Shevington High School

Assessment, Use of Performance Data & Monitoring Pupil Progress Policy

DATE ADOPTED:	**2 December 2014**
DATE REVIEWED:	**May 2017**
COMMITTEE:	**School Effectiveness**
DATE FOR NEXT REVIEW:	**May 2018**

Shevington Vision and Standards

A family centered school at the heart of the community that nurtures potential, embraces technological innovation and fosters high aspirations to succeed in education work and life

>   All different, all equal
>   Taking Pride
>   Succeeding Together
>   Meeting the future

Shevington Standards

At Shevington High School in order to meet the school vision, Students and Adults are expected at all times to work hard to meet our *5 Shevington Standards* which we have set in order to promote respect and dignity for all*.* Our attitudes, systems and rules are drawn from and support these standards. They are:-

1. We will show respect for each other at all times

2. We will show respect for School property and another person's property at all times

3. We will show respect for ourselves and others by ensuring that our actions do not put at risk the health and safety of ourselves or others

4. We will show respect for ourselves and others by ensuring a high standard of personal appearance and organisation.

5. We will show respect for ourselves and others by supporting a positive climate for learning

Introduction

Rationale

Shevington High School seeks to provide high quality education and to ensure continuity and progression. Assessment lies at the heart of these aims. It provides the framework in which educational objectives can be set, pupils' progress charted and expressed and realistic targets developed for the pupils, individual teachers, departments and the school as a whole.

This policy outlines a philosophy towards a whole school approach to Assessment and the use of data within the guidelines of the National Curriculum. A whole school policy can provide no more than guidance. A 'policy' becomes practice only if it 'lives' in faculties and is implemented by teachers.

Purpose

The purpose of this policy is to raise each pupil's achievement through:

- setting challenging targets with each pupil
- providing positive assessment on work done
- systematically monitoring the progress of each individual pupil
- making records available to all authorised agencies and individuals

Positive assessment exists to:

- provide feedback to each pupil on their work
- guide each pupil towards more effective strategies for learning
- encourage each pupil to take personal responsibility for their progress
- recognise achievements made/targets achieved
- provide evidence which allows subject teachers to recognise progress and plan future activities appropriately
- provide evidence for progress relative to pupils' starting points

When judging the quality of teaching and learning Ofsted will consider *teacher's marking, assessment and feedback to pupils.* They also evaluate *teachers' support and intervention strategies.* When evaluating the quality of teaching in the school, inspectors will consider *the extent to which the teaching promotes pupils' learning and progress, that teachers have high expectations of pupils and that they improve the quality of learning by systematically and effectively checking pupils' understanding in lessons and making appropriate interventions.* They will also consider the extent to which *marking and constructive feedback from teachers contributes to pupils' learning.*

Ofsted: The Framework for School Inspection September 2013

Each department will wish to produce their own individual guidelines that reflect the specific needs and characteristics of a subject. However, in the interests of good practice and consistency it is important that these separate policies conform to the agreed principles in this whole school policy.

Methods of Assessment

There are different types of assessment, each serves a different and distinct purpose and each has its place.

Formative Assessment

Assessment **for** Learning
'the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'
> *Good assessment in Secondary Schools: Ofsted*

PRINCIPLES

- Formative assessments should be regular and ongoing.

- Provide both teacher and pupil with information about what has been grasped and what has yet to be learned.

- Sufficiently frequent to provide feedback on work completed, and SHORT TERM LEARNING TARGETS ie the next piece of work.

  THESE SHORT TERM TARGETS, WHILST THE WORK IS FRESH IN THE MIND OF THE CHILD ARE THE CORNERSTONE OF LEARNING AND CENTRAL TO ANY ASSESSMENT SYSTEM.

- Be the 'small steps' we give to children in their learning which help them acquire the skills necessary to progressing from one National Curriculum level to the next.

- Be used to match work to the learning needs of the child.

- Highlight weaknesses alongside strategies to help.

- Be constructive and positive in tone, acting as a motivator to children.

- Be fit for purpose: use a variety of assessment modes.

- Involve the children as participants in the process.

- Provide a record of each child's achievement and progress in relation to targets set.

Summative Assessment

Assessment **of** Learning

PRINCIPLES

- A years planned assessments should be sufficiently broad and balanced (along with formative assessment) to allow the award of a National Curriculum Level/GCSE grade.

- The purpose of all assessment is to improve learning: Summative assessments should be used to inform future teaching and learning.

- Summative assessments should provide CURRICULAR/LEARNING TARGETS for each child and for whole classes.

- Summative assessments should be recorded and used at faculty level to inform planning, implement intervention and thus raise achievements.

- All assessments must be fit-for-purpose and a variety of assessment modes used.

Much research indicates that effective formative assessment is a key factor in raising pupils' standards of achievement.

Pupil Baseline Data and Predicted Levels/Grades

The following baseline data will be available on SIMS from the start of the Autumn Term.

Baseline data

Pupil name, surname, form, gender, profile*, KS2 Prior attainment band, KS2 TA English and Maths (from DFES) and other EBACC subjects (Transfer information from Primary Schools), KS2 Test English and Maths sublevels a, b & c, KS2 APS, SAS (CATs) Verbal, Quantitative, Non-verbal and Mean, Reading Age and Spelling Age.

* SEN status, G&T, Looked after, EAL, Pupil Premium Indicator.

Spreadsheets: Subject

Surname, name, form, teaching group, profile, KS2 Prior attainment band, KS2 Test sub levels English and Maths, KS2 TA EBACC subjects, subject baseline, termly progress levels/grades, targets** , progress indicator and most recent screening assessment of Attitude to Learning, Organisation and Homework.

** Minimum and Challenge GCSE Target Grades
In addition for Y7 & 8 End of Year minimum and challenge target sub levels

Target setting

Targets will be set using Key Stage 2 fine data.
In English and Maths targets will be based on KS2 English and Maths SATs levels respectively with at least the addition of three levels/18 points over five years. In order to challenge the most able pupils there will be a skew to incorporate up to four levels progress for the minimum target and up to five levels progress for the challenge target for those pupils who achieved a minimum 5c in that subject at KS2.
In all other subjects targets will be based on the average of KS2 English and Maths. All pupils will have a minimum target to make three levels progress from Y7 to Y11 and a challenge target for 4 levels progress.

See target Conversion Tables in Appendix (i)

Teaching, Marking and Setting Learning Targets

Features of good practice

- Teaching expects high achievement and supports it by clarity of learning outcomes/ by methods that involve pupils actively and give them some responsibility for how they learn.
- Prior to assessment pupils should be given clear and explicit success criteria for the completion of the task.
- When work is returned, pupils are given written or spoken comments that combine clear evaluation with advice and manageable action points for improvements
- Teaching is modified as a result of marking
- The quality and consistency of marking are monitored within departments and by senior leaders
- Effective use is made of National Curriculum level descriptions to demonstrate to pupils what they need to do to progress in their learning and attain higher standards
- Pupils preparing for GCSE are trained to assess samples of work against grade criteria
- Target setting focuses on specific and achievable goals relevant to important aspects of knowledge, understanding and skills in the subject

Types of Assessment

'….the term 'assessment' refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet the needs'.
Black and William, 1998

Assessment for Learning

The principles of assessment for learning are stated in the Teaching and Learning Policy where it is made clear they underpin and are intrinsically linked to every aspect of good teaching and learning. For the purpose of this policy only those aspect of assessment for learning which form part of that which teachers and pupils would recognise as 'marking' are described.

It is recognized that good evaluation of pupil's work and constructive comments which provide learning targets for improvement take time and are not expected for every piece of work which pupils complete. A range of different types of assessment should be used and these will include teacher assessment, which may be oral or written, peer assessment and pupil self assessment. Strategies for peer and self assessment are described in the booklet 'Assessment for Learning: Classroom strategies' and in the Teaching and Learning Policy. This can be the most effective type of assessment but only where pupils fully understand the learning outcomes and marking criteria for the task.

Within the range of assessment methods used the following key principles for written assessment/marking should be adopted:

- Assess the skills, knowledge and/or understanding demonstrated by the pupil.
- Monitor progress by providing the teacher and the pupil with information about the extent to which the pupil has achieved the learning outcomes set.
- Set learning targets by informing the pupil of the next steps they need to take to improve the work to achieve the intended outcome or extend their learning towards the next step.
- Celebrate achievement and raise pupil's self esteem by providing positive and constructive comments for improvement.
- Reinforce learning.
- Provide parents with an indication of their child's progress

- Be manageable and purposeful.
- All pupils should have their work teacher assessed at least once during a two weekly cycle of lessons, however, this may be extended in subjects where contact time is limited to one lesson per week and teachers therefore have a large number of different classes.

This type of assessment should provide feedback to pupils through comments only. Pupils must be given time to read, reflect on the comments, respond and use the advice to improve their work.

Teachers should keep a record of the pupil progress in their mark books. Such records should be referenced against learning outcomes and should indicate, for example whether pupils have achieved, partly achieved or not achieved them. Some suggestions for systems which may be used are shown below:

Learning outcome	LO	LO	LO	LO
Achieved	A	✓	☺	red
Partly achieved	P	-	☺	amber
Not achieved	N	✗	☹	green

Different curriculum areas have different national curriculum demands made of them and may assess and mark different things. Each Faculty or Department is responsible for its own marking policy which should be set out in the Handbook. All such policies must reflect the content herein.

Summative Assessment

Summative assessment should take place periodically and may take one of the following forms at different times:

Levelled/ Graded (GCSE) assessment of key pieces of work
End of Unit test
End of Year Test
External examination

It is essential to pupil's preparation for examinations and for their progress towards such examinations that they are given feedback on their performance in terms of the criteria which will be used to inform a final Teacher Assessed level/grade or Examination grade/Coursework mark. At KS3 there should be a clear understanding of Subject National Curriculum level descriptions for all Attainment Targets and pupil's work should be moderated to ensure accuracy and reliability of all summative assessment work which is levelled internally. Similarly at KS4/GCSE/other external examinations there should be robust departmental procedures for accurate grading of the work assessed summatively and marking of coursework, according to criteria stated in the specification, and internal moderation should be a feature of such procedures.

Each Faculty or Department is responsible for its own policy relating to summative assessment and moderation procedures which should be set out in the Handbook. All such policies must reflect the content herein.

Examinations/Formal Assessment

Examinations are part of the whole assessment process. All students in all subjects and year groups will participate in a formal annual examination/classroom assessment in order to provide them with experience and to prepare them for external examinations.

If internal examinations are to have validity then both teacher and students must give them status.

<u>Information for Students</u>

Students should be prepared and given guidance in:-

1) Revision
2) Organisation of time
3) Examination technique
4) Examination procedure
5) Study skills
6) Detail of the format of the examination; how marks will be allocated; what skills, knowledge or understanding are tested in each section.

<u>The Examination/Assessment</u>

- Should reflect the range of work covered.
- Be fit-for-purpose.
- Be based on clear criteria known to the student.
- Be differentiated: allow outcomes which reflect the range of abilities including SEN children and the able, gifted and talented.
- Have a clear mark scheme.
- Be moderated.
- Be returned to students promptly having been marked helpfully.
- Have a clear purpose and place in the overall system of faculty ARR.

<u>Presentation</u>

We should expect a high standard of presentation in most of the pupils' finished work. The following guidelines should be adopted:

- Pupils must be encouraged to present their work and writing clearly using accurate conventions, accurate punctuation, correct spelling and legible handwriting, in line with their ability

- Badly presented or clearly careless work should not be accepted unless the child has an identified problem with presentation.

- Each piece of work should be dated and have a heading. Pupils must be encouraged to use a ruler to rule off the previous piece of work before beginning the next.

- There must be no graffiti on books.

<u>Marking for Literacy</u>

See Literacy Policy

Individual Teacher Records/Mark Books

Teachers should complete a detailed seating plan for each taught group. In addition, all teachers must have a full set of data for each class/pupil which they teach. The full set of data which must be included is shown below:

- Achieved levels and APS of the core subjects at key stage 2 as sublevels

- Targets data
- CATs SAS
- Reading and spelling ages
- Summative progress data (moderated results from key assessments, tests and exams)
- Formative assessment data (progress to learning outcomes)

It is the teachers' responsibility to monitor the progress of all pupils in their classes and to plan strategies to address underperformance/failure to progress towards predicted levels.

Screening

The following information will be provided to parents, termly.
- Y9, 10 & 11 GCSE Target grade
- Y7&8 (Y9 for Foundation subjects) End of year target sub level

Screening criteria as assessed by teachers:
- **Current performance grade/level**

- **On track to achieve**
    - ✓ Is the pupil making progress?
    - ✓ Is the pupil likely to achieve the end of year target grade/level?
    - Y= likely to exceed the end of year target grade/level
    - N = unlikely to exceed the end of year target grade/level

The following aspects will be judged by the teacher on a 4 point scale against the stated criteria (see Appendix (ii))
- **Attitude**
- **Organisation**
- **Behaviour**
- **Homework**

Action following collection of screening data

Data Manager

- Will produce individual pupil reports which will be provided for parents
- Will update screening data into teacher reports on SIMS.
- Will monitor submission of data and advise senior member of staff with responsibility for data of any omissions.
- Will provide a summary spreadsheet for the Assistant Head with responsibility for assessment and Head of Year
- Will provide a data set of screening sheets for form tutors.

Form tutors

Will analyse screening data for form and:
- Monitor pupil achievement to inform a form tutor/pupil discussion of progress and completion of Pupil Progress Logs. To take place during registration in the two weeks following the upload of screening data.
- Liaise with Head of Year and/or Assistant Head for year group to identify underachieving pupils.
- Make recommendations for rewards to celebrate achievement of pupils identified as deserving of praise for effort and achievement to Head of Year according to school rewards policy.

Senior Middle Leaders/Subject leaders

Will analyse screening data for subject:
- to monitor progress of pupils in their subject and implement intervention for underachieving pupils
- to monitor progress of pupils in teaching groups to inform faculty self evaluation and discussions with subject teachers
- have in place a system of rewards for pupil's identified through the screening process as deserving of praise for effort and achievement according to the school rewards policy

Heads of Years

Will analyse screening data with an overview across all subjects and:

- Ensure the quality of the screening sheet sent to parents.
- Lead and monitor the completion of Pupil Progress Logs
- Receive from Form Tutors names of children deserving of praise for effort and achievement and action rewards according to the school rewards policy.
- Identify pupils causing concern due to underachievement across a number of subjects and action monitoring/mentoring.
- Agree strategies with Form Tutors as to how this monitoring/mentoring will proceed.
- Notify staff of these pupils.
- Review the progress of these pupils at regular intervals.
- Liaise with the Assistant Head responsible for the year group about any concerns
- Involve parents and other staff if necessary.

Senior Middle Leader for SEND and Looked After Children

Will analyse screening data for SEND and CLA pupils, to identify pupils who are underachieving against their personal targets and ensure appropriate provision is in place and implement intervention as appropriate.

Able, Gifted and Talented Co-ordinator

Will analyse screening data for A,G & T pupils and:
- Identify pupils who are underachieving.
- Liaise with Head of Year and Form Tutor.
- Arrange mentoring meetings to discuss progress with pupils and provide strategies to address underachievement.
- Notify all staff of these pupils.
- Review the progress of these pupils at regular intervals.
- Involve parents and other staff if necessary.

Assistant Head responsible for Assessment

- Liaise with the School Data Manager to ensure implementation of data collection and to ensure quality standards in the production of screening information
- Circulate briefing paper to describe above action, prior to data collection/screening.
- Ensure that all above protocols are adhered to and present at briefing to inform staff of action required as appropriate.
- Liaise with Heads of Year to ensure quality standards in all aspects of the screening process and follow up action
- Monitor implementation of screening process and post screening action

Assessment: Roles and Responsibilities

Subject Teacher

1) Mark and formatively assess children's work regularly, diagnostically and positively, adhering to the whole school assessment policy and marking for literacy policy.
2) Set short term learning/curricular targets which are relevant and attainable for each child and in language which is understood by the pupil. Such targets should ensure progression towards end of year target sub levels.
3) Provide strategies which will guide pupils in achieving the learning/curricular targets.
4) Assess summatively, as directed by the Senior Middle Leader.
5) Participate in moderating procedures to ensure reliability of assessments across a cohort.
6) Monitor pupil progress and submit screening as per the protocol within this document.
7) Analyse screening data to identify underachievers and take action to raise achievement of such pupils.
8) Provide termly National Curriculum teacher assessed sub level for each student taught in Years 7and 8 and GCSE grades for pupils in years 9, 10 and 11.
9) Participate in the faculty analysis of assessment data in order to raise academic achievement and improve the progress of all pupils.
10) To remember that, despite the need for hard targets, assessment should be used to praise, motivate and encourage children to learn.

Senior Middle Leaders/Subject

1) Analyse target levels for cohort to ensure that they are realistic in terms of pupil's achievement and the meeting of subject targets for cohort.
2) Ensure assessments both formative and summative, are planned and known to all teachers prior to the commencement of a course.
3) Assessments should be fit for purpose and cover sufficient of the National Curriculum criteria/GCSE Specifications over a year, to lead to the award of an accurate National Curriculum level/GCSE grade on a best fit basis.
4) Plan moderation meetings to ensure validity and reliability of assessments.
5) Ensure all required data is recorded centrally and shared with staff in the faculty.
6) Analyse screening data to monitor progress of pupils in their subject and ensure that intervention is implemented for underachieving pupils
7) To monitor progress of pupils in teaching groups, gender and minority groups and use this data to consider the effectiveness of teaching and learning within the faculty, to address any identified areas of underachievement and to inform faculty self evaluation, discussions with subject teachers and the FIP.
8) To have in place a system of faculty/subject rewards according to the whole school rewards policy.
9) To receive from the SLT, the whole school data in order to compare results and discuss strategies for the coming academic year.
10) Use local and national data, as made available, to compare faculty performance with local and national performance.

APPENDIX (i)

NC sub level/Points Conversion Grid

NC sub-level	Point score (L x 6+3)	NC sub-level	Point score (L x 6+3)
8a	53	4a	29
8b	51	4b	27
8c	49	4c	25
7a	47	3a	23
7b	45	3b	21
7c	43	3c	19
6a	41	2a	17
6b	39	2b	15
6c	37	2c	13
5a	35	1a	11
5b	33	1b	9
5c	31	1c	7

P scales

These are a set of optional indicators for recording the achievements of pupils with learning difficulties who are working towards level one of the national curriculum programmes of study. The p scales provide a means of assessing attainment and progress over time and across a range of contexts. This information can be used in reporting to parents with more detailed information on pupil's progress in relation to the core (English, Maths, Science and ICT) national curriculum that they are following.

The progression is:
P1(i), P1(ii), P2(i), P2(ii), P3(i), P3(ii), P4, P5, P6, P7, P8, Level 1c, 1b, 1a etc.

GCSE GRADE	Point score
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16