St. Philip Howard
CATHOLIC VOLUNTARY ACADEMY

Assessment and Progress Policy

Written and developed in collaboration with the Staff Assessment Working Party – 2016/17

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Version 6

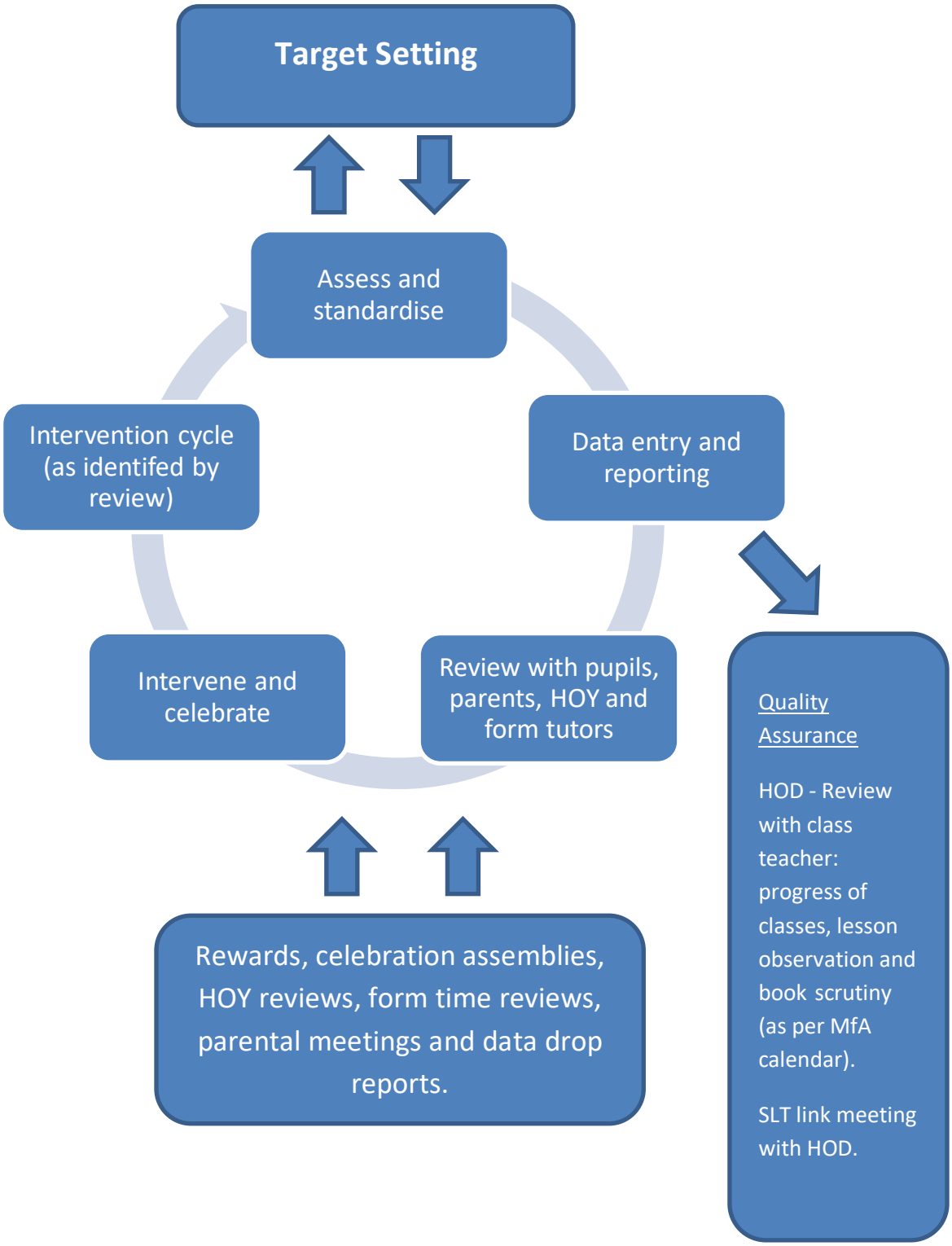
Introduction:

St Philip Howard Catholic Voluntary Academy's Assessment and Progress Policy (APP) places the child at the centre of assessment, with the student developing a sense of responsibility for their own progress and achievement. The APP gives a structure for effective, accurate and consistent assessment and a framework for intervention to improve progress.

Aims:

- For students to feel responsible for their own progress and to have a clear understanding of how to achieve their potential.
- To ensure all students make good progress.
- To ensure accurate assessment for all students.
- To ensure consistency of student experience both within and across departments.
- To ensure that intervention for underperformance is both timely and effective.
- To ensure that all stakeholders are aware of students' progress and contribute to improving achievement.

Assessment Cycle



Target setting:

A new target setting strategy was explored from January to Easter 2017 following an external whole school review in December 2016. Collaborative work with external partners included a NLE, leaders from good and outstanding secondary's, middle leaders and governors.

KS3 (Years 7, 8 and 9)

Pupil's targets at KS3 are based on the students achieving FFT Aspire 20. Also considered is a child's CAT score and KS2 results.

KS4 (Years 10 and 11)

Pupil's targets at KS4 are based on students achieving the minimum of FFT Aspire 50. Pupil Premium students and More Able students are targeted the minimum of FFT Aspire 20. These are both minimum targets that will be measured by the school for internal and external purposes. In order to set aspirational targets that involve both the student and subject teacher, Teacher Targets will be set in Years 10 and 11. Teacher Targets are an additional to minimum targets as determined by FFT Aspire and will help to challenge students further in individual subjects.

Assessment and standardisation:

Before a data drop opens, a HOD should identify which assessments should be considered when deciding what data to input. At least 2 formative and 1 summative assessments should be used by core subjects and option subjects at KS4. Those with reduced curriculum time at KS3 (less than 4 lessons over a fortnight), 1 formative and 1 summative assessment should be used.

Every department must hold a termly standardisation activity for both KS3 and KS4. Standardisation meetings should be minuted and evidence of the standardisation activities should be kept in the MfA folder. External moderation should occur at KS4 with relevant partners: this being PiXL, partner schools, examiners, or experienced colleagues in other educational establishments. Standardisation review will form part of the line management meeting between the HOD and SLT line manager.

Data entry:

Data drops are collected on four occasions for KS4 and three for KS3 (except Year 9 which remains at three). These data drops are published to parents and students. Additional data drops may occur for internal use at several times in the year for example, mock examinations or end of year measures. The date for data drops can be found on the academy's assessment calendar. It is the Head of Department's responsibility to ensure standardisation has taken place and that the assessment cycle has been clearly outlined to

the department. If a colleague is absent the curriculum leader is responsible for ensuring assessment has taken place and data entered.

Data is entered onto the class marksheet as found on SIMS.

It is essential that data drops are completed on schedule to ensure that data is 'live' and relevant and that administrative staff can process relevant data for all stakeholders.

Quality assurance:

Following each data entry point, the Head of Department will hold a meeting with members of staff during a period of analysis (as per the MfA calendar) in which data will be quality assured and students identified for underachievement. From here, clear measures should be taken to intervene. Book scrutiny of work completed within the assessment calendar, marking/feedback and lesson observations will inform Department Reviews (as per the MfA calendar). As part of Department Reviews, the Head of Department will discuss the progress of the subject teachers classes, identify with the class teacher interventions and support needed to ensure all students make progress. For larger departments another member of staff may work alongside the Head of the Department to ensure the process is carried out.

Following the Department Review, the Head of Department will meet with their SLT line manager to discuss progress of students in the department, review the effectiveness of intervention and outline further actions needed to ensure progress.

Quality assurance includes:

- Lesson observations
- Lesson snapshots
- Work scrutiny
- Marking policy and marking sampling
- Departmental review
- Homework scrutiny

Review with pupils:

Following each data drop, assessment data is reviewed with students during form time with their form tutor. Pupils will review their targets and progress with their form tutor. Heads of Year will also conduct a review of attainment and progress and may wish to meet with students and/or their parents/carers.

After each data drop, Directed Improvement and Reflection Time (DIRT) should be completed in subjects in which students reflect on their target, current attainment and progress and measures to be taken moving forward. DIRT completed after an assessment e.g. unit exam, should be printed/and or completed on yellow paper and then stuck into books.

Intervene and celebrate:

Students making below expected progress across a subject/s will be discussed and interventions planned by the relevant member of staff: class teacher, HOD, HOY and SLT line manager.

Departmental interventions should be put in place for those students who are not making expected progress and tracking of interventions should be documented.

Celebration assemblies will take place after each data drop, conducted by the Head of Year to allow recognition of student's achievements. As a department, parental contact in the form of certificates, praise postcards and phone calls home should be made to recognise progress and improvement.

Credits should also be awarded as part of the whole school behaviour policy for 'working towards target' and 'targets achieved'.