

# Assessment and Achievement Policy

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**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 expectations/targets that are aspirational.
- The school will have high aspirations and set challenging, yet achievable expectations/targets for all students, including those with Special Educational Needs and Disabilities and Disabilities 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 expectations/targets 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 formal summative assessments that take place on an ongoing basis, 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 prior attainment cohorts:

SUBJECTS	LOW (L) Attainers	MIDDLE (M) Attainers	HIGH (H) Attainers	MOST ABLE cohort (HIGH+ Attainers)
ENGLISH	Students attaining a scaled score of 80 – 95 in KS2 English tests	Students attaining a scaled score of 96 – 105 in KS2 English tests	Students attaining a scaled score of 106 – 115 in KS2 English tests	Students attaining a scaled score of 116 – 120 in KS2 English tests
MATHS	Students attaining a scaled score of 80 – 95 in KS2 Mathematics tests	Students attaining a scaled score of 96 – 105 in KS2 Mathematics tests	Students attaining a scaled score of 106 – 115 in KS2 Mathematics tests	Students attaining a scaled score of 116 – 120 in KS2 Mathematics tests
OTHER SUBJECTS	Students attaining a scaled score of 80 – 95 in KS2 Maths and English tests (average)	Students attaining a scaled score of 96 – 105 in KS2 Maths and English tests (average)	Students attaining a scaled score of 106 – 115 in KS2 Maths and English tests (average)	Students attaining a scaled score of 116 – 120 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)	MIDDLE (M)	HIGH (H)
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Attainers	Attainers	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 as well as classroom assessments in English and Mathematics 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 Three

Students will be given Assessed Curriculum Related Expectations (ACREs) for all subjects. This means that new knowledge, methods, processes and skills for each unit of study will be specified, with ACREs being accessible and achievable for all students in any Key Stage Three year group. There will input from the SENDCO about the ACREs set for the Reaching High cohort of students as determined as part of the Year 6 transition process. Assessments will be used to determine the progress they are making towards ACREs in each subject. Summative assessment will be cumulative and should incorporate prior learning as part of process, as well as assessing new knowledge independently. Assessments should also check for conceptual and factual understanding, and will allow students opportunities to apply this. In-lesson formative assessment will also form a large part of the process through which students' progress against ACREs is tracked and monitored.

### Key Stage Four

Year 10 students will be set aspirational end of Key Stage Four targets in the form of achievement bands during the first half of the Autumn term.

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 performance of students in the top 20% of schools nationally. When setting 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, including input from the SENDCO. 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. 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 via letter and the progress that students are making towards the grades within their achievement band are reported to parents through the school's reporting systems. The achievement bands are detailed in the table below:

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

### Key Stage Five

In the Sixth Form, students will also be set aspirational targets in the form of achievement bands. The targets will be set using GCSE average points scores at the end of Key Stage Four with the higher grade in the band

challenging A Level and BTEC students to achieve grades that are in line with how students perform in the top 25% of post-16 providers nationally.

A Level	VTQs
A* / A	
A / B	Distinction* / Distinction
B / C	
C / D	Distinction / Merit
D / E	Merit / Pass

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 ongoing assessments that take place during lessons, end of year examinations will take place during a scheduled assessment window towards the end of the school year.

Parents will receive two Screening and Progress Reports (SPRs) for their child. The SPR contains the information about their child's progress described below. The tracking and reporting of progress will be based around four progress indicators to describe how well students are progressing towards the Assessed Curriculum Related Expectations (ACREs) in each subject. The table below outlines the four progress indicators that we use.

Progress Indicator
Exceeding
Secure
Developing
Emerging

Indicators will be awarded based on holistic teacher assessment and will determine the degree to which students are progressing towards meeting the ACREs related to the curriculum content covered to date. Where students are not meeting expectation, the reasons behind this should be explored further and acted upon by Subject or Climate for Learning Leaders.

Effort, 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

As well as to the above progress information, one of the SPRs will contain a short statement for each subject, identifying one strength and one 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. In addition to written reports, parents will have an opportunity to meet with their child's teachers once per year to discuss his/her progress.

### Key Stage Four

In addition to assessments that take place during lessons, each year students complete a minimum of one formal Pre-Public Examinations (PPEs) in each subject. The results of these examinations are reported to parents.

Students receive one Screening and Progress Reports (SPR) each year.

Five indicators are used to describe how well students are progressing towards their 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

As well as grades for Effort, Homework and Behaviour in each subject, the SPR contains up to date attendance information and rewards / behaviour points. Parents will also receive one written report each year, containing the above information as well as a comment provided by each subject teacher containing one strength and one learning target and a statement provided by each student's form tutor. In addition to written reports, parents will have an opportunity to meet with their child's teachers once per year to discuss his/her progress.

### Key Stage Five

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

Students receive one Screening and Progress Report (SPR) each year, containing grades for Effort, Homework and Behaviour in each subject. The SPR also contains up to date attendance information along with PPE results and progress against achievement band targets. Parents will receive one written report each year, containing the above information as well as a written comment provided by each subject teacher containing one strength and one learning target and a statement provided by the Progress Leader. In addition to written reports, parents will have an opportunity to meet with their child's teachers once per year to discuss his/her progress.

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 expectations/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: 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 and Disabilities, 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 / Progress 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 and Disabilities, 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 and Disabilities, the Most Able and the Pupil Premium cohort.
- Monitor the implementation of the Assessment and Achievement Policy and review it on a regular basis.