



EDUCATION and LEADERSHIP Trust



ASSESSMENT POLICY

V1.2

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Approval History

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Policy Committee		V1.0	

Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor
24.09.15		V1.1	Sentence added to page 11 on the Executive Headteacher paragraph. (She must prepare an overview of key data and progress for the Trust Board.) One word change in the introduction (engaged changed to used)	Yes	PKA/WBE
14.10.15		V1.2	Deleted 'the' from Introduction and amended two words in No. 2.		KLU

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1. INTRODUCTION

To ensure all members of staff at Whalley Range 11-18 High School understand the processes used to generate personalised targets for all students and how to use data to track progress and raise achievement.

2. PURPOSE OF THE POLICY

Assessment Data supports Whalley Range 11-18 High School's mission to become Outstanding in the following ways:

- The teacher uses data and dialogue to diagnose the student's learning needs
- It provides structured and authentic feedback for target setting
- It helps teachers adapt teaching styles to individual student needs
- It helps to create more appropriate learning groups, seating plans, and other groups for learning
- It develops the skill of self-assessment so that students can take charge of their own learning
- It gives parents a strong indication of progress and likely outcomes
- It helps to initiate change and improvement
- It helps reflection, stimulating knowledge and understanding of actions required to make further progress
- Through support which requires time: for teachers from all subjects to meet, discuss, reflect upon data, and make informed instructional decisions
- It supports the co-operative school ethos: continuous exposure to data builds a co-operative learning culture
- It helps the school to use data as a tool for examining trends and progress: Patterns in this year's results? Similar patterns in past years' results? Whether trends are moving toward our goals? Does the data surprise us? Identify gaps in the performance between different groups of students.
- Data supports the *Appraisal* process of all staff, showing successes and areas for improvement in the core business of teaching, learning and achievement.

3. EXPECTATIONS

At Whalley Range 11-18 High School teachers must know precisely the levels/grades at which their students are working and their targets at any point in the school year.

All relevant data on individual students will be available in SIMS and SISRA Analytics. Data must be used to inform planning, to monitor and review progress and set appropriate learning objectives and outcomes. The following information is available in all mark sheets: Key Stage 2 and End of Year levels/grades for previous Year; Free School Meals; Pupil Premium; Ethnicity; Reading Age; SEND status; Gifted and Talented; % Attendance; CATS scores (Year 7) and Admission date.

Teachers' records will reflect the use of data throughout the year. Relevant data must be shared with students sensitively and in a constructive way to help students make further progress.

4. TARGET SETTING

Targets are an important tool in raising standards in achievement, helping to motivate individual students and ensure all students are on track to make rapid and sustained rates of progress in all of their subjects. At Whalley Range 11-18 High School, we set aspirant targets where almost all students are targeted to make at least 4 levels of progress from Key Stage 2 to Key Stage 4 (Years 9 – 11) or to gain a positive Progress 8 score (Years 7 and 8). For Years 12 and 13: GCSE resit classes (English and maths) are set a target one grade higher than previously achieved; A levels and Level 3 BTEC target is based on national performance of similar performance (DFE Level 3 VA data).

At Whalley Range 11-18 High School, targets are set and reviewed at the end of each academic year. Throughout the academic year, teachers, Heads of Faculty, the Assistant Headteacher KS3 Curriculum, Assessment and Achievement and the Deputy Head Teacher: Curriculum, Achievement and Data monitor students' progress to target and, where appropriate, increase targets to promote challenge and maintain high expectations.

Targets for 2015-2016 are to be developed for each student in the following way:

Year 7 – This is the second year group where assessment without levels is introduced. Targets will use the 9 - 1 number scale of the new GCSE assessment framework, and each faculty has assessment criteria against which to assign these grades. In order to generate targets, KS2 prior attainment data is used as a benchmark for a student's ability. Targets are set with the expectation that every student will gain a Positive Progress 8 score.

Year 8 - This year group have been assessed against the assessment without levels criteria throughout the previous year, and targets were set in the same way. Where students are exceeding these targets, Heads of Faculty are consulted regarding raising targets further to promote challenge and maintain high expectations.

Year 9 – This year group have been assessed against National Curriculum levels throughout the previous year, and targets were set from KS2 data. Where students are exceeding these targets, Heads of Faculty are consulted regarding raising targets further to promote challenge and maintain high expectations.

Year 10 - To begin the target setting process, FFT estimates are generated. The higher of the two estimates is initially set as a target for each student in each subject. These initial targets are then passed to Heads of Faculty for careful checking to ensure they are sufficiently challenging whilst at the same time as being attainable and therefore not de-motivational. These targets are reviewed at the end of year 10 for two year courses. In this year group, and for this cohort only, there will be a 9-1 target grade generated for English and maths only, this is how these subjects will be awarded in 2016 – Grade 5 will be considered the new benchmark for performance tables and RaiseOnline; all other subjects will have a GCSE target grade ranging from A*-G.

Year 11 - targets for the end of KS4 are reviewed in the summer term of the previous academic year. Year 11 target grades are generated using the same process as those generated for Year 10.

Targets can be increased; any request to reduce a student's targets should be made to Deputy Headteacher Curriculum, Achievement and Data through the Head of Faculty or Subject Leader; such requests should be kept to an absolute minimum for clarity of monitoring and to ensure the student knows what they are striving to achieve.

5. ASSESSMENT AND DATA ENTRY

All assessment must be for the benefit of all students. Reliable, timely assessment procedures are critical to ensure all students are making at least expected rates of progress to target. Robust assessment procedures and astute data analysis means intervention can be engaged to support students' learning and progress in a timely way.

Teachers are required to input in to SIMS a projected grade/level at the intervals shown below. This projected grade/level should be based on formative and summative assessments and on students' approaches to learning. Projections will be standardised and validated by Heads of Faculty

When a projection to target grade/level is entered to SIMS, one of the following codes will be generated automatically: T+, T or T-. These codes denote whether a student is making above expected rates of progress (T+) to target and therefore if current attitude, work and effort is maintained, she is likely to exceed her target at the end of the year/course. Or, making expected rates of progress (T) or is making below expected rates of progress (T-) and therefore, the end of year/course target is unlikely to be met.

Where a student is making below expected rates of progress (T-), teachers must identify a concern and an intervention strategy and list this on the SIMS mark sheet.

In addition to inputting a projected grade, teachers must input an Attitude to Learning grade.

If a student has not been seen enough for a teacher to make a judgement about the student in terms of attitude and performance a W grade will be entered into the Attitude to Learning column and other columns left blank.

The table below shows the report codes for Progress Reports and Learning Concerns to be entered on to SIMS.

Attitude to Learning	Progress/Expected Progress	Concern
A Excellent	T+ Above expected progress	A - Attendance B - Behaviour
B Good		C - Commitment T - Concentration
C Variable	T Expected progress	D - Confidence W - Coursework
D Insufficient		E - Equipment H- Homework
E Poor	T- Below expected progress	G - Knowledge Gap M - Motivation
		P – Punctuality Q – Quality of Written Work
		R–Revision Techniques S- Skills Development

6. KEY STAGE 3

The core subjects (English, maths and Science) will be assessed and data input to SIMS every half term: 6 times a year.

Foundation subjects, which have a reduced amount of contact with students, will have three data entry periods each year: the end of half-terms 2, 4 and 6.

7. KEY STAGE 4

All courses are required to input data every half-term in line with the instructions contained within this policy.

8. KEY STAGE 5

All courses are required to input data every half-term in line with the instructions contained within this policy.

9. PROGRESS REPORTS

The data obtained each half-term will be collated and sent home/emailed to parents in a Progress Report by the end of the first week back after a half-term holiday.

10. DATA ENTRY TIMEFRAME

- The Data Window opens three weeks before the deadline for data entry.
- The Data Window closes at the end of the day of the date shown on the school calendar.
- The Data Team will check all data has been entered on the day after the deadline, an email will be sent to any member of staff who has failed to meet the deadline. A copy of the email will be sent to the appropriate Head of Faculty and the Senior Leadership team. All late data must be entered by the day after the deadline.
- The Data Team will aim to upload all data to SISRA Analytics before the half term holiday and thus it will be available to all teachers for analysis and evaluation.

- In the first week of each half-term, faculty meetings are calendared. The focus of these meetings is a reflection on the data and intervention.
- A comprehensive analysis and evaluation of data will be completed by the end of the second week back after the half-term break and this will be submitted to SLT line managers of the Headteacher.
- The Deputy Headteacher Curriculum, Achievement, Data for Years 10 and 11 Assistant Headteacher Head of 6th form for Years 12 and 13, and Assistant Headteacher KS3 Curriculum and Achievement for Years 7, 8 and 9 - will report a summary of achievement to the Academy Headteacher, the Executive Headteacher, and the governing body in the second week of the half-term.

11.RECORDS OF ACHIEVEMENT

Records of Achievement are the full written reports which are sent home to parents/carers. Each Year Group receives one Record of Achievement, usually at an Academic Tutorial when parents/carers and students have the opportunity to talk with Learning Coaches and discuss any issues. Records of Achievement are usually due for completion 2 weeks before the academic tutorial to allow for checking and printing processes.

The cycles of report writing follow the same pattern each time:

- a) Teaching staff enter subject comments in a designated two week period.
- b) Learning Coaches should write their comments in a designated three week period (the final week allowing 'Academic Performance' to be completed).
- c) Lead staff check all reports, correct any mistakes and/or liaise with staff until the report is complete. After writing their comments, reports are sent for printing.

Records of Achievement will be written and collated in SIMS. Staff will be able to access the system from school computers or from home through the Learning Gateway. The structure of the reports remains the same, e.g. staff will report on two areas; Skills and Achievements, Behaviour and Attitude and targets to improve. However, the 'grades' data such as target grade, attendance data, attitude to learning, progress grades, rewards and behaviour data will automatically be imported from other parts of the SIMS system.

Faculties have access to written comment banks, which have been individually tailored to the specifics of the courses run in school. It is anticipated that these comments will be used in conjunction with some free text to ensure that reports are individual and personalised for each student.

Several points have arisen during the preparation of recent Records of Achievement and these are highlighted below:

Special note 1: In previous Records of Achievement there have been many spelling errors by staff that have needed correction. Please check your spelling and grammar before saving each comment.

Special note 2: If you do have to use the copy and paste facility to transfer sections of reports, please ensure that you change the name of the student.

Special note 3: Please check the spelling of student names carefully when entering text manually.

12. SUBJECT COMMENTS

Subject Comment should be entered as three boxes under the headings:

- Skills and Achievements
- Behaviour and Attitude
- Targets to Improve

✓	Two sample Subject Comments follow for reference.
✓	Please spell-check your work, electronically and by reading it through. (An automatic spell-checker will be activated, but you must still read the suggested changes carefully).
✓	Do not repeat information from the course details, but comment on the specific skills acquired by individual students.
✓	Remember the target audience are parents/carers (not the students) and include people for whom English is not their first language. Try to avoid complex 'teacher speak'.

Examples KS3 (P.E.):

Bushra has made fantastic progress in P.E. so far this year. She has settled well in the class and demonstrates 100% commitment. As a result, Bushra has made excellent progress in all practical activities. Bushra's particular strength is her ability to understand what is expected of her and then apply that to a task. She always answers questions in class and contributes her ideas to group and class activities. Bushra is motivated and enthusiastic in P.E. and I feel she would get a great deal of enjoyment from attending extra-curricular activities, either at lunch or after school. This would further develop her understanding of rules and principles and help her refine her skills even more.

Bushra is a delight to have in class. She arrives on time, with her full P.E. kit, and is always positive and friendly.

Keep up the good work.

Examples KS4 (English):

Summera has generally made a positive start to Year 11. She has completed all of her coursework and is committed to achieving her target grade. She is able to answer questions which demonstrate her understanding of a range of texts and is making good progress in her study of 'To Kill a Mocking Bird'. Summera must ensure that she listens carefully to class discussions and instructions. She has a tendency to be distracted and sometimes her work rate is rather slow. She must focus on the mock examinations and ensure that she has revised thoroughly the texts and skills that will ensure success.

Summera is polite, respectful and usually mature. She can often demonstrate a positive attitude towards English and it is clear that she understands the importance of doing well in this subject. She now needs to make an additional effort to ensure that she achieves her potential.

At least two Targets should be provided for the students and should be based around the comments already made.

✓	They should be SMART targets and be concise.
✓	They should start with the word 'To...'
✓	Each target should be on a separate line.
✓	Each target should be written in the their person.

13. TARGETS

Good performance targets will be SMART : Specific, Measurable, Achievable, Relevant and Timed

Specific: clear, unambiguous and easy to understand by the student.

Measurable: there is no point setting a target for which success cannot be gauged by referring to a specific measure or measures.

Achievable: expressing specific aims that students feel can realistically be achieved, with some effort; 'out of reach, but not out of sight'.

Relevant: to the student; they must have enough control over their work to be able to meet their targets, or their motivation will suffer.

Timed: there should be set timescale for achieving a target; open-ended targets may not encourage focused effort on improving performance.

To attend at least one extra-curricular activity per week next half-term

To ensure that she has a complete set of revision notes for use during the mock exams

To complete the investigational coursework task by the set deadline

To contribute to at least two class discussions by the end of term

To aim to improve her speaking skills by practising at home and achieving her target grade in the next speaking assessment

To bring the correct equipment to every lesson

14. LEARNING COACH COMMENTS

- Learning Coaches should read the Subject Statements for each student.
- Any major problems or omissions should be referred to the relevant member of staff.
- Learning Coaches should check the attendance and punctuality data, rewards data and behaviour data to ensure that there are no errors or omissions.
- Learning Coaches should write five sections on each of their students and set targets. Sections 1-5 should be written as continuous prose paragraphs:

1. Academic Performance
2. Attendance and Punctuality
3. Behaviour
4. Contribution to school life
5. General Organisation
6. Tutor Targets

- ✓ At least two Targets should be provided for the students. Targets should be based around the comments already written in sections 1-5.
- ✓ They should start with the word 'To.....'
- ✓ Each target should be written on a separate line.
- ✓ Each target should be written in the third person ('she', not 'you').
- ✓ Targets should start with the word 'To.....'
- ✓ Targets should be SMART and concise.

15. HEADS OF FACULTY AND HEADS OF HOUSE

Heads of Faculty and Heads of House must liaise with their staff to ensure that personalised, good quality reports have been written. It is expected that HoFs and HoHs will sample reports from all staff in the Faculty or House and offer support and guidance to new or inexperienced colleagues.

16. LEAD STAFF COMMENT

Subject Statements for each student should be checked for sense, completeness and accuracy and amended, as necessary. A comment should then be written giving an overall view. It should not cover the same ground as the Learning Coach Comments, except to emphasise a particularly critical issue, including praise. The name and role of the person writing the comment should be included.

17. IMPORTANT NOTES

It is possible for any teacher to access the reports any time through the Learning Gateway. Staff are reminded about the Acceptable Use Policy and should take great care to protect the personal information of our students when writing reports.

Occasionally, staff will struggle to meet the deadlines set into the calendar. In these cases, staff must alert line managers to difficulties as soon as possible and make every effort to complete the reports in time for the academic tutorial. Learning Coaches rely on the reports as the basis for the learning conversations with parents/carers and reports with errors or omissions can make this meeting difficult for all concerned. Delays will be referred to line managers.

In the event of prolonged staff absence, the Head of Faculty is responsible for ensuring a subject comment is entered. The Head of House is responsible for ensuring a learning coach comment is entered.

18. INTERVENTION

Every week, there will be a meeting of the Whalley Range Intervention Group KS4 and KS3. The Academy Headteacher, Deputy Head Teacher: Curriculum, Achievement, Data the Deputy Head Teacher: Student Well-being, the Assistant Head Teacher: KS3 Data and Achievement; Assistant Head Teacher: Student Well-being, Assistant Headteacher: Head of Inclusion Faculty and Intervention Co-ordinator will attend. The primary purpose of these meetings is to track progress and achievement, review existing intervention strategies and agree future interventions to support progress.

Regular Faculty discussions will focus on promoting achievement and result in Faculty interventions that challenge underachievement e.g. individual action plans, one-to-one tuition, registration, lunchtime and after school clinics. These meetings will take place in the first week of each half-term.

Parents/carers will be involved regarding concerns/underachievement; this might be through Planner pages, telephone, letter or face-to-face meeting.

19. RESPONSIBILITIES

All members of teaching and support staff are responsible for raising achievement of all students and all groups of students.

SIMS and Data Lead Development Manager must ensure mark sheets are created in SIMS as per the school's and the individual faculties' requirements. Ensure data is uploaded to SISRA in accordance with the time frame above. Produce data to assist Heads of Faculty in their data analysis and reporting progress. Set up Records of Achievement for staff to enter and review throughout the year.

Class teachers must track the progress and achievement, plan and intervene for all students they teach. Class teachers must maintain up-to-date mark books containing all required student data and accurate achievement data for their classes. Class teachers must know where gaps between groups of students' performance exist and plan to close these. They must enter data on-time and ensure it is accurate.

Heads of Faculty must track and report on the progress and achievement of all students. They must plan interventions to ensure all students make at least expected progress. They must complete reports each half-term and submit these to the Headteacher and SLT line manager. They must ensure data is entered for their whole faculty by the deadline set; they must ensure that data is moderated and validate its accuracy before the data entry deadline.

Heads of House must track the progress and achievement of all students in their House. They must identify patterns of underachievement and engage appropriate intervention strategies to remove barriers to learning. They must celebrate students' achievement.

Assistant Head Teacher: Curriculum, Assessment and Achievement must track the progress and achievement of students in KS3, ensure interventions are in place at faculty and year level. Monitor the extent to which interventions are effective and report to the Deputy Head Teacher: Curriculum, Assessment and Achievement. They must hold relevant Heads of Faculty and KS3 coordinators of the core subjects to account to ensure data is entered and reports submitted in a timely fashion.

Deputy Head Teacher: Curriculum, Achievement, Data must track progress and achievement of all students, must ensure interventions to secure good progress are engaged in a timely manner and monitor the extent to which they are effective. Chair meetings with key staff and report to the Headteacher, Executive Headteacher and the Governing Body. They must hold the Assistant Head Teacher: Curriculum, Assessment and Achievement and Heads of Faculty to account to ensure data is entered and reports submitted in a timely fashion.

Academy Headteacher must hold all relevant staff to account and ensure the successful implementation of the policy.

Executive Headteacher must hold all relevant staff to account and ensure the successful implementation of the policy. She must prepare an overview of key data and progress for the Trust Board.

Implementation of the Policy

Implementation of the policy is the responsibility of all staff involved in delivering the learning opportunities in school, teachers and TAs, with post threshold teachers, UPS2 and 3 and those with additional responsibility points taking a lead in sharing practice.

Heads of Faculty and the Senior Leadership Team are responsible for monitoring the implementation of the policy.

The Deputy Head Teacher with responsibility for Curriculum, Achievement, Data will report on implementation to the Headteacher and Governors in accordance with the reporting cycle.