

**MAIDEN ERLEGH TRUST
ASSESSMENT & REPORTING POLICY**
(Including Target Setting and Monitoring)

Including local arrangements for
MAIDEN ERLEGH SCHOOL

INITIAL APPROVAL	May 2015
REVIEWED	May 2107

SCOPE

Central to our ethos is ensuring that every student receives high quality, differentiated teaching during their time at any school within the Maiden Erlegh Trust. As a result, they make exceptional progress and gaps in the performance of groups of students from similar starting points are closed.

All staff play a part in supporting students to achieve these goals and should reflect this policy as it applies to their work.

RATIONALE

Assessment

High quality assessment is essential to delivering on these goals. The purpose of assessment is to inform:

- (a) Teachers how their students are progressing and how well they have mastered skills and understanding. In this way they can adapt their teaching to meet the needs of all of their students.
- (b) Students of what they are doing well in relation to their targets and what they need to do to improve. In this way students gain a better understanding of how to manage their own learning and progress.
- (c) Parents how their child is performing in relation to their personal targets and what they should be doing to improve, so that parents can support them.

We therefore use a combination of Assessment of Learning (summative testing) and Assessment for Learning (formative assessment).

Reporting

Academies have an obligation to provide an annual written report to parents in relation to each student's progress and attainment but also their attendance and any examination results. Within the Trust, the purpose of reporting is inform parents:

- (d) How their child is performing in relation to their personal targets.
- (e) Of their child's strengths.
- (f) What their child needs to do to improve their work and/or behaviour for learning.
- (g) What they can do to support their child's learning and progress.

TARGET SETTING

All staff are responsible for promoting a culture of high expectations and embracing aspirational targets for all.

Academy Key Performance Indicators (KPIs)

Our aim is that the school's performance is in line with the best 10% of schools nationally. In order that these KPIs remain challenging, they are based on FFT 5th percentile estimates.

Leaders are accountable for achieving KPIs:

- Academy Headteachers are accountable for achieving its school KPIs.
- Heads of Department are accountable for achieving its courses' KPIs.

Foundation Stage

Progress	Narrowing the gaps
-Expected progress in English -Above expected progress English -Expected progress in mathematics -Above expected progress mathematics -Expected progress in science -Above expected progress science -Overall expected progress -Overall above expected progress	-Disadvantaged -Gender (others as determined by the SEF)

Key Stage Four

Attainment	Progress
-Attainment 8 (score and average grade) New courses (English and mathematics): -% Standard Pass (Grade 4+) -% Strong Pass (Grade 5+) -% Grade 7+ -% EBACC (entered and achieved Grade 5) <i>NB: Internally departments will have KPIs for Grade 5+ and Grade 7+</i>	-Progress 8 -Progress 8 English -Progress 8 Maths -Progress 8 EBACC -Progress 8 Open
Narrowing the gaps targets for each key group eg: disadvantaged, gender, SEND.	

Key Stage Five

Attainment	Progress
-%A*B A Level -%A*C A Level -%A*E A Level -%A*C Retake GCSE English and maths	-Value Added -RED ALPS
Narrowing the gaps targets for each key group eg: disadvantaged, gender, BME, SEND.	

Benchmarks

Benchmarks are the grades that students are expected to achieve. They are never a ceiling to achievement.

Teachers are accountable for monitoring progress towards benchmarks and ensuring there is intervention in place where a student is off track.

Benchmarks are based on KS2 SATs scores and Fisher Family Trust estimates (5th percentile). This benchmarking will ensure that the majority of students will make above expected progress in core subjects (ie: the equivalent of the former 4 Levels KS2 to 4).

We expect that the majority of students will make 4 new sub-grades progress in core subjects over Year 7 and Year 8 and a similar rate of progress in other subjects.

In Key Stage 5, benchmarks are based on KS4 results and ALPS predictions.

Student Targets

Using FFT Estimates, students set their own targets based on percentage likelihoods of them achieving each grade in KS4. They discuss their targets with their teachers so that both parties can work together to ensure students make the requisite progress over the duration of the course.

In Key Stage 5, an ALPS “basket of grades” is available to staff and students at the start of Year 12. Students set targets based on these grades in consultation with their teachers.

When teachers and tutors are discussing progress with students, they do so using targets.

Neither benchmarks nor targets are based on contextual or sociological information (eg: income, race, gender) though we may analyse attainment grades and levels by certain “vulnerable” groups to ensure we are providing the best service to all our students.

ASSESSMENT

Assessments for Learning (AfL)

AfL is a continuous process and takes place in every lesson in different ways eg:

- observation
- questioning
- self-assessment
- peer assessment

Assessment of Learning (AoL)

AoL assesses end products either of ongoing learning in lessons or through homework, or of short tests, unit tests, assessments or PPEs (for details of PPEs see Annex 3).

All of these assessments serve two purposes:

- To inform teachers and leaders how students are performing and how they need to adapt their teaching and interventions to ensure there is the correct amount of stretch, challenge and support for each student.
- To inform students how they are progressing and what they need to do to improve.
- To inform parents how their child is progressing and what they need to do to improve, through the feedback in their child’s books/folders and in their reports.

Active Feedback

Students will receive formal feedback on all assessments and key pieces or bodies of work as determined by each department’s Active Feedback Protocol (see Annex 2).

Feedback can be in the form of written notes or annotations from the teacher but can also be verbal or come from self- or peer-assessment.

Feedback points out what the student has done well and what they need to do to improve.

At each of these points, students should be given a Directed Independent Reflection Time (DIRT) activity at the start of the lesson.

Students are expected to take on board feedback and act upon it in a thorough and independent way.

We do not adopt a whole school approach to feedback and DIRT as it must meet the needs of the subject. Each department has their own model but the underlying principles are the same (see Annex 2)

Directed Independent Reflection Time (DIRT) Guidelines

- Ideally takes place at the start of the lesson when Active Marking.
- Teachers give Active Marking response sufficient time (ca 10 minutes).
- Students are expected to use this time constructively to act upon their feedback and demonstrably improve their work.
- Students who fail to engage with making the requisite improvements will be asked to do so as extra homework or to attend an after school appointment (at the discretion of the teacher).

Public Examinations

During the year, students also take assessments which form part of public examinations and/or qualification courses eg:

- Controlled Assessments
- Practicals
- Foreign language speaking examinations
- Vocational course assignments

There are strict conditions for the taking of these assessments and the amount and type of feedback teachers can give to students during the assessment period. These conditions are imposed upon the school by the examinations boards and are explained to the students by their teachers.

MONITORING

Progress tracking

- Progress data is collected centrally on SIMS four to five times a year.
- It is collected in the format of “fine grades”
- Teachers and departments collect other progress data locally (eg: test scores, formative assessments). This is not reported to parents.

Whole School Monitoring

Monitoring is a cycle of: “diagnose-therapy-test”.

Diagnosis: staff use a range of data to build an accurate understanding of the strengths and weaknesses of performance at different levels.

Therapy: interventions and support strategies are identified and actioned (most interventions take place in lessons but occasionally out of lesson interventions are necessary).

Test: the impact of those strategies is assessed when the new data is generated.

SLG Lead	Responsibilities	Accountable to
Executive Co-Headteacher Standards	<ul style="list-style-type: none">• KPI setting in the School Improvement Plan.• School Self-Evaluation and half-termly updates.• School Improvement Plan and updates.• Summary reports for governors.•	Chief of LAB and Chair of Board of Trustees
Assistant Headteacher Trust Lead for Assessment and Reporting	<ul style="list-style-type: none">• KPI recommendations.• Student target setting programme.• Managing data collections.• Securing accurate internal data.• Information and training of staff.• Reporting and explaining reports to parents.• School Self-Evaluation data analysis.• Public examination data analysis.• Other internal data analysis as necessary.	Chief of LAB and Chair of Board of Trustees Executive Headteacher
Senior Deputy Headteacher	<ul style="list-style-type: none">• Standards Strategy Lead.• Examinations Strategy Lead• Quality First Teaching Lead	Chair of LAB Executive Headteacher
Assistant Headteacher, Personal Development, Behaviour and Wellbeing.	<ul style="list-style-type: none">• Pupil Premium and Y7 Catch Up achievement analysis and website updates.• Monitoring progress and gaps of any other vulnerable groups.	Chair of Board of Trustees Executive Headteacher

	<ul style="list-style-type: none"> Working with the Standards Managers, SENCO and Heads of Year to implement effective strategies to close any performance gaps. 	LAB Gaps governor
Standards Managers	<ul style="list-style-type: none"> Monitoring of departmental, SENCO and year group progress towards targets. Use of data to work with middle leaders to identify interventions and support which mean that students' outcomes improve and gaps close. 	Chair of LAB
Senior Middle Leaders and Heads of Department	<ul style="list-style-type: none"> Schemes of Assessment to ensure regular, timely and accurate assessment across the team. Monitoring the quality of assessment, feedback and student response (eg: through work scrutiny, student voice, lesson observation). Report data analysis to identify under-achievers and any gaps in performance. Implementation of timely and effective intervention and stretch strategies. Sharing of best practice across the team and with other middle leaders. 	Curriculum and Standards Lead
Pastoral Leads (Assistant Headteachers and Heads of Year)	<ul style="list-style-type: none"> Half-termly data analysis to identify under-achievers and any gaps in performance. Implementation of timely and effective intervention and support strategies. Sharing of best practice across the team and with other middle leaders. 	Curriculum and Standards Lead

NB: Teachers undertake a similar approach with their own classes as part of high quality formative teaching (Assessment for Learning).

REPORTING

We use SIMs Learning Gateway to distribute reports to students and parents electronically. Where families have no access to the internet, we provide paper copies on request.

Academy Annual Reports are made up of a series of different reports over the course of each year:

Every student and parent in Y7-10 receives:
5 x data tracking reports including BfL

Every student and parent in Y11-13 receives:
4 x data tracking reports including BfL
1 x public examination report

Over the course of the year, the Academy Annual Report includes the following information:

- A summary of student targets.
- A summary of progress towards those targets in all curriculum subjects.
- An indication of positive behaviours for learning already being shown or that should be adopted for improvement.
- Public examination results (where appropriate).
- Vocational qualifications or credits (where appropriate).

The Learning Gateway also displays live:

- Attendance data.
- Student timetables.
- Student achievements.
- Student conduct summaries.

Arrangements for discussing the report with the student's teacher.

There is one set of parents' meetings for each year group in each academic year.

ANNEX 1: [Maiden Erlegh School]

GUIDANCE NOTES ON REPORT WRITING

Word Processing

- A single space after a punctuation mark and a double space at the end of a sentence.
- Use the spell checker but **YOU STILL NEED TO PROOF READ YOUR REPORTS.**
- If you are pasting phrases, please check that the correct pronoun appears.

Grammar and spelling

- Do not use diminutives in any part of the report (eg: examination not exam).
- Make sure that the subject and verb agree, e.g. 'her class work and homework show great commitment.
- Sentences must be complete, i.e. contain a verb. (Do not use comments such as "A good year's work".)
- Year 11 and House need capital letters

Common errors:

- practice/practise – if in doubt, check by replacing them with advice and advise and see which one sounds right;
- fulfil(s), fulfilled; focus, focused; extra-curricular; persevere; programme, maximise.
- 'different from' not 'different to';
- disinterested means unbiased; you probably want uninterested;
- 'fabulous', 'fantastic' and 'wonderful' are too effusive for most reports;
- if he were (not was) to try harder, he would
- "form" group and not "tutor" group
- "programme" and not "program"
- **'However' is NOT a conjunction – if you can replace it by 'but' then 'but' is the correct word to use; 'however' should have punctuation before and after it.**

General

- The child's name should not be used after the first sentence.
- Use the full version of the child's name eg: Stephen not Steve
- **The report is addressed to the parents and should not contain comments to the child.**
- Avoiding stating the obvious (e.g. if he works harder, he will improve) or repeating yourself.
- Remember you are writing to the parents so things like "Well done!" etc are not appropriate.

Accuracy

- **Check that the comments you have made are consistent with the grades you have given.**
- Be honest and impartial in reports, but most of all be constructive and upbeat.

Checking

It is very important that you check your reports carefully before the HOD deadline.

HoD role

Once subject staff have completed their reports, it is the HOD's role to read them through and check that the above guidelines have been followed. They should also check the tone and content of the reports for consistency.

ANNEX 2: [Maiden Erlegh School]

FEEDBACK GUIDELINES

Marking provides information about what has done right and wrong and a grade. It is usually only used for summative tests and examinations and marks an end-point of learning.

Feedback provides information about progression and is part of a continuum of improvement.

Feedback on work can be provided by teachers, teaching assistants, students and can relate to one piece of work or a body of work over time. It can appear in a variety of formats (and is usually a combination of one or more) eg:

- Written comments
- Grades
- Symbols or codes
- Highlighted assessment criteria
- Verbal comments

Active Feedback should

- Confirm what the student has done/is doing well
- Indicate what the student should do to improve (and what that might look like in terms of quality and quantity)
- Provide Spelling, Punctuation and Grammar improvement advice (as appropriate)
- Provide Numeracy improvement advice (as appropriate)

DIRT

All formal feedback (see below) must be followed up by Directed Independent Reflection Time (DIRT) so that the student can action the feedback advice.

Where appropriate, the use of student self- / peer-assessment is used to consolidate teacher feedback. It is recognised that by involving the students in the analysis of work and formative feedback, they gain a greater personal understanding of the standards expected and how to meet them.

We would expect students to do DIRT on informal feedback at times between formal feedback points.

Summary of Department Protocols

- *This is in addition to formal teacher feedback and DIRT (eg: inked to verbal or self and peer feedback).
- Feedback should include specific **literacy and numeracy** feedback, guidance on which will be in the department Scheme of Work

Subject / Key Stage	Teacher "written" feedback with written DIRT activity*	Verbal feedback	Peer / Self review	Other	Other DIRT* (min)
English Found	Every 3 weeks	On-going	On-going	Assessments	Weekly
English KS4	Every 2-3 weeks	On-going	On-going	PPEs	Weekly
English KS5	Fortnightly	On-going	On-going	PLC self-reviews PPEs	Weekly
Maths / all	Every 3-4 weeks	On-going	on-going (www-ebi)	Assessment/ PPEs	Weekly
Science Found	Every 3 weeks	On-going	On-going		Weekly
Science KS4	Every 3 weeks	Weekly on homework	on-going	PPEs	Weekly
Bio/Chem/Phys KS4	Every 3 weeks	Weekly on homework	on-going	PPEs	Weekly
Bio/Chem/Phys KS5	Milestones & Assessments	On-going	On-going	PLC self-reviews PPEs, Assessment	Weekly
Art/Phot Found	Min 2/half tem	On-going	On-going	Assessments	Every lesson
Art/Phot KS4	Min 2/half tem	On-going	On-going	PPEs Practicals	Every lesson
Art/Phot KS5	Min 2/half tem	On-going	On-going	PLC self-reviews PPEs Practicals	Every lesson
Bus KS4	2/half term + 1 milestone	On-going	On-going	Assessments PPEs	Weekly
Econ KS4	2/half term + 1 milestone	On-going	On-going	Assessments PPEs	Weekly
Bus KS5	Min 2/half tem	On-going	On-going	PLC self-reviews PPEs	Weekly
Econ KS5	Min 2/half tem	On-going	On-going	PLC self-reviews PPEs	
Comp/ICT Found	Every 4-5 lessons	On-going	On-going	Assessments	Weekly
Comp/ICT KS4	Every 3 weeks	On-going	On-going	Assessments PPEs	Weekly
Comp KS5	Every 2 weeks	On-going	On-going	Assessments PPEs	Weekly
Voc ICT KS5	Every lesson by email	On-going	On-going	CA/PPEs	Every lesson
Drama Found	Every half term	On-going	On-going	Assessments, PLCs, self-reviews	Every lesson
Drama KS4	2 per half term	On-going	On-going	PPEs, PLCs, self- reviews Practical assessment	Every lesson
Drama KS5	Min 2/half tem	On-going	On-going	PLC self-reviews PPEs Practical assessment	Every lesson
Food Found	2/half term	on-going	ongoing	Assessment Practicals	Every lesson
Food/H&S KS4	2/half term	on-going	ongoing	PPEs Practicals	Every lesson
Geog Found	3-4/term	On-going	On-going	Assessments	Weekly
Geog KS4	4/term	On-going	On-going	PPEs Fieldwork	Weekly
Geog KS5	4/term/teacher	On-going	On-going	PLC self-reviews PPEs Fieldwork	Weekly
Hist Found	3-4/term	On-going	On-going	Assessment	Weekly
Hist KS4	4/term	On-going	On-going	PPEs	Weekly
Hist KS5	4/term/teacher	On-going	On-going	PLC self-reviews PPEs	Weekly
MFL Found	Every 2-3 weeks	On-going	On-going	Assessment	Weekly eg: vocab/grammar Tests
MFL KS4	Every 2-3 weeks	On-going	On-going	PPEs	Weekly eg: vocab/grammar tests

MFL KS5	Weekly	On-going	On-going	PLC self-reviews PPEs	Weekly eg: vocab/grammar tests
Law KS5	4/half term/teacher	on-going	ongoing	PLC self-reviews PPEs	Weekly
Music Found	Every 4-5 lessons	Every 2-3 lessons	On-going	Practicals PPEs	Every lesson
Music KS4	2 per half term	On-going	On-going	Practicals Listening tasks PPEs	Every lesson
PE Found	n/a	On-going	On-going	Practicals	Every lesson
PE KS4	3-4/term	On-going	On-going	Practicals PPEs	Every lesson
PE KS5	3-4/term	On-going	On-going	Practicals PLC self-reviews PPEs	Every lesson
Technology	Every 2-3 weeks	On-going	On-going	Practicals Assessment	Every lesson
Product Design KS4	Every 2-3 weeks	On-going	On-going	Practicals PPEs	Every lesson
Product Design KS5	Every 2-3 weeks	On-going	On-going	Practicals PLC self-reviews PPEs	Every lesson
RE Found	3-4/term	on-going	ongoing	Assessment	Weekly
RE KS4	Y9 4/term Y10/11 2/term	on-going	ongoing	PPEs	Weekly
RE KS5	4/term/teacher	on-going	ongoing	PLC self-reviews PPEs	Weekly
Psych KS5	4/term/teacher	on-going	ongoing	PLC self-reviews PPEs	Weekly
Soc KS5	4/term/teacher	on-going	ongoing	PLC self-reviews PPEs	Weekly

ANNEX 3: [Maiden Erlegh School]

PRE-PUBLIC EXAMINATIONS (PPEs)

The principle of PPEs is that students sit as full an examination as possible (given where they are on the course) with the expectation that they should achieve their benchmark grade. Students do not simply sit a “practice” or “pretend” exam, therefore, but go through the whole process, from revision to success (hopefully) in a structured way. It also means that students will have several opportunities to go through the process before the final examination.

Stages of PPEs

1. Letter goes to parents in September explaining the principle and sharing the dates of PP1 and PP2.
2. Students are informed about PPE in September and nearer the time of PPE1 in assemblies.
3. Teachers talk to students about PPEs and prepare them to achieve their benchmark using formative teaching and active marking.
4. Departments run walk through mocks or similar (exam venues may not be available for this so may need to be run in departments).
5. After the exams results are collected centrally.
6. Results are distributed centrally in an assembly for Year 11. Results are shared in an agreed week for Yr12/13.
7. Where students do not achieve their agreed grade (usually their benchmark) they receive specific feedback on the paper and their performance and have a short period of time to go away and revise again.
8. They then re-take the same paper in exam conditions so they can secure their benchmark grade.

Where will the exams take place?

Y11 PPE1 and PPE2 in usual exam venues – organised by exam team and externally invigilated.

Y11 PPE3 for core subjects is held in the exam venues, and organised by the Standards team with support from the exams team. Non-Core subjects are organised and held in department venues.

Y12/13 PPE1 in usual exam venues - organised by exam team and externally invigilated.

Y12/13 PPE2 is run in departments and organised by departments.

Y10 PPE1 in usual exam venues - organised by exam team and internally invigilated.

Y10 PPE2 is run in departments and organised by departments (this is optional)

NB: Where PPEs are taking place and there are students in that year group who are on BTEC courses (or similar) it will be the vocational team's responsibility to ensure they have a supervised timetable for that period. This will not be covered by the Exams Team.