A Guide to:

Key Stage 3

Assessment, Target-setting and Reporting at Barnwell School

Assessment, Target-setting and Reporting

List of Contents

Assessment, Target-setting and Reporting

Barnwell School is committed to ensuring that every student fulfils his/her potential. To realise this aim, it is essential that the school operates effective strategies to:
- assess student progress regularly
- report on progress to the students, parents/carers, the SLT and Governing Body
- identify students at risk of underachieving
- implement effective intervention strategies to address the underachievement

Assessment is a continuous process, which is planned and developed as part of the schemes of work in every subject within the school. It is based upon both subjective and objective measures.

Aims

To secure attainment and learning progression to enable high achievement by:

- matching learning and teaching provision to students' individual needs
- embedding the underlying principles of assessment for learning
- setting challenging targets for all students based on prior attainment and base line data
- regularly measuring the performance of students against targets and benchmark data
- regularly monitoring student progress and identifying underachievement to inform prompt intervention
- regularly standardising and evaluating work to secure consistency in assessment
- providing information and data to parents/carers about academic progress regularly
- comparing school performance targets for attainment and the performance of schools locally and nationally
- providing information for stakeholders, governors, Local Authority and relevant parties to inform school self-evaluation

Assessment, Target-Setting and Reporting Cycle

End of Year 11 targets are set at the beginning of Year 7 for each student for every subject studied. These are based on prior attainment at Key Stage 2 using KS2 Scaled Scores.

Behaviour for Learning (B4L) is monitored regularly and data track progress reports are issued for every student to parents/carers each term. The progress reports include the following information for each subject being studied:

- End of Year 11 target grade
- Progress level: Above Expected, On Expected, Below Expected, Well Below Expected.
- Behaviour for Learning Level: 1 = Excellent, 2 = Good, 3 = Satisfactory, 4 = Poor, 5 = Unacceptable
- Completion of Homework (EXL): 0 = Homework is submitted consistently and to a good standard, 1 = Homework is not submitted consistently or is not to a satisfactory standard.

In addition, information is also included about current attendance.

The purpose of the interim data track progress check is to enable staff, parents and students to:

- review progress
- identify specific targets for improvement
- identify students at risk of underachievement
- put in place timely intervention to address the situation

The information also forms the basis of:

- mentoring discussions between students and Form Tutors or Head of College or Mentors that are on-going throughout the year
- discussions between form tutors, students and parents/carers at parents' evenings

Assessment, Target-Setting and Reporting Timetable

Year 7

Term 1
- Baseline assessment conducted all subjects
- KS2 results, primary data and baseline data used for grouping
- End of Year 11 GCSE targets created using KS2, FFT and Attainment 8 data
- September – Information Evening for parents/carers and students also attended by core Curriculum Leaders and Heads of College
- November - Progress data capture – Effort and Attainment
- December – 1st data track report to parents/carers showing target, current progress and attendance
- December – Parents' Evening

Term 2
- February - Progress data capture – Effort and Attainment
- Targeted intervention where appropriate (e.g. literacy, numeracy 1:1)
- March – 2nd data track report to parents/carers showing target, current progress and attendance

Term 3
- June/July – Year 7 exams for English, Maths and Science.
- July - Progress data capture – Effort and Attainment
- Targeted intervention where appropriate (e.g. literacy, numeracy 1:1)
- July – 3rd data track report to parents/carers showing target, current progress and attendance

Year 8

Term 1
- End of Year 11 targets are reviewed against the latest Attainment 8 data.
- November - Progress data capture – Effort and Attainment
- November – 1st data track report to parents/carers showing target, current progress and attendance

Term 2
- February - Progress data capture – Effort and Attainment
- Targeted intervention where appropriate (e.g. literacy, numeracy 1:1, Homework club)
- March – 2nd data track report to parents/carers showing target, current progress and attendance

Term 3
- May – Parents' Evening
- July - Progress data capture – Effort and Attainment
- Targeted intervention where appropriate (e.g. literacy, numeracy 1:1, Homework club)
- July – 3rd data track report to parents/carers showing target, current progress and attendance

Year 9

Term 1
- End of Year 11 targets are reviewed against the latest Attainment 8 data.
- November - Progress data capture – Effort and Attainment
- November – 1st data track report to parents/carers showing target, current skills progress and attendance

Term 2
- February - Progress data capture – Effort and Attainment;
- February – Options Information Evening
- Targeted intervention where appropriate (e.g. literacy, numeracy 1:1, Homework club)
- March – 2nd data track report to parents/carers showing target, current skills progress and attendance
- March – Parents' Evening

Term 3
- May - Progress data capture – Effort and Attainment
- Targeted intervention where appropriate (e.g. literacy, numeracy 1:1, Homework club)
- June – 3rd data track report to parents/carers showing target, current progress and attendance
- June – KS3 teacher assessed levels collected through data track 3

If Barnwell School Assessment, Recording and Reporting Systems Work..

Students should:
- know their target grades
- know their current progress towards the target
- have the opportunity to discuss level/grades within lessons
- have the opportunity to discuss overall progress with tutor/mentor

Parents should:
- receive progress check sheets with target grades, current progress against targets and B4L scores for each subject
- contact subject teachers where progress is perceived to be an issue

Teachers should:
- be aware of target levels/grades
- use most recent assessment data to inform planning
- use data to trigger possible departmental intervention for individuals and/or groups
- provide opportunity for progress discussions with students
- discuss progress and actions of individuals and groups with line manager

Curriculum Leaders should:
- be aware of progress of individual/groups and cohorts
- hold teachers accountable for individual and group progress and intervention actions • support teachers with intervention
- highlight requirement for SLT/HOC/HOY intervention

SLT Subject Line Managers should:
- be aware of progress of individual/groups and cohort
- hold Curriculum Leaders accountable for responses to departmental/teacher actions
- support department with intervention
- report progress and intervention strategies to SLT at appropriate points • be held accountable by Head Teacher for departmental progress

Heads of College should:
- identify students whose B4L is poor in a range of subjects and work with faculties and Director of Learning to address issues

Data Manager and Senior Leader for Student Outcomes should:
- set up data collection systems
- produce clear and concise data for teachers/HOD/HOY/HOC and SLT to use
- produce bespoke data for departments/SLT
- analyse data and report to SLT/Governors
- highlight underperformance of individuals/groups/departments/cohorts
- provide performance data on key groups e.g. More Able, SEND, PP etc.
- train staff/governors as appropriate to develop their skills in understanding performance data and the target setting process
- Hold HOF and subject teachers to account for areas of underperformance and ensure appropriate and effective intervention is in place

KS3 Data Track – Help Sheet

The target grade that should be met by the end of year 11

How the student is currently progressing against their target grade.

How the student is currently behaving in lesson.

Shows if the student is completing homework to a satisfactory standard.

Subject	End of Y11 Target Grade	Progress to Target	Behaviour for Learning	Homework
Art	8	Well Below	1	0
Drama	8	Below Expected	2	0
English	8	Below Expected	1	0
Geography	8	Below Expected	1	0
German	8	On Expected	2	0
History	8	Well Below	2	0
IT	8	Above Expected	1	0
Maths	8	On Expected	1	0
PE	Not Applicable*	Below Expected	1	Not Applicable
Science	8	Below Expected	1	0

Possible scores in each category
- Progress level: Above Expected, On Expected, Below Expected, Well Below Expected.
- Behaviour for Learning Level: 1 = Excellent, 2 = Good, 3 = Satisfactory, 4 = Poor, 5 = Unacceptable
- Completion of Homework (EXL): 0 = Homework is submitted consistently and to a good standard, 1 = Homework is not submitted consistently or is not to a satisfactory standard.

At Key Stage 3 in Physical Education students are assessed against national curriculum expectations for their Key Stage. If students choose to take BTEC Sport studies in KS4 they will be assigned an end of Year 11 BTEC target at the start of Year 10.

If you require any further assistance in regard to our assessment and reporting procedures, please contact me and I will be happy to discuss.

Kim Collier
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Glossary of Terms:

FFT	Fisher Family Trust - Is an organisation providing educational data, analyses and research to schools, local authorities and government
PP	Pupil Premium
HOF	Head of Faculty
SLT	Senior Leadership Team
HOC	Head of College
HOY	Head of Year
B4L	Behaviour for learning
FSM	Free school meals
SEND	Special educational needs and disabilities
ARR	Assessment, recording and reporting

Appendix 1 – New GCSE Grade System from 2017

- A grade 4 is a 'Good Pass'
- A grade 5 is a 'Strong Pass'

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
	E
2	F
1	
	G
U	U