



EDUCATION
and
LEADERSHIP
Trust



ASSESSMENT POLICY

V1.1

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TARGET SETTING, ASSESSMENT DATA AND ITS USE

1. INTRODUCTION

To ensure all members of staff at Levenshulme 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 Levenshulme 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 Levenshulme 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 or End of Year levels/grades for Key Stage 3; Key Stage 3 Teacher Assessments or End of Year Grades for Key Stage 4; Free School Meals; Pupil Premium; Ethnicity; Reading Age; DSEN status; Gifted and Talented; % Attendance; CATS4 scores 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 Levenshulme 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.

At Levenshulme High School, targets are set and reviewed at the beginning of each academic year. Throughout the academic year, teachers, Heads of Faculty, Directors of Learning, the Assistant Headteacher KS3 Curriculum, Assessment and Achievement and the Deputy Head Teacher: Curriculum, Assessment and Achievement 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 to whom assessment without levels has been introduced. Targets will use the 1 - 9 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 and CATS4 tests are used as benchmarks for a student's ability. Targets are set with the expectation that almost 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 – 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 not demotivating.

Year 10 - students in Year 10 already have an aspirant target for their end of Key Stage 4 courses set using FFT estimates. These targets are reviewed at the end of year 10. In this year group, and for this cohort only, there will be a 1-9 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 Years 9 and 10.

Targets can be increased; any request to lower a student's targets should be made to the Deputy Headteacher Curriculum, Assessment and Achievement 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.

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 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. These grades will appear in a drop-down menu on SIMS.

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
4 Excellent	T+ Excellent/Very good progress	Attendance Behaviour
3 Good		Punctuality Commitment
2 Variable	T Expected progress	Equipment Confidence
1 Poor		Homework Concentration
	T- Cause for concern	Motivation Coursework
		New to English 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. PROGRESS REPORTS

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

9. DATA ENTRY TIMEFRAME

- The Data Window opens two weeks before the deadline for data entry.
- The Data Window closes at 3pm by the dates 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 Deputy Head Teacher: Curriculum and Achievement. All data must be entered by the day after the deadline.

- Before school breaks up for the half-term, the data team will upload all data to SISRA Analytics and thus it will be available to all teachers for analysis and evaluation.
- In the first two weeks of each half-term, faculty meetings are calendared. The focus of these meetings is curriculum standards 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 the Deputy Headteacher: Curriculum, Assessment and Achievement for KS4 analyses and the Assistant Headteacher: Curriculum, Assessment and Achievement for KS3 (A pro-forma will be provided to support analysis).
- The Deputy Headteacher: Curriculum, Assessment and Achievement for Years 9, 10 and 11 and Assistant Headteacher: Curriculum, Assessment and Achievement for Years 7 and 8 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.

Reporting Cycle

- All classes will be reported on every half term
- Half-terms will be designated HT1, HT2, HT3, HT4, HT5 and HT6
- Staff will be asked to report a single 'Attitude to Learning' grade every half term. This will be accompanied by *Concerns* if appropriate and where the Attitude to Learning grade is 2 or 1.
- Teachers of English, Maths and Science at KS3 and all subject staff at KS4 will be expected to enter Attitude to Learning and Subject Projection grades every half-term.
- Teachers of non-core KS3 subjects will be expected to enter subject projections in HT2, HT4, and HT6.
- If a Subject Projection is entered that is below the expected Target sublevel/grade, the *Intervention* column must be completed.
- Heads of Faculty will use the Attitude to Learning grades, subject projections and Progress to target grades (Ts - these will be calculated automatically by the SIMS system from projections) in each half-term's quality assurance discussions with their SLT line manager.
- Parents/carers will receive a progress report in the fortnight following a holiday showing the grades from the previous half-term
- All grades will be recorded and collected through SIMS mark sheets.

10. WRITTEN REPORTS

Every student will receive one full set of written reports per academic year. These will be used to support learning conversations and discussions at Academic Tutorials. These reports provide essential information about students' progress and conduct in individual subject lessons. All reports will be written in the *Profiles* section of SIMS (please see the SIMS mini-guide for further information).

11. SUBJECT COMMENTS

The following guidance will help get the quality of the reports right and ensure a smooth turnaround to the report writing process. There is an example report further on for reference.

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

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

Guidance and Grammar

Reports **should not**:

- × List every topic covered in the subject during the year.
- × Make comments that infer that the class has unchecked behaviour management issues.
- × Be written in conversational or vernacular language other than Standard English.
- × Use exclamation marks.
- × Contain too much subject specific vocabulary or jargon.
- × Have long, complicated sentences, as reports are not documents produced to be read by educational professionals but parents and pupils, some of whom will have English as an additional language.
- × Have short, disjointed statements which do not flow when read.
- × Make reference to any specific grades, such as those attained in the Pre-Public Examinations or attendance data.
- × Give targets within the 'Skills and Achievement' and 'Behaviour and Attitude' sections.
- × Repeat comments between report sections. For example, comments regarding 'Behaviour and Attitude' should not be written in the 'Skills and Achievement' section'.
- × Should not contain paragraphs in each of the report sections.

To eliminate the vast majority of mistakes, please follow the advice below, which is not meant to be patronising but comes from vast checking experience.

- Optimum length for report comment 80 – 120 words for each section. Check the correct spelling of names.
- Use the student's official name as recorded on SIMS.
- Use two spaces after a full stop.
- Use one space after a comma.
- Use commas correctly.
- Use apostrophes correctly.
- Please spell focused and focusing with one 's'.
- Use the English versions of words with respect to 's' and 'z', e.g. prioritise.
- Use the words 'practise/practising' and 'practice' in the correct grammatical form. 'Practise' with an 's' is a verb and 'practice' with a 'c' is a noun.
- All school subjects should begin with a capital letter.
- All targets should begin with 'To...', followed by the action required to make further improvements. No bullet points, numbers or dashes should be used in the formatting.
- The *Skills and Achievement* and *Behaviour and Attitudes* sections should contain approximately 6 – 8 lines of report comment.
- Reports should be written addressing the parent and, therefore, refer to the student in the third person. This should be applied consistently throughout the report.

12. SUBJECT TARGETS

- They should be SMART Targets and be concise.
- They should start with the word 'To.....'.
- Each target written on a separate line.
- Each target should be written in the third person ('she', not 'you').

Good performance targets will be **SMART** :

Specific, Measurable, Achievable, Relevant and Timed

This means:

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.

Examples of Appropriate Targets

- 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 Pre-Public Examinations.
- 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.

Checking

In the first instance, it is the responsibility of the class teacher to check their reports thoroughly. There is a spell check facility active on the Profiles section of SIMS. When spelling errors are highlighted, these must be checked carefully.

When SLT, DoLs and HoFs add their comments, there will be a rigorous checking process; reports containing errors will be returned for correction. A message will appear on your SIMS homepage, if there are corrections to be made, it is vitally important these are completed in a timely way so as not to delay the report publication process.

13. FORM TUTOR COMMENTS

- Form Tutors should read the Subject Statements for each student.
- Any major problems or omissions should be referred to the relevant member of staff.
- Form Tutors should check the attendance and punctuality data, rewards data and behaviour data to ensure that there are no errors or omissions.

• Form Tutors 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. Form 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.

14. HEADS OF FACULTY AND DIRECTORS OF LEARNING

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 DoLs will sample reports from all staff in the Faculty or Year Group and offer support and guidance to new or inexperienced colleagues.

15. 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 Form Tutor's comments, except to emphasise a particularly critical issue, including praise. The name and role of the person writing the comment should be included.

Exemplar Form Tutor Report

Reg Group: 11xxxx
Tutor: xxxxxxxxxxxxxxxxxxxx

Levenshulme High School
Year 11 Annual Report for
XXXXXXXXXX

Overall School Attendance: 100%
Authorised Absences:
0 sessions (AM/PM)
Unauthorised Absences:

Tutor Comment:

Academic Performance	Xxxxx's subject reports reflect her positive approach to school. She displays a good attitude to learning. Xxxxx's subject reports are very good and reflect the consistent efforts she has made this year. She is conscientious, meticulous and determined to be successful.
Attendance and Punctuality	Achieving 100%, Xxxxx's attendance is excellent. I would like to congratulate her and I am confident that she will do her best to sustain this standard record for the rest of the school year. Her punctuality is also at the same high standard. She clearly understands the link between good attendance and attainment.
Behaviour and Attitude	Xxxxx is pleasant and polite with a sociable and affable manner. She has good interpersonal skills and the capacity to work well in a team.
Contribution to school life	Xxxxx has always been proactive with regard to the life of the school and the community. She enthusiastically participated in a wide range of activities throughout her school career. Sport has always been an important part of Xxxxx's school life. She has been a responsible and reliable member of form, House and School teams. Xxxxx has shown her caring nature by raising funds for charities and has participated in sponsored activities in her form and House. Xxxxx has been involved in voluntary work for her local mosque. Xxxxx has always been well prepared for lessons and shown excellent organisational skills. Xxxxx has always been smartly dressed in the correct uniform and well organised for school.
General Organisation	Xxxxx always wears the correct uniform and is well organised for school. Xxxxx is organised and uses her planner effectively. Xxxxx prepares herself well for lessons and is always organised.

Tutor Targets:

To address all subject teacher targets immediately and begin her revision programme immediately.

Senior Staff Comment:

Congratulations on your 100% attendance Xxxxx and your positive start to year eleven. A pleasing report with evidence of commitment to your subjects, your development and academic achievement. I am very confident with continued effort and achievement you will achieve your potential at the end of the course.

xxxxxxxxxxx
Head of Faculty

Levenshulme High School
Year 11 Annual Report for
XXXXXXXXXXXXXX

Subject: **English Literature**

Teacher: xxxxxxxxxxxxxxxxxxxxxxxxxxxx

Course Outline:

English Literature GCSE allows students to explore a wide range of both heritage and modern literature in a variety of forms. The course contains one Controlled Assessment (25%), where students will compare a Shakespeare play and a text of English Literary Heritage. In June, students will sit two exams. The first (40%) will ask students to explore two modern texts, for example "The Woman in Black", "Lord of the Flies" and "Of Mice and Men". The second exam (35%) will test the students' abilities in analysing poetry, some of which they will have studied in class, whilst one question will be on an unseen poem.

Subject Tutor Comment:

Skills and Achievements	Last year Xxxxx achieved a C grade in her English Language GCSE. She is now working towards her Literature GCSE and this half term we have been working on her controlled assessment. She is a hard working student and has made good progress so far this year. She puts a lot of effort into all of her work and is constantly seeking ways to improve her writing style and understanding. She has drafted her controlled assessment and I am confident she will achieve her target grade this year if she remains motivated. She is a pleasure to teach.
Behaviour and Attitude	Xxxxx's behaviour and attitude to learning are good. She has good ideas and works well in small groups. She constantly seeks assistance when struggling and is working hard to achieve her target grade. Xxxxx needs to continue to apply her skills and knowledge to the two exams we will be preparing for this year and remain focussed throughout. She is a committed and dedicated pupil who strives to work at the best of her ability.

Subject Targets:

To ensure she continues to complete all work to a high standard.
To act upon feedback and independently work on practise exam questions to ensure they are of the best of her ability.
To independently read and study the texts outside of school as well as during lessons.

16. Intervention

Every other week, there will be a meeting of the Levenshulme Intervention Group KS4 and the following week KS3. The Deputy Head Teacher: Curriculum and Achievement, the Deputy Head Teacher: Student Well-being, the Assistant Head Teacher: Data and Achievement; Assistant Head Teacher: Student Well-being the Directors of Learning for the relevant Key Stages, SENCO 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.

17. Responsibilities

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

Data 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.

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, Deputy Head Teacher 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.

Directors of Learning must track the progress and achievement of all students in their year group. 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. Chair meetings and report to the Deputy Head Teacher: Curriculum, Assessment and Achievement. She/He must hold Directors of Learning and relevant Heads of Faculty to account to ensure data is entered and reports submitted in a timely fashion.

Deputy Head Teacher: Curriculum, Assessment and Achievement 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. She/He must hold the Assistant Head Teacher: Curriculum, Assessment and Achievement, Directors of Learning and relevant Heads of Faculty to account to ensure data is entered and reports submitted in a timely fashion.

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.

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 and Achievement will report on implementation to the Headteacher, Executive Headteacher and Governors in accordance with the reporting cycle.