



## Assessment, Recording and Reporting Policy

### Ermysted's Grammar School

#### Rationale

This policy sets out the rationale and procedures for assessing the progress of pupils over the medium to long term, and how the pupils' progress is reported to parents. This policy describes how targets are set, how progress is measured, and how each pupil's progress is monitored and reported on during their time at the School.

#### GCSE Target Setting (KS3 and KS4)

Individual GCSE targets are set for each subject using a pupil's prior attainment from Key Stage 2.

The targets are set using statistical models from a third party provider of data, the Fischer Family Trust (FFT). Historical performance is analysed to predict what pupils with similar prior attainment achieved in the public examinations. A similar pupil at the national median school would achieve the FFT50 target. At this school we use a more ambitious goal to match the performance of the top 20 percent of schools nationally by using the FFT20 target.

GCSE targets are established at the end of Year 7 and progress against these targets is regularly reported on during KS3 and KS4. Although targets for any individual will vary from subject to subject, a rough approximation is given below.

Key Stage 2 Score (post 2016)	n/a	< 105	105-8	109-12	113-16	117-20
GCSE Grade	4	5	6	7	8	9

#### GCSE Target Setting (Year 7s starting in Sept 2020 & 2021)

The target setting process was altered for September 2020 and September 2021 cohorts due to Covid-19 and the resulting disruption to the KS2 assessments.

Cognitive Ability Tests (CATs), which are provided by GL Assessment, are used to provide a baseline assessment in Year 7. Subject targets are then generated using statistical models from a third party provider, the Fisher Family Trust. The FFT has a large database of historic evidence which they analyse to predict future attainment.

To account for the change in process, pupils in these cohorts are issued with two targets, FFT50 (average progress) and FFT20 (aspirational progress), which are used to inform the pupils' progress in the regular reports home. Neither grade should be seen as a limit to what a pupil could achieve in that subject.

#### Public Health Warning

There are lots of factors that make these targets a rather blunt tool to assess progress against.

- **The target is an estimate**
  - Teachers, parents and more importantly the pupils need to understand that the target is the grade that the average pupil from a given starting point has historically gone on to achieve. At the national average school, roughly 50% of pupils will achieve their target grade, 25% will do better and 25% will fall short.

- **The targets are aspirational**
  - We use FFT20 targets, which have a degree of challenge built in (typically about half a grade higher than average progress) as we want to challenge our pupils to be ambitious and aim high.
- **The relationship between prior attainment and outcomes is stronger in some subjects than in others**
  - Although there are statistically significant correlations in all subjects, it does vary. Generating targets from a pupil's performance in mathematics and English at KS2 may throw up anomalies in subjects where the correlation is not as strong; for example, in languages and in the creative arts (art, DT, music and PE).
- **Self-selecting cohorts in certain subjects**
  - Targets are based on historical outcomes. However, this is typical progress for pupils who chose to take that subject at GCSE. This means that for the optional subjects, any cohort used for comparison will contain those pupils who are predisposed towards and possibly better at that that subject because they chose to do it for GCSE.
- **Time factor**
  - There is a long time between Year 7 and the GCSE Exams. The accuracy of the teacher forecast grades is likely to improve as pupils move towards Year 11.

Occasionally targets may be revised for certain pupils in certain subjects if there is robust evidence that the targets are too demanding or not demanding enough. The expectation is that this will only be for a handful of pupils in a small number of subjects each year.

#### A Level Target Setting (KS5)

In the Sixth Form the same principles are used to provide Target Grades using Fischer Family Trust (FFT) data, aiming to match performance at the 80<sup>th</sup> percentile (FFT20). This predicts A Level outcomes from a pupil's GCSE Average Points Score (APS) and is specific for each of the A Level subjects.

#### Tracking of Pupils

At each reporting point, pupils will receive a **Forecast Grade** for each of their subjects. At KS3 and KS4 this will be a forecast *GCSE* grade; whereas in the Sixth Form this will be a forecast *A Level* grade.

The grading will take account of the various assessments that have taken place in each particular subject. Each teacher will use this data and their professional judgement to extrapolate forward to the end of KS4 (or KS5) to arrive at a forecast grade.

This forecast grade will be compared to the target grade to quantify the pupil's expected progress in that subject and produce a **Progress Rating**.

Progress towards target	Forecast compared to target
Excellent	One or more grades above
Good	Within a grade
Less than expected	One to two grades below
Limited	More than two grades below

Progress towards targets will be monitored by faculty and pastoral staff to inform our intervention strategies and highlight pupils who are doing particularly well.

## Attitude to Learning

In addition to the progress rating each pupil will receive an **Attitude to Learning** (ATL) grade in all of their subjects. ATL grades allow for the reporting to parents of information other than academic attainment; are formative not summative; facilitate discussion; and enable monitoring.

We use a four point scale:

- E = Exceptional
- G = Good
- I = Improvement Required
- U = Unsatisfactory.

The following level descriptors, reflect the emphasis on independence and responsibility for learning.

### *E. Exceptional*

- You display enthusiasm and excitement for learning with evidence of study **above and beyond** what is expected in class.
- You are **always** engaged in meaningful activity in lesson time.
- You **consistently organise** your resources and time well and **complete all work**, including extension tasks and homework, with care.
- You are **always** involved in lessons, listen carefully, take part in discussions, and make sure other learners can do the same.
- You **always** demonstrate resilience and **seek** challenging work, regardless of whether you are successful or not.
- You strive to improve and if required, **seek and apply advice** from members of staff.
- You often play a positive and active role in the **education of others** as well as your own.

### *G. Good*

- You are engaged in meaningful activity in lesson time **most or all** of the time
- You are **organised** most or all of the time and **usually or always** complete extension tasks and homework carefully.
- You get involved in lessons by listening carefully, **most or all** of the time; you contribute to group discussion and ensure that other learners can do the same.
- You **frequently seek** challenge and if you fail first time, you are usually motivated to try again.
- You frequently show signs that you are trying to improve.
- You play a **positive and active role** in your own education.

### *I. Improvement required*

- You are **inconsistent** in your approach to learning.
- You **sometimes engage** in meaningful activity in lesson time but can be **easily distracted** and wander off-task, which affects learning and progress.
- **Sometimes**, you are organised and attempt homework, but this can be rushed and have little attention to detail.
- You **sometimes** listen carefully and contribute to class discussion, but should do so more often. You can hinder your own and others' progress if you don't.
- You need to **show more determination to make progress**, even when /if you find the subject challenging
- Although you sometimes show signs that you are trying to improve, at other times you lack motivation.
- If you tried harder, your achievement would improve.
- You often have a **passive** approach to your education.

### *U. Unsatisfactory*

- Your attitude to learning is a **cause for concern**.
- **This will affect your attainment**.
- You are **rarely fully engaged** in learning.
- You are **easily distracted**.
- You regularly arrive unprepared for lessons, lacking homework or equipment, hindering progress
- You often give up easily and avoid challenge
- You rarely show motivation to improve or to seek help if you are struggling.
- **You must** discuss the support you need to improve with your teacher.
- You have a **negative impact** on your own or the learning of others.

*A subject teacher may record N/A if there is insufficient evidence to provide an accurate ATL descriptor due to absence, say.*

### Reporting to Parents

Data will be collected on each pupil every term. How and when this data is reported will vary by key stage.

#### *KS3 (Year 7)*

The pupils' progress towards their GCSE target grades will be reported in the spring term. Reports will provide a Progress Rating and Attitude to Learning Grade for each subject and an indication will be provided of each pupil's areas of strength (S), areas in which progress is being made (P) and areas for improvement (I). The annual report to parents will include comments from the subject staff and the form tutor in addition to the Progress Rating and Attitude to Learning Grade.

#### *KS3 (Year 8)*

The pupils' progress towards their GCSE target grades will be reported in the autumn term. Reports will provide a Progress Rating and Attitude to Learning Grade for each subject and an indication will be provided of each pupil's areas of strength (S), areas in which progress is being made (P) and areas for improvement (I). The annual report to parents will include comments from the subject staff and the form tutor in addition to the Progress Rating and Attitude to Learning Grade.

#### *KS4 (Year 9, 10 & 11)*

The pupils' progress towards their GCSE target grades will be reported regularly throughout the school years 9, 10 & 11. Reports will provide a Progress Rating and Attitude to Learning Grade for each subject and the annual report to parents will additionally include comments from the subject staff and the form tutor.

#### *KS5 (Year 12 & 13)*

The pupils' progress towards their A Level target grades will be reported regularly. Reports will provide a Progress Rating and Attitude to Learning Grade for each subject and the annual report to parents will additionally include comments from the subject staff and the form tutor.

### KS3 Consultation Days

Consultation Days occur, in the autumn for pupils in Year 8 and the spring term for pupils in Year 7. The days offer parents and pupils an opportunity to meet with tutors to discuss progress. The dates of the Consultation Days are advertised in the School Calendar at the start of each year.

### KS4 and KS5 Parents' Evenings

For pupils in Year 9 and above an annual Parents' Evening is held for each year group in the Memorial Hall. The dates of the parents' evenings are advertised in the school calendar at the start of the academic year. Parents are expected to attend and have a 5 minute conversation with each of their son's teachers. It is normal that pupils attend with their Parents.

## Appendix 1

### Target Setting through Covid

Year Group	Notes regarding Target Setting for Y7-Y11 (GCSE grades 9-1)
<b>Sept 2022 and later</b>	Targets set using FFT20 from their Prior Attainment using KS2 SATs. Both FFT20 & FFT50 Targets are uploaded to SISRA for comparisons. Faculty and Pastoral Leaders are able to adjust the SIMS target grade where there is an educational justification. The SIMS targets for the most able pupils have modified so that the maximum decimal target for any student is 8.00. This avoids pupils in receipt of a grade 7 being shown as 'red' and making 'less than expected' progress.
<b>Sept 2020 &amp; Sept 2021</b>	Targets set using FFT50 from their Prior Attainment using NFER CAT tests. Both FFT20 & FFT50 Targets are uploaded to SISRA for comparisons. Faculty & Pastoral Leaders are able to adjust the SIMS target grade where there is an educational justification.
<b>Sept 2019 and earlier</b>	Targets set using FFT20 from their Prior Attainment using KS2 SATs. Both FFT50 & FFT20 Targets are uploaded to SISRA for comparisons. Faculty & Pastoral Leaders are able to adjust the SIMS target grade where there is an educational justification.