



Assessment and Target Setting Policy (Secondary)

PURPOSE

We use a number of different types of assessments for different internal purposes. The document below is an explanation of each of these assessments.

Date of last review:	September 2016	Author:	Education Directors
Date of next review:	September 2021	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
School:	[INSERT NAME]	Key Contact Name:	Governance Team
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POSITIONING WITHIN ARK OPERATIONAL MODEL

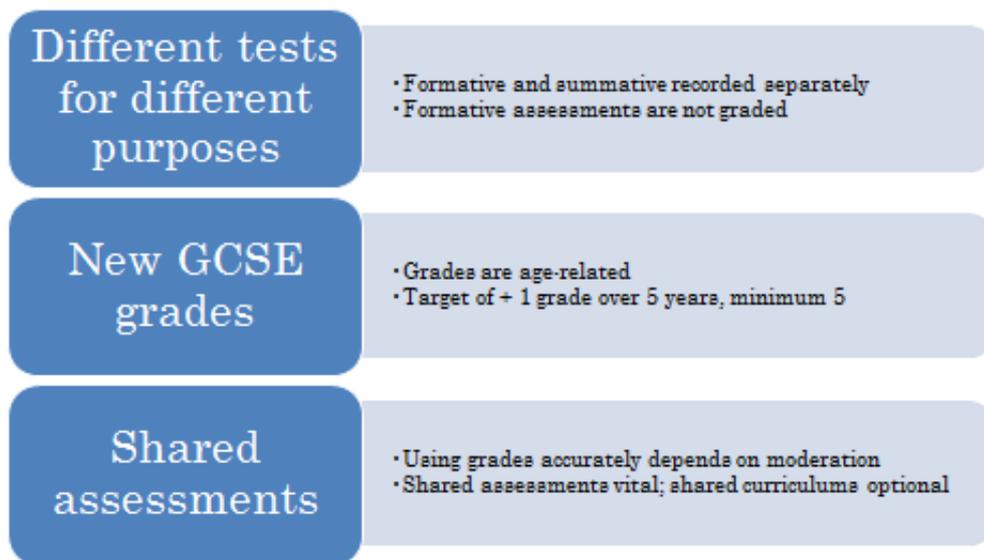
Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Assessing & responding

1. Introduction

Our mission is to create a group of outstanding academies that radically improve our pupils' life chances. We want every pupil at an Ark academy to do well enough by age 18 to have real options to: go to university or follow the career path of their choice.

1. Key Principles for Ark Assessment Plus (AA+)

AA+ key principles



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2. Grading

Pupils' baseline KS2 scores are converted to a predicted new GCSE number. This conversion is based on the proportions of pupils who achieve each grade at KS2 compared to the proportions at GCSE.

In KS3 and KS4, every long term, pupils do an assessment which is marked using GCSE number grades.

These grades are **age-related grades**. They refer to a pupil's position in the performance distribution for their age group. These grades do not tell you what a pupil would get if they took a GCSE at that moment in time. So, for example, if a pupil gets a grade 9 in Year 7 Summer 2, it means we think they are performing as well as could be expected for their age group. It does not mean that they could get a 9 if they sat a GCSE English paper at that point.

We are using the statistical guidance provided by Ofqual in their [2014 board paper](#) to define these grades.

3. Targets

Our default target is for pupils to make + 1 grade of progress over the 5 years of secondary school.

The senior team moderates these targets for individual pupils to provide an overall school target that is ambitious but realistic.

4. Implications of the grading system

- Staying at the same grade **is** making progress. You can get a grade 9 in year 7 – but it means something different from a grade 9 in year 11.
- Assessments get harder from term to term and year to year, so that a grade 6 in year 11 represents a higher standard than a grade 6 in year 8.
- This system measures attainment progress in the same way as the new Progress 8 measure, which means that we are then able to calculate a progress and attainment score from term to term. For example, a cohort might arrive in year 7 with an attainment score of 4.2, based on their KS2 Sats. If their average at the end of year 11 was 5.2, they would have a Progress 8 score of +1.
- With Progress 8, 0 means pupils have made nationally average progress.
- You can't use this progress measure to measure progress in individual lessons. For that, you need formative measures (see below)
- You can use it from term to term, but it will be more useful if you look at a cohort average than at individual pupils. EG, Y7 moved from an average grade of 4.2 at the start of Y7 to 4.5 at the end.
- When we are awarding these grades from term to term, we are making claims about how our pupils are doing against their national cohort. In order to make sure these claims are as robust as possible, we have to moderate within the network, use shared assessments, and reference externally wherever possible.

5. Formative assessment

Formative assessment is separate and is not measured using these grades, which are only used three times a year. Formative assessment is measured using subject-specific tasks, quizzes and trackers.

6. National Assessments

[INSERT INFORMATION]

7. After the assessments

Tracking and analysis

Attainment data is recorded in the academy's Management Information System (MIS) and is available for analysis in Ark's data system, Click Click Report (CCR). This data is available to the central network team, school SLTs and teachers. CCR also provides a variety of tools to support this analysis, such as school and network-level dashboards and question-level trackers. Individual teachers should use these data and tools to identify gaps in pupils' learning and to inform their planning.

Moderation

We expect our academies to moderate assessment results internally and regularly to ensure the data is robust and the information is accurate. We also hold regular network moderation meetings for each year group, which all our academies participate in. Academies are also moderated by Local Authorities as part of their duty to check local schools on an annual basis.

Intervention

It is the expectation that teachers and leaders respond to assessment analysis. At each assessment point, schools should use new data to put in place interventions across all year groups as required so that pupils with lower rates of attainment can catch up straight away. These interventions could be in the form of a 'same day intervention' with their class teacher or with another adult who has been given appropriate training to deliver the sessions.

Pupil progress meetings

Our academies are expected to hold half termly pupil progress meetings for all year groups. These meetings are chaired by the Principal or senior leader in charge of assessment. The class teacher and Inclusion Manager/SENCO attend. The purpose of these meetings is for the group to consider every pupil's progress and attainment relative to their targets; to identify all pupils at risk of not meeting their target; and to take co-ordinated action to ensure progress is accelerated. Written notes must be kept of these meetings to ensure that staff are held to account against the agreed actions.

Reporting to parents/ carers

It is expected that the academies will report to parents/ carers regularly. Each year academies hold at least two parents/ evenings with an end of year report sent home to parents.