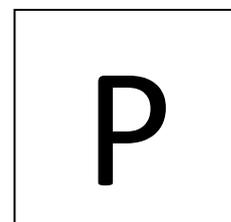




# Assessment and Target Setting Policy



## 1. Rationale

- 1.1 Quality, accurate and robust assessment is a key tool for school improvement
- 1.2 Both summative and formative assessment will be used to monitor the progress of each student in all subjects
- 1.3 Both types of assessment above will form an integral part of our teaching, with a range of techniques evident. Formative assessment is a key teaching strategy to improve learning and will be used regularly in lessons (see separate teaching and learning policy)
- 1.4 The progress of each student will be measured in relation to annual targets. We aim for all students, regardless of start points, to make progress which ensures they achieve better than similar ability students nationally
- 1.5 The assessment, standardisation, moderation and reporting process aim to ensure robust, accurate and informative progress data is provided to all stakeholders, including the Governing body
- 1.6 Subject staff will use the assessment data to inform their planning, differentiation and learning interventions
- 1.7 Electronic software (SIMS, SISRA Analytics) is used to record and analyse progress data throughout the academic year in all year groups and subjects. All staff will be expected to use the software to support their teaching. Appropriate training is provided

## 2. Procedures

- 2.1 In general, there are two main summative assessment points within the academic year: mid-year and end of year examinations
- 2.2 In key stage 3 (Years 7-9), students will be given assessment grades (WAGs) in all subjects based on the outcomes of assessments covering the work covered up to the relevant point. The outcomes will be reported to parents via interim reports and one annual written report per academic year. All subjects will assess key learning competencies, reporting attainment as: A, B, C or D (with A being the highest grade)
- 2.3 In key stage 4 (Years 10-11), students will be given assessment grades (WAGs) in all examination subjects twice a year, with the exception of Year 11 which will be three. These will be reported to parents via interim reports and one annual written report per academic year. GCSE grades 1-9 will be provided in almost all subjects (exceptions being non-GCSE subjects). The use of 'H' grades provide a further breakdown to indicate those students working at the top of each grade
- 2.4 Assessment grades (WAGs) may fluctuate during the year depending on the topics taught e.g. some students will find some topics/concepts covered at different times in the year easier to grasp than others
- 2.5 There will be two types of assessment in the year: End/Mid-Year examinations and milestone assessments. Each type will be clearly identified (stuck in) in exercise books using coloured paper (End/Mid-Year examinations on yellow and milestone on green. Both assessments will contain a mixture of short answer and extended answer type questions. In key stage 4, the assessment will reflect any subject tiering where relevant.
- 2.6 Assessments will involve detailed marking that offers: clear and measurable targets with next steps for improvement (T) which enable students to make rapid gains in their

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learning, and elicit both an immediate and an 'over time' response, as well as literacy corrections and positive comments (see separate feedback and marking policy)

- 2.7 In Year 11, the November and March mock examinations will be evenly distributed across subject teachers for marking in order to support objectivity in marking. This will also apply for the Year 10 end of year examinations
- 2.8 The setting of grade boundaries and other statistical exercises to support the accuracy of internal grading will be completed by the subject leader in conjunction with the Assistant Head teacher

### 3 Internal standardisation of assessments

- 3.1 Subject standardisation will occur before every summative assessment to promote the accuracy of assessment marking. Standard pro-forma (or alternative document) will be used in each subject as evidence of the standardisation process. This process will be regularly reviewed by the senior team. Any examples of good practice in teaching and learning evidenced will be used to support the faculties improvement in pedagogy
- 3.2 Meetings are strategically placed in the calendar prior to the relevant assessment week
- 3.3 All staff must be involved in the standardisation process
- 3.4 For larger subjects, aspects of the standardisation meeting should be appropriately delegated to other staff e.g. TLR holders, Head of KS3 etc...
- 3.5 In the planning of these meetings, Subject leaders should attempt to address the questions in the assessment which are likely to cause greater variation in marking. In most subjects, this will relate to those requiring extended writing answers
- 3.6 Assessment marking should only occur if standardisation has been successfully completed

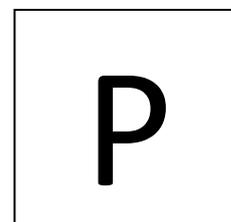
### 4 Internal moderation of assessments

- 4.1 Subject moderation will occur after every summative assessment to promote the accuracy of assessment marking. Standard pro-forma (or alternative document) will be used in each subject as evidence of the moderation process. This process will be regularly reviewed by the senior team. Any examples of good practice in teaching and learning evidenced will be used to support the faculties improvement in pedagogy
- 4.2 Meetings are strategically placed in the calendar after the relevant assessment week prior to the data input
- 4.3 All staff must be involved in the moderation process
- 4.4 For larger subjects, aspects of the standardisation meeting should be appropriately delegated to other staff e.g. TLR holders, Head of KS3 etc...
- 4.5 All staff (including non-specialists) in the subject will provide three samples of assessed work (top, middle and bottom grade/mark) for each group they teach. Subject leaders should ensure copies of the relevant marking criteria for each assessment are available prior to, and during, the meeting
- 4.6 Either in small groups (assigned by the Subject Leader) or individually, sample questions (focusing on those identified in the standardisation meeting) are re-marked by a different teacher. Any discrepancies and developmental points are discussed and a common census is reached in order that marking consistency is maintained
- 4.7 Re-sampling of more work should occur if significant issues are identified with a selected sample

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- 4.8 Full group marking and the input of grades into tracking software should only occur if moderation evidences no issues in the marking of the work provided by each subject teacher
- 4.9 Subject Leaders will collate evidence sheets, disseminate key learning/developmental points to their staff at the next opportunity (morning briefing item or subject teaching and learning) and submit evidence to a member of the senior team by the Friday of the meeting week
- 4.10 Where concerns have arisen, individual staff will be offered appropriate support

### 5 Target Setting

- 5.1 In key stage 4, targets are generated using Information provided by the Fischer Family Trust. This is in the absence of nationally validated results from 2020 and 21. However, Attainment 8 estimates from 2019 (last nationally validated result set) will be used to support the process
- 5.2 Target grades for each student will increase by one grade from Year 10 to Year 11. For example, a student who has a GCSE grade of 7 in Year 11 will have a grade 6 target in Year 10
- 5.3 In key stage 3 (Years 7-9), attainment is measured using the following assessment framework: A, B, C, D. Therefore, students are provided with a grade relevant to their annual start point in each subject area as a target. Every student will have a minimum target B grade each year

### 6 Year 7 Baseline Assessments

- 6.1 In the absence of national key stage 2 examinations, every student in Year 7 will undertake baseline assessments using national CAT4 tests (Cognitive Ability Tests) from GL assessment in September
- 6.2 The information provided from the CAT4 tests will provide an indicative key stage 3 scaled score which will be used to support key stage 3 target setting and academic grouping. This information will also support the key stage 4 target setting process for these students
- 6.3 All students in key stage 3 will be tested for their reading ability at the start of the academic year. This will provide a reading age. A test will be undertaken at key points during the academic year to track progress and evaluate our reading intervention programmes

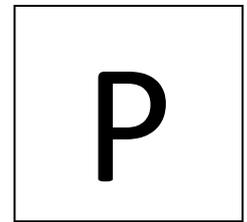
### 7 Monitoring

- 7.1 The SIMS/Data manager will provide oversight of the systems that underpin the assessment policy in school and provide analysis reports as required
- 7.2 Meetings with both subject leaders and senior line managers will occur after each summative assessment point to scrutinise the data in all year groups in order to plan co-ordinated intervention strategies to support individual students who are falling behind
- 7.3 The senior team will analyse the assessment data, identifying and tackling underachievement with subject and pastoral leaders

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- 7.4 The termly Head teacher's subject review week will also be used to evaluate current assessment data, as well as monitoring plans and impact of interventions
- 7.5 Targets will be reviewed annually using the most up to date information
- 7.6 Members of the Governors scrutiny committee will regularly meet to scrutinise available progress data

### 8 Review details

Annually by the leadership group and governors

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