

**MAIDEN ERLEGH TRUST
ASSESSMENT & REPORTING POLICY**
(Including Target Setting and Monitoring)

Including local arrangements for
MAIDEN ERLEGH SCHOOL IN READING



INITIAL APPROVAL	May 2015
REVIEWED	

SCOPE

Central to our ethos is ensuring that every student receives high quality, differentiated teaching during their time at any school within the Maiden Erlegh Trust. As a result, they make exceptional progress and gaps in the performance of groups of students from similar starting points are closed.

All staff play a part in supporting students to achieve these goals and should reflect this policy as it applies to their work.

RATIONALE

Assessment

High quality assessment is essential to delivering on these goals. The purpose of assessment is to inform:

- (a) Teachers how their students are progressing and how well they have mastered skills and understanding. In this way they can adapt their teaching to meet the needs of off all of their students.
- (b) Students of what they are doing well in relation to their targets and what they need to do to improve. In this way students gain a better understanding of how to manage their own learning and progress.
- (c) Parents how their child is performing in relation to their personal targets and what they should be doing to improve, so that parents can support them.

We therefore use a combination of Assessment of Learning (summative testing) and Assessment for Learning (formative assessment).

Reporting

Academies have an obligation to provide an annual written report to parents in relation to each student's progress and attainment but also their attendance and any examination results. Within the Trust, the purpose of reporting is inform parents:

- (d) How their child is performing in relation to their personal targets.
- (e) Of their child's strengths.
- (f) What their child needs to do to improve their work and/or behaviour for learning.
- (g) What they can do to support their child's learning and progress

TARGET SETTING

All staff are responsible for promoting a culture of high expectations and embracing aspirational targets for all.

Academy Key Performance Indicators (KPIs)

Our aim is that the school's performance is in line with the best 10% of schools nationally. In order that these KPIs remain challenging, they are based on FFT 5th percentile estimates.

Leaders are accountable for achieving KPIs:

- Academy Headteachers are accountable for achieving its school KPIs.
- Heads of Department is accountable for achieving its courses' KPIs.

Foundation Stage

Progress	Narrowing the gaps
-Expected progress in English -Above expected progress English -Expected progress in mathematics -Above expected progress mathematics -Expected progress in science -Above expected progress science	-Disadvantaged -Gender (others as determined by the SEF)

Key Stage Four

Attainment	Progress
-Attainment 8 (score and average grade) Old courses: -%A*C English -%A*C mathematics -%EBACC (entered and achieved Grade C+) New courses (English and mathematics): -%Grade 4+ -%Grade 5+ -%Grade 7+ -%EBACC (entered and achieved Grade 5) <i>NB: Internally departments will have KPIs for Grade 5+ and Grade 7+</i>	-Progress 8 -Expected progress in English -Above expected progress English -Expected progress in mathematics -Above expected progress mathematics
Narrowing the gaps targets for each key group eg: disadvantaged, gender, SEND.	

Key Stage Five

Attainment	Progress
-%A*B A Level -%A*E A Level -%AB AS Level -%AE AS Level -%A*C Retake GCSE English and maths	-Value Added -RED ALPS
Narrowing the gaps targets for each key group eg: disadvantaged, gender, BME, SEND.	

Benchmarks

Benchmarks are the grades that students are expected to achieve. They are never a ceiling to achievement.

Teachers are accountable for monitoring progress towards benchmarks and ensuring there is intervention in place where a student is off track. They are not reported to parents.

Benchmarks are based on KS2 SATs scores and Fisher Family Trust estimates (5th percentile). This benchmarking will ensure that the majority of students will make above expected progress in core subjects (ie: the equivalent of the former 4 Levels KS2 to 4).

We expect that the majority of students will make 4 new sub-grades progress in core subjects over Year 7 and Year 8 and a similar rate of progress in other subjects.

In Key Stage 5, benchmarks are based on KS4 results and ALPS predictions.

Student Targets

Using FFT Estimates, students set their own targets based on percentage likelihoods of them achieving each grade in KS4. They discuss their targets with their teachers so that both parties can work together to ensure students make the requisite progress over the duration of the course.

In Key Stage 5, an ALPS “basket of grades” is available to staff and students at the start of Year 12. Students set targets based on these grades in consultation with their teachers.

When teachers and tutors are discussing progress with students, they do so using targets. Report on progress reference targets only.

Neither benchmarks nor targets are based on contextual or sociological information (eg: income, race, gender) though we may analyse attainment grades and levels by certain “vulnerable” groups to ensure we are providing the best service to all our students.

ASSESSMENT

Internal Assessments

Assessment in one format or another takes place in every lesson. Some examples are:

- Essays/extended writing
- Milestone assessments
- Practice exam questions
- Tests of rote learning
- Homework tasks
- Practical
- Problem solving activities
- Presentations

There are also whole school structures to assess students more formally and summative:

- Milestone assessments
- Pre-Public Examinations
- Unit tests
- Year Group Examinations

All of these assessments serve two purposes:

- (a) To inform teachers and leaders how students are performing and how they need to adapt their teaching and interventions to ensure there is the correct amount of stretch, challenge and support for each student.
- (b) To inform students how they are progressing and what they need to do to improve.
- (c) To inform parents how their child is progressing and what they need to do to improve, through the feedback in their child’s books/folders and in their reports.

Pre-Public Examinations (PPEs)

The purpose of PPEs is to help students understand what it feels like to prepare for and take their examinations successfully so they achieve their target grades.

The process is:

- PPEs are taken in two phases.
- They take place in the Autumn of Year 11 and the January of Years 12 and 13.
- Students take full examination papers (or as close to them as possible).
- Students are expected achieve their benchmark/target grade.
- Students who fail to achieve that grade in PPE1, receive Active Feedback and/or support through appointments to help them understand where they went wrong.
- They then retake the same papers in PPE2 so they can demonstrate they understand how to achieve their target grades under examination conditions.

Active Feedback

Students will receive feedback on all assessments and key pieces or bodies of work as determined by each department’s Active Feedback Protocol (see Annex 2).

Feedback can be in the form of written notes or annotations from the teacher but can also be verbal or come from self- or peer-assessment.

It should point out what the student has done well and what they need to do to improve.

At each of these points, students should be given a Directed Independent Reflection Time (DIRT) activity at the start of the lesson.

Students are expected to take on board feedback and act upon it in a thorough and independent way.

Public Examinations

During the year, students also take assessments which form part of public examinations and/or qualification courses eg:

- Controlled Assessments
- Practicals
- Foreign language speaking examinations
- Vocational course assignments

There are strict conditions for the taking of these assessments and the amount and type of feedback teachers can give to students during the assessment period. These conditions are imposed upon the school by the examinations boards and are explained to the students by their teachers.

MONITORING

Progress tracking

- Progress data is collected centrally on SIMS once each half term.
- It is collected in the format of “fine grades” (or sub-levels)
- Teachers and departments collect other progress data locally (eg: test scores, formative assessments).

Whole School Monitoring

Monitoring is a cycle of: “diagnose-therapy-test”.

Diagnosis: staff use a range of data to build an accurate understanding of the strengths and weaknesses of performance at different levels.

Therapy: interventions and support strategies are identified and actioned.

Test: the impact of those strategies is assessed and a new set of data produced.

When fully staffed main responsibilities will be thus:

SLG Lead	Responsibilities	LAB/Trust
Headteacher	<ul style="list-style-type: none"> • KPI setting in the School Improvement Plan. • School Self-Evaluation and half-termly updates. • School Improvement Plan and updates. • Summary reports for governors. • Standards Strategy Lead. 	Chief Executive and Chair of Board of Trustees
Assistant Headteacher Data and Tracking	<ul style="list-style-type: none"> • KPI recommendations. • Organisation of student target setting. • Managing half-termly data collections. • Securing accurate internal data. • Information and training of staff. • Reporting and explaining reports to parents. • School Self-Evaluation data analysis. 	Chair of Local Advisory Board

Directed Independent Reflection Time (DIRT) Guidelines

- Ideally takes place at the start of the lesson when Active Marking.
- Teachers give Active Marking response sufficient time (ca 10 minutes).
- Students are expected to use this time constructively to act upon their feedback and demonstrably improve their work.
- Students who fail to engage with making the requisite improvements will be asked to do so as extra homework or to attend an after school appointment (at the discretion of the teacher).

	<ul style="list-style-type: none"> • Public examination data analysis. • Other internal data analysis as necessary. 	
Assistant Headteacher, Inclusion	<ul style="list-style-type: none"> • Pupil Premium achievement analysis and website updates. • Monitoring progress and gaps of any other vulnerable groups. • Working with the Standards Managers and Heads of Year to implement effective strategies to close any performance gaps. 	Gaps governor
Standards Managers	<ul style="list-style-type: none"> • Monitoring of departmental and year group progress towards targets. • Use of data to work with middle leaders to identify interventions and support which mean that students' outcomes improve and gaps close. 	Chair of Local Advisory Board
Heads of Faculty and Heads of Department	<ul style="list-style-type: none"> • Schemes of Assessment to ensure regular, timely and accurate assessment across the team. • Monitoring the quality of assessment, feedback and student response (eg: through work scrutiny, student voice, lesson observation). • Half-termly data analysis to identify under-achievers and any gaps in performance. • Implementation of timely and effective intervention and stretch strategies. • Sharing of best practice across the team and with other middle leaders. 	Curriculum and Standards Lead
Pastoral Leads (Assistant Headteachers and Heads of Year)	<ul style="list-style-type: none"> • Half-termly data analysis to identify under-achievers and any gaps in performance. • Implementation of timely and effective intervention and support strategies. • Sharing of best practice across the team and with other middle leaders. 	Curriculum and Standards Lead

NB: Teachers undertake a similar approach with their own classes as part of high quality formative teaching (Assessment for Learning).

REPORTING

We use SIMs Learning Gateway to distribute reports to students and parents electronically. Where families have no access to the internet, we provide paper copies on request.

Academy Annual Reports are made up of a series of different reports over the course of each year:

Every student and parent in Y7-10 receives:
1 x full report
5 x data tracking reports

Every student and parent in Y11 receives:
1 x full report
3 x data tracking reports
1 x public examination report

<p>Over the course of the year, the Academy Annual Report includes the following information:</p> <ul style="list-style-type: none"> (a) A summary of student targets. (b) A summary of progress towards those targets in all curriculum subjects. (c) Effort grades (1 = exceeding expectations, 2 = meeting expectations 3 = inconsistent or slightly below expectations, 4 = below expectations). (d) Public examination results (where appropriate). (e) Vocational qualifications or credits (where appropriate). <p>The Learning Gateway also displays live:</p> <ul style="list-style-type: none"> (f) Attendance data. (g) Student timetables. (h) Student achievements. (i) Student conduct summaries. <p>Arrangements for discussing the report with the student's teacher.</p>
--

There is one set of parents' meetings for each year group in each academic year.

ASSESSMENT WITHOUT LEVELS AND TRANSITION TO 9-1 GRADES

The ending of use of National curriculum levels in 2015 means it is necessary to transition to different reporting arrangements. We will eventually move to a 9-1 grading system throughout foundation and Key Stage 4. As new GCSE specifications emerge, schemes of assessment will be developed across a five year plan. Progress will be assessed, tracked and reported using Fine grades based on the GCSE 9-1 system (using a H-high, M-middle, L-low nomenclature)

	New GCSE	Description
Fine grade	H	Confident
Fine grade	M	Sound
Fine grade	L	Insecure

- **For subjects that are ready to move to the new GCSE model** (e.g. English and Maths in 2015), teachers will use the 9-1 system for both internal data collection and reporting to parents
- For students with lower prior attainment on entry, we will also adopt an additional range of unit descriptors and an additional grading nomenclature. The breakthrough/elementary/intermediate unit descriptors are more sharply focused allowing progress through learning to be more readily appreciated.

Stages of learning

9 breakthrough stages	B1,B2,B3,B4,B5,B6,B7,B8,B9
4 Elementary stages	E1,E2,E3,E4
4 Intermediate stages	I1,I2,I3,I4

(The flight path for these lower ability pupils will be attuned to the actual progress seen by students).

- **For subjects that are yet to move to new specifications**, assessment will use the old National Curriculum level for internal data collection but will report to parents using the 9-1 system, using a conversion equivalence tool (produced by FFT).

Year Group	Internal data collection	Reported to parents
7	GCSE grades 9-1 in English & Maths Old KS3 Levels 8-1 other subjects	GCSE grades 9-1 in all subjects

- This ensure that parents use one coherent system but allows teachers to transition to new assessment arrangements at the appropriate time.
- As subjects transition to new 9-1 based specifications, the internal data collection approach will also transition.

FEEDBACK GUIDELINES

Marking provides information about what has been done right and wrong and a grade. It is usually only used for summative tests and examinations and marks an end-point of learning.

Feedback provides information about progression and is part of a continuum of improvement. Feedback on work can be provided by teachers, teaching assistants, students and can relate to one piece of work or a body of work over time. It can appear in a variety of formats (and is usually a combination of one or more) eg:

- Written comments
- Grades
- Symbols or codes
- Highlighted assessment criteria
- Verbal comments

Active Feedback should

- Confirm what the student has done/is doing well
- Indicate the areas for improvement
- Give specific guidance on what the student can do to improve
- Provide Spelling, Punctuation and Grammar improvement advice (as appropriate)
- Provide Numeracy improvement advice (as appropriate)
- Be followed up by Directed Independent Reflection Time (DIRT) so that the student can action the feedback advice

Where appropriate, the use of student self- / peer-assessment is used to consolidate teacher feedback. It is recognised that by involving the students in the analysis of work and formative feedback, they gain a greater personal understanding of the standards expected and how to meet them.

Summary of Department Protocols

	Written	Peer/Self frequency	Verb	Oth	DIRT	DIRT	SPAG
Maths	2-3 weeks	on-going	on-going		YES		YES
English KS4	2-3 weeks	on-going	on-going		YES		YES
English KS3	3 weekly (neat books)	on-going	on-going		YES		YES
Science KS3	3 weekly	on-going	on-going		YES		YES
Science KS4	3 weekly (outside ISAs)	Homework	on-going		YES		YES
Art	minimum 2/half term	YES	YES	YES	YES	YES	
Drama	on-going	on-going	on-going		YES		YES
Music KS3	Half termly	on-going	2-3 weeks	practical	Practical		KS4/5
Music KS4	2/half term	Listening tasks	on-going	ongoing	Practical		KS4/5
Geog KS3	2 per half term	YES	YES		YES	YES	YES
Geog KS4	3 per half term	YES	YES		YES	YES	YES
History KS3	3/term & 2 milestones	YES	YES		YES		YES
History KS4	2/half term + ca 1 milestone	YES	YES		YES		YES
RE KS3	3/term incl milestones	on-going	ongoing		YES	YES	YES
RE KS4	Y9 ca 1/8-9 weeks Y10 ca 3/term	on-going	ongoing	ca every 3-4 lessons	YES	YES	YES
Sociology	2/half term	YES	YES		YES		YES
ICT KS3	1/6 weeks	YES	YES		YES		YES
ICT KS4	3 weekly	YES	YES		YES		YES
Technology	2-3 weeks	YES	YES		YES		YES
Food	2/half term	YES	YES		YES		YES
MFL KS3-4	2-3 weeks	YES	YES	Vocab tests	YES		YES
Business	2/half term + 1 milestone	YES	YES		YES		YES
PE	3-4/term	YES	YES		YES		YES

ANNEX :

GUIDANCE NOTES ON REPORT WRITING

Word Processing

- A single space after a punctuation mark and a double space at the end of a sentence.
- Use the spell checker but **YOU STILL NEED TO PROOF READ YOUR REPORTS.**
- If you are pasting phrases, please check that the correct pronoun appears.

Grammar and spelling

- Do not use diminutives in any part of the report (eg: examination not exam).
- Make sure that the subject and verb agree, e.g. 'her class work and homework show great commitment.
- Sentences must be complete, i.e. contain a verb. (Do not use comments such as "A good year's work".)
- Year 11 and House need capital letters

Common errors:

- practice/practise – if in doubt, check by replacing them with advice and advise and see which one sounds right;
- fulfil(s), fulfilled; focus, focused; extra-curricular; persevere; programme, maximise.
- 'different from' not 'different to';
- disinterested means unbiased; you probably want uninterested;
- 'fabulous', 'fantastic' and 'wonderful' are too effusive for most reports;
- if he were (not was) to try harder, he would
- "tutor" group and not "form" group
- "programme" and not "program"
- **'However' is NOT a conjunction – if you can replace it by 'but' then 'but' is the correct word to use; 'however' should have punctuation before and after it.**

General

- The child's name should not be used after the first sentence.
- Use the full version of the child's name eg: Stephen not Steve
- **The report is addressed to the parents and should not contain comments to the child.**
- Avoiding stating the obvious (e.g. if he works harder, he will improve) or repeating yourself.
- Remember you are writing to the parents so things like "Well done!" etc are not appropriate.

Accuracy

- **Check that the comments you have made are consistent with the grades you have given.**
- Be honest and impartial in reports, but most of all be constructive and upbeat.

Checking

It is very important that you check your reports carefully before the HOD deadline.

HoD role

Once subject staff have completed their reports, it is the HOD's role to read them through and check that the above guidelines have been followed. They should also check the tone and content of the reports for consistency.