

Introduction

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

Synopsis

Assessment is a continuous process which is integral to teaching and learning. It should be developed and implemented in such a way as to maximise understanding of what students know, understand, and can do, as well as identifying any areas for further improvement/development and to celebrate achievements in their broadest sense. It necessitates a whole school approach, incorporating the whole school policy, and must involve all teachers, all students and wherever possible all parents.

AIMS AND OBJECTIVES

To develop an approach to whole school assessing recording and reporting which:

1. Recognises and celebrates a wide range of achievements
2. Identifies ways that students can improve
3. Is linked to whole curriculum planning and delivery
4. Motivates students to achieve targets that will enhance their learning and increase self-confidence
5. Is in keeping with the school aims and ethos
6. Enables teachers through the assessment process to plan effective learning experiences for students

Key Terminology

Target in KS4 and KS5 - This is the grade that a student should aim to achieve by the end of the Key Stage. This is the grade that the academy believes a student is capable of achieving if they make progress from their starting point. In KS4 these targets are derived from Key Stage 2 data. In KS5 the academy uses the KS4 grades achieved as well as the KS2 data to set targets for Level 3 qualifications.

Targets in KS3

This is the grade that a student should aim to achieve by the end of the Key Stage. This is the grade that the academy believes a student is capable of achieving if they make progress from their starting point. The targets have been set using KS2 data.

The methodology for calculating targets can be found in Appendix B.

Data Collection

For each collection subject teachers will enter:

- Predicted Grade – The grade the teacher predicts the student to achieve at the end of the key stage.
- Exam Score - Percentage score for the exam sat during the exam week. This will be given in the context of the average score achieved by students sitting the same exam.
- Attitude to learning – Students' attitude to learning, taking into account things such as homework and engagement on a 4 point scale, 1 – outstanding, 4 – unacceptable.

Data will be collected three times a year for Years 7 to 13 and all Collection dates will be preceded by an exam week. An example of the report card is shown in Appendix A.

Whole School Assessment and Progress Policy – Appendix A

A Student report will look like this.

- A student will only get one of the sentences about reading age, depending on their reading age and chronological age.
- Achievement points will only be green if the student has at least 10 more achievement points than behaviour points.
- Behaviour points will only be green if the number is less than 10.
- Punctuality will only be green if the number is more than 97.
- Attendance will be green if it is over 95 and yellow if is over 90 but below 95.

Year 10 Student Report Card

Student	Sam Curties	Tutor Group	Bell 3	
Tutor	Miss Field	Date	February 2017	
Key Terms				
<ul style="list-style-type: none"> • Target Grade – This is the grade that a student should aim to achieve. This is the grade that the academy believes a student is capable of achieving if they make outstanding progress from their starting point. • Attitude Rank – A student's average effort across all subjects compared to all students in the year group, expressed as number between 0 (High) and 100 (Low) • Predicted Grade – This is the grade that the student is currently predicted to achieve at the end of the Key Stage. • Exam Score – The percentage score achieved by a student in the test for this assessment. • Exam Avg – The average score (as a percentage) attained in the test for this assessment. • Attitude to Learning (ATL) Grade – This is an indication of the effort and commitment that a student is showing towards his/her studies. Ranging from 1 (High) to 4 (low) 				
Academic Data				
Sam's Target Grade:		7		
Sam's Attitude Rank		90.3		
Subject Grades				
Subject	Predicted Grade	Exam Score	Exam Avg.	Attitude to Learning
English	6	80%	85%	3. Requires Improvement
English Literature	7	70%	67%	4. Unacceptable
Mathematics	6	50%	60%	3. Requires Improvement
Combined Science	4	60%	60%	3. Requires Improvement
Computer Science	8	80%	75%	4. Outstanding
Music	3	20%	40%	3. Requires Improvement
Product Design	8	45%	59%	2. Good
Religious Studies	3	10%	70%	2. Good
<p>Sam's Reading age is above his chronological age. Sam's Reading age is similar to his chronological age. Sam's Reading age is 10 months below his chronological age.</p>				
Pastoral Data				
The academy expects all students to have				
• at least a +10 points residual		• at least 95% attendance		• less than 3% lateness.
Sam's pastoral data is currently as follows...				
Achievement Points	Behaviour Points	Attendance	Punctuality	
54	44	93.33	97.95	

Whole School Assessment and Progress Policy– Appendix B

Target Setting

Each student in BLT has a single target grade for all subjects. This target is aspirational and is calculated using prior data. A student target grade is the average grade required to achieve a Progress 8 Score of 0, with one grade added. Meaning that if a student obtained their target grade in all subjects they would have progress 8 score around +1.

2016/17 onwards

Average KS2 scaled score	Target
115 – 120	9
110 – 114	8
105 – 109	7
100 – 104	6
95 – 99	5
90 – 94	4
85 – 89	3
80 - 84	2

Previous cohorts – those who began Year 7 prior to 2016

The DfE projected grade is calculated by looking up the KS2 Average Fine Score in the DfE Attainment 8 Estimate table, and then rounded to the nearest 10. This is divided by 10 to give the average grade per subject. One grade is added to ensure the target grade is suitably aspirational.

For example,

KS2 Average Fine Score	4.6
Attainment 8 Estimate	48.5
Rounded to the nearest 10	50
Average grade per subject	5
Target (one grade added)	6

Table B.1 2015 Attainment 8 estimates for each KS2 fine level

KS2 average fine level (English & Maths)	2015 Attainment 8 estimate	KS2 average fine level (English & Maths)	2015 Attainment 8 estimate	KS2 average fine level (English & Maths)	2015 Attainment 8 estimate
1.5*	13.20	3.7	32.11	4.9	55.03
2.0*	17.70	3.8	33.63	5.0	56.16
2.5*	19.39	3.9	35.27	5.1	59.32
2.6*	20.36	4.0	36.46	5.2	61.51
2.9	21.88	4.1	38.60	5.3	63.92
3.0	23.37	4.2	40.62	5.4	66.31
3.1	23.91	4.3	42.55	5.5	65.67
3.2	24.42	4.4	44.49	5.6	71.01
3.3	26.15	4.5	45.87	5.7	74.18
3.4	27.71	4.6	48.50	5.8*	78.28
3.5	28.58	4.7	50.71		
3.6	30.24	4.8	52.75		

This table is not the latest DfE information and is for illustration purposes only

Unreformed GCSEs

Targets for unreformed GCSEs and BTEC subjects map across to reformed GCSE Targets as follows:

Target – Reformed GCSE	Target – Unreformed GCSE	Target – BTEC
9	A*	Distinction *
8	A*	Distinction *
7	A	Distinction
6	B	Merit
5	C	Pass
4	C	Pass
3	D	Pass
2	E	Pass

KS5 Targets are based on progress made by similar students nationally between KS4 and KS5 in the previous year. Targets are aspirational aiming at the performance of 20th percentile of the previous national cohort.

Targets are updated at the beginning of each academic year. If a target is generated mid-year it will use the same data as the existing targets. Student with no prior data will be given a target of 4 in KS4 and C in KS5.