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Assessment, Reporting, Recording and Target Setting policy (ARRT)



Parrs Wood High School

ARRT POLICY

Approval History

Approved By:	Date of Approval	Version Approved	Comments
Standards Committee LGB	17/10/18		

Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor

Aims

Our assessment procedures are aimed at continuing to improve standards and progress in our school. We fully appreciate that assessment has a significant impact on attitudes to learning and subsequent attainment, and we challenge our students to work hard whilst focussing both them and our staff on how to improve their individual learning, and therefore progress. Our summative assessments that feed into screenings and track progress are designed to be more cumulative to meet the challenge of the new National Curriculum and changes to assessment models at Key Stage 4.

Rationale

The purpose of our assessment is to:

- inform students of where they are on their learning journey, and how they can progress further to maintain motivation
- inform parents/carers of where their child is compared to where they should be, and how they can support their child to continue to progress
- inform staff of students' attainment compared to targets, to support teaching and learning and monitor key cohorts e.g. the progress of our Pupil Premium students
- be used by Middle Leaders and the Senior Leadership Team to monitor the progress of the students and key focus cohorts to orchestrate intervention where and when needed, ensuring continued progress throughout the year
- be used by Senior Leaders to drive school improvement

Assessment

As well as formal summative assessments, we also assess the ongoing learning of pupils and students using a variety of formative techniques such as homework, exam questions, tests and general classwork to measure progress. The real emphasis on using assessment within the classroom is on reflection and responding (R & R) thus enabling pupils to improve their learning.

Target Setting Rationale

Targets at Parrs Wood are SMART. They are aspirational and based on a Growth Mindset Model.

Key Stage 3 (assessing without Levels)

Year 7 and 8 are set 'Minimum Expected grade Bands' (MEB) using a new 'banding' system. These are consistent with the new numerical GCSE grading system, with an additional 'E' for 'Entry' grading system, to report progress towards grade 1. Fine-grading is in place also with 'Developing', 'Secure' and 'Mastered' used to provide further information regarding where within the grade a student is.

We have moderated our grading system against other schools in the Manchester Collaborative.

MEB's are set for each student using their average KS2 English Reading and Maths SAT scores. The average SATs level is converted to a new grade and progress is tracked throughout the year. Flight paths are designed to challenge the pupils to ensure the progress rates of achievement are consistent from KS2 to KS4.

Creative subjects such as Art, PE, Drama and Music can also baseline internally to inform their MEBs.

Year 9 targets are reporting using the existing levelling system.

Key Stage 4

Individual pupils are set challenging targets at Key Stage 4. Targets are set using FFT Aspire 20 which if attained put pupils in line with the progress (from Key Stage 2) made within the top 20th percentile of students nationally. In some circumstances, this is adjusted based on Key Stage 3 attainment and progress. This model is based on fine level data at KS2 and their expected outcomes.

Year 11 targets are graded using the existing GCSE reporting system. The majority of subjects are using the new grading 1-9 system.

Whole school targets are based on converting the FFT20 score for the individual pupils against their chosen subjects. This can then be used to predict an Attainment 8 score as well as a % of pupils attaining the English Baccalaureate standard and the % of pupils achieving a L2 qualification in English and Maths. This fits with the new accountability measures of 4+ (standard) and 5+ (strong) passes.

Key Stage 5

Key Stage 5 students are set a Minimum Acceptable Grade (MAG) and a Target. MAG is the grade required for the student to gain a Level 3 Value Added of at least 0 (from average GCSE point scores), putting them in line for gaining National average. This is subject-specific and is calculated using historical data.

An aspirational Target is also given to staff, students and parents, which, is one grade above the MAG.

Timeline for Assessing, Reporting and Recording**Profiles Map:** *2018 unless otherwise stated

Year	Open	Deadline	Tutor/HoL deadline	Parents evening
10	4 th June 2018	15 th June	22 nd June	26 th April
13	5 th March	16 th March	23 rd March	16 th November 2017
11	12 th February	2 nd March	9 th March	18 th January
8	23 rd April	4 th May	11 th May	14 th December 2017
9	21 st May	8 th June	15 th June	1 st February
12	16 th April	27 th April	4 th May	15 th February
7	18 th June	29 th June	6 th July	15 th March

Screening dates:

Years involved	Date opens	Date closes
Yr10, 11 & 12 B, E and HW	18 th September 2017	25 th September 2017
Yr7 B, E and HW	2 nd October 2017	9 th October 2017
All Years- full	20 th November 2017	1 st December 2017
Year 11 Mock screening	4 th December 2017	9 th January
Year 12 & 13 Mock Screening	8 th January	5 th February
All Years- full	5 th March	16 th March
Yr7 to 12- full	2 nd July	13 th July

Responsibilities and Duties

Role of the Tutor

Tutors will oversee their tutees screening, monitoring their progress and that of the key cohorts e.g. Pupil Premium/Bursary and SEND through the screenings and examinations, and report any concerns to the Head of Learning. They are also responsible for overseeing the completion of review pages in the student planners.

Role of the Teacher

Teaching staff will conduct assessments in line with the faculty assessment maps. They will report back to students and ensure appropriate targets are set as a result. They will monitor key cohorts such as Pupil Premium/Bursary students, SEND and intervene, when and where appropriate. Using the accuracy of their assessments, they will complete screening and profiles within the deadlines provided.

Teaching staff will review the progress of each class and the key cohorts e.g. Pupil Premium/Bursary and SEND through the screenings and examinations, and report this to the Key Stage Lead.

Teaching staff will administer subject-specific targets to each of the students they teach following assessments and through marking of class or homework.

Role of Support Staff

Support staff will support students in progressing towards their targets, from Pupil Support Managers (PSMs) to LSAs that will provide targeted support. This includes coordinating literacy, numeracy, EAL, LAC, attendance intervention and G12 support for emotional support and wellbeing.

Role of the Subject Key Stage Leads

Key Stage Leaders will oversee the assessments; ensuring that they are conducted in line with the faculty assessment maps and recorded. They will ensure that assessments are used to inform screening and that these are cumulative in order to gain an accurate screening. They will conduct standardisation and coordinate intervention where and when required.

Key Stage Leaders will maintain the comments used for profiles and ensure the screenings and reports are completed within the deadlines given.

Role of the Director of Faculty

Directors of Faculty hold the overview and will identify the performance and progress of individual classes, cross-referencing with IQTL. Whole faculty intervention will be coordinated where and when required. Setting changes will be made when and where appropriate. They will work with Heads of Learning to ensure good progress is made in each year.

Long-term, suitability of the courses and exam boards they choose to teach will be reviewed.

Role of the Head of Learning

The Head of Learning will look for any patterns within the screenings, both across the whole curriculum and over time, and will coordinate intervention where and when required. They will work with the Inclusion Faculty to ensure good progress is made by all. They will conduct IQTL and use this to continue to promote good progress within their year group.

Role of the Data Manager

The Data Manager will ensure that reports are produced accurately and efficiently for staff to analyse and act on. In addition, they will ensure that reports and screening information is produced for parents, carers, pupils and students to view.

Role of the Assessment Lead

The Assessment lead will oversee the faculty assessment maps and ensure quality assurance is built in to assessments that feed into screenings.

Role of the Senior Leadership Team

The Directors of Learning will monitor estimations and assess likely outcomes for the end of each Key Stage. They will coordinate any whole-school intervention strategies. They will ensure Narrowing the Gap strategies are employed, and evaluate their efficacy.

Senior Leadership Team will ensure appropriate aspirational targets are set for each student and that these are accessible by all staff. They will ensure the curriculum offered is suitable for their current cohort. The Deputy Head teacher will report to the Governing body and associated School Improvement Partner on the progress of the pupils and students against their targets and National Benchmarks.

Role of Governing Body

The Governing Body will approve and review progress towards targets for final outcomes at Key Stage 4 and Key Stage 5 in the main attainment and progress measures.

Monitoring

Performance indicators are reviewed at least 3 times a year by Senior Leadership this includes faculty, subject, year group and cohort analyses against targets and previous data. This information is shared with the Standards and Curriculum committee in line with the meeting schedule.

Appendix 1 **Marking and Giving Feedback**

Core Principles

- Peer and self-assessment should be in green pen.
- Teacher assessment should be in red pen – students should receive ‘deep’ written feedback every 6-8 lessons.
- Deep marking should contain a strength and action point (S&A).
- Students should have an opportunity to reflect and respond to the S & A.
- A ‘light’ mark can be used on a more regular basis and may utilise peer and self-assessment.
- During HT5 marking of non-exam classes and will focus on peer and self-assessment in preparation for summer exam series. Marking of exam classes will be more frequent and target individual learning needs.

Codes

Literacy

Code	When do I use this?	How often?
C	Capital letter missing	Use as appropriate
Sp	Spelling mistake	
P	Punctuation error	
//	Start new paragraph	

Numeracy

Code	When do I use this?	How often?
CC	Check calculation	Once per half term, as appropriate
SW	Show working out	
UN	State the units you are using	

CF	Check formula	
CG	Check graph	

Effort

Code	When do I use this?	How often?
E4	Excellent	Can be used in light or deep mark
E3	Good	
E2	Inconsistent	
E1	Unsatisfactory	

Assessment Review

Code	When do I use this?	How often?
+	Above expected band	On each assessment review sheet to show whether a student is above, below or within their minimum expected band for the year
-	Below	
=	Working within	

RECORDING AND REPORTING

Screenings and Progress Reviews

- Student progress will be reviewed at the various points in the academic year focusing on a range of indicators.
- Teachers will be expected to enter the following information into SIMS for each student:
 - i. Effort- on a scale 1-4 (4 being excellent)
 - ii. Behaviour- on a scale 1-4 (4 being excellent)
 - iii. Homework/Coursework (recording the number of pieces of missing work)
 - iv. Grade/MEB- for KS3 students this will be the level they are *currently working at*. For KS4 students and Sixth-Form students this will be the grade they *are on line to achieve by the summer of the final examinations*. In year 9 the measure used will depend on whether, for your subject, the student has embarked on a qualification – in which case the progress review will record the info as for KS4.

Reporting

Each student will receive a written report home each year (for dates and deadlines, please refer to school calendar). Each member of staff will complete a report for the classes for which they are responsible. Profiles are accessed through “My List Entry” on SIMS. Staff read through the available comments and select appropriate Achievements and Targets for each student (Number of comments selected to be confirmed by DOF). These comments are reviewed annually.