

St Matthew's RC High School

Assessment Policy



Reviewed: December 2013

To be reviewed: December 2016
Deferred to March 2017

Assessment Recording and Reporting Policy (draft) 2013

Content

Purpose (p.2)

Section 1

Establishing student targets (p.2-3)

Section 2

Assessing, tracking and monitoring student progress towards their expected outcomes (p.3-4)

Section 3

Establishing reliable judgements as to students' standards and progress (p.5-7)

Section 4

Establishing school targets (p.7-8)

Section 5

Establishing Subject targets (p.8)

Section 6

Reporting student progress and achievement to parents and carers (p.9)

Section 7

Analysing, evaluating and reporting on the school's public examination results (p.9-11)

Appendices

- 1) Rationale as to why the school's overall target is not the sum of all the individual students' targets (p.12)*
- 2) Progress Meeting information (p.13)*
- 3) Progress Meeting Questions (p.14)*
- 4) Subject Teacher – Progress Meeting Action Sheet KS3, KS4 & Intervention (p.15-17)*
- 5) Assessment calendar 2012 -2013 (p.18) – Needs update*
- 6a) KS4 Target Setting Departmental Chart example (p.19)*
- 6b) KS3 Target Setting Departmental Chart example (p.20)*
- 7) KS4 Target Setting Statement (p.22)*

Assessment Recording and Reporting Policy

Purpose:

To improve student outcomes by:

- Following our school's Mission Statement by:
"Providing every student with the very best education while having regard for each one's individual needs."
- Describing the school's activities, processes and actions regarding target setting, assessment, recording, monitoring and reporting students' progress and attainment.
- Defining the data, reports and evaluations that are available to inform the school's process of self-evaluation and action planning
- Contributing to the evidence base substantiating the school's aspiration to be judged by Ofsted at an 'outstanding school'

The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve achievement, or maintain the highest levels of achievement, for all students, including disabled students and those who have special educational needs, over a sustained period of time. All leaders and managers, including the governing body, are highly ambitious for the school and lead by example'.

(Ofsted framework for inspection 2012)

Section 1: Establishing student targets:

Student targets will be based on the:

- Students' prior attainment at key stage 2.
- The concept that all students will make at least expected progress KS2 – GCSE.

Table 1 KS2 - GCSE Expected Progress

KS2 level	w	1	2	3	4	5	6	
GCSE Grade	G	F	E	D	C	B	A	A*

From their Key Stage 2 starting point all students will be challenged and supported to make at least expected progress. However, for some students - particularly those who achieve the higher sub-levels - it will be evident as they progress through the school that this expectation will not be sufficiently challenging and they will be encouraged and supported to make good or even outstanding progress.

The conversion matrix below describes the three progression (KS2 - GCSE) pathways.

Table 2: KS2-GCSE Progression Pathways

Progression pathway	KS2 Level	w	1	2	3	4	5	6	7
Expected progress	GCSE grade	G	F	E	D	C	B	A	A*
Good progress		F	E	D	C	B	A	A*	
Outstanding Progress		E	D	C	B	A	A*		

Section2: Assessing, tracking and monitoring student progress towards their expected outcomes

a) Assessing student progress:

Students' end of KS4 outcomes will be determined at the beginning of year 7. Once the end of year 11 expectation for each student has been determined end of key stage and end of year milestones will be established.

Students' progress towards their overall expected GCSC outcome, and their end of key stage and end of year milestone will be assessed and monitored ***three times*** each year At the first four assessment windows. Each year subject teachers will be required to assess whether or not a student is on track to achieve her/his end of year milestone. At the third assessment window subject teachers will be required to assess both whether or not the student's on track to meet her/his end of Key Stage or GCSE grade expectation; and, the level or grade achieved by the student In their subject at that time.

b) Assessment windows:

Each assessment window will open three weeks before the end of each input via E-Portal. They will close on the afternoon of the last day of each input date. During each assessment window subject teachers will be required to provide an assessment of the progress being made (and for the final assessment window the level/grade achieved) for each student that they teach.

The school's management Information service will input data from 'E-Portal' to 'SISRA' on each assessment during the first week following each window. The reports and analyses will be available in SISRA to inform middle leaders and the senior leadership group. These will also inform 'student progress meetings' (see appendix 2) with 'Subject Teacher Action Sheets' (see appendix 4) which will be held as part of the RDI process and with interim appraisal meetings.

SISRA will be the main tool for gathering and monitoring information and a related process and training will be set up for this. The information gathered from SISRA will be used as evidence in the appraisal process from September 2013.

c) Tracking and monitoring student progress

Tracking and monitoring student progress towards their expected end of Key Stage or GCSE outcome is a responsibility of all staff and will be reviewed by the senior leadership team which will meet at the end of each assessment window to evaluate students' standards and progress by reviewing the evidence and reports produced by:

- The meetings of the assistant headteachers and subject leaders
- The student progress meetings (Appendix 2) and interventions by SLT
- The post holder meetings, with each subject teacher as part of RDI system and as evidence for professional discussion in appraisal

d) Tracking and monitoring student progress within a subject:

At the end of each assessment window each student's progress and evidence from SISRA will be discussed at a series of:

- Meetings between the assistant headteachers and subject leaders.
- Student progress meetings. These meetings will be chaired by the appropriate subject leader and will be attended by the appropriate post holders with responsibility for individual subjects.
- Meetings with the postholder for a subject and each subject teacher

The agenda for both of these meetings.

- Which students are on track to exceed their annual milestones and should expectations for them be increased?
- Which students are on track to meet their annual milestones but do amendments need to be made to the activities and Interventions which are supporting them?
- Which students are not on track to exceed their annual milestones? What's the nature of the barriers to their learning? What activities and interventions must be put in place to successfully challenge and tackle the barriers?

e) Tracking and monitoring student progress across subjects:

Student progress across all the subjects that s/he is studying will be reviewed and discussed at a series of meetings held between the HOH & PMs and the appropriate Assistant Head Teacher. The responsibility for this lies with the individual class teacher.

The agenda for these meetings is:

- Which students are not on track to meet their annual milestones across a number of subjects? What's the nature of the barriers to their learning? What activities and interventions must be put in place to successfully challenge and tackle the barriers?

Section 3- Establishing reliable judgements as to students' standards and progress.

Teachers' judgements as to each student's standards of attainment and the progress that s/he is making will be based on the principles and recommended practices of Assessment for Learning (AfL), Assessing Pupil Progress (APP) and other subject based criteria.

a) Assessment for Learning:

Assessment for learning ensures that:

- **Every child** knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners are on an ambitious trajectory of improvement;
- **Every teacher** is equipped to make well-founded Judgements about students' attainment, understands the concepts and principles of progression, and knows how to use their assessment Judgements to forward plan, particularly for students who are not fulfilling their potential.
- **The school** has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of students, and for tracking their progress;
- **Every parent** and carer knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.'

b) Strategies for assessing pupil progress:

Through their day-to-day Interactions, observations and on-going assessment teachers see evidence of what students understand and can do. Assessment is most effective when it draws on a broad range of evidence that shows what students can do independently.

Assessment evidence could include:

- Extended or shorter focused pieces of writing in a variety of different forms for a range of purposes.
- Information from different curriculum areas
- Text annotation or visual organisers such as thought mapping, storyboards or timelines
- Oral work such as student presentations to the class, contributions to class discussions, drama activities or discussions with teachers
- Observing students' behaviour and interactions
- Students' self-assessment and feedback to teachers

i. Reviewing the evidence

When a teacher has enough evidence about what a student is able to do independently and in different contexts s/he will be able to make an assessment as to whether or not a student is on track to achieve her/his end of year or end Key Stage milestone.

ii. Making a judgement

Making a reliable assessment involves a degree of interpretation and professional judgement. Standard files help ensure that judgements made by teachers are consistent and aligned across departments. Regular departmental moderation meetings are another important way of ensuring that assessment standards are reliable and consistent.

c) Summative Assessment

The following formal summative assessments are in place.

- 1) Calculation of APS scores based on KS2 SATs, Reading Age tests and CAT tests administered in Y6 summer term early in the autumn term of Year 7, this provides:
 - A profile of the child's capabilities and needs at the start of her/his school – a basic aid to planning;
 - A benchmark for 'value added' future progress.
- 2) Departmentally focused assessment tasks in KS3 which:
 - Assist in identifying areas of common weakness;
 - Inform pupil tracking, targeting, grouping and planning;
 - Assist in targeting pupils for booster classes.

Examples of tasks include topic tests / focused projects with summative assessments taking place throughout the year in all subject areas within the school, with professionals making judgments in the following key areas in relation to a child's progress: Attitude to Learning; Attainment (In NC Levels subdivided into a,b,c at KS3 and Examination levels at KS4 See Reporting below for further information.) and Homework/Coursework.

These:

- Provide evidence of a pupil's attainment and progress, which allows for the tracking of performance term by term and year on year.
- Are useful resources for discussion with parents.
- Are termly indicators of performance and can inform planning for the rest of the year.

Use of formal testing at KS3

- Developed formal testing at points in the year, to be moderated and marked internally by non-class teachers where possible.
- Used to improve the accuracy of assessments, the standardising process and therefore the ability to give precise subject targets to each student.

d) Formative Assessment

Formative assessment is crucial

- In informing planning.
- In raising pupils' awareness of what they are trying to achieve and how they can improve.

The following practices are followed in order to facilitate this:

- Learning objectives are shared with pupils as part of everyday practice.
- Pupils are given the opportunity to see and discuss examples of good work as a model for success.
- Pupils' understanding is explored through questioning designed to offer an appropriate level of challenge.
- Pupils are given constructive feedback. Feedback may be delivered in several forms. It must be acknowledged that the most effective feedback occurs as near as possible to the original assessment, be this formal or informal. Oral feedback is as valid as written feedback and in some cases may be of more use for the learner. Where oral feedback forms the main focus for a learner's development it is advisable for teachers to ask pupils to make a written record of suggestions made. This is helpful not only as it provides a point of reference for the learner, but it also allows for the learner to write down advice for improvement in a vocabulary they understand.
- Written comments or symbols are used to indicate achievements and areas for improvement.
- Pupils are set targets that are clear and achievable. Class or individual targets may be set to improve or develop personal and social skills in line with the School Mission Statement, where necessary.

Pupils are encouraged to assess their own performance through-

- Sharing of success criteria and evaluating progress made
- Checking their own work via peer or self-assessment
- Plenary discussions

Section 4: Establishing school targets:

Establishing whole school targets is the collective responsibility of the school's senior leadership team. The target setting process and the targets set for the new Year 7 and amendments to other year group expectations shall be a single agenda item at a senior leadership team meeting held at the start of each autumn term.

The school's targets and those for individual students will help evidence its ambition to be judged by Ofsted as an 'outstanding school'.

The school targets for each year group shall be based on the following criteria:

- Standalone expectations which do not necessarily match the sum of individual Student expectations (See appendix 3):

- Based on each cohort's KS2 prior attainment;
- Each cohort's value added (KS2- GCSE) will be greater than the expected value added national average for similar pupils,
- Year on year improvement.

School targets will be set each year group as to the percentages of students in each cohort (and identified underachieving student groups) who are expected to achieve:

- Every subject areas attainment towards expected progress, especially relevant in the 'Best 8' capped point score.
- 5+ A* -C (Inc. En + ma).
- Expected progress in English,
- Expected progress in mathematics.
- 5+ A*-C.
- The English Bacallaureate.

In order to close student gaps and accelerate the progress of underachieving groups of students, targets will be set for:

- PP (Pupil Premium) & FSM students;
- SEN students
- CLA students; and,
- Any other group of students in cohort identified at being underachieving at the end of Key Stage 2 in particular disabled students, those who have special educational needs, groups of students whose prior attainment may be different from that of other groups, those who are academically more or less able, students for whom English is an additional language, minority ethnic students, Gypsy, Roma and Traveller children, looked alter children, students known to be eligible for free school meals, young carers, students from low income backgrounds or any other vulnerable groups.

Section 5: Establishing departmental targets.

Subject area expectations will be established and agreed - at subject lead and subject teacher level - as of part of the school's performance review procedures. Progress towards them will be monitored through the line management process. Targets will again reflect the school's aspiration to be an 'outstanding school'. Subject targets will add up to the school's overall aspirations and will be based on the same criteria of:

- Standalone expectations which do not necessarily match the sum of the Individual student targets;
- Based on each cohort's KS2 prior attainment;
- Each cohort's value added (KS2 – GCSE) will be greater than that expected for similar pupils.
- Year on year Improvement.

Section 6: Reporting student progress and achievement to parents and carers

Students' parents and/or carers will each academic year:

- Receive three progress reports (at the end of each term) outlining the progress each student is making towards achieving her/his end of year expectations;
- Be invited to at least one parent/carer evening. Where they will have an opportunity to discuss the student's progress with all her/his subject teachers;
- Be invited to a House Pastoral Evening. Where they will have an opportunity to discuss the student's academic progress and other broader curriculum issues with the student's Form Tutor and or their Head of House.

Section 7- Analysing, evaluating and reporting on the school's public examination results:

On Yr 11 summer results day the school's Management Information Service will provide:

a) Members of the school's senior leadership group with a series of reports showing the percentage of students achieving:

- ✓ Every subject areas attainment towards expected progress
 - ✓ 5+ A* -C (Inc. En + ma).
 - ✓ Expected progress in English,
 - ✓ Expected progress in mathematics.
 - ✓ 5+ A*-C.
 - ✓ The English Baccalaureate.
- Grade distributions and conversion matrices for the school and for all subjects
 - The percentage of students achieving A*/A, A* - C, A* - G grades by school and subject

(These will be broken down by gender, PP & FSM eligibility, CLA, prior attainment group, SEN, minority ethnic groups)

- A comparison of the school's, departmental and subject targets to the results for that year. (Two years' comparative data will also be provided)

b) Subject leads with

- the percentage of students achieving:
 - ✓ Every subject areas attainment towards expected progress.
 - ✓ 5+ A* -C (Inc. En + ma).

- ✓ Expected progress in English,
 - ✓ Expected progress in mathematics.
 - ✓ 5+ A*-C.
 - ✓ The English Baccalaureate.
- Grade distributions for the school and conversion matrices and for her/his subject and relevant teaching groups;
 - The percentage of students achieving A*/A, A* - C, A* - G grades within her/his subject and relevant teaching groups.

(These will be broken down by gender, PP & FSM eligibility, CLA, prior attainment group, SEN, minority ethnic groups)

c) Subject teachers

- with the percentage of students in their groups achieving:
 - ✓ 5+A*-C (Inc. En & Ma)
 - ✓ expected progress in English
 - ✓ expected progress in mathematics
 - ✓ 5+ A*-C
 - ✓ the English Baccalaureate
- Grade distributions for the school and conversion matrices and for her/his subject and relevant teaching groups;
- The percentage of students achieving A*/A, A* - C, A* - G grades within her/his subject and relevant teaching groups.

(These will be broken down by gender, PP & FSM eligibility, CLA, prior attainment group, SEN, minority ethnic groups)

d) On the first day of the autumn term there will be:

- A full staff briefing on the key outcomes from the GCSE examinations for the previous academic year
- Individual Departmental reviews of the KS4 results

e) The GCSE results will be discussed in detail as a single agenda item at the first:

- SLT meeting of the term
- Student progress meeting of the term
- Assistant headteacher and subject leader meeting
- Post holders and subject leader meeting
- The Head of House & Pastoral Manager for the examination year with her/his assistant Headteacher

f) All meetings focussing on evaluating the previous year's GCSE results will address and answer the following questions:

- Which students and student groups in the school/subject/teaching group achieved well?
- Did all students, including disadvantaged groups, fulfil their potential or should they have achieved more?
- Did students, who did well at Key Stage 2, lose momentum and fall to make progress?
- Did the most disadvantaged students, or those with SEN, make sufficiently rapid progress to catch up with their peers?
- Where the most able students stretched and challenged sufficiently?
- Are overall results at the end of GCSE concealing poor progress?
- What lessons have been learnt that will change and inform practice Interventions and activities for those students who are still at school?
- What are the greatest achievements in the results?
- How can good practice be shared across the school?
- How close are estimated grades to actual results?

The answers to these questions are to be the focus of all of the first line review meetings in the autumn term.

The Deputy Headteacher will provide:

- An evaluatory report on the GCSE results for the school's senior leadership team and the school's governing body These will address:
 - The attainment reached and progress made In respect to all the benchmarks and all the Student groups,
 - Answers to questions regarding pupil attainment and progress outlined in 7f above.

The Headteacher will provide:

- The full staff briefing on the first day back in the autumn term.

Appendix 1: Rationale as to why the school's target is not necessarily the sum of the individual student targets.

A logical way of arriving at an overall target for a school would be to sum all the individual pupil targets. For example, in a school of ten students, of whom six have a target of 5+ A -C (Inc. En+ma) and four do not; it would be reasonable for the school to set itself a target of 60% 5+A* -Cs (Inc. En + ma).*

Unfortunately, this approach can result in the school arriving at a target which bears little or no relation to historical outcomes and which in fact might be totally unobtainable.

To understand why this is so, one has to understand how individual student targets are arrived at. Generally, individual student targets are based - given the student's prior attainment - either on the most likely outcome or the probability of the student achieving a given outcome. For Instance, let's assume a student who achieved level 4b In English at Key Stage 2 has a 55% chance of achieving a grade C in English at GCSE five years later. It would be reasonable for her/his target In English to be a C grade. However, let's assume that the school has a cohort of ten students and each of them achieved a 4b in English at Key Stage 2 Each has a 55% chance of achieving a C grade at GCSE and each therefore has an English target grade of a C. If we now sum these individual targets to arrive at the school's overall target we Find that we have school target of 100% C grades. Over the past three years the school has achieved 70%, 72% and 75% grade Cs. Given these historical English GCSE outcomes and the fact that each student has only a 55% chance of achieving a C grade, an outcome of 100% grade Cs is not a reasonable target for the school to set or aspire to.

Although account should be taken of them the sum of the individual student targets should not be the sole determinate of the overall school target.

Appendix 2: Progress Meetings

Progress Meeting Process:

Class teacher records marks into **E-Portal**.



Teacher will then fill in a **Subject Teacher Progress Meeting Action Sheet** as an overview of groups, one for KS3 classes and one KS4 classes, in preparation for the Progress Meeting.

- If colleague feels they want to complete an individual sheet for each class this is ok but not a necessity.
- The content of the discussions will be kept between Subject Leader and teacher, generic strengths or areas to develop will feed into Departmental plans.
- Targets will not be formally set but it is hoped the discussion will lead each teacher to take further action towards progress with their groups.
- Proforma will be kept and reviewed in the next meeting.



Subject Leader to arrange times for each **Progress Meeting**. Teacher has ten minute conversation regarding classes.



Subject Leaders from each Department meet up to prepare **Progress Meeting Feedback** to their team. To be delivered in areas of strength and development – to drive Departmental plans and immediate actions, interventions or training.



Subject Leaders to meet AHT as part of school RDI - share good practice and areas of development/actions for each Department. Information then shared with SLT for information and towards Whole School Planning.

Progress Meeting Questions

What are the successes with your groups?

Which students have you identified as under-achieving in your groups?

Of these, identify your priority students – PP/FSM, SEN & G&T.

What are you doing to support these students?

Are there any other issues preventing progress?
(Behaviour/attendance etc.)

Are there any other challenges with your groups?

What other support could the Department/school offer?

Appendix 4: Subject Teacher Progress Meeting Action Sheet

Subject: _____ Teacher Name: _____ GRADE COLLECTION: _____ (e.g. Y11 Spring, Y10 Summer)

KS4 PROGRESS & PREDICTIONS

Subject teacher should comment on current progress for their group, entering and considering the following figures:

Number of students in group:	% A*/A		% A*-C		% A*-G		3+ Levels Progress	
<i>% = 100 / Group Number x Student Number</i>	Number #	%	#	%	#	%	#	%
Targets							<i>All</i>	<i>100%</i>
Assessments (Current Likely Outcomes) On Target								

Sharing Good Practice & Action/Intervention Plans for Underperformance (See below for some suggestions)

Use SISRA and comment on **any** of the sub-groups' positive performance or concerns in relation to the Targets of pupils.

Group Successes / Strengths:

Students on Target:	Strategies used:

UNDERPERFORMANCE means anywhere the Assessment is LOWER than the TARGET.

	% On Target	#	Students Not on Target	Comment	Action & Interventions <i>(for not on target)</i>	Success Criteria <i>(for not on target)</i>	End Date <i>(for action)</i>
Boys							
Girls							
PP & FSM							
SEN Statement							
SEN SA/SA+							
Children in Care							
Ethnicity							
LOW Attainers (-4 KS2)							
MED Attainers (4 KS2)							
HIGH Attainers (5+ KS2)							

Subject: _____ Teacher Name: _____ GRADE COLLECTION: _____ (e.g. Y8 Spring, Y7 Summer)

KS3 PROGRESS & PREDICTIONS

Subject teacher should comment on current progress for their group, entering and considering the following figures:

Number of students in group:
$\% = 100 / \text{Group Number} \times \text{Student Number}$

	% Level 6+		% Level 5+		% Level 4+		% Below Level 4	
	Number #	%	#	%	#	%	#	%
Targets								
Assessments (Current Outcomes) On Target								

Sharing Good Practice & Action/Intervention Plans for Underperformance (See below for some suggestions)

Use SISRA and comment on **any** of the sub-groups' positive performance or concerns in relation to the Targets of pupils.

Group Successes / Strengths:

Students on Target:	Strategies used:

UNDERPERFORMANCE means anywhere the Assessment is LOWER than the TARGET.

	% On Target	#	Students Not on Target	Comment	Action & Interventions (for not on target)	Success Criteria (for not on target)	End Date (for action)
Boys							
Girls							
PP & FSM							
SEN Statement							
SEN SA/SA+							
Children in Care							
Ethnicity							
LOW Attainers (-4 KS2)							
MED Attainers (4 KS2)							
HIGH Attainers (5+ KS2)							

Possible Intervention strategies

- Write on exam paper progress compared to previous exams/baseline data
- Individual meetings with targeted pupils
- Interviews at lunchtime with under-achievers
- Direct towards relevant revision sites
- Allocate topics to revise, support with resources
- Small group meetings for pupils with similar grade/level
- Go back to homework and revisit topics
- Speak to Support Workers/Mentors
- Letters sent home
- Ring parents/carers
- Discuss with HOD
- Talk to tutors/HOH
- Put on Departmental report
- Discuss with pupil which teaching strategies work best for them

Appendix 5: Assessment Calendar (example to be discussed with RWA/AAG for update?)

Assessment and Reporting Calendar 2012 / 2013

Year group	Autumn 1								Autumn 2							Spring 1					Spring 2					Summer 1					Summer 2								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Yr 7																																							
Yr 8																																							
Yr 9																																							
Yr 10																																							
Yr 11																																							

- Assessment Window
- MIS Input to SISRA
- AHT/SL & AHT/HOH QA Meeting
- SLT Data Meetings / Progress Meeting in Subjects
- Parents Evening
- School Reports
- Progress Charts Sent to Parents

Appendix 6a: KS4 / GCSE TARGETS FOR ??? '3'L.P.A.

Cohort	Estimate National Targets 3/4 LPA English	Prior Attainment Level 4+ In English <u>KS2</u>	Prior Attainment Level 5/6+ In English <u>KS3</u>	A*-C Target English KS2 Data	'A*-A' Target KS2 Data	'B' Grade Target KS2 Data	'C' Grade Target KS2 Data	'D -E' Target KS2 Data	Inform Target (FFT D)	In Dept. 3 LP Target English	<i>In Dept. A*-C Target</i>	School En / Ma 5 A*-C Target
CO2013	75%	86%	L5+ - 89%	86%	4%	23%	59%	14%	68%	75%	77%	??%
			L6+ - 52%									
CO2014	77%	78%	L5+ - 89%	78%	6%	19%	53%	22%	67%	77%	78%	??%
			L6+ - 66%									
KS2 Criteria	<i>Estimate</i>	<i>Level 4+</i>	<i>Level 5+ Level 6+ <u>KS3</u></i>	<i>Level 4+</i>	<i>Level 5a/b</i>	<i>Level 5c</i>	<i>Level 4</i>	<i>Level 3 & below</i>	<i>n/a</i>	<i>Current Projection</i>	<i>Towards Target from KS2</i>	<i>School Set</i>
					Level 5+ KS2							

Appendix 6b: CO2015 – CO2017 KS3 / E.O.Yr.9 TARGETS FOR ??? '4' L.P.A.

Cohort	Estimate National Targets 3/4 LPA	Prior Attainment Level 4+ In English KS2	Level 7+ Target English (GCSE A*-A)	Level 6+ Target English (GCSE B Target.)	Level 5+ Target English (GCSE A*-C)	Level 4+ Target English	Inform Target GCSE (FFT D)	In Dept. 4 Level Progress Target at GCSE	<i>In Dept. 3 Level Progress Target at GCSE</i>	<i>*In Dept. A*-C at GCSE Target</i>	School En / Ma 5 A*-C GCSE Target
CO2015	77%	75%	21%	52%	89%	11%	67%	47%	83%	*82%	??%
CO2016	78%	88%	29%	73%	93%	7%	n/a	53%	90%	*83%	??%
CO2017	80%	79%	26%	61%	89%	11%	n/a	67% Inc. 4Bs	91% Inc. L3s	*84%	??%
KS2 Criteria	<i>Estimate</i>	<i>Level 4+</i>	<i>Level 5+ KS2</i>	<i>Level 5+ & 4a/4b</i>	<i>Level 5/4+ & 3a/3b</i>	<i>Level 3c or below</i>	<i>n/a</i>	<i>Levels 5 & 4a/3a/2a</i>	<i>Levels 5, 4, 3a & 2a</i>	<i>*Current Projection</i>	<i>School Set</i>

*Figure based on current projections and Departmental drive for continuous progression.

Appendix 7: KS4 target Setting

To ensure challenging targets are set for all students at KS3, the school will set 6 sub levels of progress targets (or equivalent) based on APS (or equivalent) at KS2.

This level of challenge will be maintained at KS4 by ensuring that all students have targets at least in line with minimum expectations nationally, from KS2 to KS4.

In order to ensure that an appropriate degree of challenge has been built into the targets set for students, the school will review the prior attainment of each student and set targets of above expected progress proportionately in line with National averages derived from RAISE online transition matrices. So that the school figure should reflect targets and outcomes beyond expected progress at least in line with the previous year's National figures.

In line with the review of the appropriacy of targets at the end of each assessment year, additional students will be selected to be targeted to achieve beyond expected progress based on their performance at KS3. This will allow students who make rapid progress at KS3 to be appropriately challenged at KS4.