



Ark Boulton
Academy

“Growing together, reaching higher”

ASSESSMENT, TARGET SETTING & REPORTING POLICY

2018 - 2019

Date of last review:	September 2018	Review period:	1 Year
Date of next review:	September 2019	Owner:	Daniel Richards

POLICY INFORMATION

Named personnel with designated responsibility for

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2016/17	Daniel Richards	Caroline Entwistle		Julie Griffiths

Policy Review Dates

Review Date	Changes Made	By Whom
September 2017	Policy reviewed	Daniel Richards
June 2016	Changes to assessment model, including AA+	Daniel Richards
September 2016	Changes to target setting for students without prior data	Daniel Richards

Ratification by LGB

Academic Year	Date of Ratification	Chair of Governors
September 2016		Julie Griffiths

Dates of staff training for this academic year (if applicable)

Academic Year 2016/17		
5 th September 2016	Ark Assessment +	Daisy Christodolou & Chris Pitcher
9 th February 2017	Ark Assessment +	Daisy Christodolou

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1. INTRODUCTION

At Ark Boulton Academy we set challenging and aspirational targets for all of our subjects for every students and every year group. We focus on student progress and attainment, and on providing our students with the quality of teaching and learning that will secure the shared Ark mission of wanting to create a group of outstanding academies that radically improve our students' life chances. We want every student at Ark Boulton to do well enough to have genuine career options once they leave our academy, whether that is to pursue higher education via college and university, or a career through training and apprenticeships.

2. RATIONALE

- To provide reliable and meaningful information that informs parents/carers of their child's progress and achievement.
- A policy which is closely linked to improving the academy's learning and teaching.
- To inform teachers of gaps in students' knowledge, understanding or skills that need to be addressed through further teaching.
- Inform school leaders about the progress of individual students and groups of students to ensure equality of opportunity and to help them strategically plan to improve student outcomes.
- To provide leaders with information that is rigorous and robust and that can be used to support teacher performance management and professional development.
- To produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.
- Assessment of student progress should involve a number of metrics that provide a student profile that is holistic and takes into account qualitative and quantitative assessment.

3. MEASURING STUDENT PROGRESS

At Ark Boulton Academy we will use a number of metrics to determine how well a student is performing across their curriculum:

- Attainment through the use of National Curriculum Levels, Ark Assessment + (AA+) Levels, reading ages and GCSE grades (at any fixed point).
- Progress between points such as, term to term, year to year, and key stage to key stage.

4. TARGET SETTING

- Student targets are set using their KS2 results for the core subjects of Mathematics and English (reading).
- Foundation subject targets will be derived through the conversion of a students' KS2 SAT average scaled score.
- Students without KS2 data will have targets derived from NGRT (English) test results to determine student percentile placement.
- Ark Boulton will set an initial target minimum of four levels of progress (Ark minimum expected progress) through KS2-KS4, for students completing the 'old' letter graded GCSEs, supporting its' ambitions to become one of the top performing academies in the country.

- For students that will arrive with the new KS2 scale and will complete the new GCSEs with a 1-9 scale, their target will be derived using the table below.
- Students arriving with the new KS2 scale will receive a target set from their baseline +1 grade.
- All students will have a target of at least grade 5 (a good GCSE pass equivalent).

KS2	Ark Assessment + Baseline	Student Targets
6c+	9	9
5a	8	9
5b	7	8
5c	6	7
4a	5	6
4b	4	5
4c	3	5
3a/3b	2	5
3c-	1	5

Table 1: Conversion table used for generating targets for students with pre-2016 SAT Levels.

Year 7 in 2016/17 – English:

KS3 Base	9	8	7	6	5	4	3	2	1	U
KS2 SATs Reading Score	117+	113-116	110-112	108-109	104-107	100-103	94-99	89-93	82-87	<82

Year 7 in 2016/17 – Mathematics:

KS3 Base	9	8	7	6	5	4	3	2	1	U
KS2 SATs Maths Score	115+	112-114	110-111	107-109	104-106	100-103	96-99	92-95	82-91	<82

Year 7 in 2016/17 – All other subjects:

KS3 Base	9	8	7	6	5	4	3	2	1	U
KS2 SATs R&M Avg. Score	116+	113-115	110-112	108-109	104-107	100-103	95-99	91-94	82-90	<82

Table 2: Conversion table for new scaled score target conversion.

- Ark Boulton will use a liner flight path model to determine whether students are on track to attain their target.
- We discuss individual targets and communicate these to parents.
- We review the progress of each child at least three times a year and may revise targets at this stage.
- Students that consistently exceed their targets across an academic year may have a new target formulated.

- Leaders will ensure that the sum of individual targets equate to our expected whole academy targets.

5. THE ASSESSMENT CYCLE

The accuracy and regularity of teachers' assessment of progress is crucial to the tracking of student progress. Predictive grades and levels based on teacher assessment will be entered into CMIS through E-Portal, three times an academic year (Year 11 will have four assessment periods) as per the assessment cycle, supporting leadership decision making and allowing for timely implementation of interventions.

6. RECORDING OF ASSESSMENTS

We utilise medium and long term planning to guide our teaching. In these plans we set out the details of what is to be taught to each year group. In our plans, we also identify opportunities for assessment within each broad unit of learning.

We plan our lessons to clearly identify what learning is required based upon the teachers' detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each student's level of ability and to maximise their potential. Our lesson plans make clear the expected outcomes for each lesson.

7. PLANNING FOR ASSESSMENT

Individual teachers are responsible for monitoring the progress of the students they teach using the data that is collected. They are expected to use data to inform their planning.

Attainment data, through the use of predictions and actual grades, is recorded in the academy's Management Information System (MIS). This data is available to the SLT and the central Ark education team for scrutiny. This data is used to analyse the performance of individual students and the academy as a whole.

Faculty leaders will ensure that they plan appropriate assessments including global, cumulative and network moderated assessments. Faculty leaders will ensure that these assessments are delivered effectively and under examination conditions to ensure rigour.

8. DATA INPUTS

All Year 7 to 10 students will receive an age related grade each term in each subject. This grade represents students' position in the distribution of students for their age. If students continue to make nationally average progress, this will be the grade we expect them to get at the end of Year 11.

Year 10 to 11 students will receive two grades, each term, in each subject – a predicted grade and a current working grade.

The predicted grade is the grade we would expect a student to achieve when they complete this qualification, if they went on to make nationally expected progress. This grade is based on similar principles to the age related grade, which allows us to track progress over time.

The current working grade is the grade a student received in their most recent snapshot test. The content and coverage of the snapshot test will be different in different subjects and at different terms. Detailed exemplification will be given for each subject.

Sub levels and fine grades will be used to refine predictive grades and attainment grades in order to inform analysis and intervention by staff.

	Aut2	Spr2	Sum2
	Age-related grade (snapshot grade based on cumulative test).	Age-related grade (snapshot grade based on cumulative test).	Age-related grade (cumulative test takes place, but snapshot grade from it can be moderated holistically if necessary).
	Age-related grade (snapshot grade based on cumulative test).	Age-related grade (snapshot grade based on cumulative test).	Age-related grade (cumulative test takes place, but snapshot grade from it can be moderated holistically if necessary).
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	Predicted grade (holistic). Current working grade (snapshot). Each subject has guidance on how this grade is arrived at.	Predicted grade (holistic). Current working grade (snapshot). Each subject has guidance on how this grade is arrived at.	Predicted grade (holistic). Current working grade (snapshot). Each subject has guidance on how this grade is arrived at.
	Predicted grade (holistic). Current working grade (snapshot). Each subject has guidance on how this grade is arrived at.	Predicted grade (holistic). Current working grade (snapshot grade based on full mock exam).	EXAM.
Fine Grade	Description		
1 (e.g. A1, 1+)	High – student is consistently performing at or near the top end of the scope of their attainment grade and will be working towards the next highest grade.		
2 (e.g. A2, 2)	Secure –student is consistently performing within the scope of their grade.		
3 (e.g. A3, 3-)	Low – student is performing at or near the bottom end of the scope of their attainment level and grade and will be working towards consistently performing within this grade.		

9. MODERATION OF ASSESSMENTS

Ark academies moderate assessment results internally and regularly to ensure the data is robust and the information is accurate. We also hold regular network moderation meetings for each subject area, in which all our academies participate.

10. REPORTING TO PARENTS

Ark Boulton Academy will provide meaningful information to parents that will provide details of how well their child is performing through the use of fortnightly, timetabled 'Parent Feedback' sessions that are held by individual faculties, and tri-annual student progress reports.

11. REPORTING AND ACCOUNTABILITY

- Assessment will enable the moderation of standards against agreed policies and national standards.
- Assessment information will inform the process of target setting. Teachers will use the outcomes of assessment to evaluate their own practice and that of teams.
- Assessment policy and practice will be monitored and evaluated as part of the whole academy cycle of self-evaluation and review.
- The Governing Body fulfils its' statutory obligations by ensuring the reporting of information about student attainment and progress to parents.
- Reporting procedures will be published for the benefit of all relevant members of the academy community.
- Reports will follow national and local guidance within the context of the agreed academy policy. Reporting will follow a clear and agreed format.
- Grading systems must be consistent across the academy. Reports to parents will be accompanied by clear explanations that enable them to be interpreted and understood.

12. EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review, we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010).

This will include, but not necessarily be limited to, race, gender, sexual orientation, disability, ethnicity, religion, cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

The policy should be read in conjunction with the Ark Boulton Feedback Policy. This policy will be reviewed annually.

13. GLOSSARY

Grade definitions

- **Age related grade** – how is this student doing relative to their age cohort?
- **Predicted grade** – how well is this pupil expected to do when they complete this qualification? This grade should be based on how much progress a student is making and the outcomes of any assessments that they have completed.
- **Current working grade** – what grade did the student get in their most recent snapshot test? (The content and coverage of the snapshot test will be different in different subjects and at different terms. Detailed exemplification will be given for each subject).

Evidence definitions

- **Holistic grades** – these are grades based on a range of evidence from the student's performance across the year.
- **Snapshot grades** – these are grades based on one particular test.

Content definitions

- **Taught tests** – a taught test is one that only, or mainly, contains content on the topic the pupils have just studied.
- **Cumulative tests** – cumulative tests contain content on the topic the pupils have just studied, but also significant content from all previous topics.
- **Global tests** – global tests contain content on all topics pupils have studied and all topics they are yet to study.

14. TEACHER FAQs

1. I teach Art. How have my Year 7 student targets been set?

Student targets are set using their end of Key Stage 2 test results. They receive what is known as a scaled score in both English (reading) and Mathematics. For foundation subjects the average of these scaled scores is used.

2. What is a scaled score we used to receive a student's level?

A student's scaled score is based on their raw test score. The raw score is the total number of marks a student scores in a test, based on the number of questions they answered correctly. Tests are developed each year to the same specification, but because the questions must be different, the difficulty of tests may vary slightly each year. This means the raw scores students get in the tests are turned into a scaled score, to ensure we can make accurate comparisons of student performance over time. Every scaled score will represent the same level of attainment for a student each year. So a student who scores 103, for example, in 2016 will have demonstrated the same attainment as a student who scores 103 in 2017.

The range of scaled scores available for each KS2 test is the same and will stay the same in future years:

- 80 is the lowest scaled score that can be awarded.
- 120 is the highest scaled score.

A student awarded a scaled score of 100 or more has met the expected standard in each test. A student awarded a scaled score of 99 or less has not met the expected standard in the test.

3. I have a student who is doing really well and exceeding his target, will his target change?

If a student consistently exceeds above his target across an academic year we will change it so that it more accurately reflects his ability and potential.

4. There is a student in my group who does not have any KS2 data. How are his targets created?

In these instances we will use reading test data to create targets.

5. There is a student in my group who has a target of a 5 but her KS2 results were really low, why?

Our mission as an academy is to ensure that all students have the opportunity to go to university or pursue a career of their choice. A grade 5 is now deemed a 'good pass', the minimum pass requirement for English and Mathematics for students to attend university or further education courses.