5a	6c	6c	6b	6b	6a	6a	7b
33	5a	6c	6c	6b	6a	6a	7c	7b	7b	7a
35	6c	6b	6b	6a	7c	7c	7b	7a	7a	8c
37	6b	6a	6a	7c	7b	7b	7a	8c	8c	8b

- The sublevel “c” indicates that a student is just meeting the requirements of the level but that it is not secure
- The sublevel “b” indicates that a student is meeting the requirements of the level consistently and securely.
- The sublevel “a” indicates that a student is meeting the requirements of the level at all times and may occasionally be meeting some of the requirements of the next level

#### Key Stage 4:

The table below has been calculated mathematically using a line of best fit setting 2 levels of progress across the key stage for all students. It has also been assumed that the progress may be linear across the key stage which is not necessarily the case for a modular course.

		Year 10			Year 11		
KS3 APS	KS3 Level	1	2	3	4	5	KS4 target grade
5	1c	low G	low G	low G	low G	low G	<i>low G</i>
7	1b	low G	low G	low G	low G	low G	<i>low G</i>
9	1a	low G	low G	low G	low G	low G	<i>G</i>
11	2c	low G	low G	low G	low G	G	<i>high G</i>
13	2b	low G	low G	G	G	high G	<i>low F</i>
15	2a	G	G	high G	high G	low F	<i>F</i>
17	3c	high G	high G	low F	low F	F	<i>high F</i>
19	3b	low F	low F	F	F	high F	<i>low E</i>
21	3a	F	F	high F	high F	low E	<i>E</i>
23	4c	high F	high F	low E	low E	E	<i>high E</i>
25	4b	low E	low E	E	E	high E	<i>low D</i>
27	4a	E	E	high E	high E	low D	<i>D</i>
29	5c	high E	high E	low D	low D	D	<i>high D</i>
31	5b	low D	low D	D	D	high D	<i>low C</i>
33	5a	D	D	high D	high D	low C	<i>C</i>
35	6c	high D	high D	low C	low C	C	<i>high C</i>
37	6b	low C	low C	C	C	high C	<i>low B</i>
39	6a	C	C	high C	high C	low B	<i>B</i>
41	7c	high C	high C	low B	low B	B	<i>high B</i>
43	7b	low B	low B	B	B	high B	<i>low A</i>
45	7a	B	B	high B	high B	low A	<i>A</i>
47	8c	high B	high B	low A	low A	A	<i>high A</i>
49	8b	low A	low A	A	A	high A	<i>low A*</i>
51	8a	A	A	high A	high A	low A*	<i>A*</i>

#### Note:

- The word “low” indicates that a student is just meeting the requirements of the grade but that it is not secure
- The word “high” indicates that a student is meeting the requirements of the grade at all times and may occasionally be meeting some of the requirements of the next grade
- A grade shown alone indicates that a student is meeting the requirements of the grade consistently and securely.

DRAFT