

Assessment and Reporting Procedures 2016/17

How are targets set?

Pupils are given a KS3 target grade range based on how well they performed at the end of KS2 – these may be different for English and mathematics but an average of the former KS2 fine points scores will inform the target grade range for other subjects.

N.B. Target grade ranges might also be informed by Y7 CAT scores or baseline testing. Where appropriate, a more aspirational target will be set - although the target grade range covers expected, good and outstanding progress as determined by the DfE.

KS2 Level	Target Grade Range
Level 5a/6	6-8
Level 4a/5b/5c	5-7
Level 4b/4c	4-6
Level 4c	3-6

N.B. This target grade will be refined to one target grade when the pupil reaches Year 10. At this point, if appropriate, some pupils will be targeted to attain a grade 9.

How are pupils assessed? How do they know they are on target? How do they know how to improve?

Pupil progress and skill development is continuously assessed during lessons e.g. class tests, half termly end of unit tests, key assessment pieces etc. Where appropriate, staff record the data gleaned from this on their departmental tracker.

Departments use a range of summative and formative methodologies to evaluate skill development. Departments have spent time looking at the success criteria of key assessment pieces and have linked these assessments to the new numerical GCSE grades.

Where staff might share test results with pupils, in the spirit of the new KS3 curriculum, it is advised that they do not give pupils a numerical GCSE grade. Instead, pupils are informed if they are “On Target”, “Above Target” or “Below Target”.

Pupils know how to improve by referring to assessment criteria and by heeding oral feedback. They will also use the detailed, constructive, written feedback that their teachers provide in their exercise books/folders e.g. yellow/blue/green stickers.

How many data entry points are there?

In KS3, there are 4 data entry points per academic year:

Data Entry	Date
Progress Snapshot 1	Wednesday 19th October
Progress Snapshot 2	Friday 16th December
Progress Snapshot 3	Friday 21st April
Summer Examination	Monday 10th July

The above data entry points have been strategically set at the above dates in order that targeted, well-informed intervention can be carried out at the start of the new term.

How do staff make the progress judgment?

At a data entry point, teaching staff enter a progress judgement into SIMS. They enter the following:

Above Target (making 4+ LOPS)

On Target (making 3LOPS)

Below Target

In order to ascertain the progress of a pupil against their target grade range, staff use a flightpath (see Appendix 1).

N.B. Progress is not linear. Where the flightpath is somewhat rudimentary, it should act as a guide to support staff in making these judgments.

Progress judgments are made based on a blend of summative and formative assessment – in most circumstances they will reflect the quality of work in the pupils' exercise books/folders.

For pupils who are deemed to be working "Below Target", staff must outline the reason for the underachievement and detail the intervention that is taking/due to take place in order to help pupils who are falling behind catch up.

How is progress reported to parents?

In KS3, we report to parents 3 times per academic year:

Report	Date
Progress Snapshot 1	Wednesday 19th October
Progress Snapshot 2	Friday 16th December
Progress Snapshot 3	Friday 21st April
Summer Examination Results and FT Report	July 2017

The **Progress Snapshot** provides parents with information pertaining to current progress, attendance, attitude to work, classwork and homework. With this report, parents are given practical information about how they can help their child make further progress/catch up.

The **Form Tutor Report** gives a more holistic and pastoral insight into pupil conduct in school. A snapshot of current academic progress will also be provided in this report.

The **Summer Examination Results** detail terminal academic achievement across all subjects.

How does intervention take place?

After each data collection point, the proportion of pupils "On Target", "Above Target" and "Below Target" in each subject is collated and analysed according to the following groups of pupils:

- Gender
- Pupil Premium V Non Pupil Premium
- Ability: High, Middle and Low
- SEN V Non SEN

Curriculum Teams will receive this information and will use it to inform planning, modify teaching and also to organise appropriate intervention strategies.

The impact of this intervention will be measured continuously during lessons but, more importantly, progress should be evident at the next data collection point. Where this is not visible, progress and existing strategies should be re-evaluated.

What is the procedure for In-Year Transfers i.e. for KS3 pupils arriving from other schools?

When a pupil arrives from another school during the academic year, the following procedure is followed:

- KS2 data and a current progress profile is immediately sought by JMN either via Key To Success and/or from the previous school;
- JMN assigns a target grade range to the pupil based on KS2 achievement and, along with the pupil's Pupil Premium status, communicates this to all Directors of Study;
- The appropriate Student Support Worker interviews the pupil in order to brief him/her on the school rules/expectations and organises baseline tests in English and mathematics;
- Having received prior attainment/current data, Directors of Study decide which band and teaching groups the new starter should join – where appropriate, priority is given to the Directors of Study of Core Subjects;
- KMR arranges for the new starter to sit a CAT. These are scheduled to take place 5 times per academic year:
 - December
 - April
 - June
- KMR communicates CAT scores to Directors of Study in order to ensure that the pupil is in the most appropriate teaching group suited to their ability.

How are Y7 targets set?

Y7 pupils joined us in September 2016 with a maximum scaled score of 120 and a minimum of 80. Pupils received scores in reading, grammar and mathematics. A score of 100 is the national "expected standard" (equivalent to the old 5c). This scaled score will inform the FHS target setting process. Progress in English is measured against the reading score, progress in mathematics against the mathematics score and that of all other subjects against an average of the above.

The table below depicts our target setting logic:

KS2 Scaled Score	Target Grade Range
110-120	6-8
100-109	5-7
90-99	4-6
>89	3-6

In some cases, targets may be adjusted as a result of baseline testing although amendments must first of all be submitted to ART.