



EDUCATION
and
LEADERSHIP
Trust



Levenshulme
HIGH SCHOOL



TRUST TARGET SETTING, ASSESSMENT AND DATA POLICY V2.6

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Responsible for
this policy:

Deputy
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1.0 Purpose of the Policy

This document should help to ensure that all members of staff within the Trust understand the processes used to generate personalised targets for all students and how to use data to track progress and raise achievement and inform Faculty assessment practice documents.

2.0 Purpose of Assessment

Assessment, including the use of targets and effective use of data supports the Trust's mission to educate, inspire and empower young people to be the next generation of leaders. Assessment data and target setting processes are used in many ways including the following:

- The teacher uses data and dialogue to diagnose the student's learning needs
- It provides structured and authentic feedback for target setting
- It helps teachers adapt teaching styles and activities to individual student needs
- It helps to create more appropriate learning groups, seating plans, and other groups for learning and inform peer planning-
- It develops the skills of self/peer-assessment so that students can take charge of their own learning
- It gives parents a strong indication of progress and likely outcomes
- It initiates change and improvement
- It helps reflection, stimulating knowledge and understanding of actions required to make further progress
- It supports the co-operative school ethos: continuous exposure to data builds a co-operative learning culture
- It helps the use of data as a tool for examining trends and progress

3.0 Expectations and Principles

Teachers within the Trust must know precisely how well their students are working and their targets at any point in the school year, fully understanding students strengths and how they can make further progress.

All relevant data on individual students will be available in SIMS and SISRA Analytics. Data must be used to inform planning, to monitor and review progress and set appropriate learning objectives and outcomes. The following information is available in all mark sheets: Key Stage 2 Free School Meals; Pupil Premium; Ethnicity; Reading Age; SEND status; Higher Attaining; Middle Attaining, Lower Attaining % Attendance; CATS scores (Year 7 - 11), EAL and Admission date.

Teachers' records will reflect the use of assessment and data throughout the year. Relevant data must be shared with students sensitively and in a constructive way to help students make further progress.

4.0 Target Setting

Targets are an important tool in raising standards in achievement, helping to motivate individual students and ensure all are on track to make rapid and sustained progress in all of their subjects. The Trust sets aspirational targets broadly in line with FFT 20 for Levenshulme High School and Whalley Range 11-18 High School. For The East Manchester Academy, due to the impact of contextual factors incorporated in to the FFT estimates, targets (or Minimum Expected Grades – MEGs) are derived from student prior attainment and the Attainment 8 estimates published by the Department for Education.

For Years 12 and 13: GCSE resit classes (English and maths) are set a target one grade higher than previously achieved; A levels and level 3 BTEC targets are based on national performance of similar performance (DFE Level 3 VA data).

Targets are set, reviewed and finalised at the end of each academic year by the Deputy Headteacher: Curriculum, Achievement and Assessment. Throughout the academic year, teachers, Heads of Faculty, the Assistant Headteacher KS3 Curriculum, Assessment and Achievement and the Deputy Headteacher: Curriculum, Assessment and Achievement monitor students' progress to target and, where appropriate, increase targets to promote challenge and maintain high expectations annually. For in-year arrivals with no data we will use the CATS predictor to set an initial target to support with setting, planning and appropriate levels of challenge.

For Performing Arts subjects, Art and Design Technology, we use a more nuanced approach to setting meaningful and aspirational targets for students. Each subject will complete its own baseline test in half-term 1; this will be standardised across the Trust to ensure reliability and accuracy. Taking into account the results from baseline tests and other data sources, a target will be set. A meeting will then take place with the Deputy Headteacher responsible for curriculum, achievement and assessment to agree the target.

For PE the emphasis is on developing positive attitudes to healthy lifestyles and assessment schemes are drawn up in each school to support this.

Targets can be increased; any request to reduce a student's targets should be made to the Deputy Headteacher: Curriculum, Achievement and Assessment. Such requests should be kept to an absolute minimum for clarity of monitoring and to ensure the students know what they are aiming to achieve.

Whole school targets are set in-line with national accountability measures. Please note that whilst most subjects will still have number grades, there remain some which still have letter grades.

- **Basics**
 - 9 – 5
 - 9 – 4
- **5 Top grades**
- **Attainment 8**

- %EBacc
- Attendance/Absence
- PA
- Sixth form measures

5.0 Assessment Principles and Practice

All assessment must be for the benefit of all students. Reliable, timely assessment procedures are critical to ensure all students are making rapid progress in relation to their starting points.

In order to assess students' progress, a range of assessment strategies will be used; these will be outlined in the Faculty Assessment Practice Documents and will be aligned to pedagogical approaches for the particular subject area. It is expected that *Assessment for Learning* strategies, *formative assessment* and *summative assessment* will all be used to measure progress and plan for rapid and sustained progress for all.

The following are given as definitions to support colleagues:

Assessment for Learning

The overarching principle that the purpose of assessment should always be to support students' learning. Any activity that provides evidence that can be used to help modify teaching and learning is considered to be Assessment for Learning (AfL).

Formative Assessment

As an integral part of AfL, this is the use of information from ongoing assessment of what students currently know and understand to support learning to inform future teaching (Black and William, 1998). Examples of formative assessment include: questioning, use of mini whiteboards, observation etc.

Summative Assessment

These are assessments used to determine students' knowledge and understanding at the end of a specified period of study. Summative assessments, insofar as is possible, should be synoptic to ensure links are made between topic areas and improve students' abilities to retain knowledge, skills and understanding over a longer period of time. Examples of summative assessment include: end of topic test; end of year assessment; final project or practical demonstration etc.

In order to make accurate projections, teachers will assess work in-line with the Faculty Assessment Practice Documents. Teachers will use formative comments which are high quality and specific. These comments will:

- Begin with a clearly indicated strength.
- Give one or two specific curricular actions, which will improve that particular piece of work

- Link strengths and curricular actions to performance against task outcomes/criteria/mark scheme.

Opportunities are given for students to act upon teacher guidance and curricular actions. For example through adding to an answer, redrafting sections of work, marking/amending work, attempting a similar task, and using corrected spellings in a new paragraph. Teachers must ensure students respond to/carry out these actions.

Coloured feedback sheets may be used for Strength and Action marking and for student response to support teacher and student tracking of the impact of feedback on progress over time.

Feedback must be used to inform planning to maximise progress for all students.

In addition to feedback on subject based objectives/outcomes, students may receive feedback on reading, writing, communication, maths and other functional skills as appropriate/in accordance with whole school practice policies.

Marking, assessment and feedback must adhere to the core principles of this policy. Faculty Assessment Practice Documents must ensure marking and assessment is timely, effective and manageable.

Robust assessment procedures and astute data evaluation means intervention can be engaged to support students' learning and progress in a timely way. Teachers are required to enter assessment information into Doodle on a regular basis, in line with Faculty Assessment Practice Documents, developed by Heads of Faculty.

As part of the Education and Leadership Trust's commitment to quality assurance, data entered must be validated by middle or senior leader colleagues within the same faculty/subject area.

When a projection to target grade is entered in to SIMS, our projections change colour to indicate: T+, T or T-. These codes denote whether a student is making above expected rates of progress (T+) to target and therefore if current attitude, work and effort is maintained, they are likely to exceed their target. Or, making expected rates of progress (T) or making below expected rates of progress (T-) and therefore, the end of year/course target is unlikely to be met.

Where a student is making below expected rates of progress (T-), teachers must identify intervention strategies and record these on the SIMS mark sheet.

If a student's attendance to a particular lesson is so low that the teacher is unable to make a secure judgement in terms of attitude and/or academic achievement a W will be entered into the Attitude to Learning column and other columns left blank.

6.0 Data Evaluations

In order to make effective use of data, it is expected that data evaluation and analysis is completed in a timely manner. Data evaluation will be completed through either a

written report or a VIVA. Data evaluation templates will be made available and will include key prompts to ensure quality analysis is completed which identifies key areas of success, areas for development and actions to accelerate progress. Reports will be completed as per the data reporting calendar. This includes all forms of reporting, such as, Teaching and Learning, Behaviour, Safety and Well-being and CEIAG, for example.

Teachers are required to enter in to SIMS a projected grade as per the calendared dates. This must be a holistic projection which is based on formative and summative assessments and on students' attitudes to learning.

In addition to entering a projected grade, teachers must enter an Attitude to Learning grade. There is a clear set of Attitude to Learning Descriptors in each classroom. Taking a holistic view of a student's performance across a range of learning habits, teachers award students with one of the following Attitude to Learning grades each half-term

- A = Highly motivated
- B = Engaged
- C = Passive
- D = Disengaged

To ensure that our parent/carer partners are able to support their child/ren in making rapid progress, we will send home Progress Reports after each calendared data entry. The Progress Reports contain quantitative and links to qualitative data to provide an accurate and up-to-date picture of a student's performance at school. (A student's strengths and areas for development can be accessed at any point via the Doodle Parent App).

As well as information regarding the extent to which a student is on, above or under target in each subject (T+, T or T-), the Progress Report contains an Attitude to Learning descriptor, attendance and punctuality data and behaviour and rewards information. Progress Reports will be sent to parents/carers in a timely way.

7.0 College Applications

The Education and Leadership Trust are committed to ensuring that all students are given the best possible chance of securing an appropriate pathway post 16. As part of this process, subject teachers enter a summative comment into SIMS. This is used to support Learning Coaches / Form Tutors in completing a high quality reference for each year 11 student in their tutor group. College references must include the following:

- Subject performance, attendance and punctuality, behaviour, attitude to learning and uniform and contribution to wider school life.
- A clear timeline for the completion of college references will be published on the school calendar.

- Middle and senior leaders will be responsible for quality assuring the college references, clear timelines for the quality assurance process will be published on the school calendar.

8.0 UCAS Reference

Key Stage 5 subject teachers are responsible for writing a summative comment in SIMS. This is used by Learning Coaches in completing a high quality reference for Year 13 students in their tutor group. The UCAS reference must include the following:

- Subject performance
- Development of transferrable skills
- Contribution to wider school life

A clear timeline for the completion of UCAS references will be published on the school calendar. Middle and senior leaders will be responsible for quality assuring the UCAS references. Clear timelines for the quality assurance process will be published in the school calendar.

9.0 Intervention

There will be regular meetings of Intervention Groups at each school and key staff will attend. The primary purpose of these meetings is to track progress and achievement, review existing intervention strategies and agree future interventions to support progress.

Regular Faculty discussions will focus on promoting achievement and result in Faculty interventions that challenge underachievement e.g. individual action plans, one-to-one tuition, registration, lunchtime and after school clinics. These meetings will take place in the first week of each half-term. Heads of Faculty will use form time effectively to conduct intervention for their subjects.

Parents/carers will be involved regarding concerns/underachievement; this might be through Planner pages, telephone, letter or face-to-face meetings.

10.0 Important Notes

It is possible for any teacher to access the Progress Reports at any time through SIMS. Staff are reminded about the Acceptable Use Policy and should take great care to protect the personal information of our students when writing reports.

Occasionally, staff will struggle to meet the deadlines set into the calendar. In these cases, staff must alert line managers to difficulties as soon as possible and make every effort to complete the reports in time for the academic tutorial. Learning Coaches/Form Tutors rely on the reports as the basis for the important conversations with students and parents/carers and reports with errors or omissions can make this meeting difficult for all concerned. Delays will be referred to line managers.

11.0 Responsibilities

All members of teaching and support staff are responsible for raising achievement of all students and all groups of students.

Data Manager must ensure mark sheets are created in SIMS as per the school's and the individual faculty's requirements. Ensure data is uploaded to SISRA in accordance with the time frame above. Produce data to assist school leaders in their data analysis and reporting progress.

Class teachers must track the progress and achievement, plan and intervene for all students they teach. Class teachers must maintain up-to-date mark books containing all required student data and accurate achievement data for their classes. Class teachers must know where gaps between groups of students' performance exist and plan to close these. They must enter data on-time and ensure it is accurate. Class teachers must engage with Doodle to support tracking of student progress as per guidance in the Faculty Assessment Practice Document.

Heads of Faculty must develop clear, meaningful and manageable assessment practices for their faculties, recorded in the Faculty Assessment Practice Document. They must track and report on the progress and achievement of all students. They must plan interventions to ensure all students make at least expected progress. They must complete reports and submit these to the Headteacher, Deputy Headteacher and SLT line manager. They must ensure data is entered for their whole faculty by the deadline set; they must ensure that data is moderated and validate its accuracy before the data entry deadline.

Heads of Progress/House must track the progress and achievement of all students in their year group. They must identify patterns of underachievement and engage appropriate intervention strategies to remove barriers to learning. They must celebrate students' achievement.

Assistant Head Teacher: Curriculum, Assessment and Achievement must track the progress and achievement of students in KS3, ensure interventions are in place at faculty and year level. Monitor the extent to which interventions are effective. Chair meetings with key staff and report to the Deputy Headteacher: Curriculum, Assessment and Achievement. S/He must hold Heads of Progress/House and relevant faculty leaders to account to ensure data is entered and reports submitted in a timely fashion.

Assistant Head: Head of Sixth Form must track the progress and achievement of students in KS5, ensure interventions are in place at faculty and year level. Monitor the extent to which interventions are effective. Chair meetings with key staff and report to the Deputy Headteacher: Curriculum, Assessment and Achievement. S/He must hold Heads of Year and relevant faculty leaders to account to ensure data is entered and reports submitted in a timely fashion.

Deputy Head Teacher: Curriculum, Assessment and Achievement must track progress and achievement of all students, must ensure interventions to secure good progress are engaged in a timely manner and monitor the extent to which they are

effective. Chair meetings with key staff and report to the Academy Headteacher, Executive Headteacher and the Governing Body. S/He must hold the Assistant Headteacher responsible for curriculum, assessment and achievement and key faculty leaders to account to ensure data evaluations are completed in a timely way and intervention strategies engaged to best support student progress. S/He must quality assure the content of the Faculty Assessment Practice Documents to ensure practices are astute, manageable and meaningful.

Academy Headteacher must hold all relevant staff to account and ensure the successful implementation of the policy across the academy.

Executive Headteacher must hold all relevant staff to account and ensure the successful implementation of the policy across The Education and Leadership Trust.

Local Governing Body must hold all relevant staff to account and support the successful implementation of the policy. Governors must participate fully in the strategic thinking and planning of the academy.

Multi-Academy Trust Board must hold all relevant staff to account and support the successful implementation of the policy. The Multi-Academy Trust Board will be informed of targets and progress towards these at timely intervals throughout the academic year; this will enable the Multi-Academy Trust Board to participate fully in the strategic thinking and planning of The Education and Leadership Trust.

12.0 IMPLEMENTATION OF THE POLICY

Implementation of the policy is the responsibility of all staff involved in delivering the learning opportunities in school, teachers and Teaching Assistants, with post threshold teachers, UPS2 and 3 and those with additional responsibility points taking a lead in sharing practice.

Heads of Faculty, TLR holders and the Senior Leadership Team are responsible for monitoring the implementation of the policy following procedures outlined in the 'Quality Improvement' documentation.

The school and faculty leadership teams are required to have a clear view of the strengths and areas of assessment practices which require further development. The Deputy Head teacher with responsibility for Curriculum, Achievement and Assessment will report on the implementation of the guidance and evaluations of this part of the Academy's work to the Local Governing Body and the Trust Board in accordance with the reporting cycle.