



Ark Boulton
Academy

“Growing together, reaching higher”

ASSESSMENT, TARGET SETTING & REPORTING POLICY

2021 - 2022

Date of last review:	July 2021	Review period:	1 Year
Date of next review:	July 2022	Owner:	Farzana Ahmed

POLICY INFORMATION

Named personnel with designated responsibility for

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2021/2022	Farzana Ahmed	Caroline Entwistle		
2020/2021	Farzana Ahmed	Caroline Entwistle		
2016/17	Daniel Richards	Caroline Entwistle		Julie Griffiths

Policy Review Dates

Review Date	Changes Made	By Whom
July 2021	Policy Reviewed	Farzana Ahmed
July 2020	Policy Reviews	Farzana Ahmed
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

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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.

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.

Target Setting

Ark Boulton uses Fisher Family Trust (FFT) to set student targets with the aim to be in the top 5% of schools nationally within 2 years.

- Student targets are set using their KS2 results for the core subjects of Mathematics and English (reading).
- Students without KS2 data will have targets derived from NGRT (English) test results to determine student percentile placement.
- Ark Boulton will use a linear 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.

Measuring Student progress

At Ark Boulton Academy we will use a range of formative data during the academic year and summative data at the end of the year to determine how well a student is performing across their curriculum.

Formative Assessment to close gaps in students' knowledge and skill

At Ark Boulton, each subject area has its own formative assessment cycle where students are assessed on what they do and do not know. This supports teachers and leaders to address gaps in students learning and support students in learning more and remembering more, over time.

These cycles differ in each subject area as formative assessments are intentionally planned to assess students' knowledge of key threshold concepts. Data from formative assessments is used by teachers and leaders to reteach content and skills that have not been secured.

All subjects assess students more formally once a term. This is to assess students' wider knowledge on the units of work covered across the term. Students are awarded an Age Related or Current if Examined Grade for each of these assessments.

This data supports subject and faculty leaders in planning for reteach also provides the leadership team with data to inform any additional support/intervention that students may require.

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 Intellectual Preparation (planning).

Attainment data, through the use of predictions (in Upper School) and actual grades, is recorded in the academy's Management Information System (MIS) and through SMART Grade. This data is available to the Senior Leadership Team 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.

The assessment Cycle

The accuracy and regularity of teachers' assessment of progress is crucial to the tracking of student progress. Progress and predictive grades based on teacher assessment will be entered into the MIS, three times an academic year as per the assessment cycle, supporting leadership decision making and allowing for timely implementation of interventions.

Data Input

All students in Lower School (Year 7 to 9) 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.

Students in year 10 will receive a Current if Examined, Age Related Grade three times a year. In addition, they will receive a predicted grade in the Summer Term of Year 10.

Students in year 11 will be receive a Current if Examined, Age Related and predicted grade twice a year.

The predicted grade is the grade we would expect a student to achieve when they complete this qualification, if they went on to make the same level of progress they currently are.

The Current if Examined 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.

Year Group	Autumn	Spring	Summer
Year 7	Age Related Grade	Age Related Grade	Age Related Grade
Year 8	Age Related Grade	Age Related Grade	Age Related Grade
Year 9	Age Related Grade	Age Related Grade	Age Related Grade
Year 10	Age Related Grade Current if Examined Grade	Age Related Grade Current if Examined Grade	Age Related Grade Current if Examined Grade Predicted Grade
Year 11	Age Related Grade Current if Examined Grade Predicted Grade	Age Related Grade Current if Examined Grade Predicted Grade	GCSE Examinations

Moderation of assessments

At Ark Boulton we 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.

Reporting to Parents

Ark Boulton Academy will provide meaningful information to parents that will provide details of how well their child is performing through termly progress reports and regular parent afternoons.

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.

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.

Glossary

Age-related grade	An age-related grade describes how a pupil is achieving relative to other students in their year group nationally in that subject. For example, a pupil who achieves a grade 7 in maths would be in the top 20% of pupils of their age nationally, irrespective of their year group.
Current if examined grade	A current if examined grade allows school leaders to see what students achieve when they sit full past exam papers. It is calculated by applying exam board grade boundaries to the results of the corresponding exam papers.
Teacher predicted grade	A teacher predicted grade is the grade the teacher believes a pupil will achieve when they sit their final GCSE/A-Level/BTEC examination. This grade should be based on the progress they reasonably expect a student to make between now and the final qualification. This grade can be different to the student target grade.