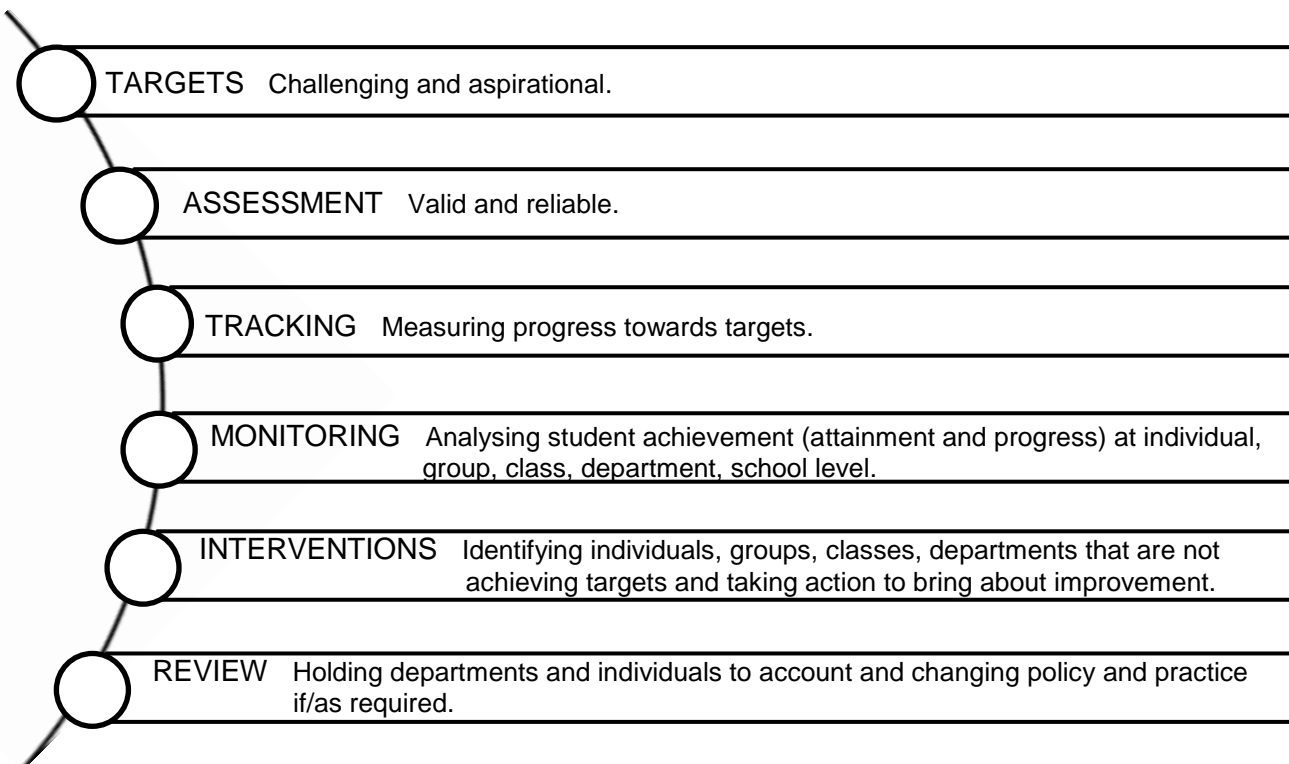


## ASSESSMENT AT ECKINGTON SCHOOL

### What are our key principles?



TARGETS Challenging and aspirational

#### Current arrangements

- Students set targets for end of key stage 4 on entry for all curriculum areas based on 3 and 4 levels of progress.
- Baseline data for setting end of key stage 4 English targets are KS2 fine levels for English.
- Baseline data for setting end of key stage 4 mathematics targets are KS2 fine levels for mathematics.
- Baseline data for setting end of key stage 4 targets for all other curriculum areas are from an average of English and mathematics KS2 fine levels.
- All 'proposed' end of key stage 4 targets are set centrally by the Deputy Headteacher based on 3 and 4 levels of progress. 'Proposed' targets are then passed to Leaders of Teaching and Learning for 'checking'. The Leader of Teaching and Learning may in exceptional circumstances move a small number of targets up and down if they have evidence based reasons but numbers of targets at each level must still 'stack up' to the same global figure for the curriculum area.
- Students entering Eckington School on a level 5 (5a, b and c) and on a level 4a are set targets using 4 levels of progress. All other students are set targets using 3 levels of progress.

- All target grades are sub-levelled eg Ab, Bc etc.
- Once end of key stage 4 targets are finalised, a 'flightpath' is worked backwards for where a student needs to be at the end of key stage 3, ie year 8. This grade is then translated into a level which becomes the end of key stage 3 target level, which is also sub-levelled.
- At key stage 3, all students have an end of key stage 3 (end of year 8) target and a progress target for the end of year 7. Curriculum areas can build in different rates of progress when setting progress targets for the end of year 7 as long as students reach their target level for the end of key stage 3/year 8 for students from different starting points. Flightpaths can also vary due to the curriculum model, eg the year 7 'b' band have twice as much curriculum time in year 7 English so 'more' progress is expected and built into their flightpath for year 7 students. Modern foreign languages also have a slightly different flightpath due to 'low' starting points on entry.
- Targets are reviewed at the end of each academic year and can be raised if students are making better than expected progress, ie for a student who has exceeded their target/progress/predicted grade or level at the end of the academic year.

### Future Thoughts

- Consider the use of FFT Aspire to set targets for current year 8 and beyond to ensure they are in line with Progress 8 measures. Also review targets for current year 9 and 10 at the end of the year by comparing with FFT Aspire estimates.

### ASSESSMENT Valid and reliable

#### Current arrangements

- All students are formally assessed three times a year.
- Key stage 3 students are awarded a 'working at' level in all subjects which is sub-levelled, eg 5b. (Year 7 and 8).
- Key stage 4 students are awarded a predicted grade in all their 'chosen' subjects which is sub-levelled, eg A\*b. (Year 9, 10 and 11).
- Assessment at each reporting point gives a 'holistic' grade/level and is based on a whole body of work including classwork, homework, controlled assessment, practical assessments, progress tests and what previous cohorts have gone on to achieve (a single piece of work/progress test leads to too much variability between assessment points).
- Assessment data is internally moderated in departments to ensure it is valid and reliable, eg at the point of input all data is discussed by the teacher and Leader of Teaching and Learning to ensure it is comparable between teaching groups/teachers and that it 'looks' right when other data is considered, eg results in progress tests, marks for controlled assessments completed etc.
- Collaborative Planning Sessions twice a year are used by departments to standardise/moderate assessment to increase validity and reliability and to improve teaching and learning. The equivalent of half a day is also given over to moderate/standardise assessment/marks/grades for external data, eg GCSE Controlled Assessment marks.
  - \* See Assessment Policy and Practice for further detail.
  - \* See proposal to further improve the validity and reliability of assessment at Eckington School.

## Future Thoughts

- National Curriculum levels are being removed and not replaced. Currently curriculum areas are still using NC levels which have been 'tweaked' to match the 'new' National Curriculum. We still need to decide as a school how we will measure progress at key stage 3. Whilst we have given this some thought, we are still waiting to see what will happen nationally and at the results of the 'funded' case studies which are being trialled.

Current thinking is that:

- parents do understand levels. Should we maintain them going forward, but ensure that they relate to the 'new' assessment objectives?;
- whatever we use must be consistent and comparable across the school and be easily understood by parents, staff and students?;
- should we move to reporting GCSE grades (either predicted or working at from year 7)?
- Consider reporting in terms of working at grades for GCSE in key stage 4 (and possibly key stage 3) to improve reliability and validity.
- If we move to working at grades for reporting points through key stage 4 (and possibly key stage 3), devise systems to show students, staff and parents how a student is doing compared to target, expected progress and/or to others, eg projected grade, flightpaths etc.
- Increase working with other schools on moderation/standardisation.
- Attendance of 'key' Leaders of Teaching and Learning to curriculum area PiXL events, eg English, mathematics and science.

## PROGRESS TRACKING Measuring progress towards targets

### Current arrangements

- At each reporting point (3 times a year) all students in all curriculum areas are identified who are not on course to achieve targets.
  - At key stage 3, flightpaths are used to establish 'where a student should be' if they are to achieve their progress target for the end of year 7 and/or their end of key stage 3/year 8 students. Students who are not on course/not making expected progress are identified.
  - At key stage 4, all students who are not predicted to achieve their end of key stage 4 target are identified.
- SISRA Analytics is used to track progress towards targets at a whole school, departmental, group, class, teacher and individual level, and to identify under-achievement.
- We are currently using PiXL processes to track and monitor the progress/attainment of current year 11 students.
- The Senior Leadership used the whole school strategic document to track whole school progress; this is discussed at a strategic meeting on a half termly basis.
- SLT Link meetings are used to discuss progress with Leaders of Teaching and Learning at a departmental, class, teacher and individual student level. These take place five times during the year.

- Leaders of Teaching and Learning track progress at a departmental, class and student level following each reporting point. This is done as a formal process with completed documentation for year 11, 12 and 13.
- National transition matrices for all curriculum areas are also used to measure/track progress compared with national expectations.

### Future Thoughts

- What we need to do differently in terms of tracking progress for current year 10 and beyond in the light of progress/attainment 8.
- When/how to move to 'new' grading system for GCSEs, ie Scale of 1-9? This is further complicated by the fact that for 3 years GCSE outcomes in different subjects will be a mixture of grades and numbers.
- Using graphs on reports to parents re flightpaths and current progress/attainment.

### MONITORING    Analysing student achievement (attainment and progress) at individual, group, class, departmental, school level

- Whole school monitoring takes place at an SLT level as described above, eg Strategic SLT meetings, Strategic SLT spreadsheet, SLT Link meetings and reports to governors.
- RAP meetings are held following each reporting point for all year groups involving SLT member in charge of each key stage, LoSD/D of L for the year, LoTL for English, mathematics and science, SLT in charge of SEN, SLT in charge of PP, the PSA for the year group, link governor for the year team, the data manager and the exams officer.
- Leaders of Teaching and Learning monitor the progress/attainment of the department.
- Leaders of Student Development monitor the progress/attainment of students and groups across the curriculum.
- All teachers in all curriculum areas have been trained in the use of SISRA analytics to monitor/analyse student achievement. This allows for analysis in terms of gender, ethnicity, ability, Pupil Premium, SEN, department, teaching group etc. Progress relative to target and/or previous reporting points can be viewed using colour coding to allow for easy interpretation as to whether a student is on or above (green) or below (red) their target.
- The use of PiXL spreadsheets/principles (for whole school performance and for English/mathematics) is currently being trialled in year 11 to monitor/analyse:
  - the % of students gaining A\*-C in English and/or mathematics;
  - the % of students gaining five A\*-C including English and mathematics.

### Future Thoughts

- More careful monitoring of our HAs to ensure they make four levels of progress and attain A\*/A grades.
- Use of transition matrices by sub-level embedded into whole school/departmental practice to ensure that any differential performance issues identified historically are closely monitored.

- Use of SISRA Analytics or a school based system is developed to measure/monitor that students achieve their VA score as required for Attainment/Progress 8.
- Consider the impact of Progress/Attainment 8 on curriculum design going forward when historic data becomes available. This may mean difficult decisions with regard to student choice will need to be made to ensure they tick all the boxes and get maximum VA in each box.
- Reporting to students and parents in a cohesive and understandable way.

INTERVENTIONS Identifying individuals, groups, classes, departments that are not achieving targets and taking action to bring about improvement

- Many of these practices have been outlined previously.
- Interventions include:
  - additional lessons in the B band at key stage 3 in English and mathematics;
  - reading booster classes;
  - numeracy and literacy intervention by learning mentor for key stage 3 Pupil Premium students;
  - after school study sessions;
  - mathematics intervention for year 11;
  - English intervention for year 11;
  - Revision classes at Whit half term;
  - Intervention in English and mathematics for year 7-10 during half term 6;
  - additional time spent on 'weaker' subjects for year 11;
  - after school Pupil Premium study club;
  - additional input during tutorial and rolling period for some students in English, mathematics and science;
  - introduction of AimHigher for students in year 9, 10 and 11 in danger of not achieving 5 A\*-C including English and mathematics;
  - interviews with PP parents and students in all years (those who are underachieving) with the headteacher and/or Pupil Premium Coordinator;
  - 'more tailored' curriculum for students in danger of not achieving 5 A\*-C and/or 5 A\*-C including English and mathematics in year 11.

NB. The best intervention is, however, to ensure that all teaching and learning is at least good, preferably outstanding.

REVIEW Holding departments and individuals to account and changing policy and practice if/as required.

- Exam analysis by Leader of Teaching and Learning, and meeting in September each year with Headteacher and Deputy Headteacher looking at target residuals, and performance indicators (ie performance related to national, performance in one subject compared to performance in other subjects), analysis by teaching group, contextual groups etc, actual performance relative to predictions, comparisons with historic data etc etc. All minutes forwarded to link governor. Areas for improvement feed into whole school and curriculum area Improvement Plans each year.
- Similar meeting to above, in February, to review 'in year' data and progress towards Improvement Plans. All minutes forwarded to link governor.
- Regular half termly review meetings between SLT Link and LoTL, and SLT Link with LoSD/DoLs to look at student performance.
- RAPs for each year following every reporting point. Link governor attached to each year RAP.
- SLT Strategic meetings half termly.
- Appraisal/Lesson observations to focus on quality of Learning and Teaching and student achievement (both progress and attainment).

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