

Assessment and Achievement Policy



Formby High School
Determined To Achieve

ASSESSMENT AND ACHIEVEMENT POLICY

Aims

This policy sets out the expectations across Formby High School of how assessment and data are used to raise achievement. It will explain how data will be used to set, monitor and meet individual student and school targets, and how academic targets for students are used to raise attainment and achievement in order to meet those targets.

Policy Statements

- We believe that an essential part of improving achievement is to set targets that are aspirational.
- The school will have high aspirations and set challenging, yet achievable targets for all students, including those with Special Educational Needs, the Most Able cohort and the Pupil Premium cohort.
- We believe that students should be closely involved in the process of target setting in order to understand what they need to do to achieve them.
- Targets, and progress being made towards them, will be discussed regularly with students and their parents.
- Students will be regularly and routinely assessed using a range of methods, including examinations.
- Students' progress will be tracked against their target and this progress will be reported regularly to parents.

Assessment is an ongoing process which brings together a broad range of evidence to identify each student's key strengths and areas for development; this may well be subject specific or relate to a particular aspect of attitude to learning (ATL). Assessment for learning takes place in various forms during every lesson (for example, through teacher questioning, reviewing the quality of contributions and work during lessons, and assessing the quality of homework produced). This, alongside more summative formal assessments that take place each half term, enables each teacher to evaluate the progress being made and provide constructive feedback. How proactively students respond to guidance and feedback is a key feature of having a positive attitude to learning, and is pivotal to students making progress.

Data Collection

At Key Stage Three (KS3), our Examinations and Data Department gather Key Stage Two (KS2) prior attainment data via the Department for Education's Key to Success portal. This data is used in-house to establish an achievement band for each student. This data is entered into the School Information Management System (SIMS) and is used to inform teachers of the prior attainment and potential of each student. The following criteria are used to establish the achievement bands:

SUBJECTS	LOW (L) Attainers	MIDDLE (M) Attainers	HIGH (H) Attainers	MOST ABLE cohort (HIGH+ Attainers)
ENGLISH	Students attaining below NC Level 4 or a scaled score of 80 – 95 in KS2 English tests	Students attaining NC Level 4 or a scaled score of 96 – 105 in KS2 English tests	Students attaining NC Level 5 to 5.65 or a scaled score of 106 – 115 in KS2 English tests	Students attaining NC Level 5.66+ or a scaled score of 116 – 120 in KS2 English tests
MATHS	Students attaining below NC Level 4 or a scaled score of 80 – 95 in KS2 Mathematics tests	Students attaining NC Level 4 or a scaled score of 96 – 105 in KS2 Mathematics tests	Students attaining NC Level 5 to 5.65 or a scaled score of 106 – 115 in KS2 Mathematics tests	Students attaining NC Level 5.66+ or a scaled score of 116 – 120 in KS2 Mathematics tests
OTHER SUBJECTS	Students attaining below NC Level 4 or a scaled score of 80 – 95 in KS2 Maths and English tests (average)	Students attaining NC Level 4 or a scaled score of 96 – 105 in KS2 Maths and English tests (average)	Students attaining NC Level 5 to 5.65 or a scaled score of 106 – 115 in KS2 Maths and English tests (average)	Students attaining NC Level 5.66+ or 116 – 120 scaled score in KS2 Maths and English tests (average)

Students in the Sixth Form are also organised into HML attainment bands based on GCSE average points scores.

LOW (L) Attainers	MIDDLE (M) Attainers	HIGH (H) Attainers
Students with an average GCSE points score of below 5.00	Students with an average GCSE points score of 5.00 – 6.99	Students with an average GCSE points score of above 7.00

As part of our work to establish a baseline profile, all Year 7 students take computer based tests in Reading and Maths early in their first term. The data is used by the Senior Leadership Team (SLT), Curriculum Leaders and Climate for Learning Leaders and class teachers to better understand the academic profile of the year group and the strengths / areas for development of each individual student.

Attainment and Target Setting

Key Stage 3

Year 7 students will be set aspirational end of Key Stage Three targets in the form of achievement bands during the first half of the Autumn term. The achievement bands relate to expected GCSE grades and are assigned based on a broad range of information, including Key Stage Two SATs results and teacher assessments, base line assessments completed in the first part of the Autumn term, and input from the SENCO and Personalised Learning Co-ordinator. Ongoing teacher assessment and reporting of progress will ensure that achievement bands are providing the appropriate level of motivation and challenge. The achievement band targets are communicated to parents formally via letter. A formal review process takes place at the end of each year and parents are notified of any changes accordingly. The achievement bands are detailed in the table below:

7 to 9
6 to 8
5 to 7
4 to 6
3 to 5
Foundation

Key Stage Four

To reflect our aspirations and ambitions for each student, GCSE targets have historically been set using challenging Fischer Family Trust (FFT) estimates. The achievement bands ensure that students have a spread of grades to aim for, with the middle grade ensuring that students are broadly in line with the top 20% of schools nationally. When reviewing the achievement bands at the start of Key Stage Four, we will consider each student's attainment at Key Stage Two, their progress across Key Stage Three and our knowledge of the individual student. Some students will be given bespoke achievement bands during Key Stage Four to cater for subjects with foundation tier of entry and non-GCSE subjects with different grading systems.

Key Stage Five

In the Sixth Form, targets are set using ALPS (A Level Performance Systems) estimates, which allow us to challenge A Level and BTEC students with target grades in line with how students perform in the top 25% of post-16 providers nationally.

At all three key stages, targets will be reviewed regularly and, if necessary, adjusted to ensure they remain aspirational yet achievable.

Assessing and Reporting Progress

Progress data is collected twice a year from all class teachers alongside key pieces of information regarding students' attitude to learning, behaviour and attendance. A broad range of information is considered when evaluating the progress being made by each student in the subjects they study (for example, the quality of work produced and how well students contribute in lessons, the quality of homework and independent study, improvements made to work following feedback and the formal assessments that take place each term). This information is analysed by Subject and Curriculum Leaders (for individual subjects) and by Climate for Learning Leaders (for students within their year group).

Key Stage Three

In addition to half termly assessments that take place during lessons, students complete formal examinations in each subject towards the end of the school year. The results of these examinations are reported to parents.

In Years 7 and 8 parents will receive two Screening and Progress Reports (SPRs) for their child. The SPR contains the information about their child's progress described below.

Five indicators are used to describe how well students are progressing towards achieving their target achievement bands. The table below outlines the five progress indicators that we use.

Progress Indicator
Exceptional
Above Expectation
In Line with Expectation
Below Expectation
Significantly Below Expectation

Effort, Organisation, Homework and Behaviour are also graded at each reporting point using the following scale:

4	Consistently at an excellent standard
3	Performing at a good standard
2	Satisfactory with room to improve
1	Generally below the expected standard

In addition to the above progress information, one of the SPRs will contain a short statement for each subject, identifying a strength and learning target. This report will also include a comment from the child's form tutor. All reports will include important attendance information and a summary of Rewards / Behaviour Points.

Key Stage Four

In addition to assessments that take place during lessons, students complete annual formal pre-public examinations (PPEs) in each subject. The results of these examinations are reported to parents.

Students receive two Screening and Progress Reports (SPRs) each year. In addition to grades for Effort, Organisation, Homework and Behaviour in each subject, the SPR contains teachers' professional prediction of the GCSE grade that the student is likely to achieve in each subject at the end of Key Stage 4 (used for internal purposes only). This is based on the evidence available to the teacher at the point of writing the report. The SPR also contains up to date attendance information and rewards / behaviour points.

Parents will receive one written report each year, containing the above information as well as a comment provided by each subject teacher containing a strength and learning target and a statement provided by each student's form tutor.

Key Stage Five

Students sit termly pre-public examinations (PPEs) in all subjects. The results of these examinations are reported to parents.

Students receive two Screening and Progress Reports (SPRs) each year, containing grades for Effort, Organisation, Homework and Behaviour in each subject. The SPR also contains up to date attendance information along with PPE results and target grades.

Parents will receive one written report each year, containing the above information as well as a written comment provided by each subject teacher containing a strength and learning target and a statement provided by the Progress Leader.

When information about the progress of students is collected, it is used by the Assistant Headteacher (Achievement and Curriculum), Climate for Learning Leaders, Sixth Form Progress Leaders, Subject Leaders and Curriculum Leaders to identify under-performing students so the necessary interventions can be implemented to support them in working towards their targets.

Reviewing Achievement

The school's Senior Leadership Team and Governing Body will use a range of internal and external data to review and evaluate the achievement of students at Key Stages Three, Four and Five.

External data includes: Analysing School Performance (ASP) and Inspection Data Summary Report (IDSR), Department for Education Performance Tables, Governors' Performance Dashboard, L3VA and ALPs reports.

Internal data includes: SISRA attainment and progress data, Raising Achievement Plan summary reports and the Sixth Form progress tracker.

A summary of achievement, including strengths and areas for improvement, is provided as an annexe to the school's Self-Evaluation Form and is provided to Governors for regular review.

Roles and Responsibilities

Senior Leadership Team (SLT):

- Monitor and analyse performance and progress data for all students on a termly basis and prepare summary documents for staff.
- Prepare and communicate examination results analyses to the Governing Body and staff.
- Review the achievement of groups of students, including those with Special Educational Needs, the Most Able cohort and the Pupil Premium cohort. Where concerns exist, develop appropriate strategies to bring about improvements in achievement.
- Analyse the examination performance of students and conduct annual reviews with Subject / Curriculum Leaders.
- Instigate and regularly review the Raising Achievement Plan for each year group, identifying areas for intervention.
- Conduct SLT interviews for students identified as under-performing.

Examinations and Data Department:

- Maintain assessment and progress data within SIMS.
- Maintain the internal marksheets for tracking progress, achievement bands and predicted grades.
- Create summary marksheets for each year group following data capture windows.
- Coordinate all arrangements for internal and external examinations.
- Coordinate all arrangements for assessment, recording and reporting (ARR), including developing the annual ARR calendar.
- Collate and distribute examinations results, broadsheets and certificates.

Climate for Learning Leaders:

- In accordance with the Raising Achievement Plan for each year group, analyse progress data and organise appropriate interventions for students who are falling behind against targets in order to raise achievement.
- Report the progress of the year group to the SLT and evaluate the impact of the interventions that have taken place through an annual review meeting.
- Support Subject and Curriculum Leaders by monitoring target-setting and tracking progress across all subjects.

Curriculum and Subject Leaders:

- Guide colleagues on the setting of challenging attainment and progress targets for each student and analyse performance data for their Subject / Curriculum Area.
- Monitor the progress of students towards their targets throughout the academic year and implement interventions as and when students are falling behind in their progress.
- Evaluate outcomes for students with reference, where relevant, to local and national comparative data, focusing on trends over time and the performance of different groups of students, including high, middle and low attainers, boys, girls, those with Special Educational Needs, the Most Able cohort and the Pupil Premium cohort.
- Implement intervention strategies to prevent under achievement.
- With the SLT, review examination results, identify areas for improving achievement and develop an appropriate action plan.

Class Teachers:

- Gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets, monitoring / evaluating progress and deciding on in-class intervention strategies.
- Encourage students to assess their own progress towards their targets, and help them to understand what they have to do to improve and how they can improve.
- Regularly assess students and accurately report the progress they make against their achievement band targets.
- Report the progress of students against their targets to parents through SPRs, full reports and Parents' Consultation Evenings.

Students:

- Agree aspirational achievement band targets with their teachers.
- Take responsibility for their own learning and understand what is needed to move to the next level of their learning in order to meet or exceed their achievement band targets.
- Seek advice from their classroom teachers if they are unsure on how to improve in order to meet or exceed their achievement band target.

Governors:

- Regularly review the school's achievement / performance data, providing challenge and support as necessary.
- Receive regular feedback on the achievement of all cohorts of students, including those with Special Educational Needs, the Most Able and the Pupil Premium cohort.
- Monitor the implementation of the Assessment and Achievement Policy and review it on a regular basis.