



Marches Academy Trust

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Target Setting and Assessment Policy

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1. Target Setting and Assessment Policy



A system-wide focus on achievement for all

1.1 Our Philosophy:

Students should know what their minimum target grade is.

Feedback from **teachers** makes them aware of how they can improve their work and achieve/exceed their target.

Parents / Carers are informed of their child's targets. They have regular opportunities to talk about their child's progress towards his/her target.

Our target setting is ambitious, placing no categories, barriers or ceilings on any student, all students can achieve beyond their current potential. The assessment and target setting process is designed to support this belief.

Our aspiration is that all learners should leave Key Stage 4 with level 2 qualifications in English, Maths, Science, and at least three additional subjects, with the majority of students studying the English Baccalaureate and all students monitored to achieve at least 8 qualifications.

2. Target Setting

2.1 Rationale for target setting

Target setting is a significant strategy for improving achievement with the student at the heart of the process.

Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by our students.

Target setting also allows us to ask some key questions about the performance of our school.

These are:

- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

2.2(a) The Target Setting Process

In the Autumn term, targets are set for all Year 7 students and confirmed for Year 10 students, In the Summer term adjustments can be made in all year groups if necessary where a student is regularly performing above the minimum GCSE target grade.

Targets are set using KS2 assessment data processed by the Fisher Family Trust charitable foundation – through the online portal, FFTaspire or teacher assessment where this data is not available. Our minimum GCSE targets are designed to ensure all students make AT LEAST expected progress, as far as this can be estimated.

A range of grades are shared with students. Our minimum expected GCSE target grade comes from the expected grade for the school to be in the top 20% of schools. It is this grade that is used for all internal monitoring of a student's performance.

Poor GCSE grade – one grade lower than the minimum target grade

Good GCSE grade – one grade higher (where possible) than the minimum target grade

Exceptional GCSE grade – two grades higher (where possible) than the minimum target grade

2.2(b) The Target Setting Process for A Level

We use ALPS (Advanced Level Performance System) along with a PiXL (Partners in Excellence) tool. Each subject is weighted on a tariff of challenge based on an extensive national database and students' average GCSE scores are used as a baseline – other KS4 qualifications are not included.

2.3 ALPS PiXL level of challenge table

Alps --	Alps -	Alps	Alps +	Alps ++
Chemistry	Mathematics	ICT	Music Technology	Applied ICT
Biology	Philosophy	Law	Religious Studies	Travel & Tourism
Physics	French	Physical Ed.	Sociology	Applied Business
	Psychology	Business Studies	English Language	Art & Design
	Economics	Geography		Alps +++
		History		Media Studies
		Music		Drama & Theatre Studies
		Design & Technology		Film Studies
		English Literature		Travel & Tourism - Double
		Government & Politics		

For target setting – no subject is set beyond the -1 setting and the A Level target is used throughout the two years of study.

Fine level targets are then set using the PiXL/ALPS tool.

2.4 Target Recording

Years 8 to 13 - All students' up to date targets are available to tutors on the first day of the Autumn term. All students will have a record of their targets in their planners by the end of the first week of term and stickers provided for their books. Targets are also shared on each report.

Year 7 - Targets will be available at the start of Autumn 2.

2.5 The Importance of Progress

All subjects should be monitoring the amount of progress each child makes between Key Stage 2 and Key Stage 4 and Key Stage 4 to 5. We need to support every child to achieve at least expected progress and a positive progress 8 score overall.

As criteria from national sources change with regards to the expected progress, we will alter our targets to ensure they remain ambitious and challenging and allow for at least expected progress for all students.

3. Assessment

Feedback from **teachers** makes them aware of how they can improve their work and achieve/exceed their target.

All students will have a clear understanding of what their targets are and where they currently are in terms of reaching their targets.

3.1 Assessment for Learning

Assessment for Learning is one of the most important purposes of assessment. It is not the only purpose and is to be distinguished from assessment of learning, which is carried out for the purposes of grading and reporting.

3.2 Feedback to Students – Reviewing Teaching and Learning

Throughout each unit of work, evidence of AfL will be seen on students' work in all its forms.

Feedback focuses on the students' **learning** rather than effort, attitude or behaviour.

Includes both oral and written feedback as appropriate.

Ensure that students understand their **achievements** and how this relates to a level or grade and know what they need to do next to make progress.

Students are given **dedicated** time to respond to feedback.

Teachers will provide **constructive** suggestions about ways in which the student might improve his/her work in the form of Curricular Targets.

Teachers will use the information gained together with other information to adjust future teaching plans.

Teachers will follow up the **Curricular Targets** with the student to see how far they have achieved them.

Assessment criteria will be in student-friendly language and show how each statement relates to a level or grade of performance.

Departments will **differentiate materials** to provide appropriate **learning objectives** and scaffolding to reach them.

Students will appreciate that it is their responsibility to move their learning forward.

3.3 Written Feedback

Pieces of work should be marked – by the teacher, the student, or another student – showing at least that notice has been taken.

Not all pieces of work can be ‘quality marked’. It helps for the teacher and students to be clear about whether a piece of work will simply be acknowledged, or whether it will receive detailed attention.

It does not help teachers to think they are marking for inspectors or ‘quality controllers’.

If marking successfully supports and guides the students, it speaks for itself, and this will be recognised by whoever monitors or evaluates its effectiveness.

Detailed target marking with personal diagnostic comments which will help to inform future progress for students will appear at regular intervals on students' work.

Target marking will be used with key pieces of work in the topic; other work may well be assessed in another way which may not have indications of teacher marking.

Target marking will focus on what the student has done well and what the “next steps” should be in roughly 2:1 ratio with linked explanations. All teachers clearly show where a student needs to continue to progress with a piece of work using the Yellow box system – the size of a yellow box set out by a teacher allows a student to see how much is then expected in response.

Teachers should aim to return work, duly marked, within one week of collection. Teachers should let students know when they can expect their work to be marked and returned.

3.4 Students Follow Up Their Teachers' Feedback

Only when what is fed back to the learner is used by the learner to make improvements, does it count as assessment for learning.

Follow-up is essential after marking; it is the crucial element.

If nothing happens following marking, students soon get to know that they do not have to respond in terms of improving their work.

Students should be quite clear what follow-up is expected to any piece of work: e.g. ‘do corrections’, ‘finish it off’, ‘practise certain skills’, ‘develop the work in certain ways’ and these will be shown using the yellow box strategy.

Time will be provided for students to respond and act on the comments as a clearly defined and understood independent learning task or as part of the lesson.

Students' responses to feedback will be evident in students' work.

3.5 Self and Peer Assessment

These activities will be developed and planned for in Schemes of work.

Learning objectives and success criteria will be explicit and transparent in simple language and linked to KS3 levels or GCSE and A Level grades.

Levels or grades for achievement in these criteria should be seen and relate accurately to NC frameworks or GCSE and A Level syllabus.

Modelling of good practice using examples of high quality work will be seen with opportunity to explore the kinds of activity that meet the criteria.

3.6 Assessment Data

All assessments made will result in a GCSE grade or A Level grade. These will be shared with students and all students will be aware of their level or grade of performance as they move through the years.

Levels or grades from summative assessment and assessment against level or graded department criteria will kept by the class teacher as a record of the achievements for each student.

4. Monitoring and Tracking

Parents are informed of their child's targets. They have regular opportunities to talk about their child's progress towards his/her target.

Each term all students are monitored against their **minimum GCSE or A Level target**

Teachers will use their collection of assessment data to make professional judgments for each student.

4.1 KS3 – Years 7 and 8

Our curriculum has been designed using the Mastery model, beginning at the GCSE criteria for grade 9 achievement then building up a 5 year pathway to ensure the skills and knowledge is in place for students to have mastered the subject in Year 11. We are developing and refining this new model as data is produced and as the national picture, including new GCSE specifications, is released.

At each point of data collection, teachers are benchmarking against where a student should be along a progress line to achieve each final GCSE grade. Judgments as to whether a student in Above target, On target or Below target for this pathway are made.

4.2 Layers of Data is our model for curriculum and assessment design and documentation that stands up to scrutiny for delivering progress.

Layer 1 – Whole School Summary (the single where are they now grade held on SIMS) measuring the totality – the pillar data.

Layer 2 – Subject Data Collection – the results layer, all the individual assessments in different skills that make up the judgments for layer 1. Over time these will be standardised against the outcomes students do get in the future.

There must be teacher judgment between layer 2 and what is reported at layer 1.

Layer 3 – Content Layer – Subject content and the criteria it is assessed against. This layer will show how progression is built into the planning to show how a student “on target” from one year to the next has developed towards GCSE mastery.

Layer 4 – The Learning Layer – What have they learnt – the verbs, the key skills.

Layer 5 – Mastery Layer – Key concepts and big ideas, assessment objectives from the exam boards. Mastery is about moving down a track without artificial fine details – our AON system delivers this.

Layers 1 and 2 will be evident in SIMS and department databases.

Layers 3 – 5 will need to be evident in SoW and curriculum documentation as well as in teaching and learning in the classroom – in the class and in books, including the start and end sheets for each unit. (What we say is happening in the SoW is really happening in practice.)

4.3 KS4 and KS5 – Year 9 to Year 13

Fine level GCSE scores are used alongside the GCSE and A Level grade.

GCSE Fine Grade	A Level Fine Grade	Definition
A	1	Student is secure at this grade, with intervention they may move to the next grade.
B	2	Student is secure at this grade.
C	3	Student is at this grade but it is not secure and without intervention may slip to the grade below.

4.4 Attitude to Learning Scores (Years 7 to 11)

In Class ATL

Score	Criteria
12	Excellent attitude to learning, consistently meeting or exceeding expectations.
10	Good attitude to learning. Working at or close to their potential.
8	Generally good attitude to learning, now needs to be consistent.
6	Level of commitment to learning is negatively affecting progress. The student could easily turn this around.
4	A poor attitude resulting in underachievement.
2	A poor attitude with significant underachievement. Choices can affect the learning of others.
0	The student is not in lessons, work is being supplied as appropriate

ATL Independence and Home learning

Score	Criteria
12	Home tasks are completed to the deadline and to a high standard, there is clear evidence of independent research and reading that has added to the quality of the work.

10	Home tasks are completed to the deadline and to a high standard, some work shows research and reading that has added to the quality of the work.
8	Home tasks are completed to the deadline to a good standard, further independent research and reading would add to the quality of the work.
6	All home tasks are completed to the deadline. Quality can be variable.
4	Some home tasks are not completed or not handed in on time or can show poor attitude to learning.
2	Home tasks are generally not completed or can show poor attitude to learning.

Work Ethic Score – Years 12 - 13

Motivation and Independence ATL

Score	The student shows these kinds of attributes:
A	A student who is immersed in their learning outside the classroom and who is resourceful in their approach, independently taking control of their progress. A breadth of research is completed which extends/enhances knowledge and understanding. All home study tasks are completed to a high standard.
B	A student who demonstrates a high level of resilience, and is absorbed in their learning, showing curiosity. A student who makes progress by thorough consolidation of lesson work, showing initiative in seeking advice when needed to develop their learning. All home study tasks are completed to a good standard.
C	A student who shows focus and can persevere when facing challenges during their independent study. A student who improves their learning by consolidating most lesson work with further reading and by completing home study tasks.
D	A student who needs to adopt a more focussed approach. They need to spend significantly more time consolidating lesson work outside the classroom, and completing home study tasks. A student who needs to be more self-reliant.
E	A student who has yet to develop a positive and focussed approach. They must make the commitment to complete 5 hours independent study time to every subject studied each week, and complete the home learning. They need to seek teacher advice to check their independent study time is being completed appropriately.

Organisation and Attitude in Lessons ATL

Score	The student shows these kinds of attributes:
1	A student who demonstrates sustained and concentrated focus during lessons. A student who actively engages in all types of lesson activity and who is exceptionally well organised. A role model to others within the class.
2	A student who acts thoughtfully and considerately during lessons. A student whose subject resources are organised and well planned.
3	A student who shows interest during lessons. A student who is gaining confidence in terms of the planning and organisation of materials. More active participation is needed to fully embed the subject material.
4	A student who listens to others in group discussions and who sometimes makes relevant contributions. Greater punctuality, organisation and application to their studies are now needed.
5	Needs to focus and listen much more carefully during lessons. Focus and listening during lessons needs urgent attention. All necessary books and materials need bringing to all lessons. Previous work needs to be thoroughly reviewed.

The AON Progress Codes

Code	Meaning
A	Achieving consistently Above minimum target grade
O	Achieving consistently On the minimum target grade
N	Not yet consistently reaching the minimum target grade

4.5 Use of Monitoring Data within the school each term.

AON at KS3 and Fine scores at GCSE will be used to track underperformance and plan intervention. At A Level the PiXL tracker will be used.

Analysis tools, currently SISRA Analytics and PiXL Progress 8 calculator and Progress Wall Builder are used each Pillar to support the identification of key groups, students and subjects in need of intervention.

Identified students will be discussed in **panel meetings**, to allow for systematic intervention where needed to accelerate progress. All involved should be clear on how the identified barriers to achieving targets can be overcome.

Students performing below target in a subject will be identified by Directors. Students below target for a number of subjects will be identified by Progress Leaders. In both cases intervention will be appropriate and teacher appraisal meetings will allow for discussion of data and intervention plans that are in place.

The leader for Standards in the school meets with Directors and the Headteacher to explore the data at key points in the year, notably – GCSE analysis and Mock results data.

Summative external reports on GCSE and A Level performance are used to improve practice – these include RAISE, L3VA reports, ALPS analysis for KS5 and Fischer Family Trust.

4.6 Reporting to Parents / Carers

Each student other than those in national exam years, will receive **3 Progress Sheets** a year, Year 11 and Year 13 will receive **2 Progress Sheets** a year. In addition Parent / Carer information evenings occur once or twice each year.

Timing of the release of each form of information is available in the annual school calendar.

4.7 Recording assessment information

In accordance with departmental and school policy, all staff must use an effective method of recording student's marks and attainment levels and monitoring information in the provided Teacher's Marksheet in SIMS. This data will then be transferred to a departmental data base when needed for future use. Departments need to keep accurate assessment data to demonstrate student progress – this will lead to more refined setting arrangements, greater knowledge of long term potential and more effective data for teaching and learning.

Class teachers will need to record for their own purposes, in a form convenient to them, the full range of evidence of performance and attitude through each term to allow for robust reporting; this will come from formative testing, summative AfL strategies in lessons, observations, marking of criteria related tasks, the use of APP frameworks etc.

Data is collected for whole school monitoring at the Pillar - every term.

Information given for parents / carers and exam entry use must also be recorded by the teacher as part of the student assessment profile.

A consistent approach by all is vital to ensuring the success of effective assessment at all stages. The school attainment levels, GCSE and A Level grades and attitude grades need to be applied in the correct context and at regular intervals to be purposeful and effective.

4.8 Coursework and Controlled Assessments

Coursework is an important part of many courses. Students are made aware of the requirements at the start of their studies. The actual nature (number, length, etc.) of each piece is specific to the individual subject. These are completed at various points during the course. A summary of requirements in all subjects is prepared every year.

All work is assessed according to the examination board's assessment criteria. These pieces will take longer to assess and mark, due to moderation, than normal class-based work or homework items.

Department Assessment Policy Guidelines

Department – Humanities

Assessment

1. How the whole school policy for Assessment is applied in the department

Key Stage 3 (7-9)

We treat Years 7-9 as key stage 3 due to the fact that all students study Geography, History and RE in these years. Although the PPG system is used in Year 9 and we begin GCSE content teaching in both History and Geography in the Summer Term of Year 9 the structure of assessment remains the same.

At Key Stage 3 Humanities assessment can be seen across four strands:

- I. **Termly (in practise half term 1):** GCSE-style exam paper (adapted and moderated to the appropriate level).
- II. **Termly (in practise half term 2):** Project-style skills/learning-skills based work assessed through students producing a “Viz-D” (Visual document, or presentation, movie etc.) Here the assessment grade is decided using both the “Viz-D” and the preparation for it.
- III. **Half-termly:** Spelling, punctuation, grammar and specialist terminology (SPGST) testing. Students are tested on their ability to retain factual/specialist information and use key subject-related terminology.
- IV. **Every 6 lessons (minimum):** Teacher assessment through student interactions and marking exercise books.

Half-termly PMG (Years 7 and 8)/PPG (Year 9) entered for all students in addition to whole-school Pillar data.

At Key Stage 4 Humanities assessments follow three strands:

- I. **Half-termly:** GCSE-style exam papers (at least half a paper's worth of questions).
- II. **Weekly:** Spelling, punctuation, grammar and specialist terminology (SPGST) testing. Students are tested on their ability to retain factual/specialist information and use key subject-related terminology. There is also an expectation that students will complete at least one exam question per week in class though some flexibility is allowed; these are marked in line with level/mark-based exam marking criteria
- III. **Every 6 lessons (minimum):** Teacher assessment through student interactions and marking exercise books
** For current Year 10 (the last cohort completing Controlled Assessment in Geography and History) there is a term where exam papers are not set and notes are monitored but not formally marked as per the requirements of the exam boards.**

Half-termly PPG entered for all students in addition to whole school Pillar data.

At Key Stage 5 Humanities assessments follow three strands;

- I. **Half-termly:** Exam papers (at least half a paper's worth of questions).
- II. **Weekly:** Spelling, punctuation, grammar and specialist terminology (SPGST) testing. Students are tested on their ability to retain factual/specialist information and use key subject-related terminology.
- III. **Every 3 weeks (minimum):** Teacher assessment through student interactions and monitoring folders. Folder checks are scrutinised but marking of notes is not necessarily expected.
** Where groups are split between teachers the expectation is that each teacher would set a half-termly exam paper as above but not necessarily an exam question every week.**

Half-termly PPG entered for all students in addition to whole school Pillar data.

2. How this is monitored in the department?

Each key Stage has a lead person responsible (the relevant TLR holder) for monitoring effective use of assessment and for ensuring prompt completion of tasks – data entry etc. – under the overall leadership of the Director of Humanities.

Department meetings are used to share best practise and ensure that staff are aware of the requirements.

Each Key Stage is monitored informally through department WFP and book scrutiny each half term with formal reporting back the Director on a termly basis.

Monitoring and Tracking

1. How the whole school policy for Monitoring and Tracking is applied in the department

Relevant TLR holders monitor ATL scores and inputted data.

Target groups are highlighted and intervention takes place.

2. How this is monitored in the department?

Through Line Meetings and the appraisal process.

Department – ICAT

Assessment

1. How the whole school policy for Assessment is applied in the department

ICAT assessment sheets will be held in student folders which evidence the targeted marking. At KS4 in ICT feedback will be added electronically to project reviews during the controlled assessment period. Student responses will be recorded in the same document as an explanation of the modifications made to final products or by the addition of screen shots to demonstrate the progress made. All previous assessments will be recorded on student folders.

At KS4 on completion of a task each student receives an AfL sheet that identifies GCSE syllabus learning objectives and shows their achievements which relate to a GCSE grade. This also provides constructive suggestions about ways in which the student might improve their work. Students are given time to implement the changes prior to the end of the study period.

2. How this is monitored in the department?

All teachers enter the students' current attainment into their respective SIMS mark sheet. This is then exported to a centralised database made available on the shared area of the network. For KS3 the team meets regularly to moderate assessment levels to maintain consistency. For KS4, student progress is discussed at departmental meetings. A formal moderation process commences towards the end of the study period to maintain consistency of summative assessment grades.

AfL is monitored via lesson observations, book reviews and regular updates to the department's scheme of work.

Monitoring and Tracking

1. How the whole school policy for Monitoring and Tracking is applied in the department

Following a Pillar data review, below target students are identified and recorded in a central departmental database. Meetings are held with the associate director and class teacher to ascertain the best course of action. This action will then be recorded in the SIMS intervention assessment sheet. Examples of action could be attending after-school catch up session or repeating assessed tasks.

2. How this is monitored in the department?

Should a student fall consistently below target levels these will be discussed with the ICAT senior line manager to determine the next course of action.

Department – Maths

Assessment

1. How the whole school policy for Assessment is applied in the department

Each unit is assessed through written assessment at the end of each unit – 6 a year. Year 7 and 8 assessments comprise of two sections – Section A for AO1 skills and Section B for AO2/3 (Problem solving and application).

Year 9, 10 and 11 assessments are made up using “new style” GCSE questions. All assessments are graded using new GCSE 1 to 9 grading system.

RAG123 is used at the end of every maths lessons for students to reflect on their understanding and outline their strengths and areas for development. RAG trays are used to ensure marking is targeting student books who have identified themselves as struggling with the work in lessons.

Every teacher has their own set of mini-whiteboards to use in class for regular AfL opportunities in lessons.

2. How this is monitored in the department?

Data generated by assessments are recorded in department assessment files, one for each year group tracking progress of every student. Unit assessment grades are compared with school GCSE target grades; this generates a numerical value equating to **AN** target grade. 0 signifies on target, a positive value is ahead of target by that many grades and a negative value is behind target by that many grades.

Work scrutiny, lesson observation and walking for purpose monitors RAG123 and AfL strategies being used.

Monitoring and Tracking

1. How the whole school policy for Monitoring and Tracking is applied in the department

Data monitoring sheet in the front cover of all students books. End of unit assessments are reviewed and targets/yellow boxes are given ensuring all students understand what they need to do to improve at the end of each unit.

RAG123 is used at the end of every lesson.

Yellow boxes at least every 6 lessons.

2. How this is monitored in the department?

Staff are required to complete an end of unit review sheet at the end of each unit for each class as part of their appraisal process. This indicates the progress that every student has made during that unit based on comparison to school target grades, differentiating between PP and non-PP students.

Staff are required to reflect on the strengths and areas for development from each unit based on this data so improvements/developments can be made for the next unit – this will be the basis of discussion at appraisal/line manager meetings.

Department – Physical Education

Assessment

1. How the whole school policy for Assessment is applied in the department

Students in years 7-9 work on a carousel of activities in pairs – indoor and outdoor lessons. Each unit is assessed towards the end to ensure that assessment grades relate to the maximum time in activity. Marks are entered into SIMS and averaged at the data entry point. Pillar 1 is an average of 2 sports, Pillar 2 is 4 sports and Pillar 3 is 8 sports. There is variance in AON for some as they may have studied a stronger or weaker subject which can skew their marks until the year averages out.

Students who study GCSE PE are tracked using an internally produced Excel spreadsheet. Practical assessments are recorded and most recent UMS data is used to track progress against targets. This end grade is adjusted as new activities are assessed and more recent exams and tests are entered. We always use the most recent test data as it is an indication of current progress. At GCSE Tests are used to construct PLC's which inform intervention and retesting.

At KS5 students are tracked carefully across all areas of the syllabus and an internal spreadsheet is used to monitor progress. Elements are added as students complete them for practical, EPIP and mock exams. This data is then used at data entry points.

2. How this is monitored in the department?

For years 7-9 data is monitored at each entry point, though students are on a carousel and if they have not achieved target they may not study the activity until the following year, or at all in the case of some activities. Tracking is more likely to be on a class by class basis with intervention in lessons and adjustment of schemes of work to suit the needs of the group.

Within KS4 lessons the department spreadsheet is used extensively alongside regular communication with teachers to pinpoint where students are in terms of GCSE grade. Exams are standard across all groups and assessment of practical is moderated to ensure that monitoring of standards occurs.

Monitoring and Tracking

1. How the whole school policy for Monitoring and Tracking is applied in the department

In all years at each assessment point grades are analysed across groups. In years 7-9 this means that SISRA is used to track groups and check the grades reflect progress in units. At KS4 and 5 students are tracked more as individuals due to the smaller numbers involved – staff can identify those who are performing at each level.

In KS4 teachers use photo sheets to visualise the students names/faces against their levels of progress. This helps to personalise the tracking process

2. How this is monitored in the department?

For GCSE the Head of Department has oversight of the internal spreadsheet and data is live which allows a real time picture to be taken at any time. This happens half termly and at intervals in between where major assessment points may have made a difference to scores – end of unit tests, completion of end of unit practical assessments.

KS5 students are tracked carefully by the A level teaching team which includes the Head and Deputy Head of Sixth form. Deputy Head of Sixth form keeps the Head of Department fully

informed of any major assessment points and the impact this has on students grades. The Performance Management process has formalised data monitoring.

Department – Drama

Assessment

1. How the whole school policy for Assessment is applied in the department

At KS3 students in Drama are assessed on the key elements of Drama that are also covered in GCSE. This aim is to ensure students are familiar with the different areas of assessment and are able to respond to the greater levels of challenge put in place each year. This in turn should mean students are better prepared for GCSE and then A Level Drama.

At KS4 we are making use of the PiXL PLC's for the written exam to allow us to identify gaps in our teaching so that we can improve the information we give to students across the cohort. We are also using the PLC RAG system for intervention to fine tune our teaching and ensure that individual students are getting the support they need for gaps in knowledge and understanding. This intervention leads to re-testing to ensure that it has been effective.

Use of UMS document to monitor progress.

We provide a lot of after school support for GCSE and A Level students to guide them with their practical work – this has a massive impact on the quality of the practical performances produced.

Making use of the PiXL style WTM and PPE to further prepare for the written exam at GCSE.

At KS5 we make use of UMS documents to record most recent practise exams and allow us to see the impact on the overall grade. Making use of Mark Schemes and Examiners Reports to ensure the marking of written and practical is accurate.

Designing challenging and inspiring lessons using resources that allow students to create high quality devised pieces.

Inviting parents / carers and staff to a mock run of the practical at the end of term 1 to allow students to get a mark, experience a live audience and get clear targets on how to move forward and improve practical marks.

Provide the opportunity to see live theatre to improve both the approach to written responses and to enrich the ideas used in the Devised practical piece for Controlled Assessment.

2. How this is monitored in the department?

As a department we work as a team to plan and deliver work across all the Key Stages. This ensures that all students achieve the same quality of lessons and the same content so that gaps in knowledge do not occur at the point of delivery.

We cross moderate written work within the department and have standardisation sessions using recordings of student work at KS3 to ensure marking is accurate and standardised.

Teachers of KS4 and 5 do the controlled assessment together with Head of Drama acting as examiner and ensuring the standardising is accurate.

We cross moderate written work at KS4 and five across the department and with Kingsdown School, Swindon to ensure that our marking is accurate and subjective.

Monitoring and Tracking

1. How the whole school policy for Monitoring and Tracking is applied in the department

We do book scrutiny at the allocated calendar slots throughout the year to ensure that marking is consistent and student work is being presented in line with whole school expectations. We make use of both SISRA and SIMS to analyse performance in all Key Stages to allow us to put intervention in place if required. Intervention is recorded across the department regularly and data is inputted onto SIMS to record projects throughout the year.

Use of UMS documents are vital in Key Stage 4 and 5 to monitor and track student performance and progress throughout the GCSE and A Level course.

2. How this is monitored in the department?

Head of Drama requests updates on assessment each half term to allow an update to the cohort spreadsheets and to monitor progress for the whole cohort.

Performance Management allows for detailed analysis of all Drama groups across the Key Stages using SISRA, with a focus on PP students and closing the gap.

Department – Music

Assessment

1. How the whole school policy for Assessment is applied in the department

At KS3 students in Music are assessed on the key elements of Music: Performing, Composing, Listening and Appraising that are also covered in GCSE and A Level. This aim is to ensure students are familiar with the different areas of assessment and are able to respond to the greater levels of challenge put in place each year. This in turn should mean students are better prepared for GCSE and then A Level Music.

Providing opportunities for a live performance.

Use of UMS document to monitor progress.

PiXL revision exam checklist.

We provide a lot of after school support for GCSE and A Level students to guide them with their practical work (Composing and Performing) – this has a massive impact on the quality of the practical performances produced. We also hold extra revision sessions for the academic side, focusing on the set work, key terms and History of Music context.

Making use of the PiXL style WTM and PPE to further prepare for the written exam at GCSE.

At KS4 and 5 we make use of UMS documents to record most recent practical marks, essays, Bach Chorale grades and allow us to see the impact on the overall grade. Making use of Mark Schemes and Examiners Reports to ensure the marking of written and practical is accurate. We also arrange in the Spring term for an external moderator to look at the work.

A local composer is invited into school to give a masterclass on compositional techniques.

Designing challenging and inspiring lessons using resources that allow students to create high quality devised pieces. (Students create their own exam papers and mark schemes for the other students, using their Edexcel exam as a guide line).

Provide the opportunity to perform live to an audience on a regular basis. This will improve both the approach to performance and enrich the ideas used in a live performance venue ready for the Controlled Assessment.

2. How this is monitored in the department?

As a department we work as a team to plan and deliver work across all the Key Stages ensuring all units link into to GCSE. This ensures that all students achieve the same quality of lessons and the same content so that gaps in knowledge do not occur at the point of delivery. All units provide the skills and knowledge for solid foundations at GCSE.

We cross moderate written work within the department and have standardisation sessions using recordings of student work at KS3 to ensure marking is accurate and standardised.

Teachers of KS4 and 5 do the controlled assessment together with the Head of Music acting as examiner and ensuring the standardising is accurate.

Coursework is moderated frequently by the department teachers and Margaret Lloyd (Team leader Edexcel moderator for GCSE and A level music).

The Head of Music also goes to SJT to moderate their coursework.

We cross moderate written work at KS4 and KS5 across the department and with the Music Department, Beaumont School, Oakwood Drive, St Albans to ensure that our marking is accurate and subjective.

Monitoring and Tracking

1. How the whole school policy for Monitoring and Tracking is applied in the department

We do book scrutiny at the allocated calendar slots throughout the year to ensure that marking is consistent and student work is being presented in line with whole school expectations. We make use of both SISRA and SIMS to analyse performance in all Key Stages to allow us to put intervention in place if required and the Head of Music has a KS4 and KS5 spreadsheet that she logs all assessments to assess progress. Intervention is recorded across the department regularly and data is inputted onto SIMS to record projects throughout the year.

A 'level of progress' chart is updated every Pillar data to monitor students, this is kept in the Music office for all staff to view.

Use of UMS documents are vital in Key Stage 4 and 5 to monitor and track student performance and progress throughout the GCSE and A Level course.

2. How this is monitored in the department?

The Head of Music requests updates on assessment each half term to allow her to update the cohort spreadsheets and monitor progress for the whole cohort.

Performance Management allows for detailed analysis of all Drama groups across the Key Stages using SISRA, with a focus on PP students and closing the gap.

Department– Art

Assessment

1. How the whole school policy for Assessment is applied in the department

KS3 Art students are assessed against the four assessment objectives used at GCSE level. The aim is to ensure students are prepared for the GCSE expectations and are familiar with the different areas of assessment. The curriculum is structured to develop learning in a range of media to suit the different assessment objectives. We have built a spiral curriculum; building on existing knowledge and stretching to the next level as the students move through KS3 and 4. We have designed a challenging and inspiring curriculum using resources that allow students to become masters. This in turn should mean students are better prepared for GCSE and then A Level.

The uses of scheme of work specific mark sheets support the use of the assessment objectives; marking is completed every six weeks with a focus on student self-assessment, teacher assessment using yellow box marking and student response.

We provide a lot of after school support for GCSE and A Level students to guide them with their practical work – this has a significant impact on the quality of the portfolio and set task units.

2. How this is monitored in the department?

As a department we work as a team to plan and deliver work across all the Key Stages. This ensures that all students achieve the same quality of lessons and the same content so that gaps in knowledge do not occur at the point of deliver.

We moderate and standardise regularly at KS3,4 and 5. All teachers attend the relevant standardisation courses. Year 11 coursework is moderated in house before Christmas; giving a strong indication of where students are currently at and maybe heading. Final moderation of grades is completed over an intense two day period.

Lesson observations and book sampling help keep standards high.

Monitoring and Tracking

1. How the whole school policy for Monitoring and Tracking is applied in the department

All class teachers are responsible for the monitoring and recording of their own classes. Staff are expected to mark with accuracy and record what intervention has been made to close the gap. We make use of both SISRA and SIMS to analyse performance in all Key Stages to allow us to put intervention in place if required. Intervention is recorded across the department regularly and data is inputted onto SIMS to record projects throughout the year.

We do book scrutiny at the allocated calendar slots throughout the year to ensure that marking is consistent and student work is being presented in line with whole school expectations.

2. How this is monitored in the department?

The Head of Art completes performance management using recent and historical SISRA and SEF data.

Monitoring information placed on SIMS, specifically the intervention information. This is also discussed during performance management interviews.

Department– Science

Assessment

1. How the whole school policy for Assessment is applied in the department

Key Stage	Science specific
3	<ul style="list-style-type: none">• Yellow box marking to be evident at least every 6th lesson• End of unit tests and assessments to be recorded on the departmental database for monitoring and intervention within 2 weeks of completion• Entry and exit sheets to be completed by students for every unit• Assessment logs to be used on book covers to show students' progress
4	<ul style="list-style-type: none">• Yellow box marking to be evident at least every 6th lesson• End of unit tests and assessments to be recorded on the departmental database for monitoring and intervention within 2 weeks of completion• One Interim assessment to be completed per unit• Students provided with criteria books for each course• Assessment logs to be used on book covers to show students' progress• Where appropriate GCSE grades should be used
5	<ul style="list-style-type: none">• Folder check sheets used and completed• Where appropriate A Level grades should be used• Yellow box marking to be evident on assessments and homework• Assessment logs to be used on book covers to show students' progress

2. How this is monitored in the department?

- Book reviews.
- Lesson observations.
- Schemes of work.
- Department review.
- Learning walks.

Monitoring and Tracking

1. How the whole school policy for Monitoring and Tracking is applied in the department?

Science records of performance in all assessments at Key Stage 3, 4 and 5. From these records, performance compared to school targets can be assessed, monitored and appropriate intervention put in place. At departmental meetings, students causing concern will be discussed. Underachievement may also trigger:

- Involvement of pastoral staff or the SENCO.
- Additional time after school.
- Repeating key elements of work.
- Dialogue with parents or carers.

2. How this is monitored in the department?

Databases will be monitored by science leadership on a monthly basis and appropriate actions taken.

Department – English and Media Studies Faculty

Assessment

1) How the whole school policy for Assessment is applied in the department

Books/portfolios will be assessed on an 8 lesson cycle (once every two weeks). Meaningful comments will be provided to demonstrate where there are errors in the work but also as an opportunity to praise students, in accordance with the school/trust AfL 'WWT' assessment model. The T (target) will be identified within a yellow box to recognise and support students with how to progress within their work. Students will also be given specific dedicated time to respond to constructive feedback. Assessment will be used to inform future teaching and learning opportunities within the classroom. Work should be returned within one week of collection. Teachers should let students know when they can expect their work to be marked and returned.

Student friendly versions of the new GCSE 9-1 assessment criteria will be used to assess student performance from Year 7 through to Year 11, except in Media Studies which will follow the Legacy specifications for GCSE and A Level until September 2017. These will be used in all forms of assessment, including teacher assessment and peer assessment. Links will also be made when oral feedback is provided (where applicable). Advanced Level assessment criteria will be used at Key Stage 5 to inform assessment and progress assessments by teaching staff in all relevant subjects within the English and Media faculty.

2) How this is monitored in the department?

A regular assessment and monitoring timetable will be generated that will include all staff. TLRs will be responsible for organising, standardising and monitoring the moderation of student work and portfolios, as well as formal external assessments at KS4 and KS5, and maintain standards within inclusion of all department staff – particularly as part of the appraisal process. Moderation and tracking will feature as a key component within Faculty TLR meetings, typically on a weekly basis, to ensure that all year groups (7-13) are regularly reviewed and monitored. Book and folder reviews will be completed in Department meeting times to help train and involve all members of staff to share best practice and also highlight department-wide areas for improvement.

Monitoring and Tracking

1) How the whole school policy for Monitoring and Tracking is applied in the department

All marks will be inputted into the English Department assessment tracker, based upon the new GCSE 9-1 criteria (to be updated annually with additional information regarding grade boundaries, etc), to help generate a consistent PPG across the department. This will be linked to a range of tasks that are similar to those experienced as part of the GCSE qualification but will be marked and assessed in this manner from KS3 upwards (years 7-11) for the duration of the current 9-1 GCSE English Language, GCSE English Literature and A*-G GCSE Media Studies (Legacy) criteria, across the Academy Trust. The generated PPGs will be inputted into the whole school data tracking systems during the Pillar Data assessments to demonstrate overall progress from Year 7 through to Year 11. Therefore, in alignment with the school's assessment criteria and expectation for a mark generated out of 100 in KS3, the PPG grade generated for that unit/task can be applied in a manner so that the fine grade letter produced in the Department tracker reflects either a 2, 5 or 8 i.e. a 7C on the English tracker document would produce a recorded score of 72. It is from this that student AON performance will be generated so that it is fair and consistent across the Department, throughout the Academy Trust.

The UMS and KS2 scores that underpin the calculations within the Excel spreadsheet will be updated annually to reflect the new DfE progress tables (published annually) and the review of GCSE assessments/results from the previous academic year.

2) How this is monitored in the department?

A regular assessment and monitoring timetable will be generated that will include all staff. TLRs will be responsible for organising, standardising and monitoring moderation and maintain standards within inclusion of all department staff – particularly as part of the appraisal process. Moderation and tracking will feature as a key component within Faculty TLR meetings, typically on a weekly basis, to ensure that all year groups (7-13) are regularly reviewed and monitored. This will allow for further identification of intervention students and those that require targeted action from the Department as a whole. In addition to this, time will be made available in meetings for the department to sit together and discuss data during input for Pillar data entry points, in response to whole school monitoring. Data will be reviewed and discussed within Line Meetings and as part of the SER produced in response to whole-school Pillar data collections.

Additionally, Departmental 'Walking for Purpose' and school appraisal structure will help identify issues and resolve concerns with individual staff members. This is in addition to whole school support from core Walking for Purpose, Review and whole school work scrutinies.

Department – MFL

Assessment

1) How the whole school policy for Assessment is applied in the department

At KS3 we assess two skills each half term for the purpose of recording marks (speaking and listening, then reading and writing). In addition there is an annual formal exam.

At KS4 students complete 2 controlled assessments (oral and written) at end of each unit (term). Meaningful comments are provided to demonstrate where there are errors in the work but also as an opportunity to praise students, (in accordance with the school/trust AfL 'WWT' assessment model).

At KS5 students complete 2 essays and 2 oral assessments (exam card and general conversation) each half term. The AS / A level mark scheme is applied and students are asked to peer mark each other's essay AND oral assessment using the mark scheme before they see the teacher's marks.

In all cases The T (target) will be identified within a yellow box to recognise and support students with how to progress within their work. Students will also be given specific dedicated time to respond to constructive feedback. Assessment will be used to inform future teaching and learning opportunities within the classroom. Work should be returned within one week of collection. Teachers should let students know when they can expect their work to be marked and returned.

KS3: Each skill is weighted at 25% to reflect the new GCSE structure. Once marks are converted to this percentage, the new GCSE 9-1 assessment criteria is applied using the UMS conversion table provided. This is currently used to assess student performance from Year 7 through to Year 9, however, **from September (2016) this will also be applied to KS4** as controlled assessment ceases to be for teaching groups from September 2016. (Current year 10 will continue as for previous KS4). These (9-1) are used in all forms of assessment, including teacher assessment and peer assessment. Links will also be made when oral feedback is provided (where applicable). Advanced Level assessment criteria will continue to be used at Key Stage 5 to inform assessment and progress assessments by teaching staff in all relevant subjects within the MFL department. Students peer mark each other's essays and oral assessments half termly.

2) How this is monitored in the department?

At KS3 the Head of MFL will continue to collate all marks at assessment level and to implement a system of departmental book sampling half termly. At KS4 and KS5 work is, and will continue to be moderated across the department with a system of cross marking, blind marking and sampling by MJ. We have also started marking and comparing work across trust, at KS4 and KS5 and propose to extend this out to include oral work for the current yr 10 groups after half term.

Monitoring and Tracking

1) How the whole school policy for Monitoring and Tracking is applied in the department

The Head of MFL has set up a folder on the staff area, each member of staff to upload results at the time of assessment into the appropriate folder, to provide an overview. In addition, half termly marks at KS3 are recorded on SIMS.

All marks will be inputted into the assessment tracker, based upon the new GCSE 9-1 criteria (to be updated annually with additional information regarding grade boundaries, etc), to help generate a consistent PPG across the department. This will continue to be linked to a range of tasks that are similar to those experienced as part of the GCSE qualification but will be marked and assessed in this manner from KS3 upwards (years 7-11). The generated PPGs will be inputted into the whole school data tracking systems during the Pillar Data assessments to demonstrate overall progress from Year 7 through to Year 11. Therefore, in alignment with the school's assessment criteria and expectation for a mark generated out of 100 in KS3, the PPG grade generated for that unit/task can be applied in a manner so that the fine grade letter produced in the Department tracker reflects either a 2, 5 or 8 i.e. a 7C on the English tracker document would produce a recorded score of 72. It is from this that student AON performance will be generated so that it is fair and consistent across the Department, throughout the Academy Trust.

The UMS and KS2 scores that underpin the calculations within the Excel spreadsheet will be updated annually to reflect the new DfE progress tables (published annually) and the review of GCSE assessments/results from the previous academic year.

2) How this is monitored in the department?

A regular assessment and monitoring timetable will be generated that will include all staff. The Head of MFL will be responsible for organising, standardising and monitoring moderation and maintaining standards within the department – particularly as part of the appraisal process.

In addition to this, time will be made available in faculty meetings for the department to sit together and discuss data during input for Pillar data entry points, in response to whole school monitoring.

Additionally, Departmental 'Walking for Purpose' and school appraisal structure will help identify issues and resolve concerns with individual staff members. This is in addition to whole school support from core Walking for Purpose, Review and whole school work scrutinises.