



## ST MICHAEL'S CATHOLIC COLLEGE ASSESSMENT AND TARGET SETTING POLICY 2024 - 25

### 1. Aims

The College assessment policy focuses on improving learning and developing individual achievement in a caring and respectful way. Through our College assessment policy, we aim to personalise learning for our students so they have the opportunity to achieve their potential. Assessment is integral to outstanding teaching and learning and it should help teachers and students keep track of progress and drive improvement.

### 2. Purpose

- To inform students and their parents about achievements and feedback about the next steps required for further progress.
- To inform teachers about gaps in students' knowledge and understanding, or skills that need to be addressed through further teaching.
- To motivate each student to improve their performance by setting challenging and achievable targets.
- To inform school leaders about the progress of students or groups in order to: ensure equality of opportunity; inform teacher performance management and help leaders target resources and interventions.

### 3. Principles

The aims of the policy are to ensure that assessment:

- Is integral to high quality teaching which is supported and informed by rigorous formative assessment.
- Is tailored to reduce workload, costs and increase time for teaching and learning.
- Provides clear and reliable information for teachers, students and parents.
- Supports informative and productive conversations with students and parents.
- Is rigorous and consistent across all departments

The policy also covers the delivery of the College's approach to different forms of assessment:

- Day to day in school formative assessment.
- In school summative assessment.
- National standardised summative assessment.

#### 4. Target setting:

The KS3 targets are based on the national average grades achieved by students from each ability level in their KS2 assessments. These targets are modified each year for Year 7 once the DFE releases the National average scaled scores for Year 6. Where the national average for a Year 6 student was for example 105, this equates, at St Michael's to a grade 6 GCSE target: one grade above the expected national average to allow for challenge. The use of grades is to provide greater clarity for parents and students. Key stage 3 targets track through to GCSE targets

The grades are from 1-9 (1 lowest and 9 highest) with + or – to show a stronger or borderline judgement of that grade by the subject teacher.

The new assessment model is as below to demonstrate students' expected progress in relation to their KS2 scaled score and the grade they should be achieving each year up to Year 11.

KS2 scaled	By the end of 7	By the end of 8	By the end of 9	By the end of 10	11	ALPS
116 - 120	6-	6+	7	8	9	8+ 7 or 8
113 - 115	5+	6	6+/7-	7+	8	8 6 or 7
109 - 112	4	5	6	6+	7	7 6 or 7
104 - 108	3	4-	4+	5+	6	6 5
97 - 103	2	2+	3+	4+	5	5 3 or 4
94 - 96	1+	2-	2	3	4	4 3 or 4
90 - 93	1	1+	2	2+	3	3 3
86 - 89	1-	1	1+	2-	2	2 2
80 - 85	below 1	1-	1	1+	2	2 2

- There is a B+ and B grade for learners that have received marks but are below the 1- grade.
- U grades hold no value and in calculations will be 0.
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#### 5. Measures at KS4 and KS5

##### KS4

In KS4 two measures are applied across all subjects: Progress 8 and Attainment 8. Attainment 8 is a measure of a student's grades across a set of their best eight subjects. The 8 qualifications that count towards the Attainment 8 measure must fall into one of three "buckets". The higher of English Language or English Literature is double weighted in the "English bucket", while the Maths bucket also counts as a double score. If a qualification does not fall into one of these buckets, it is not counted in the Attainment 8 (or Progress 8) measure.

A student's Progress 8 score is defined as a student's actual Attainment 8 score, minus their estimated Attainment 8 score. The estimated Attainment 8 score is the average Attainment 8 score of all students nationally with the same prior attainment at key stage 2.

This prior attainment is taken as the average of a student's KS2 English and Mathematics results, in fine graded levels.

## KS5

In KS5, students in the 6<sup>th</sup> form who meet the requirements for taking A Level courses study for at least 3 full A Levels over 2 years. Students will therefore sit all A Level exam in Year 13 and will be awarded an overall A\*-E grade in each subject at the end of Year 13. Students may also take a combination of A Levels and vocational qualifications such as BTEC or Cambridge Technical qualifications.

### 6. End of year reporting:

The process of assessment and reporting has been revised since July 2019. This was in response to parent feedback, reducing staff workload, costs and increasing time for teaching staff to prepare high quality lessons for students.

<b>Student progress</b>	
<b>Above target</b>	<i>At least one or more grades above</i>
<b>On target</b>	<i>At least the expected grade</i>
<b>Towards target</b>	<i>Up to one grade below</i>
<b>Not yet at target</b>	<i>At least one or more grades below</i>

Effort, Behaviour and learning habits are graded with a value between 1-3

<b>Effort, behaviour and learning habits</b>	
<b>1</b>	Very good – demonstrates high standards at St Michael’s
<b>2</b>	Satisfactory – expected and should aspire further
<b>3</b>	Poor – cause for concern and area to improve

Respect, Understanding, Affection and Humour (RUAH Learning Habits) all hold values of 1-3 like effort and behaviour and represent the Salesian values below in both KS3 and KS4.

<b>St Michael’s Catholic College – Our Four Learning Habits based on the Salesian Ethos</b>	
<b>R</b> espect	Completes all homework on time and to a high standard. Brings the correct equipment to lessons and takes pride in the presentation of their work.
<b>U</b> nderstanding	Listens to the teacher in class and answers questions when asked. Understands the importance of education and takes responsibility for their own learning by improving their work after feedback.
<b>A</b> ffection	Treats all students and adults in the classroom with courtesy and respect. Is able to work with maturity and focus in group work and class activities. Takes an interest in what they are learning about and responds with enthusiasm.
<b>H</b> umour	Is able to form positive and effective relationships with pupils within the classroom. Is able to persevere cheerfully even when they find tasks or activities challenging.

Each report also has a written comment for each subject identifying areas of strength and of further development. These have been devised by departments in order to support student progress in acquiring fluency in the individual subjects across and between key stages

Sixth Form learning Habits all hold values of 1 – 3

St Michael's Catholic College – Sixth Form Learning Habits			
Habit 1	Attends all lessons and is punctual	Habit 4	Work is neatly presented and organised
Habit 2	Regularly completes all tasks/homework to a high standard	Habit 5	Displays a positive attitude to learning
Habit 3	Completes additional independent study and essays	Habit 6	Shows resilience and self-reflection to improve their work

## 7. In Year Assessments:

Formal in class assessments take place each half term. These are called APPs – Assessing Pupil Progress. These are created by departments to assess student knowledge of the topics they have covered that half term. Subject staff record these marks and they are used by departments to inform planning.

### Assessment points:

#### 1) Expectation Grades

**These replace effort and behaviour grades from 2021 since they allow greater objectivity and therefore accuracy.**

For Year 7 – 10 and 12 progress monitoring data drops take place in October and in April. On the basis of their performance both in class, homework and the APPS students are awarded:

- **A** - Not completing enough work to achieve their target grade for the year.
- **B** - The standard of work needs to improve if students are to achieve their target grade.
- **C** - Student is working in line with college expectations.

These grades are used by LOLs to identify where students need intervention – either praise or support. A full staff meeting is used at each drop to share the data with all staff and staff are expected to make phone calls home, either where students are performing well in their subject or where students are performing less well in comparison with the other subjects that they study.

Expectation grades are shared with parents at each drop.

These expectation grades are also used with Year 11 and 13 at each of their assessment points.

#### 2) Examination Assessments:

The purpose of these are twofold:

- To ensure that students establish habits of revision and build stamina in examination situations
- To provide summative assessment data to inform further intervention to ensure that we are able to support students in achieving their targets.

**Years 7 – 10 and 12:** These take place in class in December and during whole school exams week in June. Intervention and analysis on the basis of these grades takes place as for the expectation grades. Results are shared with parents.

**Year 11:** Mock exams take place in November and in April.

**Year 13:** Mock exams take place in November and in April

For both KS4 and KS5 formal assessments the proportion of examined content to be assessed is consistent across the college: 50% in year 10 and 12 exams, 75% November mocks and 100% April mock. This supports comparison of like with like across years and subjects and ensures that interventions and predictions are more accurate.

### **Core Subject meetings:**

These meetings take place with the heads of core and Ebacc subjects for year 11 and all department representatives at year 13, following each set of mocks. The data is used to identify interventions at whole school, department or individual teacher level to ensure that students are supported to achieve their targets. Results evenings are held following the Easter mocks for both year 11 and 13.

### **3) Ups and downs**

**Key stage 3:** Outcomes from the December and summer formal assessments are used to ensure that students have been placed in the teaching set that will support their progress most effectively. The class movements do not affect form classes, maths, PE or MFL classes.

The process of identifying students who may benefit from being taught within a different teaching set is a rigorous one; all students within the year group are considered in relation to both their target grades and their actual grades. Where the grades that a student achieves in the relevant assessment are more in line with those grades achieved across a different class, either above or below, the recommendation for a move is submitted to the Principal by the Assistant head with responsibility for Data. Any class moves are then checked by Ms Corcoran and further referred to the Leaders of Learning and at this stage, the emotional social and other wellbeing needs of the students are considered in relation to the impact of the move on the student. Once this process is complete, Leaders of Learning communicate the move to both parents and students. A move down does not necessarily mean that a student is not working in line with their target.

## **8. Formative Assessment in class:**

Staff are expected to use the most effective form of Assessment for Learning for the activity that they are undertaking. The key principles of Assessment for Learning is that it:

- is part of effective planning and is central to classroom practice
- promotes understanding of goals and criteria so that learners are supported to know how to improve and are able to peer and self- assess effectively

- is sensitive and constructive so that it fosters motivation and recognises all educational achievement
- focuses on how pupils learn

AFL is embedded into the college marking and feedback policy (Review of Learning). Within lessons questioning using targeted questions, no hands up and hinge questions are used by staff to monitor student learning.

Peer and self-assessment takes place regularly and students are made aware of the success criteria for specific tasks.

Low stakes testing and interleaving are used by staff to build students' memorisation and ensure that they accumulate knowledge

## **9. Specific Responsibilities**

### **The Vice Principal for Standards and Achievement will:**

- Create the targets for the new Year 7
- And oversee

### **The data manager and lead member of staff responsible for data and assessment who will:**

- Make available the following data as early as possible in the academic year: KS2 Teacher Assessment/Statutory Tests results, CATS test results, End of KS3 tracking point scores, GCSE results (including Progress and Attainment 8 scores), A2 results, ALPS and Level 3VA data.
- Provide detailed prior attainment data on each student to SLT, Governors, Leaders of Learning, Heads of Department and teachers.
- Publish target setting dates, assessment and reporting dates in the College calendar.
- Monitor the progress towards targets of all individuals and groups of students across year groups and within departments and provide termly tracking data to the Principal, Governors, Leaders of Learning and Heads of Department.
- Provide advice and support to Leaders of Learning, Heads of Department and subject Teachers on tracking student progress. Ensure that information about students who should move up or down is communicated in a timely manner to the Principal and to leaders of learning to ensure that supportive communication can take place with parents and students concerned.

### **Leaders of Learning will:**

- Have a clear understanding of the ability profile of their year groups and their end of year progress targets in KS3, target GCSE grades for the end of KS4 and target A Level and BTEC grades for the end of KS5 in their year teams.
- Monitor progress towards targets across the whole year group and progress of individuals to identify underachievement and potential within the year group.
- Use tracking data and the results of College exams to panel students who are not on course to meet their targets and to inform their termly tracking reports.
- Feedback to SLT as appropriate via line management meetings, departmental SEF, DIP and termly analysis of student progress.

### **Heads of Department will:**

- Make use of published data and tracking information to monitor that the department is on course to meet the departmental targets set as agreed with the Principal.
- Provide appropriate guidance in assessment and target setting for subject staff as required so they demonstrate a clear understanding of KS3 assessment grades, GCSE, vocational and A Level grade descriptor.
- Ensure that half-termly assessments take place for students in all year groups in line with the College assessment calendar.
- Ensure rigorous assessment at KS3 linked to assessment subject descriptors.
- Plan time for moderation of KS3 assessments so that all staff know how to mark students' work accurately and correctly apply KS3 assessment descriptors.
- In those subjects where GCSEs use grades 1-9 and new A Level/vocational courses have been assessed, HODs must plan time to review the specifications and assessment criteria with staff and time to moderate the marking of mock exam papers.
- Remind subject staff of assessment and reporting deadlines as they approach.
- Monitor teacher record keeping, ensuring the targets students have been set are recorded and reported in line with College policy.
- Monitor teachers' marking to ensure that effective marking is regularly taking place.
- Monitor the progress of individuals and groups of students towards their targets and identify underachievement and potential within the department.
- Provide feedback to Line Managers/SLT.

### **Teachers will:**

- Use all appropriate prior attainment data in order to identify and adopt appropriate teaching strategies for their classes, including the use of EduLink seating plans to identify pupil groups such as Pupil Premium and SEND students.
- Ensure that copies of prior attainment data they have for each class are kept in their mark books/planner with evidence to show that they are regularly used to inform planning.
- Use guidance from HODs to ensure familiarity with KS3 assessment descriptors in their subject assessments and use this to conduct, mark and moderate KS3 assessments.
- Use guidance from HODs to familiarise themselves with new KS4 and KS5 specifications and assessment information in their subject assessments and use this to conduct, mark and moderate KS4 and KS5 mock exams, classwork and homework.
- Use low stakes testing as a way of formatively assessing student progress and to aid students' metacognition skills.
- Use the full range of Assessment for learning strategies as appropriate to support student progress and engagement
- Monitor progress against targets to identify under-achievement and potential.
- Use regular half-termly formative or summative assessment of individuals and the group to monitor the progress of students towards their targets.
- Meet deadlines for reporting assessment grades and exam results.
- Ensure students' work is diagnostically marked using student feedback marking stickers, software e.g. Google Classroom or through the use of whole class feedback and review lessons. Students record and evaluate their performance using departmental target sheets each half term.

- Report to HOD/LOL and other relevant teachers on progress towards targets set and achievement as required.
- Report current grades to parents as required including details of areas of further development, so students know what they need to do to achieve the targets set.

#### **10. Monitoring and evaluation**

- Termly monitoring by Heads of Department/Leaders of Learning/SLT.
- Annual analysis of GCSE/A level results, bi-annual analysis of KS4 and KS5 mock exams and school exam results by Leaders of Learning/Heads of Department and SLT.
- Annual self-evaluation by Leaders of Learning and SLT.
- Annual Report to Governors' Curriculum Committee.

**June 2024**

**Signed: ..... Date:.....**  
**Chair of the Curriculum Committee**

**Signed: ..... Date:.....**  
**Chair of the Governors**

**Review Date: June 2025**



## Appendix - Remote learning expectations

**These will be the default in the case where the college is instructed to return to remote learning during an assessment period.**

A student's report may be revised in light of remote learning and circumstances surrounding the global pandemic during the academic year. Students and their families all have individual challenges for the completion of work. Assessments are likely to take place at home and be 'open book' with access to resources, notes and prior learning. KS3 grades will be tracked internally for department purposes and parents will instead receive judgements in relation to the extent of work completion and assessment expectations by subject teachers. Year 10 and 12 students' assessment grades may be reported along with students' target grades.

### Remote working expectations (KS3, KS4, KS5)

- Each teacher is to provide a professional judgement of the extent to which expectations have been met in terms of a student's remote work in each subject. These judgements are categorised as meeting all, most, some or none of the expectations in each subject respectively.

### Assessment standards (KS3 Only)

- In addition, each student has had the opportunity to undertake an end of year assessment. It is reported to parents if the requirements have been met, met in part or not met.

<b>Student expectations</b>
<b>All</b> <i>Consistently met all expectations in terms of work</i>
<b>Most</b> <i>Expectations were met consistently</i>
<b>Some</b> <i>Work was sometimes submitted, incomplete or of varying quality</i>
<b>None</b> <i>No work was submitted for this subject</i>

<b>Assessment</b>
<i>Extent of standard</i>
<b>Met</b> <i>Completed all assessments to the best of their ability</i>
<b>Met in part</b> <i>Assessment completed but not to the best of their ability</i>
<b>Not met</b> <i>Assessment partially/not submitted, cause for concern</i>