



# **Maghull High School**

## **Target Setting & Assessment Policy**

Revised Sept 2020  
Review date – Sept 2022

## Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

## Principles of assessment

- It focuses on developing key subject concepts, knowledge and skills
- It is based upon high expectations and challenge for all
- It ensures that pupils master the skills required before moving on
- It uses regular assessment and pupil feedback
- It incorporates high quality end of topic assessments which help pupils develop the skills needed to tackle GCSE examination questions
- It ensures that assessments reliably identify good and better progress and underperformance
- It supports the rigour of self-evaluation including the analysis of data, observation of learning and the scrutiny of pupils' work
- The policy is mindful of external accountability.
- It evaluates how well pupils are doing against relevant age-related expectations as set out by the school and the National Curriculum.

## Target Setting & Assessment Points

### KS3

All pupils are assigned an ability band based upon \*prior attainment at KS2. The **Learning Ability Band** is calculated from an average of a pupil's KS2 fine scores for English and Mathematics.

In some practical subjects the learning ability band is calculated using baseline assessments in the first term of Y7.

\*For year 7 2020 prior attainment will be ascertained through the completion of CATs due to SATs being cancelled during the Covid19 closure of schools.

Year 7, 8, 9	
KS2 Fine	Band
> 111	V
106 to 110.5	U
97 to 105.5	M
< 97	L

### Assessment points (AP) and reporting to parents at KS3

There are 3 assessment points in the academic year – 1 per term. Pupils are assigned a points score based upon the number of grades above or below the expected standard. This is then divided by 3 to give a progress indicator.

#### Example:

Pupil band V

Pupil indicator U+

-2 divided by 3 = -0.66

The pupil is 2/3 of a band away from expectation

An overall progress indicator is calculated for both subjects and pupils by taking the average score for the cohort/total no. of subjects. This information is used to calculate progress scores for different cohorts of pupils including SEND, Disadvantaged, Gender, Ability band etc.

The progress score is used for internal analysis only. A summary is produced to inform the SLT, Teachers and Governors of the key areas of strength and areas for improvement.

Parents and pupils receive an update on the progress indicator for each subject studied 3 times a year. An explanation of the progress grade is provided (see example). The school does not provide written statements/reports. The assessment points are positioned within the calendar to coincide with parent's evenings or other opportunities to discuss pupil progress directly with parents and pupils.

#### Example

<b>U+</b>	<i>Working slightly above the upper band expectation</i>
<b>U</b>	<i>Working at the upper band expectation</i>
<b>U-</b>	<i>Working slightly below the upper band expectation</i>
<b>M+</b>	<i>Working slightly above the middle band expectation</i>
<b>M</b>	<i>Working at the middle band expectation</i>
<b>M-</b>	<i>Working slightly below the middle band expectation</i>

#### KS4

Target setting in years 10 and 11 is based upon taking the most recent DFE estimate for each progress element and applying one further grade to ensure that targets are aspirational.

Parents and pupils receive an update on the progress of pupils in each subject studied 3 times a year. An explanation of the progress towards the target grade is provided. The assessment points are positioned within the calendar to coincide with parent's evenings or other opportunities to discuss pupil progress directly with parents and pupils.

Assessment points are informed by internal assessment and monitoring within each subject area and through a programme of mock examinations as appropriate.

## **KS5**

Target setting in years 12 and 13 is based upon taking the most recent L3VA estimate for each progress element and applying a target grade that ensures a positive value added score for each subject.

Parents and pupils receive an update on the progress of pupils in each subject studied 3 times a year. An explanation of the progress towards the target grade is provided. The assessment points are positioned within the calendar to coincide with parent's evenings or other opportunities to discuss pupil progress directly with parents and pupils.

Assessment points are informed by internal assessment and monitoring within each subject area and through a programme of mock examinations as appropriate.

### **Assessment approaches**

At Maghull High School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### **In-school formative assessment**

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

The school has a marking and feedback policy that explains the approach to formative assessment. Each department has a specific policy that highlights the subject specific approaches to formative assessment within each subject.

### **Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

## **Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## **Roles and responsibilities**

### **Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### **Headteacher**

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects

- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

## **Monitoring**

This policy will be reviewed bi-annually by the assistant headteacher with responsibility for assessment. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Subject leaders are responsible for ensuring that the policy is followed.

SLT and middle leaders will monitor the effectiveness of assessment practices across the school, through:

*moderation, lesson observations, book scrutinies, pupil progress meetings.*

## **Links with other policies**

This assessment policy is linked to:

- Non-examination assessment policy
- Examination contingency plan
- Marking & Feedback Policy