



Maghull High School

Target Setting & Assessment Policy

Approved by Governors: May 2023
Policy renewal: May 2024

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

Principles of assessment

- It focuses on developing key subject concepts, knowledge and skills
- It is based upon high expectations and challenge for all
- It ensures that pupils master the skills required before moving on
- It uses regular assessment and pupil feedback
- It incorporates high quality end of topic assessments which help pupils develop the skills needed to tackle GCSE examination questions
- It ensures that assessments reliably identify good and better progress and underperformance
- It supports the rigour of self-evaluation including the analysis of data, observation of learning and the scrutiny of pupils' work
- The policy is mindful of external accountability.
- It evaluates how well pupils are doing against relevant age-related expectations as set out by the school and the National Curriculum.

Target Setting & Assessment Points

KS3

All pupils are assigned an ability band based upon *prior attainment at KS2. The **Learning Ability Band** is calculated from an average of a pupil's KS2 fine scores for English and Mathematics.

In some practical subjects the learning ability band is calculated using baseline assessments in the first term of Y7.

*There are current year groups in school (Y7 entry September 2020 and 2021) that did not undertake the KS2 SAT examinations. These year groups undertook CATs (Cognitive Aptitude Tests) to determine a starting Learning Ability Band.

Year groups that enter with completed the SAT examinations are assigned a Learning Ability Band using the scale below (this scale does change year-on-year based on the performance of specific cohorts and the DFE calculation).

Year 7, 8, 9	
KS2 Fine	Band
> 111	V
106 to 110.5	U
97 to 105.5	M
< 97	L

The assigned Learning Ability Band, based on the information above, is used to set targets and 'track' student performance.

Assessment points (AP) and reporting to parents at KS3

There are 3 assessment points in the academic year – 1 per term. Students are awarded a KS3 'grade' from the table below:

Mastered (+, =, -)	This student has demonstrated a comprehensive understanding of all the main concepts, skills and work being taught and assessed.
Secure (+, =, -)	This student has a secure understanding of all the main concepts, skills and work being taught and assessed.
Developing (+, =, -)	This student has grasped some of the main ideas but some of the skills and work being taught and assessed require development.
Emerging (+, =, -)	This student has begun to grasp some of the main concepts, skills and work being taught and assessed.

The Current Attainment grade (table above) given reflects the level that the student has achieved in assessments that have covered the work completed to this date. Please note that this level could fluctuate over the year as more course content is covered.

Parents and students receive an update on the progress indicator for each subject studied 3 times a year. An explanation of the progress grade is provided (see example). The school will provide one written Tutor report each year. The assessment points are positioned within the

calendar to coincide with parent's evenings or other opportunities to discuss pupil progress directly with parents and pupils.

Example:

Student A is an 'upper' ability student based upon their SAT score on entry. It would be expected that they would 'M' (mastered) across the majority of their subjects. The colour coding in the reports indicates the level of progress from their start point to the current grade awarded.

<u>Student A</u>		<u>Colour Key</u>
<u>English</u>	<u>M+</u>	Green indicates the student is making progress 'above' their expected attainment grade.
<u>Maths</u>	<u>S</u>	Blue indicates the student is making progress 'below' their expected attainment grade.
<u>Science</u>	<u>M</u>	Amber indicates the student is making progress 'in line' their expected attainment grade.

KS4

Target setting in years 10 and 11 is based upon FFT 20 data (as a minimum). Some subject areas and cohorts of students will be assigned FFT 5 targets (if applicable).

Parents and students receive an update on the progress of pupils in each subject studied 3 times a year. The assessment points are positioned within the calendar to coincide with parent's evenings or other opportunities to discuss pupil progress directly with parents and pupils.

Assessment points are informed by internal assessment and monitoring within each subject area and through a programme of mock examinations as appropriate.

KS5

Target setting in years 12 and 13 is based upon taking the most recent L3VA estimate for each progress element and applying a target grade that ensures a positive value added score for each subject.

Parents and pupils receive an update on the progress of pupils in each subject studied 3 times a year. The assessment points are positioned within the calendar to coincide with parent's evenings or other opportunities to discuss pupil progress directly with parents and pupils.

Assessment points are informed by internal assessment and monitoring within each subject area and through a programme of mock examinations as appropriate.

Assessment approaches

At Maghull High School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

The school has a marking and feedback policy that explains the approach to formative assessment. Each department has a specific policy that highlights the subject specific approaches to formative assessment within each subject.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

Monitoring

This policy will be reviewed bi-annually by the assistant headteacher with responsibility for assessment. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Subject leaders are responsible for ensuring that the policy is followed.

SLT and middle leaders will monitor the effectiveness of assessment practices across the school, through: *moderation, lesson observations, book scrutinies, student progress meetings, data analysis*

Links with other policies

This assessment policy is linked to:

- Non-examination assessment policy
- Examination contingency plan
- Marking & Feedback Policy