

Leading Our Own learning



Assessment (CP40)

We empower our students to know their own learning destination.

Their Learning expectation should not be a mystery for anyone. The XP Assessment process places the information as close to the student as possible. So the student, supported by Crew, can answer the question 'Am I moving towards where I need to be?'

Assessment gives our students, their teachers and families accurate, detailed, and clear feedback on the quality of their learning based upon multiple types of assessments. Students are required and supported to reflect frequently upon their work and articulate that self-assessment during daily sessions, in celebrations of learning, presentations of learning and at their student-led conferences. One of our main goals is to ensure that all our students are university ready. Accordingly, our approach to assessment is to ensure that our students know what they can do, what they need to do specifically to improve, and what further steps they need to take in order to achieve success. Students will be given a minimum expected attainment standard based upon their prior attainment in their prior Key Stage.

Grading and Minimum Expectations (MEs)

Within the XP Trust we use a 4 grade assessment system:

4 = Excellence **3 = Secure** **2 = Developing** **1 = Beginning**

Every student in the XP Trust is assigned a Minimum Expectation (ME), this is based on their prior Key Stage attainment. Our MEs are highly aspirational, if a student achieves their ME in their exit assessments, then their progress would be above national averages. MEs are used to ensure that all learners are challenged in their daily learning activities. These simple and stable expectations also ensure all stakeholders including parents understand where their children 'should' be at to achieve their expected potential at the end of every Key Stage. In Primary, students will achieve 'Orange Standard, Gold Standard or Green standard' in their sessions according to their achievement against daily learning targets and rubrics.

Assessing student's work

The student's mastery of learning targets is reflected relative to our 4-point scale. To help us report mastery of learning targets accurately we have included a subdivision (at secondary) within each grade (e.g. 1.5, 2.5, 3.5).



These grades for the Long-term Learning Targets are then combined with appropriate weighting and professional judgement to give an overall AP grade (academic performance) for each discipline.

	Secondary		Primary
	Excellence: The work shows excellence in understanding and quality. If a student were to continue working at this standard they would expect to go on to achieve a Grade 7-9 at GCSE.	4.0	Excellence: There are gaps in understanding or quality and the work falls below standard expectations. If a student were to continue working at this standard they would expect to go on to achieve a Grade 1- 3 at GCSE.
2.5+	Secure: The work shows a comprehensive understanding and quality. If a student were to continue working at this standard they would expect to go on to achieve a Grade 5-6 at GCSE.	3.0	Secure: The work shows comprehensive understanding and quality. If a student were to continue working at this standard they would expect to go on to achieve 'Age Related Expectations' at the end of KS1 and KS2.
2.0	Developing: The work shows an increasingly comprehensive understanding and quality that may not be completely secure. If a student were to continue working at this standard they would expect to go on to achieve Grade 4 at GCSE.	2.0	Developing: The work shows an increasingly comprehensive understanding and quality that may not be completely secure. If a student were to continue working at this standard they would expect to go on to achieve 'Working Towards National Expectations' at the end of KS1 and KS2
1.0	Beginning: There are gaps in understanding or quality and the work falls below standard expectations. If a student were to continue working at this standard they would expect to go on to achieve a Grade 1- 3 at GCSE.	1.0	Beginning: There are significant gaps in understanding or quality and the work is well below age related standards. If a student were to continue working at this standard they would expect to be working below national expectations at the end of KS1 and KS2.

Rubrics⁸

Where a judgement for assessment is qualitative, a rubric is provided which outlines the expected standard of work to attain at a level of beginning, developing, secure or excellence. Students have access to these rubrics throughout the assessment. As such rubrics are used as a way to help students to lead their own learning.

Learning Targets⁹

The process of learning shouldn't be a mystery to students. Learning targets are student friendly goals beginning with the stem 'I can'. Learning Targets provide learners with concrete statements that they can understand and work toward.

Learning targets transfer ownership from the teacher to the student. Learning targets are written for, and owned by children. The child is the main driver in assessing and improving his or her learning.

Each Expedition has a series of Learning Targets. Students are helped towards mastery of these learning targets which may be met over the course of one session or a number of days. These learning targets are carefully aligned with standards from the National Curriculum. Meeting these learning targets will simultaneously help students to answer the guiding question for that expedition, ensure that they develop academically and that they make appropriate progress in their learning. By tracking and assessing student's learning against these targets we are able to support and intervene where appropriate to ensure that every learner is fulfilling their potential and making better than expected progress.

Interventions during an Expedition

During an expedition, staff will meet regularly to discuss student progress. If a student's learning becomes a concern against their ME then there is a range of interventions which staff, student and if required parent can engage in; JOLT (Jumping of Learning Targets), FIX (Formal Interventions at XP) and Red Box Work (guided work with targeted groups).

Through our transparent Assessment process, our students have the baseline, target and ongoing information to lead their own learning. By demystifying the process our students can not only navigate their own learning pathway but also support and challenge their peers.

⁸ See CP14.
⁹ See CP10.



Information Analysis (CP41)

We will only collect information about children that will have a positive impact on them, or must have for external stakeholders. We simplify this process to focus on;

are our children doing as expected?

If not, what are we doing about it?

...and is it having an impact?

When presenting information to different audiences and stakeholders, we ask;

what do they need to see?

how is this going to impact positively on our children?



At XP Trust we understand the importance of different information, in terms of our narrative for success. Are our students:

- 1 Safe...?
- 2 Engaging with us...?
- 3 Attending...?
- 4 Working hard...?
- 5 Getting smart...?
- 6 Being kind...?
- 7 Achieving academically...?

We know our interventions have to be in this order to have the most effective and equitable effect. We also know that the closer we get our students to the information, it empowers them to make the changes they need to succeed. We must identify the information that can be sensitively shared with students and allow them to reflect and see their narrative. We know that some information needs to be kept private, or at least not shared widely as it may have a negative impact. Our staff need to understand not only why they are recording information in a timely manner, but also the impact this will have on our students, through their timely interventions.

We need to keep coming back to the simplest piece of information:

- 1 Do we have a concern?
- 2 If so, what are we doing about it?
- 3 ...and is it having an impact?

Academic Performance

Academic Performance is calculated by subtracting the student's Minimum Expectation from the Teacher Assessed Attainment. AP is the indicator to show us whether a student is progressing as expected, or not.

If their AP is less than their ME, the teacher is indicating they need interventions. If their AP is the same or more than their ME, then the student is achieving what is expected of them.

The Attainment is not:

- what they would get if they sat an exam now
- a 'working at' level where you expect them to attain more grades in time, because they've covered more.

The Attainment is:

- what you think they will get at GCSE at KS4,
- or, if they have worked to their ME at KS3,
- or, what you think they will get in their SATS at KS1 / KS2

Information Analysis - reporting to parents

There are two fundamental practices when communicating with parents:

1 No alarms and no surprises - parents do not want a report to drop on their lap showing for the first time that their child is underperforming. We must be in touch with our parents to give them a soft landing and maintain positive relationships. Before we press 'send', are we going to get an angry phone call or email? Be proactive and talk mindfully with our parents and they will support us in supporting their child.

2 A red indicates a serious concern (where parents must be involved in the intervention), and an orange indicates a concern (where parents must be aware of the intervention) - are these in place, or do they not actually mean a concern? Will parents get a red in a report but not understand why nothing is being done about it?

The Information Analysis process creates a transparent and simple narrative to empower students and staff to make swift decisions on how to further improve.