



Assessment, Recording, Reporting and Target Setting Policy

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Responsible Committee:	Education Committee

Assessment Policy Rational

At Haileybury Turnford we believe that assessment lies at the heart of outstanding pedagogy empowering students to reach their targets and achieve success. Assessment supports the students learning and improves attainment through effective feedback showing the student how further progress can be made.

At Haileybury Turnford assessment supports learning through:

- Knowing what each student is capable of (cognitive ability and academic potential)
- Knowing the skills and knowledge that each student is already competent and successful at
- Identifying the area of need for each student to ensure provision of appropriate intervention that supports progress
- Providing clear information to students about what they have done well and what they need to improve

These aspects of assessment information create a dynamic learning profile for each student that, supported by teaching pedagogy, provides appropriate lesson planning to ensure each student achieves his/her targets.

The purpose of our assessment policy is to provide a clear statement for parents, governors, staff and students about:

- Why students are assessed
- What is assessed and how it is measured
- The different ways that assessment is carried out
- How assessment information will be collected, shared and used to support student progress
- How assessment information will be reported

AIMS and Expectations

Assessment at Haileybury Turnford will:

1. Assess each student's academic potential based on challenging targets
2. Include effective formative and summative assessment that provides robust evidence of learning
3. Incorporate clear assessment points that provide evidence of the progress in learning
4. Be carried out accurately, competently and confidently and include processes of moderation, standardisation and benchmarking. Whilst assessment practices might differ between subjects due to subject-specific requirements, the measured outcomes will be robust and accurate.
5. Provide feedback on learning that is clear to the student and informs them of what they have done well and also what they need to improve so that they can move on in their learning
6. Provide data to inform lesson planning in order to ensure that each student is provided with appropriate learning activities that include opportunities for challenge in their learning
7. Provide clear information to parents about the progress of their child

8. Provide data to Governors and School Leadership so that necessary interventions and training can be introduced to support improvement in teaching and learning and student progress

It is expected that staff and school leaders ensure that these aims are embedded in all teaching and learning processes throughout the school.

Types of Assessment

At Haileybury Turnford each students' learning is assessed in two ways:

1. Formative assessment:

Formative assessment plays a critical role in monitoring student progress and ensuring that high quality teaching and learning can take place. Without high quality assessment and feedback, excellent learning cannot take place, as it is impossible for the teacher to meet the students' needs or for the student to understand how to improve. Various forms of assessment are used to ensure that students make progress.

At Haileybury Turnford, there is no one-size fits-all approach to what constitutes excellent assessment and feedback: Faculty Leaders decide what methods are appropriate for the specific demands of their subject. Despite different departmental approaches, what all areas have in common is the use of Core Assessment Points. Core Assessment Points are calendared by the school, where all students sit a common assessment. Each Core Assessment Point is accompanied by clear criteria so that students can prepare for their Core Assessment and are clear on how they can demonstrate their knowledge, skills and understanding.

After a Core Assessment, students receive specific, individual targeted feedback. Teachers acknowledge how the assessment is evidence of how a student has met aspects of the assessment criteria; they also highlight learning gaps that need to be addressed and set follow-up tasks to close these gaps. These activities are then completed in their assessment books and teachers check that students have understood and responded appropriately.

It is expected that once the teacher has checked the assessments, they will evaluate if students have mastered the desired content and consider how they will adapt the next learning sequence to take into account any gaps in learning that may be evident.

In order to make a judgement about student progress, teachers consider the assessment alongside classwork and Prep and a judgement is made. This judgement is reported to students and parents to share whether they are making expected or accelerated progress or, in some cases, if they are at risk of not making expected progress.

All teachers are responsible for looking at their class data and highlighting underachieving students and deciding on suitable interventions. They must input their data onto SIMs, according to the assessment data calendar, to support Faculty Leaders and the data manager in accurate data analysis.

2. Summative assessment

This is assessment of learning that takes place at the end of a unit of work or at the end of a term/year. It is undertaken as a formal exam conducted in examination conditions. The assessment measures students' knowledge, understanding and skills for topics studied within a unit of work or topics across a term/year. Students are given opportunities to revise in preparation for the assessment. The assessments are designed to reflect the assessment objectives of the new GCSEs.

At Haileybury Turnford summative assessment points differ according to the Year group (See Appendix 1: Assessment Calendar 2018/19). At the appropriate assessment point, students are assessed in order to measure their learning of the topics studied and to measure progress from the previous assessment point. Attainment at each assessment point is also tracked against the students' target grade and progress from entry to the school.

Summative assessments are marked with reference to GCSE success and criteria. At KS3 for all students other than the very able, the grade focus is on grades 1-5. The very able students have target grades above this. Expected content for these grades is agreed from GCSE content and skills. Marking of assessments at all key stages follows a discussion of standardisation of marking against the success criteria for the assessment. Reports are issued to parents after each of the summative assessment points.

Baseline Measures

In addition to formative and summative assessments Standardised Assessments are also used at Haileybury Turnford. The academic potential of students at Haileybury Turnford is measured through nationally standardised summative assessments such as the KS2 National Tests. These provide end of KS2 data on students' reading, writing, Maths and grammar. These standardised assessments provide data on each students' academic potential for Key Stage 3 and Key Stage 4. Equally the GCSE exam results at the end of KS4 provide nationally standardised results that allow target setting for Key Stage 5. Students also take reading age tests and spelling tests annually to help identify and support literacy needs.. This data is used alongside all other assessment data to inform lesson planning.

Target Setting

At Key Stage 3 and 4 all students are set GCSE target grades. These are based on the FFT Aspire value added measurement system, which considers a national database of GCSE expected outcomes based on each Key Stage 2 starting point. The FFT Aspire GCSE expected outcomes are banded according to the performance of schools nationally. Haileybury Turnford uses the GCSE target grades calculated by FFT Aspire for schools performing in the top 20% nationally. This means that target setting for students at Haileybury Turnford is ambitious and we challenge students to attain GCSE grades in line with the top students nationally from similar starting points.

The progress of students is tracked against a flight path that steps the learning from KS2 entry towards GCSE target grades across each year of Key Stage 3 and 4. A copy of the flight path is shown in Appendix 2. At Key Stage 3, **at each of the summative assessment points which occur across the academic year the students' progress toward the end of year target is identified using a system of Red (two or more grades below target) Bronze (one grade below target), Silver (at target) Gold (one grade above target) Platinum (two or more grades above target).**

At KS4, tracking is done against students' individual targets using a RAG rating to identify those underachieving.

Targets are set for the end of each year, in discussion with Faculty and Subject Leads, the Principal and line manager and these are revisited before the end of the academic year and adjusted up if a student has been shown to be exceeding their target over two assessment points. Targets will rarely be adjusted downwards.

At Key Stage 5 targets are set using the Level 3 Value added matrices produced by the Department of Education. Targets for A Level students are set using the 75th percentile from the Level 3 Value added matrices based on the students average point score per entry gained from their Level 2 GCSE only subjects. Targets for Applied General Subjects are set using the 75th percentile from the Level 3 Value

Added matrices based on the students average point score per entry gained from ALL their level 2 subjects. Internal tracking is set against the 50th and 75th percentile

EAL students are assessed through a bilingual interview, which assesses the students' educational background and their future academic/vocational aspirations. The four language skills are assessed for DFE Stage of language acquisition (A-E) and Step (1-8). A student profile is generated for staff and the student is entered for ESOL provision if needed.

Casual Admissions: Students arriving at later points in their secondary school education are tested depending on which school they have transferred from. If students are transferring from another UK school their prior attainment information is gathered from the Key to Success website and also from contact with the previous school. When students join from overseas they will be asked to sit an age appropriate test to help identify their ability level. If their language skills do not allow this, further information will be sought.

SEND

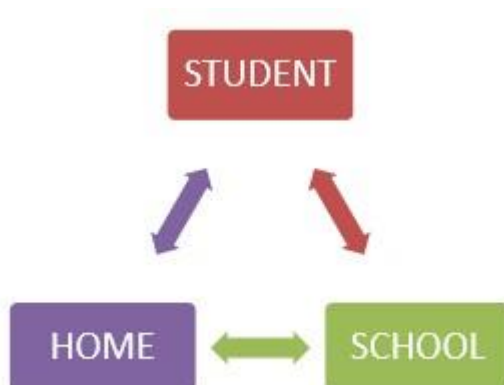
The SENCO and team use the extensive data from primary school to highlight any pupils who may require further support. The WRAT4 and Hodder New Group Reading Test are used to measure progress.

Using assessment data to inform lesson planning

Data on students' prior attainment and reading age is provided for all teaching staff via SIMS and it is provided with the intention of all staff having the required information to plan appropriate and accessible learning activities that engage students and increase rates of progress. The information for each teaching class also includes the students' expected GCSE grade and end of year target. Also, contextual information such as EAL, PP, SEN is provided.

Reporting to Parents

Haileybury Turnford believes that the most effective way to support the education of our students is through close links with parents. The partnership with home is vital to the success of the students' outcomes.



Progress Reports are sent home to parents and can also be seen via Insight. Reports are sent home after each assessment point for all year groups. Each report provides parents with information on attendance, behaviour points, achievement points, GCSE expected outcome grades, end of year target grade, current working at grade, learning behaviour information and whether the student is on, above or below the end of year target. The learning behaviours that the school reports on are provided to

parents to indicate their child's engagement in learning in the classroom and their attitude to school work and prep.

Tracking and Recording

Following each assessment point, student attainment data is collected on to the school's student information management system (SIMS). Mark sheets allow the tracking of progress from KS2 for each student. The attainment from each assessment point is compared against the KS2 starting point and the end of year target to identify progress towards the expected outcomes. For each student in each subject their progress is identified as being above, on or below the target needed if they are to achieve their expected GCSE outcome grades.

Where students' progress is identified as below target then interventions are put in place both through the classroom teacher and within the department through focused intervention groups. All teachers and Heads of Department are held accountable for the progress and attainment of students and the implementation of intervention to address underachievement.

The school's systems and accountabilities for the collection, collation and use of students assessment data is outlined in a separate policy.

Moderation and standardisation

Moderation at Haileybury Turnford has three strands:

- Internal moderation within the Key Stage.
- Internal moderation across the school. This is completed each term in teachers' meetings.
- Externally where possible.

Departments have exemplar folders for each Year group to clarify what the expectations are for each grade for each year group. These are monitored and adapted as necessary

Monitoring of Assessment Policy

The policy will be monitored by the Senior Leadership Team and reviewed by SLT and Faculty Leaders at the end of the academic year to evaluate the strengths of the school's assessment and the areas for further improvement.

Faculty and Subject Leaders will take responsibility for implementing and monitoring the policy within their subject area and will report in turn to their line managers. Year Achievement Coordinators will have responsibility for the conduct of students in assessments within their year group and for monitoring a more broader student underachievement and interventions.

APPENDIX 1:

Flight Path from Key Stage 2 to GCSE (for students in Years 10 and 11)						
KS2 level	Y7 End of Year Target	Y8 End of Year Target	Y9 End of Year Target	Y10 End of Year Target	Y11 Mock Exam Target	GCSE Target Outcome
5a and 6	6-	6	7-	7+	8+	8-9
5b	5-	5+	6-	6+	7+	7
5c	5-	5+	6-	6+	7+	7
4a	4	5-	5	5+	6+	6
4b	3+	4-	4+	5-	5+	5
4c	3+	4-	4+	5-	5+	5
3a	2	3-	3+	4-	4+	4
3b	1-	1+	2	2+	3+	3
3c	1	1-	1=	1+	2	2
2	F	1-	1=	1+	2	2
Flight Path from Key Stage 2 to GCSE (for students in Years 7, 8 and 9)						
KS2 National Test Score	Y7 End of Year Target	Y8 End of Year Target	Y9 End of Year Target	Y10 End of Year Target	Y11 Mock Exam Target	GCSE Target Outcome
125	6	7-	7+	8+	9	8-9
120	6-	6+	7+	8	8+	8
115	5	6-	6+	7-	7+	7
110	4	5-	5+	6-	6+	6
100	3	4-	4+	5	5+	5
90	2	3-	3+	4-	4+	4
85	1	2-	2+	3-	3+	3
75	1-	1+	2	2+	3	3
<75	F	1-	1+	2-	2	2