Assessment and Target Setting Policy

November 2023

Rationale

Darland School believes that assessment is an integral part of teaching and learning and is of key importance in improving the performance of learners. As such learners' work should be assessed regularly with pupils being given clear guidance for improvement. The school recognises two main types of assessment. These are Assessment for Learning (AfL) and Assessment of Learning (AoL).

Assessment for Learning is the day to day assessment that takes place throughout the key stage; it is ongoing formative assessment focusing on the ways in which a learner can move forward to achieve higher standards of work.

Curriculum for Wales

Assessment for Learning is also known as "formative assessment". It is characterised by the use of wide range of techniques used to paint a picture of progress and needs – effectively shared with all. To meet the 4 purposes of the curriculum a "continuum of learning" is employed.

Continuum of Learning

4 Purposes of the Curriculum

The continuum of learning uses maintenance marking and feedback loops to support learning and teaching. This promotes the effective use of formative assessment and its benefits to effective teaching and learning.

Formative assessment and the Continuum of learning also feature:

- Continuous day to day assessment in order to plan next steps
- Clear success criteria, learning outcomes, effective questioning
- Self-assessment and peer assessment
- Respond effectively to feedback

Assessment of Learning

Assessment of learning (or summative assessment) is the process in which teachers make judgements on learners' overall attainment at key points over the course of the year.

Assessment for learning is characterised in the latest research as allowing students to take ownership of their own learning through knowledge of where they are on their own learning journey.

Aims

- To motivate learners through providing them with a clear indication of their potential.

- To raise standards of learning through the integration of assessment for learning throughout the curriculum
- To monitor progress of learners as they progress throughout the school
- To provide pupils with clear guidance on improving the standard of their work in order to make progress towards their end of key Stage 4 targets.
- To ensure rigorous and standardised assessment of pupils performance at key points over the course of each year.
- To produce regular progress reports for all pupils that will allow both pupils, parents, teachers and other stakeholders to monitor progress towards targets.
- To be able to track and monitor projected performance in the school's Key Performance Indicators.

This policy sets out the approach to assessment that we use throughout the school. It should be read in conjunction with faculty and departmental assessment schedules and marking policies. The policy is arranged under the following headings.

A. Target setting.
B. Grade criteria for assessing progress.
C. Common tracking points (Progress Reviews)
D. Responsibilities of stakeholders.
E. Feeding back to parents.
F. Assessment calendar.

A. Target setting.

1. All pupils on arrival in Year 7, will be set 1 Target Grade known hereafter as the MTG – Minimum Target Grade) using a system of 'Mastery statements', which are underpinned in school by split GCSE grades. This underlying grade will not be shared with the parents or the students. The mastery statements wil be the target shared.
Mastery statements are set as the following:

Novice	Emerging	Developing	Secure	Exceeding

 The SLT will initially set these levels for the cohort before autumn half term, using an approximate spread of levels that we would expect to see for any year group at Darland. i.e with approximately 20% at Exceeding,- 20& - Secure, 20% Developing, 20% at Emerging and 20% at Novice.

0-19%	20-39%	40-59%	60-79%	80-100%
Novice	Emerging	Developing	Secure	Exceeding

The SLT will use the results from CAT, prior performance and WNT tests to set the Targets for Year 7 and then share the data with Faculties and invite amendments.

2. At the end of each year, there will be an opportunity to adjust MTGs; an operation carried out by the SLT, but with consultation with Faculty Coordinators.

3. For pupils arriving mid-year, the process will be the same, but KS2 WNT data will be used to create MTGs. Where the data is unknown (e.g. for pupils in Years 9 and 10) prior attainment data will be used to create a 'best fit'

B. Grade criteria for assessing progress Years 7&8

1. From 1st September 2023, the school will no longer use split National Curriculum levels when assessing pupils' work and reporting to parents. Instead, a system of Split GCSE grades will be used which are the underpinning of the 'Mastery Statements' which will be the grade criteria seen by students and parents.

2. The criteria for each split GCSE grade will be based on whether a student is close to attaining the next level up; Using +, in the middle of an attainment GCSE, or towards the bottom of an attainment GCSE; Using -.

Flightpath for Years 7 & 8

Year 7 — Flightpath GCSE (100% … 80% … 60% … 40% … 20% … 0%)

Mastery	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Secure	Secure	Secure	Secure	Secure	Secure	Secure	Secure	Secure	Emerging	Emerging	Emerging	Novice	Novice	Novice	Novice	Novice	Novice
Year 7	A*+	A*	A*-	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E	E-	F+	F	F-	G+	G	G-
NC Level	E	E	E	8+	8	8 -	7+	7	7 -	6+	6	6 -	5+	5	5 -	4+	4	4	4 -	3+	3	3 -	2+	2

Year 7 — Actual GCSE

Mastery	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Secure	Secure	Secure	Secure	Secure	Secure
Year 7	A*+	A*	A*-	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E	E-	F+	F	F-	G+	G	G-
NC Level	E	E	E	8+	8	8 -	7+	7	7 -	6+	6	6 -	5+	5	5 -	4+	4	4	4 -	3+	3	3 -	2+	2

Year 8 — Flightpath GCSE (100% … 80% … 60% … 40% … 20% … 0%)

Mastery	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Secure	Secure	Secure	Secure	Secure	Secure	Developing	Developing	Developing	Emerging	Emerging	Emerging	Novice	Novice	Novice	Novice	Novice	Novice
Year 8	A*+	A*	A*-	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E	E-	F+	F	F-	G+	G	G-
NC Level	E	E	E	8+	8	8 -	7+	7	7 -	6+	6	6 -	5+	5	5 -	4+	4	4	4 -	3+	3	3 -	2+	2

Year 8 — Actual GCSE

Mastery	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Secure	Secure	Secure	Secure	Secure	Secure	Emerging	Emerging	Emerging
Year 8	A*+	A*	A*-	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E	E-	F+	F	F-	G+	G	G-
NC Level	E	E	E	8+	8	8 -	7+	7	7 -	6+	6	6 -	5+	5	5 -	4+	4	4	4 -	3+	3	3 -	2+	2

Grade criteria for assessing progress Year 9

1. In Year 9 students will be assessed using full GCSE criteria when assessing pupils' work and reporting to parents.
2. When reporting to WG, the school will only use the Mastery Statements as target and grade criteria

Flightpath for Year 9

% Equiv (100% … 80% … 60% … 40% … 20% … 0%)

Mastery	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Secure	Secure	Secure	Secure	Secure	Secure	Developing	Developing	Developing	Emerging	Emerging	Emerging	Novice	Novice	Novice	Novice	Novice	Novice
Year 9	A*+	A*	A*-	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E	E-	F+	F	F-	G+	G	G-

C. Common Tracking Points & Progress Reviews

1. All pupils will receive a Progress Review once per term. These three tracking points will be clearly indicated on the school calendar and will be identical across the school for Years 7 to 10. Year 11 will share the same dates for Tracking Points 1, and 2, but will have an earlier Tracking Point 3, at the end of April, prior to the start of the final exams.
2. Each Progress Review will be a single document, printed directly from the Go4Schools online. It will be shared with pupils via the individual pupil and parent logins

3. The Progress Reviews for Years 7, 8 and 9, will be drawn from the latest Tracking Point that includes the Progress Review Grade. School managers will use the MTG to identify underperformance. For the final Progress Review, the summative assessment will be from the exams that pupils in Years 7, 8 and 9 take in the final weeks of term.

4. The Progress Reviews for Years 10 and 11, will consist of two separate grades being given to each pupil for each subject course they are following. Each pupil will be given a grade from the latest Tracking Point that includes the Progress Review Grade. Each pupil will also be given a Fine Predicted Grade (FPG), using a number before each GCSE grade to denote the level of confidence that the teacher has in that outcome being realised. E.g. C+ indicates that the teacher is very confident that the pupil will achieve a C at the end of the course, while a C- indicates that the teacher's confidence is very weak.

D. Responsibilities of stakeholders.

Teachers

1. Go4Schools will be the management tool, accessible to all staff, which will serve as the markbook for each teacher. No teacher will be required to keep separate lists of pupil performance data, or enter any data in SIMS.

2. Each teacher must follow the assessment programme in the relevant Scheme of Work in order that pupils are assessed both in a formative and summative manner, in line with the department/faculty schedule.

3. Each teacher should follow their faculty's policy on how frequently work in books should be assessed and how the results of summative assessments should be fed back to pupils.

4. Each teacher must input question level data for each summative assessment at least once every half term. Each summative assessment must contain at least 3 different assessment items. This data will generate a tracking grade for both KS3 and KS4 Progress Reviews.

5. Each teacher must also input a fine levelled predicted grade for each of their KS4 pupils in accordance with the assessment schedule.

6. Each teacher is expected to use the assessment data for their classes to identify underperforming pupils and provide interventions where appropriate, also making adjustments to their teaching programme in light of the messages from the assessments.

Subject Leaders

1. Each subject leader is responsible for devising and maintaining a schedule of summative assessments (at least once every half term) for each course taught.

2. Each summative assessment must have at least three constituent itemised elements, the marks for which, generate a summative grade. It is the responsibility of the Subject Leader to create the framework and mark schemes for these summative assessments.

3. The Subject Leader will organise standardisation of the marking of summative assessments.

4. The Subject Leader will with the help of other teachers of the subject, at the appropriate tracking points for each year group, analyse the performance of each class and identify the following:
   a. Which groups are underperforming?
   b. Which individuals are underperforming?

c. Which aspects of the assessments was underperformance most marked?
5. The Subject Leader is expected to coordinate interventions for pupils and classes found to be underperforming and to also adjust schemes of work in the light of summative assessments.

SLT
1. Through their regular calendared meetings, the SLT link will use summative assessment data to challenge and support Faculty / Department leaders in their drive to improve outcomes for all pupils.
2. The SLT link will assist subject leaders in designing and implementing assessments within the Go4Schools platform.
3. The Facultuy Leaders will use internal school data to produce reports for the governing body (and also GwE and the LA) on the progress and performance of different groups of pupils throughout the school.

Governors
1. The Standards and Achievement (SAA) Working Party, is the group responsible for monitoring the successful implementation and coordination of this assessment policy.
2. The SAA will receive reports every term from the SLT on the progress of each cohort of pupils in the school.

E. Feeding back to Parents

Parents play a crucial role in the assessment process, by encouraging their children and helping them to focus on the actions set out by the latter's teachers. At the beginning of each Key Stage, Parent Briefing Evenings are held, where the SLT and core subject staff, explain the assessment programme for each subject. There is also a calendared Parents' Evening for each year group where parents can review their child's progress with their child's teacher and view their workbooks and assessment record.

The Progress Review documents throughout the year provide parents with an accurate picture of where their child is in progressing towards their end of Key Stage 4 target. Parents will also receive a report on the Attitude To Learning (ATL) scores for their child at the same time as each Progress Review. In addition, parents will receive a written report from their child's form teacher, at the end of the academic year. This report will be a personal reflection by the form teacher on the pastoral progress of the child and will not contain duplicated comments.

* For KS4 courses which lead to qualifications other than GCSE (e.g. College Engineering, ICT), the equivalent GCSE grade will be used.

Glossary of Acronyms

AfL – Assessment for Learning

AoL – Assessment of Learning

MTG - Minimum Target Grades

CAT – Cognitive Abilities Test

WNT – Welsh National Tests

SLT – Senior Leadership Team

TA – Teacher Assessment

FPG – Fine Predicted Grade

RSL – Raising Standard Leader

SAA – Standards and Achievements

ATL – Attitude to Learning