



LANGTREE SCHOOL GOVERNORS'

Target Setting, Assessment and Reporting Policy

LANGTREE SCHOOL ACADEMY TRUST COMPANY
AN EXEMPT CHARITY LIMITED BY GUARANTEE
COMPANY NUMBER 7980335

In this policy as in all documents of The Langtree School Academy Trust Company ("TLSATC") any reference to Langtree School, School, Governors of Langtree School or Trustees of Langtree School Academy Trust Company is a reference to The Board of Directors of The Langtree School Academy Trust Company and any reference to the Headteacher of Langtree School is a reference to the Chief Executive Officer of TLSATC.

STATUS:			
RECOMMENDED	✓	STATUTORY	
REVIEW FREQUENCY		3 years	
DATE OF POLICY		June 2018	
DATE OF LAST REVIEW		x	
REVIEW DUE		June 2021	
COMMITTEE		Curriculum & Standards	
Signed: Chair of Governors			
Target Setting Assessment and Reporting Policy			

1. Rationale

This policy replaces separate previous policies to reflect the continuous cycle of Target Setting, Assessment and Reporting.

1.1. At Langtree School we have high aspirations for all students and it is our intention to set high expectations for achievement for all our learners.

1.2. In order to support our culture of high expectation, it is our belief that all students should have explicit targets for attainment in all areas of their learning, with clear and regular feedback as to how current performance measures up to targets set and what must be done in order to ensure that, wherever possible, progress meets or exceeds the targets set.

1.3 This policy is a statement of our whole school commitment to the importance of target setting, assessment and reporting to parents key drivers in raising standards of attainment in school. It is our shared belief that effective assessment has a major impact on the quality of teaching and learning in our school and that valid assessment is inextricably linked to good teaching.

1.4 Effective assessment at Langtree will involve and benefit all stakeholders: teachers, students, parents and governors. Teachers will be more aware of what students still need to learn, understand and be able to do; students will be more aware of what they have to do to reach their target grades; parents will be informed about how well their children are doing and how they can support learning at home; and senior staff and governors will have a confident and accurate overview as to how well cohorts and sub groups of students are progressing within the school.

1.5 It is our belief that this information needs to be clearly shared with parents as well as students, in order to ensure that high expectations are encouraged and supported at home as well as at school.

2. Aims

2.1 To set aspirational attainment targets for all students in all subjects which will describe realistic but challenging outcomes based on prior performance.

2.2 To ensure that targets are available for use by all stakeholders within the school for the purposes of monitoring on an individual, class, subject and cohort basis.

2.3 To clarify the roles of governors, staff, students and parents within the assessment process.

2.4 To ensure that assessment is used regularly and effectively to drive up standards of attainment.

2.5 To provide relevant and useful data to parents three times a year, in order to support a culture of high expectation for all students.

2.6 To ensure that there are clear and robust quality assurance procedures in place to check that all assessment, analysis and reports are standardised across the school, are of high quality, and inform parents and students of ways to move learning forward.

3. Policy Detail

3.1 FFT 5 Estimates will be used initially to set targets for all students in all subjects, (based on prior attainment at Key Stage 2).

3.2 CATs tests will be used to verify the FFT estimates to ensure the targets are realistic and challenging.

3.3 These estimates will be shared with parents in a letter during term 1 of year 7. The letter will outline how the targets have been set and how they will be reviewed.

3.4 The estimates will be reviewed at the end of year 9 and again after the year 10 exams to ensure that what we have learned about an individual student's strengths and weaknesses are incorporated within the target grade.

3.5 Once the review of estimates has been completed the estimates will be branded as "Langtree Targets" and will be shared with parents on all Key Stage 4 reports.

3.6 All staff will complete a range of assessments with each student they teach, these assessments will include, but are not limited to, formal tests and will be used as the basis for staff to enter a predicted GCSE grade for each student.

3.7 The predicted grades will be entered into SIMS towards the end of each long term and allow us to calculate progress towards the estimate or target using a code to describe one of the following descriptors:

1. Above target (i.e. a rate of progress which would result in an outcome grade above target),
2. On target (i.e. a rate of progress which would result in an outcome commensurate with the target),
3. Just below target (i.e. a rate of progress which would result in an outcome 1 grade below the target),
4. Significantly below target (i.e. a rate of progress which would result in an outcome 2 or more grades below the target).

3.8 Until the estimates have been reviewed (ie in KS3) there will be a margin for error built into the progress judgements to allow for the reduced confidence in the predicted grades and estimates.

3.9 In addition, all staff will provide an assessment of

- Behaviour for Learning
- Quality of classwork
- Quality of Homework
- Organisation

all of these based on a four point criterion-referenced scale.

3.10 The termly reports format will also publish a record of attendance, punctuality, detentions and commendations for the relevant year.

3.11 Predicted grades will be collated using the SIMs Assessment Manager by the Data Manager and imported into 4Matrix.

3.12 Various reports are available in 4Matrix and tutors, class teachers, Heads of Subject, Heads of Year/School and senior staff will use this programme to identify patterns of underachievement and plan appropriate interventions.

Responsibility

Governors will:

1. Conduct (student voice) visits, where appropriate, to gain information regarding pupils' engagement with the curriculum, target setting, assessment and reporting and develop governor understanding of school improvement actions that have taken place.
2. Meet with nominated Subject Leaders to better understand the issues which create barriers to learning and student attainment within the school, in order to be able to report back to the FGB with a more informed view whenever deemed necessary.
3. Offer support and challenge to the Headteacher on whole school attainment through the publication of assessment outcomes in the Headteacher's termly report.
4. Monitor and review the application of the whole school assessment policy on a biannual basis.

The Senior Leadership Team will:

1. Set the rationale and programme for target setting, assessment and reporting.
2. Discuss and approve the review of target grades during the regular review cycles.
3. Monitor the quality of assessments used within line managed departments.
4. Discuss the standards achieved within line managed departments (with particular reference to cohorts, classes and sub-groups) with Team Leaders.
5. Ensure that the outcomes of interim assessments are used to inform parents and governors of the progress of groups and cohorts within the school.
6. Monitor the quality of reports produced by departments.

Team Leaders will:

1. Review the targets set for students in their subjects and seek approval from their Line Manager for any changes.
2. Monitor the quality of assessments used within their departments.
3. Moderate the grades proposed by teachers in their teams.
4. Use 4Matrix to monitor and analyse the standards being achieved by students, classes, groups and cohorts
5. Meet with Team Leaders/Heads of School to discuss key features.
6. Discuss the standards achieved within the departments with their teams.
7. Monitor the quality of reports produced by departments.
8. Inform the SLT line manager of the progress of individuals, classes and cohorts as required through the line management process
9. Address the challenges of any underachievement through effective curriculum planning, strategic intervention or pastoral support

Heads of School will:

1. Analyse the assessment data for each cohort in order to identify a list of students for intervention.
2. Analyse the assessment data for each cohort in order to identify students for special commendation.
3. Heads of School/Year will set aside slots within the Pastoral Team meeting time to review the outcomes of interim assessments with teams of tutors
4. Report the names of students identified at SPS meetings.
5. In conjunction with tutors, put in place measures to address significant underperformance.
6. Contact parents regarding progress or ATL where there is a significant concern.

Teachers will:

1. Enter predicted grades for all students on or before published deadline.
2. Enter grades which accurately reflect the current progress of each individual student on our current roll.
3. Use assessments as a formative tool to develop student knowledge and exam technique.
4. Use the results of assessments to inform their discussions at all parent meetings/consultation evenings.
5. In conjunction with Team Leaders, put in place measures to address significant underperformance.

As responsible independent learners, students will:


- a) Know, record and monitor their target grades and understand what they will need to do next to achieve these targets
- b) Seek out the help and advice from teaching staff following the assessment of work, and act on the verbal, written and electronic feedback offered in subsequent pieces of work
- c) Engage constructively in peer and self assessment when requested to do so in order to improve learning
- d) Prepare thoroughly for formal assessments
- e) Share the outcomes of assessments with parents / carers in order to consolidate learning and to improve performance for the future


Guidance and Procedures

All staff and associated stakeholders should familiarise themselves with the accompanying documents, which do not form part of this policy but reflect the standard operating procedures at Langtree School.

SOP Target Setting

SOP Progress Reporting

		LANGTREE SCHOOL		DATE
		STANDARD OPERATING PROCEDURE		14.10.17
		<u>Target Setting</u>		
	Activity	Time	Staff	
Target Setting				
1.	All Year 7 contact and context data will be recorded in SIMs as it is received.	July	DH	
2.	Year 7 Students will sit CATs in first weeks of term. In year transfer students will sit CATs as part of their induction process.	Sept	HP	
3.	Targets will be set based on FFT 5 estimates for all year 7 students	Jan	SBa	
4.	FFT 5 estimates and CATs test results will be shared with TL for identification of anomalies. TL will notify SBa where they feel there is an anomaly. SBa will discuss and agree all requests with the relevant Line Manager.	Jan	SBa	
5.	Agreed targets will be imported into SIMS and 4Matrix.	Jan	CT	
6.	Agreed targets will be shared with parents by letter by the January of Year 7	Jan	SBa	
7.	Targets will be reviewed at the end of KS3 to identify students whose targets need to be adjusted in light of KS3 performance. These targets will be rebranded as Langtree Targets.	May	TL	
8.	FFT5 Estimates will remain the basis of Appraisal judgements to ensure fairness and consistency.			
9.	There will be a further opportunity to review targets after year 10 exams.	April	SBa	
10.	Targets and predicted grades will be published on reports in KS4 but not in KS3.		SBa	

	<p style="text-align: center;">LANGTREE SCHOOL</p> <p style="text-align: center;">STANDARD OPERATING PROCEDURE</p> <p style="text-align: center;"><u>Progress Reporting</u></p>	<p style="text-align: center;">DATE</p> <p style="text-align: center;">29.04.2018</p>
Activity		Staff
Reporting		
1. Teachers use the assessment tracker spreadsheets, results of other valid assessments and their own professional judgement to determine a student’s predicted grade based upon the performance of past cohorts.		Teachers
2. Predicted grades are entered into SIMS as part of reporting cycle – these are compared to agreed targets to produce the progress grade.		Teachers
3. The progress grades are awarded based upon a tightening scale (see attached chart) to allow for a reducing margin for error as students move through KS3 and into KS4.		SBa
4. Teachers have the ability to change the progress grade - but have to justify this change to their curriculum leader. Team Leaders report these changes to SBa who would monitor patterns in these grade changes.		Teachers
5. ATL judgements use a 4-point scale (1-4). AtL judgements reflect Quality of Classwork, Quality of Homework, Behaviour for Learning and Organisation.		CT
6. All students receive three reports per year. All year groups receive their reports at the same time.		Teachers
7. On one report per year subject teachers provide a small number (2-3) of learning targets from a pre-approved list of departmental statements.		Teachers
8. The form tutor writes a summative comment on one report per year - this reflects on academic performance and wider attributes and contributions to school life.		Tutors
9. Team Leaders are responsible for setting the criteria on which the judgements on reports are based, ensuring all reports in their department are completed before the deadline and monitoring the quality of the information provided.		TL
10. Pastoral Leaders are responsible for putting in place intervention plans for any student whose predicted grades and AtL scores are below expectations in more than three subject areas.		HoY/KS
11. Team Leaders are responsible for putting in place intervention plans for students whose predicted grade is below their target grade and who are not receiving intervention from the pastoral team.		TL
12. The senior team will review the progress of cohorts, sub-groups, departments and key individuals and monitor the impact of any interventions implemented.		SLT