



Assessment and Target Setting Policy **(Secondary)**

PURPOSE

We use a number of different types of assessments for different internal purposes. The document below is an explanation of each of these assessments.

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Introduction

Our mission is to create students who live and demonstrate our Core values, CARES. Commitment, Aspirational, Resilient, Excellence and Self- Management. We aspire to motivate and empower students to be truly self-aware in their learning, by developing a Growth Mind-set to be fully self-propelling learners for the future. This is how we believe we can best prepare our students for the challenges of the future and improve our pupils' life chances. We want every pupil at Ark Walworth Academy to do well enough by age 18 to have real options to: go to university or follow the career path of their choice.

We aim to achieve this with a focus on

- Good progress in every lesson
- Increasing student's attainment
- Improving student's Attitude to Learning (ATL)

The vehicle to do that is Ark Assessment+ (AA+), a common assessment framework designed by Ark Schools. AA+ is an age-related assessment framework that describes how student's progress. Progress is monitored during years 7-13. Students are awarded an age-related grade based on the 1-9 GCSE grading system (Yr 7-10), a "current if examined" GCSE grade using actual grade boundaries on global papers (Yr 11) and age-related or holistic (Global) A-Level grade A*-E/ Vocational grade D*-P (Yr 12-13) 2 times each year.

Our assessment system consists of two interlocking layers:

- Summative Assessments Term 1 and Term 3
- Three weekly Assessments (Formative)

The Ark Assessment+ (Yr 7-10) framework requires:

1. An accurate baseline that can be converted into an age-related grade (9-1)
2. A way of tracking progress by assigning age-related grades twice each year for each subject
3. A way of determining and moderating targets

1. Key Principles for Ark Assessment Plus (AA+)

Different tests for different purposes

- Formative and summative results recorded separately
- Formative assessments are not graded
- Summative assessments are cumulative and graded 1-9

Age-related grades

- Grades are age-related
- Target of + 1 grade over 4 years
(these can be moderated by senior leaders in schools)

Shared assessments

- Assigning grades accurately depends on moderation and standardisation
- Shared assessments are vital; shared curriculums are optional
- Shared assessments are called Ark Common Assessments (ACA's)

2. Grading

At Ark Walworth Academy (AWA) we use a 5 year tracking system, based on the new GCSE 9-1 grades, to track your son or daughter's progress. This assessment policy includes an explanation of how we measure progress in Years 7-10 as well, as an Attitude to Learning descriptor for each subject area.

On arrival to secondary school, pupils' baseline KS2 scores are converted to a new GCSE 9-1 grade. This conversion is based on the proportions of pupils who achieve each grade at KS2 compared to the proportions at GCSE.

Students who arrive to secondary school without a baseline should complete either SATs papers in year 7 or GL assessments (NGRT & PTM/E) in years 8 or older. Results from these tests are used to calculate a 1-9 grade that is entered into CCR.

In KS3 and KS4, every full term, pupils do an assessment which is graded using GCSE number grades 9-1.

These grades are **age-related grades**. They refer to a pupil's position in the national performance distribution for their age group. These grades do not tell you what a pupil would get if they took a GCSE at that moment in time. So, for example, if a pupil gets a grade 9 in Year 7 Summer 2, it means we think they are performing as well as could be expected for their age group. It does not mean that they could get a 9 if they sat a GCSE English paper at that point.

We are using the statistical guidance provided by Ofqual in their [2014 board paper](#) to define these grades.

3. Targets

To ensure our students have the currency to make further academic progress we follow the logic that targets should be aspirational, but achievable. Our default target is for pupils to make + 1 grade of Progress, against their base grade over the 5 years of secondary school, and to achieve a minimum of a grade 5 – whichever is the highest. This means that if your son or daughter achieves their target, they will have outperformed 90% their peers nationally, resulting in an academic advantage.

The senior team moderates these targets for individual pupils every year, in discussion with Heads of Subject and Pastoral leaders, to provide an overall school target that is ambitious but realistic.

AWA students will be assigned a base grade (national progress), which all students are expected to achieve. AWA students will also be assigned an Ark Target (national progress +1). This target is subject to Academy Senior Leadership moderation, a student may be moved to a lower/higher target if they have undergone the **Progress and target review process**, see appendix 5. This process reviews the progress made and the attitude to learning over a period of 2 assessments, during this time a student will have received support and incentives to raise the standard of their achievement, if appropriate.

A student will only be moved to a new target, if the representations made to the Principal and Curriculum VP is convincing and evidenced based. Demonstration will have to be made suggesting, no academic interventions are working and the morale of the student is suffering due to the target set.

4. Implications of the grading system

- Staying at the same grade **is** making progress. You can get a grade 9 in year 7 – but it means something different from a grade 9 in year 11, the demand is higher as you progress up the school.
- Assessments get harder from term to term and year to year, so that a grade 6 in year 11 represents a higher standard than a grade 6 in year 8.
- This system measures attainment and progress in the same way as the new Progress 8 measure, which means that we are then able to calculate a progress and attainment score from term to term. For example, a cohort might arrive in year 7 with an attainment score of 4.2, based on their KS2 Sats. If their average at the end of year 11 was 5.2, they would have a Progress 8 score of +1.

- With Progress 8, 0 means pupils have made nationally average progress. We at Ark Walworth Academy are aiming for more with all students, Progress 8 of +1. That means we are aiming for all our students to outperform their national peers by one grade in each of their eight subjects.
- You can't use this progress measure to measure progress in individual lessons. For that, you need formative measures, targets of improvement given to the students for improvement (see below)
- You can use it from term to term, but it will be more useful if you look at a cohort average than at individual pupils. EG, Y7 moved from an average grade of 4.2 at the start of Y7 to 4.5 at the end.
- When we are awarding these grades from term to term, we are making claims about how our pupils are doing against their national cohort. In order to make sure these claims are as robust as possible, we have to moderate within the network, use shared assessments, and reference externally wherever possible.

5. Formative assessment

Formative assessment is separate and is not measured using these grades, which are only used three times a year. Formative assessment is measured using subject-specific tasks. AWA students receive feedback for improvement that is not grade related, every 3 weeks. This is evidenced in the student's books, with a clear written target for improvement from the teacher, which they will be acting on in green pen to develop their original piece of work and hence understanding.

The Interim assessment, should be considered 'high stakes' exam, but will actually be a formative assessment with clear actions for improvement. It should help prepare the way for the summative assessment and may assess many of the same things as the summative exam.

6. Summative assessment

Summative assessment is measured in grades, usually 3 times a year. It will usually take the form of an exam and should be considered 'high stakes' as it will inform set movements and interventions. Extra study support (ESS). AWA students will receive feedback and specific targets to improve. These summative assessments will be reported to parents and carers on a timely basis at the end of each term.

7. External Benchmarking

All schools complete GL Progress Tests in English and Maths (Level 14) at the end of Year 9. These tests provide a way to benchmark attainment nationally and show national percentile ranks (NPRs) for each student. These NPRs are used to collaborate internally awarded age-related grades. English Mastery schools also complete the Progress Test in English at the end of Yr7 and Yr8.

GL New Group Reading Test (NGRT)

Students sit an on-line New Group Reading Test at the end of Yr7, 8 and 9 to determine their reading age. Students who perform below their expected reading age should enter an intervention reading group and are re-tested at February. English Mastery has a specific reading intervention programme. Year 6 students coming to an Ark School should sit the NGRT reading test during their induction day. If students obtain a Standard Age of Score > 120 in two successive NGRTs then they no longer need to be tested.

8. External assessments

At the end of Yr11 students sit externally assessed GCSE exams. GCSEs are graded 9-1 Double award GCSEs e.g. Combined Science are graded 1-1 to 9-9. Some students may also sit Level 1/2 BTEC qualifications graded D*-P.

Students who fail to obtain a minimum of a Grade 4 in English GCSE (Literature or Language) or Maths GCSE will be required to be enrol on a GCSE course to continue their study in one or both of these subjects.

Yr12 and Yr13 students sit AS (Graded A-E) and A Level (Graded A*-E) examinations respectively. Some students will not sit external AS examinations for some subjects and instead only sit the A Level

examination at the end of Year 13. This decision is taken at a school level and will be dependent upon the likelihood of achieving their target grade.

Some students will be entered for BTEC qualifications graded as outlined below. Note that pupils are required to pass the externally assessed units in order to achieve the qualification.

- Extended Certificate (1 A Level equivalent) – graded P-D*
- Diploma (2 A Level equivalent) – graded PP-D*D*
- Extended Diploma (3 A Level equivalent) – graded PPP-D*D*D*

Some students may fail their GCSE in either Maths or English but be permitted to enrol onto a foundation BTEC course. This will involve a reduction in content learned and will require the young person to enrol on a suitable GCSE resit course, attend all of these lessons and complete all work assigned.

Submission procedures for coursework at level 3 BTEC are very specific and can be found in Appendix 8.

9. After the Ark Common

Assessments Tracking and analysis

At an academy level, attainment data is recorded in the academy's Management Information System (MIS) and is available for analysis in Ark's data system, Click Click Report (CCR). This data is available to the central network team, school SLTs and teachers. CCR also provides a variety of tools to support this analysis, such as school and network-level dashboards.

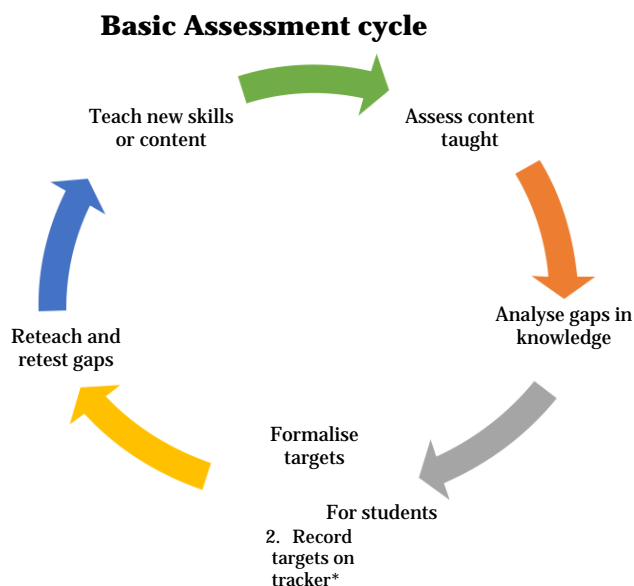
At a departmental/subject level data is recorded on department Microsoft online trackers, based in the cloud. Individual teachers should use these to identify gaps in pupils' learning and to inform their planning. These will form the basis of the 'Annotated data sheet'

Moderation and standardisation

All subjects moderate assessment results internally and regularly to ensure the data is robust and the information is accurate. We also hold regular network meetings for each year group, which all our Ark academies participate in, where work is moderated and standardised. AWA also seeks additional external moderation from 'expert' exam assessors, to provide an additional layer of scrutiny and reliability.

Intervention and re-teach

It is the expectation that teachers and leaders respond to assessment analysis. At each assessment point, AWA teachers use new data to put in place interventions across all year groups as required so that pupils with lower rates of attainment can catch up straight away. These interventions could be in the form of a 'same day intervention' with their class teacher or with another adult who has been given appropriate training to deliver the sessions.



*All targets must be shared with students clearly and recoded on the departmental tracker for review by HOD and SLT LM

Subject trackers on CCR or department Question Level analysis identifies specific weaknesses from Ark Common Assessments or external assessments, helping to identify next steps for teaching and learning.

Teachers will collate the analysis and strategic actions in preparation for review meetings (One to One's) with HOD's and SLT line managers. This information is then used to inform the Raising Achievement Planning (RAP) meetings with Curriculum VP and accountability meetings with Assessment lead and Principal, as set out in Appendix 1. Assessment cycle for that term.

Monitoring Pupil progress

After each summative termly assessment, the students will reflect on their performance through a number of vehicles

- Pastoral Assessment review assemblies
- Learning conversations in Tutor reflection
- Academic and Pastoral Progress and target review meetings (Appendix 5)
- Attitude to Learning (ATL) challenge week.
- Parents Evenings

Pupil Progress Meetings

These meetings will be conducted after each assessment point. The progress of every student should be reviewed by SLT Assessment/SLT HO6 and each DOP to formulate a progress strategy for students who are making insufficient progress. The aim is for the DOP to analyse need and plan intervention (SENCO or IAG) to get the student back on track. As a result of this, a small minority of students will have modified targets, final decision will lay with the Principal after all reasonable interim steps have being exhausted.

Initially the focus will be on English, Maths and Science grade performance over two consecutive terms. Target year groups will be Year 7 and 8, with the aim to eliminating underperformance with support early in a student's school career.

Tiers of Interventions to support pupil progress.

This type of early intervention Wave 3 will be conducted alongside Wave 1 and 2 (In class and departmental) interventions. Ideally building on Wave 1 and 2, to have high leverage, in order to facilitate more effective Wave 1 and 2 Intervention. Below are some examples, this is not an exhaustive list.

Graduate TA Specialist Intervention
IAG support and development programme
Mentoring - Mentivity?
SENCO Case conference
Inclusion support – Target 5??

Reporting to parents/ carers

Pupils will be assessed every 12 weeks in every subject. Parents will receive data on their child's progress, Attitude to Learning (ATL) and attainment (Yr 10, 11, 12 & 13). This report will also include information on attendance, punctuality and conduct. and parents will receive progress reports three times annually. They will also have an annual meeting with each of their child's teachers and this is a compulsory event for all parents and pupils.

Appendix 1. Assessment Cycle

New Term				
		Teaching and Learning*	Assessment	Data Entry & Monitoring
Week 1	sheet 1	New skill and content to be taught.		HOD & Teacher 1 to 1 reviewing last cycle
Week 2				
Week 3			1 st Three weekly Yellow sheet completed	
Week 4	et 2	Reteach to close Gaps identified		Annotated Data Gaps recorded on Tracker Raw Marks recorded on Tracker
Week 5				HOD's & SLT Review Tracker for Yellow sheet
Week 6			2 nd Three weekly Yellow sheet completed and INTERIM ASSESMENT	
Week 7		Reteach and Retest		Annotated Data Gaps recorded on Tracker Raw Marks recorded on Tracker
Half Term				
Week 8	et 3	New skill and content to be taught.		HOD's & SLT Review Tracker for Yellow sheet
Week 9				
Week 10			3 rd Three weekly Yellow sheet completed	
Week 11	et 4	Reteach to close Gaps identified		Annotated Data Gaps recorded on Tracker Raw Marks recorded on Tracker
Week 12				HOD's & SLT Review Tracker for Yellow sheet
Week 13			4 th Three weekly Yellow sheet completed and FINAL ASSESMENT	RAW marks recorded on CCR QLA & Tracker Grades & ATL entered on BROMCOM
Week 14		Reteach and Retest		Annotated Data Gaps recorded on Tracker Raw Marks recorded on Tracker
End of Term				

*Term may be shorter, so less teaching weeks may exist.

Appendix 2. Glossary

Global paper – Full exam past or specimen paper , covering the whole subject content, assessed with official grade boundaries.

Cumulative paper – Truncated exam paper, covering only the content that has been taught, assessed with modified grade boundaries.

Holistic Grade – Overall grade for Yr 10-13, covering all aspects of the qualification.

Age related Grade – Grade based on Ark common assessments, will be assessing aspects taught to that point.

ESS – Extra study support, 1 hour rotation of subjects for Yr 11.

Departmental Microsoft online Trackers – Departmental spreadsheet that tracks student performance holistically and on a 3 weekly cycle to inform Interventions and ESS (See JEN)

BROMCOM – Management Information System (See JEN)

CCR – Click, Click, Report, Data Analysis tool (See JEN)

QLA – Question Level Analysis, based on exam performance, Question by Question.

Qualification Grade – Holistic Grade, based on full global papers and moderated grade boundaries.

Base Grade – 1-9 grade that a student with their APS would nationally be expected to achieve. Indicative of national progress

Ark Target Grade – 1-9 grade that a student with their APS would nationally be expected to achieve, plus 1 grade added for Ark high expectations. Indicative of national progress + 1

Good Progress – Progress that is better than an average student would make in an average school. Progress $8 > 0$

Expected Progress – Progress that an average student would make in an average school. Progress $8 = 0$

Appendix 3. Assessment Map and Data Entry Requirement

Termly assessment data to be entered on BROMCOM, CCR and Departmental Microsoft online Trackers

Years 7 – 11 – all pupils receive an **AA+ grade** each term in each subject, based upon an Ark Common Assessment (ACA). This grade is age-related and represents a pupil's position in the national distribution of pupils for their age.

	Aut2	Spr2	Sum2
Y7	AA+ grade from ACA <i>(grade based on cumulative test, age related)</i>	AA+ grade from ACA <i>(grade based on cumulative test, age related)</i>	AA+ grade from ACA <i>(grade based on cumulative test, age related)</i>
Y8	AA+ grade from ACA <i>(grade based on cumulative test, age related)</i>	AA+ grade from ACA <i>(grade based on cumulative test, age related)</i>	AA+ grade from ACA <i>(grade based on cumulative test, age related)</i>
Y9	AA+ grade from ACA <i>(grade based on cumulative test, age related)</i>	AA+ grade from ACA <i>(grade based on cumulative test, age related)</i>	AA+ grade from ACA <i>(grade based on cumulative test, age related)</i>
Y10	AA+ grade from ACA <i>(grade based on cumulative test, age related)</i>	AA+ grade from ACA <i>(grade based on cumulative test, age related)</i>	AA+ grade from ACA <i>(grade based on cumulative test, age related)</i>
Y11	Qualification grade <i>(grade based on global test includes CA/NEA)</i>	Qualification grade <i>(grade based on global test includes CA/NEA)</i>	

	Aut2	Spr2	Sum2
Y12	ACA grade <i>(grade based on cumulative test)</i>	ACA grade <i>(grade based on cumulative test)</i>	ACA grade <i>(grade based on global test includes CA/NEA)</i>
Y13	Partial or full qualification grade <i>(grade based on global test includes CA/NEA)</i>	Full qualification grade <i>(grade based on global test includes CA/NEA)</i>	

Appendix 4. Attitude to learning descriptors

Note on Attitude to Learning Guidance

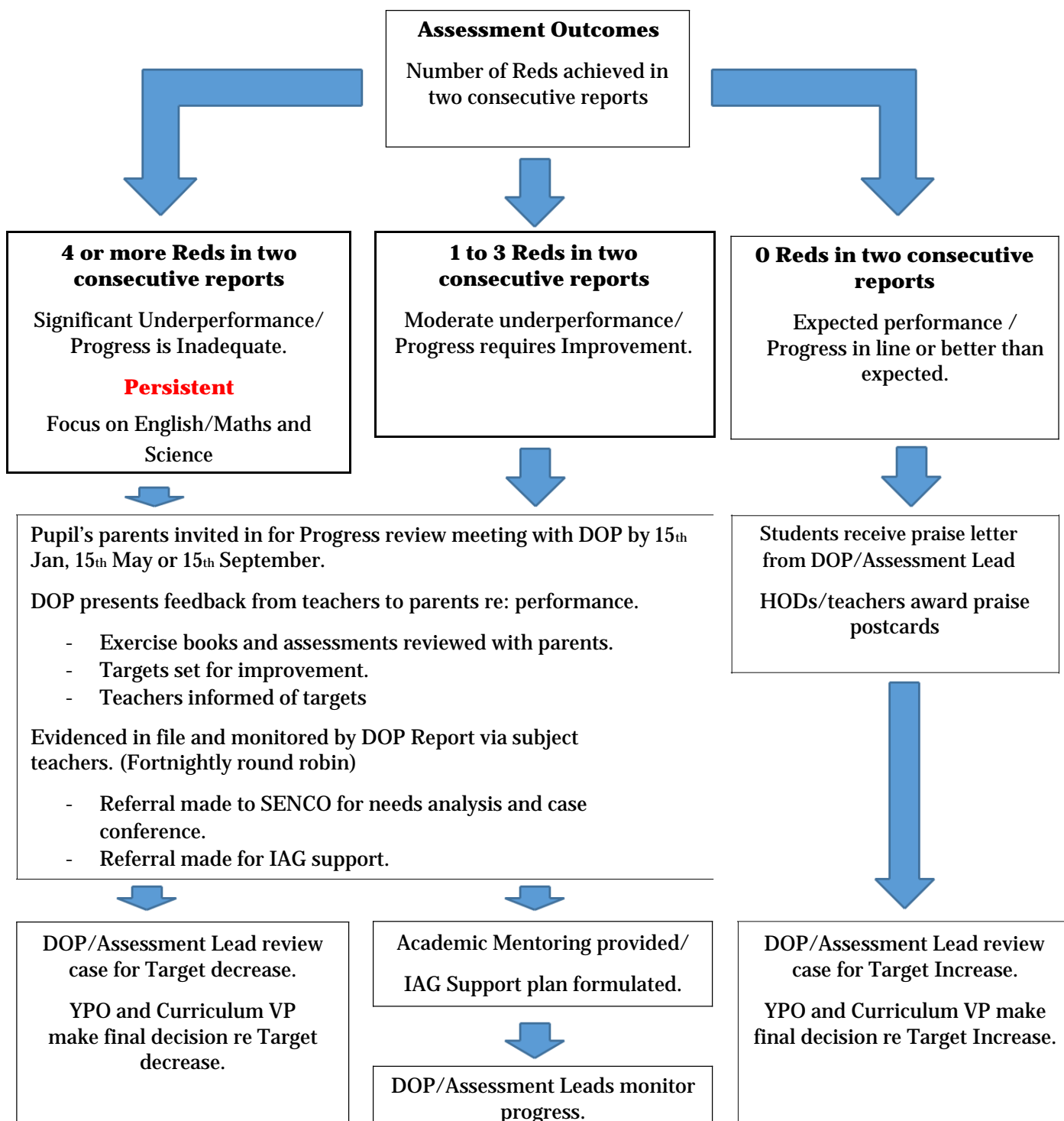
This is a snap shot “holistic” teacher judgment, reflecting what you think the student’s attitude to Learning in your class is like. This relates to classwork and homework. Please refer to the guidance below for how to award the attitude to learning.

There will be a few instances across the school where a student is working beyond target grade, but you feel can do more and so can be awarded **requires improvement**. In addition, there may be some instances where a student is not achieving the target grade, but you feel they cannot do more and hence can be awarded a **good**. This should be a professional judgement but justifiable with evidence to HOD and DOP

Attitude to Learning	Progress in relation to target grade
1. Excellent	Working beyond target grade <ul style="list-style-type: none"> - Usually working beyond target grade. - Student is always well motivated (self-propelling). - Student is keen and makes a positive contribution, is diligent hardworking, takes real pride in putting in 100% effort. - Student tries to develop their knowledge. They are resourceful and resilient and focus on the progress they are making in lessons
2. Good	Achieving target grade <ul style="list-style-type: none"> - Usually achieving target grade. - Student is mostly motivated. - Student makes a positive contribution and will seek guidance if required. Keen to contribute, but may need guidance. Could put more effort in to improve. - Student is keen to make progress, when challenged by the teacher.
3. Requires Improvement	Underachieving against target grade <ul style="list-style-type: none"> - Usually underachieving against target grade. - Student is inconsistent in their motivation, often has to be “driven” by the teacher. - Students are often not equipped appropriately. - Students lack or lose focus quickly. - Student is capable of identifying gaps in knowledge/skill, but will often choose not to close the gap.
4. Unacceptable	Significantly underachieving against target grade <ul style="list-style-type: none"> - Usually significantly underachieving against target grade - Student lacks motivation and is often “mentally absent” from lessons - Student offers little to the lesson and often disrupt to damage others learning - Student requires significant teacher input and is often hostile when challenged about a lack of progress. - Student lacks resilience and passes the buck when held to account.

Appendix 5. Progress and target review flow chart.

Progress of every student in every year group should be reviewed by SLT Assessment/SLT HO6 and each DOP after an assessment point to implement intervention and support to get the student back on track or reward performance.



Appendix 6. Sample student assessment report

Explanation of new student reports

This is a basic explanation of the reports that have been issued to students.

Key to the colours: Above target On target 1 below target 2 or more below target

For Yc 7 to 9, no "working at grade" will appear on the report, just the colour coding telling the student how far away they are from their target. This is to avoid focusing on the grade, and force the learning conversation towards **effort, hard work** and how to improve.

All Subjects Termly Assessment

	Autumn Results	Target
English Miss A Falconer	1 below target	7
Mathematics Mr K Obasuyi	Above target	7
Science Mr G Cox	On target	7
Engineering BTEC Ms M Derrick	Above target	D3
French Miss A Bangui	1 below target	7
Geography Miss S Khanam	On target	7
Physical Education Assessment F Dawes	2 or more below target	7

1 Grade below target.

Effort & Hard work: Requires Improvement

Language to use with students: "Working below target, effort requires improvement. You need to work harder and produce your best work every lesson. What do you need to change every lesson to improve?"

Attitude to Learning: usually 3, Requires Improvement

1 or 2 Grades above target.

Effort & Hard work: Excellent

Language to use with students: "Working above target, effort is excellent. What do you do that means you achieve this well?"

Attitude to Learning: usually 1, Excellent.

Achieving target

Effort & Hard work: Good

Language to use with students: "Working at target, effort is good. What do you need to do to improve further?"

Attitude to Learning: usually 2, Good

2 or more Grade below target.

Effort & Hard work: Unacceptable, must improve dramatically.

Language to use with students: "Working significantly below target, effort is unacceptable and requires significant improvement. You need to work harder and produce your best work every lesson and I need check its quality. What do you need to change every lesson to improve?"

Attitude to Learning: usually 4, unacceptable.

Appendix 8. BTEC Submission procedure

BTEC Assessment Submission Process (Level 1 – 3 excluding NQF Level 1/2 Firsts)

