



PHILIP MORANT

SCHOOL & COLLEGE

Assessment, Reporting & Target Setting Policy

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent approach to target setting
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association

3. Target Setting

3.1 Target Setting at Key Stage 5

ALPs is used to create targets - Minimum Expected Grades (MEGs). The ALPs A-Level target will be used throughout Key Stage 5 as the MEG and where it is a double grade the higher grade will be used.

3.2 Target Setting at Key Stage 4

Attainment 8 Estimates are used to create targets – Minimum Expected Grades (MEGs). MEGs are made aspirational by the addition of 10% to the Attainment 8 Estimate. MEGs are shared with students when they begin their Key Stage 4 studies.

Students who joined The Philip Morant School and College from September 2016 onwards are ascribed Attainment 8 Estimates and thus targets through our benchmarking processes.

3.3 Key Stage 3

Students are kept informed of the progress being made through:

- the regular marking and assessment of student's work
- an annual examination
- a termly 'Attitude to Learning' report

Students are ascribed an old National Curriculum Level by proportioning each new cohort against the average of the last three to have old National Curriculum Levels. Students are then ascribed an Attainment 8 Estimate. A set of grades are then created to meet the Attainment 8 Estimate. These grades are the average attainment and are set as the End of Year 10 target. A grade is taken off for each year to create End of Year Targets for years 9, 8 and 7. From September 2021 there will be Attainment 8 Estimates for the new Key Stage 2 scaled scores.

New KS2 Score /120	Old KS2 Level	7	8	9	10	11
80 – 81	2c	A	D	1	2	3
82	2b	A	D	1	2	3

83-84	2a	D	1	2	3	4
85-89	3c	D	1	2	3	4
90-91	3b	D	1	2	3	4
92-94	3a	D	1	2	3	4
95-99	4c	1	2	3	4	5
100-101	4b	1	2	3	4	5
102-104	4a	2	3	4	5	6
105-109	5c	3	4	5	6	7
110-120	5b+	4	5	6	7	8

3.4 Reviewing Targets

All targets are reviewed annually. Were a student is working consistently beyond the level identified by their target then their targets will be raised.

4. Principles of assessment

Assessment and Reporting are an important part of learning. They should involve students, parents / carers and teachers in a formative process that identifies strengths and areas for development, enables targets and goals to be set with Development Tasks to achieve them and assists teaching and learning to progress in a positive manner.

Assessment is required to provide robust and timely data to teachers, leaders and stake-holders so that progress can be accurately measured. Resultantly interventions can be correctly targeted so that all students are supported in being successful.

Training, standardisation and moderation are integral in ensuring that data realised from assessments is robust.

Processes are to be reviewed as frequently as appropriate, taking into account stakeholders, partner schools, leaders, teacher, parents / carers and students to ensure that systems are fit for purpose and do not add unnecessarily to teachers' workload.

5. Assessment approaches

At The Philip Morant School and College we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

5.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension through development tasks, re-shape teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

In-school formative assessment at The Philip Morant School and College will:

- Take a variety of forms including: self and peer assessment; verbal and written feedback from their teacher along with opportunities to respond to feedback through Development Tasks.
- Will be either teacher, peer or student lead
- Will be used to reshape lessons and series of lessons
- Will take place regularly.

5.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

In-school summative assessment at The Philip Morant School and College will:

- Have clear success criteria and be clearly identified to students as to when it is to take place.
- Develop the knowledge, skills and understanding needed for students to be successful.
- Be reported as grades at KS5 & 4 and percentages and progress statements ('Above', 'Expected', 'Below') at KS3.
- Be regular. Every two weeks or five lessons at KS5. At least every half term at KS4. At least every half term at Key Stage 3 with the exception of some smaller subjects (where the above is not appropriate then a different approach can be applied following consultation with the appropriate Assistant Principal)
- Be standardised in line with the subject's statements (see appendix)
- Be moderated in line with the assessment calendar
- Be validated by Subject Leaders and senior staff as appropriate and as part of M&E
- Be shared with students and parents / carers in books and on GO4Schools

5.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

6. Collecting and using data

All appropriate assessment data is to be entered into GO4Schools. The results of all summative assessments are to be recorded on GO4Schools.

GO4Schools is accessible to students, parents / carers, teachers and leaders within the school. Summative assessment data will also be shared with stakeholders and external agencies as necessary.

Assessment data will be shared with Subject Leaders and other Middle Leaders following termly reporting schedule in the Termly Data Summaries compiled by the Assistant Principal and form the basis of ensuing interventions across the school.

By having one single centralized electronic mark book from which all of the schools' data needs can be met we are ensuring the teacher workloads are not added to.

At Key Stage 3 at least two in-school summative assessments each year will be recorded on GO4Schools as 1 – 9 Grades.

7. Reporting to parents

Assessment data will be accessible to parents / carers and students via GO4Schools.

'Attitude to Learning' reports are published towards the end of each term. The report details whether students are making the progress we expect. In addition, it also identifies a student's attitudes to Learning and Home Study.

Parents are able to discuss assessment data with subject teachers annually at a Parent Teacher Interview (PTI) and the school website details who parents can contact if they have concerns about assessment data at other times in the year.

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Assessment should be designed to allow equality of opportunity in order for all students to achieve at an appropriate level and be successful.

9. Training

Staff will be trained so that they can plan and deliver high quality assessments at all Key Stages.

Standardisation will take place each September with requested scripts from public examinations being made available to subjects.

Subject Leaders will ensure moderation process are in place throughout the year and CPD will be given to those Middle Leaders identified as having a need.

Learning Walks and Lesson Observations along with book scrutinies will be used to assess that good assessment practices are embedded and identify CPD needs as appropriate.

The CPD program will include sessions on delivering high quality assessment. Training will also be given at the start of each year on the relative strengths and weaknesses of each cohort using KS2 scores and Lucid Exact results.

The Philip Morant School & College will stay abreast of good practice by exploiting its links with partner schools, PiXL schools and collaborative departments in other schools.

Best practice within the school will be shared through CPD, the PIP process and work within departments.

10. Roles and responsibilities

10.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

10.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

10.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

11. Monitoring

This policy will be reviewed bi-annually by the Senior Leadership Team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Vice Principal Curriculum is responsible for ensuring that the policy is followed.

Vice Principal Curriculum will monitor the effectiveness of assessment practices across the school, through:

- Lesson observations
- Book scrutinies
- Pupil progress meeting
- Learning Walks
- Subject line management

12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy**
- Examination contingency plan**
- Internal verification policy**