



# **Shevington High School**

## **Assessment, Use of Performance Data & Monitoring Pupil Progress Policy**

## Shevington High School Vision

Through our values and personalised approach to learning we expect students to achieve the highest academic excellence, recognise opportunities, have a positive view of challenges and dare to think in new ways - to be creative - and realise that “life is what I make it!”

## Curriculum Vision/Intent

We want every student through personalised learning and clear goals to stretch their boundaries and learn more than they thought possible.

### Our Core Values:

- **All students are different** and we allow them to personalise the pace, depth and ways of learning.
- Students need **challenging goals** and to be held to clear requirements.
- **Education for life** requires the knowledge, skills and a chance to develop a broad range of personal skills.
- **Life is what you make it.** Students need to understand they have to invest in their futures.
- **An ethic of excellence** should underpin everything we do.

The Shevington Way is one of:

*Excellence, Resilience, Ambition, Creativity, Leadership, Respect and Equality*

## Shevington Standards

At Shevington High School in order to meet the school vision, Students and Adults are expected at all times to work hard to meet our *5 Shevington Standards* which we have set in order to promote respect and dignity for all. Our attitudes, systems and rules are drawn from and support these standards. They are: -

1. We will show respect for each other at all times
2. We will show respect for School property and another person’s property at all times
3. We will show respect for ourselves and others by ensuring that our actions do not put at risk the health and safety of ourselves or others
4. We will show respect for ourselves and others by ensuring a high standard of personal appearance and organisation.
5. We will show respect for ourselves and others by supporting a positive climate for learning

# Introduction

## Rationale

Shevington High School seeks to provide high quality education and to ensure continuity and progression. Assessment lies at the heart of these aims. It provides the framework in which educational objectives can be set, pupils' progress charted and expressed and realistic targets developed for the pupils, individual teachers, departments and the school as a whole.

This policy outlines a philosophy towards a whole school approach to Assessment and the use of data within the guidelines of the National Curriculum. A whole school policy can provide no more than guidance. A 'policy' becomes practice only if it 'lives' in faculties and is implemented by teachers.

## Purpose

The purpose of this policy is to raise each pupil's achievement through:

- setting challenging targets with each pupil
- providing positive assessment on work done
- systematically monitoring the progress of each individual pupil
- making records available to all authorised agencies and individuals

Positive assessment exists to:

- provide feedback to each pupil on their work
- guide each pupil towards more effective strategies for learning
- encourage each pupil to take personal responsibility for their progress
- recognise achievements made/targets achieved
- provide evidence which allows subject teachers to recognise progress and plan future activities appropriately
- provide evidence for progress relative to pupils' starting points

*“Teachers use assessment to check pupils’ understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts. Teachers consider the most important knowledge or concepts pupils need to know and focus on these. Feedback, retrieval practice and assessment are prioritised.”*

### **Ofsted: School Inspection Handbook September 2021**

Each department will wish to produce their own individual guidelines that reflect the specific needs and characteristics of a subject. However, in the interests of good practice

and consistency it is important that these separate policies conform to the agreed principles in this whole school policy.

## **Methods of Assessment**

There are different types of assessment, each serves a different and distinct purpose and each has its place.

## **Formative Assessment**

PRINCIPLES:

- Formative assessments should be regular and ongoing
- Provide both teacher and pupil with information about what has been grasped and what has yet to be learned
- Sufficiently frequent to provide feedback on work completed, and SHORT-TERM LEARNING TARGETS i.e. the next piece of work  
**THESE SHORT-TERM TARGETS, WHILST THE WORK IS FRESH IN THE MIND OF THE CHILD ARE THE CORNERSTONE OF LEARNING AND CENTRAL TO ANY ASSESSMENT SYSTEM**
- Be the 'small steps' we give to children in their learning which help them acquire the skills necessary to progressing from one National Curriculum level to the next
- Be used to match work to the learning needs of the child
- Highlight weaknesses alongside strategies to help
- Be constructive and positive in tone, acting as a motivator to children
- Be fit for purpose: use a variety of assessment modes
- Involve the children as participants in the process

Provide a record of each child's achievement and progress in relation to targets set

## **Summative Assessment**

PRINCIPLES:

- A year planned assessments should be sufficiently broad and balanced (along with formative assessment) to allow the award of a National Curriculum Level/GCSE grade
- The purpose of all assessment is to improve learning: Summative assessments should be used to inform future teaching and learning
- Summative assessments should provide CURRICULAR/LEARNING TARGETS for each child and for whole classes
- Summative assessments should be recorded and used at faculty level to inform planning, implement intervention and thus raise achievements
- All assessments must be fit-for-purpose and a variety of assessment modes used

*Much research indicates that effective formative assessment is a key factor in raising pupils' standards of achievement.*

## **Assessment for Learning**

Within the range of assessment methods used the following key principles for written assessment/marking should be adopted:

- Assess the skills, knowledge and/or understanding demonstrated by the pupil.
- Monitor progress by providing the teacher and the pupil with information about the extent to which the pupil has achieved the learning outcomes set.
- Set learning targets by informing the pupil of the next steps they need to take to improve the work to achieve the intended outcome or extend their learning towards the next step.
- Celebrate achievement and raise pupil's self-esteem by providing positive and constructive comments for improvement.
- Reinforce learning.
- Provide parents with an indication of their child's progress
- Be manageable and purposeful.
- All pupils should have their work teacher assessed at least once during a two weekly cycle of lessons, however, this may be extended in subjects where contact time is limited to one lesson per week and teachers therefore have a large number of different classes.

## Target Setting

Targets will be set using Key Stage 2 data or CATS data (when KS2 data is not available).

Year	Did they sit KS2 tests?	KS3 Targets created by	KS4 Targets created by
7	Yes	Scaled score from KS2, English used to create English, maths used to create Maths and Non Core a combination of En and MA	
8	No	The end KS4 target from the CATS is regressed back to find a starting point for SAIL goals	
9	No	The end KS4 target from the CATS is regressed back to find a starting point for SAIL goals	
10	Yes	Scaled score from KS2, English used to create English, maths used to create Maths and Non Core a combination of En and MA	FFT once in year 10
11	Yes	Scaled score from KS2, English used to create English, maths used to create Maths and Non Core a combination of En and MA	FFT once in year 10

### **There has been a change to the way pupils are allocated to Key Stage 2 prior attainment groups**

In 2016, changes were introduced to KS2 national curriculum tests, with pupil outcomes expressed as KS2 scaled scores instead of national curriculum levels. A pupil's prior attainment at KS4 is now calculated as the average of their scaled scores in English reading and maths. Most pupils who took national curriculum tests in the summer 2016 have reached the end of KS4 in 2020/21. Thus, the way in which low, middle and high prior attainment are defined at KS4 has changed. This has an impact on the comparability over time.

Within this statistical release the new categories are calculated in the following way:

- Low prior attainers have an average scaled score (average of their English reading and maths scaled scores) of below 100.
- Middle prior attainers have an average scaled score greater than or equal to 100 but less than 110.

- High prior attainers have an average scaled score greater than or equal to 110.

The table below explains how KS3 SAIL Goals are obtained for Y7 pupils:

Ave Scaled Score	Prior Attainment SHS	Sail Goal	GCSE Potential
<b>110 and above</b>	<b>High</b>	<b>Platinum</b>	<b>8 to 9</b>
<b>105 – 109.5</b>	<b>Middle</b>	<b>Gold</b>	<b>6 to 7</b>
<b>100 – 104.5</b>	<b>Middle</b>	<b>Silver</b>	<b>4 to 5</b>
<b>Less than 100</b>	<b>Low</b>	<b>Bronze</b>	<b>1 to 3</b>

The information below explains how KS3 SAIL Goals are obtained for Y8 and Y9 pupils:

Based on CATS/FFT data since NO scaled scores (Platinum/Gold/Silver/Bronze)

SHS has used criteria below to set SAIL goals:

- FFT CAT Target
- FFT TA target
- Cats target
- Cats if challenged target

Averaged the above 4 pieces of data rounded up to a grade 9-1 to keep in line with previous targets. Used table above for banding and regressed back to obtain a SAIL Goal.

#### Analysis of Data

After each screening has been collected, the data manager produces an analysis document with key figures to support HOF in targeting the correct group of learners with further intervention. The colours below are used to indicate how a pupil is on track:

**Exceeding – Purple**

**On – Green**

**1 below – Yellow**

**2 or more below – Red**

Faculties will then conduct their own analysis and as a result of this, an action plan to support and intervene with helping pupils achieve their target grades.

The SLT lead for data will analyse and obtain a ‘whole school’ focus group for each year group based on the data submitted for each screening.