

Crown Hills Community College

Assessment Policy: 2018

Target Setting

Rationale

Our mission at Crown Hills is that "Every student will be the best they can be, will thrive in the best possible career and contribute positively to society". We want our students to be aspirational, show commitment and achieve success.

To ensure our students have the currency to make further academic progress we believe that targets should be aspirational, but achievable. In line with what we as a school believe, we expect our students to achieve above national average for each subject, roughly equivalent to +1 grade. This is to ensure students from Crown Hills gain an academic advantage.

We as a college set targets that are aspirational for all our students, taking into consideration their key Stage 2 (KS2) prior attainment only. This is because we are very clear that the gender, background, colour, economic or social status of our students should have no bearing on how well they perform and their success. Staff at Crown Hills work extremely hard and are committed to closing the attainment gap that is present nationally and within our college. This ensures all students make the same progress and gain the same life chances. We work hard to remove barriers to their learning and so do not set lower targets as a result.

Targets are used to measure and monitor performance appropriately across the college. As teachers we support and allow students to 'be the best they can be' by not solely focusing on achievement towards targets and they are not a ceiling to their potential. Instead we aim to foster a love for learning and for subjects by delivering high quality lessons that allow students to reach and go beyond targets.

Use of Data to set Targets

All pupils at the end of KS2 sit SATS assessments in Maths, English reading and English grammar, punctuation and spelling. The results of each of these assessments are converted into a scaled score between 80 – 120. A score of 100 is the expected standard for students. For those students in Years 10 and 11 who were given a fine level, these are used in the same way as scaled scores to set targets.

As a college we use the Maths, English reading and average of Maths and English reading scaled score to set targets for different faculties based on what they are expected to get at the end of Key Stage 4 (KS4) using the college target setting table as seen in Appendix 1. The table derives targets from the KS2 starting point. See Appendix 2 for the specific data used for each subject.

We also use KS2 data to determine prior attainment which is shown in Appendix 3. This is visible in SIMS for teachers to use in their planning / MINS sheets.

Data Missing

For those students that arrive at the college in Year 7 with no KS2 data, we use MidYis to predict targets. These targets are reviewed annually in line with other targets. The MidYis testing takes place within the first two weeks of students arriving at the college.

If students miss one of the KS2 SATS tests and so have one of the Maths or English reading scaled scores missing, their average scaled score may be biased towards the test completed.

At Crown Hills we have a significant number of students who join us part way through the year, in all year groups. Often they join with no data and so as soon as possible we will ensure they complete a MidYis assessment if they are in Years 7-9 or a Yellis assessment if they are in Years 10 or 11. Targets are set from this data as described above.

For those students that have no KS2 data or arrive part way through a year we also determine their prior attainment (low, middle, high) in SIMS using the MidYis score. This is to support staff in their planning / MINS sheets.

Review of Targets

The senior team moderates targets for individual pupils every year, in discussion with Heads of Faculties and Pastoral leaders, to provide an overall school target that is ambitious but realistic. Targets are never lowered but can be increased if students are making exceptional progress and their attainment is beyond that of their target.

Summative Assessments

Summative assessments form part of the three Assess, Reflect and Improve (ARI) cycles of assessment at Crown Hills.

We strive for all of our assessments to be:

Valid – We increase the validity of assessments by ensuring they draw from a large and wide ranging proportion of the expected knowledge and skills. This is reflected in the assessment design as faculties consider the use of command words, style of question, assessment objective weighting, length of assessments etc... as a reflection of the GCSE demand within each subject. Furthermore our assessments are cumulative where possible in order to also increase the validity of the data collected from the tests. This means that as students' progress towards the end of KS4, assessment validity increases. This is then in line with when teachers are expected to make professional predictions.

Reliable – Through the assessments being valid, our data has increased reliability so that accurate informed judgements on attainment and progress can be made.

Valuable – Assessments at Crown Hills are regular enough to ensure the data collected can be used informatively, but not too often to negatively impact on pupil progress through the loss of learning time. As part of the improve aspect to the ARI cycles, the amount of time spent acting on feedback following assessments is deemed most valuable at Crown Hills to ensure students clearly understand what they have done well and areas they need to improve. See Appendix 5 for ways in which this is done.

Data Collection

As a college we do not believe in collecting data for data's sake. The data collected is shared with students, teachers and parents after each cycle in order to celebrate success, inform teaching and learning, to track progress, make predictions and to ensure that any attainment gaps are closed as early as possible in order for our students to 'be the best they can be'.

The school year has been divided into three equal cycles of 13 weeks and data is collected within each cycle around week 9. The ARI cycles within each faculty coincide with the data collection. All assessment data for each faculty must be entered into SIMS to allow for accurate monitoring of attainment and progress across the college.

My Commitment

At Crown Hills, we recognise through our school values that it takes commitment of students to be the 'best that they can be' by 'doing what it takes for as long as it takes'. We are clear with our students that success has nothing to do with intelligence, skill or ability but everything to do with hard work and whether they are prepared to 'do whatever it takes for as long as it takes'. We therefore, collect a 'My Commitment' measure during the 3 data collection windows for each student. It is used to calculate a student's average 'My Commitment' score across all subjects they study. This is linked to the schools' rewards policy to celebrate exceptional commitment whilst also it is monitored by pastoral staff to plan interventions if and when required if commitment is less than expected.

Crown Hills is a place of learning and students need to be prepared for the world of work. We have a back to basics philosophy with a focus on the little things so that the bigger things take care of themselves. Commitment is therefore measured using the following criteria:

Punctuality, equipment, uniform, respect, contribution, organisation and attitude.

It is ranked as follows:

4 – Exceptional

3 – Expected

2 – Less than expected

1 – Unacceptable

Key Stage 3 (Year 7 and 8)

Progress

In Years 7 and 8, alongside My Commitment teachers make a professional judgement on progress. They will take into consideration summative assessment data, non-formal assessments in class, homework and class work completed. They will also take into consideration a student's prior attainment and target grade to make an informed judgement on their progress.

To help support professional judgements, staff will be provided with average percentage data for low, middle and high attainer's after each summative assessment. All students in each year group will therefore sit the same summative assessments, where appropriate, in order to make comparisons between the data collected.

Staff are accountable to students and parents to justify the progress ranking given if required. Progress is ranked as follows:

Exceptional Progress – Exceeding that what is expected and is on track to do very well. Attainment is much higher in summative assessments than those of a similar ability as is the work produced in class and for homework.

Expected Progress – Learning is clear and is on track for their ability. Attainment is in line with those of a similar ability in summative assessments as is the work produced in class and for homework.

Less than expected Progress – Attainment is not as good as it should be and improvements need to be made. Attainment is lower than those of a similar ability in summative assessments as is the work produced in class and for homework.

Unacceptable Progress – Little evidence of learning and attainment is well below expected for their ability level. Improvements need to be made immediately and intervention is required.

During one of the three cycles, students receive a more detailed comment on their progress. In Year 7 this is during Data collection 3 and in year 8 data collection 2.

At Crown Hills we acknowledge the difficulty of predicting final attainment so early on in a student's education and question the purpose, validity and reliability of data collected at this stage in their Crown Hills journey. Therefore, teachers are not required to measure attainment using grades at KS3 nor are they reported to students and parents. We want teachers to focus on teaching and assessing to an appropriate, challenging curriculum across both Key Stages whilst recording attainment data that is accurate, reliable and valid.

Key Stage 4 (Year 9, 10 and 11)

Attainment

In Years 9, 10 and 11, alongside My Commitment teachers also collect Current Attainment. Following each summative assessment, current attainment is recorded. GCSE grades 1-9 are used or the vocational equivalent. Due to the cumulative nature of the assessments, we expect that the current attainment of students will improve to get closer to a final prediction across Key Stage 4.

Professional Predictions

At the end of Year 9, during data collection 3, teachers make a professional prediction on expected attainment at the end of Year 11. This is also the case in Year 10 where by the mock exams during data collection 3 will inform this final prediction. Due to the increased validity and reliability of mock papers, this prediction should be valid and accurate. It is expected that these predictions will become more accurate from Year 10 to 11. In Year 11 teachers will make a professional prediction during the two data collections.

Progress

Progress at KS4 is calculated in relation to current attainment and distance from target grade. When teachers report on current attainment, progress is automatically calculated. See table below which shows the grade differences that determine progress for each data collection across Years 9-11.

Year / Data Collection Point	Grade difference between current attainment and target grade	Progress
Year 9 – Collection 1 - 3	≥ -1	Exceptional
	-2	Expected
	-3	Less than expected
	-4	Unacceptable
Year 10 – Collection 1 – 2	≥ 0	Exceptional
	-1	Expected
	-2	Less than expected
	-3	Unacceptable
Year 10 – Collection 3	≥ 1	Exceptional
	0	Expected
	-1	Less than expected
	-2	Unacceptable
Year 11 – Collection 1 – 2	≥ 1	Exceptional
	0	Expected
	-1	Less than expected
	-2	Unacceptable

During one of the three cycles, students receive a more detailed comment on their progress as at KS3. In Year 9 this is during data collection 2, in Year 10 data collection 3 (following mock exams) and in Year 11 data collection 1 (following mock exams).

Appendix 1: Target Setting Tables

Year 7,8,9										
Attainment Banding	Sub Band	Average Scaled Score (Eng / Ma)	English	Maths	Ebacc (Science, IT, MfL, Geography, History)	Citizenship, RE, Art, DT	Vocational Equivalent (OCR Cambridge National) PE	BTEC First Award (Dance, Drama, Music)		
Low	Low	<80 / N	2	2	2	2	2 - L1 Merit	1.75 - L1 Pass		
		80				3	3 - L1 Distinction			
	Mid	81-83	3	2	2	3	3 - L1 Distinction	4 - L2 Pass		
									84	3
		85								
	High	86 - 94	4	3	3	4	4 - L2 Pass			
	Mid	Low	95 - 96	4	4	3	4		4 - L2 Pass	4 - L2 Pass
97			5				5.5 - L2 Merit		5.5 - L2 Merit	
Mid		98-103	5	5	4	3	5		5.5 - L2 Merit	5.5 - L2 Merit
					4					
					4	4				
					5					
					5					
High	104 - 106	6	5	5	6	7 - L2 Distinction	7 - L2 Distinction			
High	Low	107	6	6	6	6	7 - L2 Distinction	7 - L2 Distinction		
		108	7							
	Mid	109-112	7	7	7	7	7	7 - L2 Distinction	7 - L2 Distinction	
										110
										111
										112
	High	113 - 115	8	8	8	8	8	8.5 - L2 Distinction*	8.5 - L2 Distinction*	
116 - 120										9

Years 10,11

Attainment Banding	Sub Band	NC levels	KS2 fine level	English	Maths	Ebacc (Science, IT, MfL, Geography, History)	Citizenship, RE, Art, DT	Vocational Equivalent (OCR Cambridge National) PE	BTEC First Award (Dance, Drama, Music)			
Low	Low	1b	1.5	2	2	2	2	2 - L1 Merit	1.75 - L1 Pass			
		2c	2				3	3 - L1 Distinction				
	Mid	Mid	2b	2.5	3	2	2	3	3 - L1 Distinction	4 - L2 Pass		
			2a	2.8								
			2a	2.9								
			3c	3				3	4		4 - L2 Pass	
			3c	3.1								
			3c	3.2								
			3c	3.3								
	High	High	3b	3.4	4	3	3	4	4 - L2 Pass			
			3b	3.5								
			3b	3.6								
			3a	3.7								
			3a	3.8								
	3a	3.9										
Mid	Low	4c	4	4	4	3	4	4 - L2 Pass	4 - L2 Pass			
		4c	4.1				5	5.5 - L2 Merit	5.5 - L2 Merit			
	Mid	Mid	4c	4.2	5	5	4	5	5.5 - L2 Merit	5.5 - L2 Merit		
			4c	4.3								
			4b	4.4								
			4b	4.5								
			4b	4.6								
	4a	4.7										
	High	High	4a	4.8	6	5	5	6	7 - L2 Distinction	7 - L2 Distinction		
			4a	4.9								
High	Low	5c	5	6	6	6	6	7 - L2 Distinction	7 - L2 Distinction			
		5c	5.1	7								
		5c	5.2									
	Mid	Mid	5c	5.3	7	7	7	7	7 - L2 Distinction	7 - L2 Distinction		
			5b	5.4								
			5b	5.5							8	8
			5b	5.6								
	High	High	5a	5.7	8	8	8	8	8.5 - L2 Distinction*	8.5 - L2 Distinction*		
5a			5.8	9							9	9

Appendix 2: Data used to set departmental targets

Subject	Year 7,8 and 9 KS2 Scaled Score 80-120	Year 10 and 11 KS2 Fine Level 3.0 – 6.0
Maths	Highest of (i) Average scaled score or (ii) Maths scaled score	Highest of (i) Average fine level or (i) Maths fine level
English	Highest of (i) Average scaled score or (ii) English scaled score	Highest of (i) Average fine level or (i) English fine level
Science	Same as Maths	Same as Maths
Geography	Averaged scaled score	Average fine level
History	Same as English	Same as English
RE	Same as English	Same as English
Citizenship	Same as English	Same as English
ICT	Averaged scaled score	Average fine level
MfL	Highest of (i) Average scaled score or (ii) department assessment	Highest of (i) Average fine level or (ii) department assessment
PE		
Art		
DT		
Music / Dance / Drama		

Appendix 3: Setting of Prior Attainment

Prior Attainment	Sub Band	Averages Fine Level	Average Scaled Score*
Low	Low	1.5 – 2	N – 80
	Mid	2.5 – 3.3	81 – 85
	High	3.4 – 3.9	86 – 94
Middle	Low	4 – 4.1	95 – 97
	Mid	4.2 – 4.7	98 – 103
	High	4.8 – 4.9	104 – 106
High	Low	5 – 5.2	107 – 108
	Mid	5.3 – 5.6	109 – 112
	High	5.7 – 5.8	113 – 120

*Average of English reading and Maths