

King Edwards VI HWGA Data and Reporting Policy

Rationale:

SUMMATIVE PURPOSES

'Practices aligning with this conception include: assigning grades or scores to student work, judging student performance against criteria, and awarding certificates or qualifications based on performance.' Harris & Brown 2009

FORMATIVE PURPOSES

'Assessment to support learning refers to the interaction between learning and assessment that is forward going. This means employing assessment data in a diagnostic approach to determine competence, gaps, and progress so learners may adapt their learning' Archer 2017

Purposes of assessment



Students should explicitly know whether the work they produce/demonstrate is of the standard expected by the teacher. An understanding of the strengths and weaknesses in every student allows teachers in turn to develop strategies to personalise next steps for learners.

Assessment for formative purposes is regular, timely, rooted in high quality feedback and gaps analysis. This type of assessment informs a teacher about the impact of learning and allows them to respond swiftly to any gaps in knowledge or misconceptions. It supports all with understanding how well a student has learnt the intended curriculum at a given time and whether refinements need to occur in its implementation.

Assessment for summative purposes focuses on what has been learnt overtime and is accumulative in nature. This type of assessment focuses on a standardised approach that checks how well a student has committed learning to their long-term memory and its application. The status of learning is then analysed and presented in varying forms for different audiences including the students, families, governors, leadership.

Every member of the teaching staff contributes towards raising and keeping standards of education high at the academy. Teachers, students, families and governors should all be able to confidently understand the assessment system.

Responsibilities

All teachers should demonstrate that they use: - The management information system, Arbor, and analytics software PowerBI and ALPS Connect to access assessment data and student profiles. - Data provided to them from CAT4 testing to inform adaptive teaching. - Data to inform seating plans and identify the students that require supportive interventions or challenges to stretch learning. - KS2 prior attainment data, where available, and baseline testing to facilitate adaptive teaching within their teaching groups. - Arbor marksheets and formative assessment trackers to record pupil progress and work ethic. - Subject knowledge and application checks and other summative assessments to plan and enact targeted interventions. - The same language of assessment frequently throughout the year.	Curriculum Leaders should ensure that: - They oversee the department's marksheets and ensure that assessments recorded, are accurate and robust. - Assessments are thoroughly standardised and moderated. - Assessment data, including that from CAT4, and subject knowledge and application checks is analysed to inform teaching strategies to support addressing misconceptions, gaps and raising attainment. - There is consideration for additional needs of SEND students when assessments are set. - They support the induction of newer members of the department so that they too can use and record the data as required - They set suitable assessments and follow up with targeted interventions - They manage QLA software packages to support timely intervention from formative assessments. <i>*The SLT will work with subject leaders to check that these practices are occurring</i>
The Assistant Headteacher for Outcomes and Aspirations will: - Support the Deputy Headteacher with design of the assessment calendar, in consultation with Curriculum Leaders, for SLT to approve - Import assessment data from KS2 - Produce and present analytical reports to the curriculum leaders using ALPS Connect linked to Rapid Improvement Plans. - Produce analytical reports to the senior leadership team and governors using ALPS Connect. - Manage the analysis of examination results in the summer term using 4Matrix.	The Director of Data and Exams, supported by the Data Manager is responsible for ensuring that: - Manage the target setting process using FFT5. - Manage class banding and grouping in consultation with Curriculum Leaders. - Oversee exam scheduling. - Quality assure grade data across the academy. - Manage data accuracy in Arbor. - Student, class, and grade data is both accurate and consistent within all systems used by the academy i.e. Arbor, ALPS Connect, PowerBI. - There are no omissions from data collections - Anomalies are identified and addressed. - Appeals to the DfE to remove specific exam results with extenuating circumstances are carried out. - Reports are published and received by students and parents.

The Language of Summative Assessments

Students are grouped by performance rather than ability, as ability is viewed as fixed and we believe that students can perform differently at different times. Students are assessed on performance and accumulative learning throughout the cycle of an academic year. Students are timetabled according to bands; within each band they are assigned to performance groups in the core subjects. We do not

call them sets especially because students with varying starting points can be in the same group. We use the term performance group or mixed-performance group dependent on the curriculum area and its grouping choices.

- We use the language of possibility by always using 'not yet'
- We do not use the word 'ability' instead we use 'performance'.
- We do not use the word 'set' instead we use 'performance group'

We want all students to be High Performance Learners so movement around the groups is based on current performance and can happen regularly. We measure the performance of students against the content taught to date and use subject knowledge and application checks (SKACs) as measures of accumulative learning of the curriculum.

We inform students and parents that their performance is either:

Secure

Partly Secure

Not Yet Secure

Target Setting

The academy derives targets from estimates created by the Fisher Family Trust (FFT5) together with the ALPS methodology of minimum expected grades (MEGs). FFT5 targets are aspirational, whilst it is the ALPS MEGs that we share with students and parents/carers at key stages 4 and 5., who are encouraged to exceed them. The targets we set are ambitious and are set at the top 5% but realistic as they are informed by national data showing that our students are capable of high performance.

Where FFT does not provide a subject estimate we use prior attainment, or baselining, data to determine a target. All involved in the progress of a student, including the student themselves, should have a sense of ownership of their target. There are no targets set in Key Stage 3, where students are required to progress through the curriculum and show impact through their application of knowledge and skills. These students primarily are assessed on their retention of knowledge, skills and application as they journey through the curriculum.

Grouping & High-Performance Learning

Students are divided into two bands with the intention of eliminating any bias in the view that one band is 'more able' than the other.

Bands X and Y consist of up to 80 students each. We use a fair banding strategy where it is the needs of individuals that are spread across the two bands and not their ability. Therefore, we ensure that no band has a majority of SEND or FSM students. No band will have a skew of students with lower starting points either. We do this using the data available to us. This allows form groups to become balanced and for there to be parity in the learning needs of students. This results in a benefit of enabling the pace of learning in all classes (for any given subject) to become more consistent, hence the desired outcome that no class 'falls behind' or has to rush through content to catch up.



Core subject leaders place students into performance groups 1, 2, 3 or 4. With pace of learning being the factor as to which group a student is to learn in. If a student exhibits strong use of ACPs that in turn supports a better grasp of concepts, then they are considered for a group change on a half-termly basis or as and when summative assessments reveal this.

Newly arrived year 7 students are taught in form groups, which are determined by a mix of data including Key Stage 2 assessments and CAT4 testing. Students in maths and English will sit a baseline test and their setting is completed by the end of September for the core subjects. Students in maths follow a mastery curriculum and have a broader mixed-performance group approach in Year 7. Data considered should include reading ages as well as the initial tests. Students who join during the school year are assessed using an appropriate age related CAT4 assessment and then assigned to groups within 3 working days.

Formal Standardised Assessments for Summative purposes

Key stage 4 and 5 students sit mock exams with year 11 and year 13 students taking mocks twice in the year. Data for these exams are collected to analyse strengths and weaknesses in each subject and form part of a Question Level Analysis (QLA) process to support responsive teaching. This rich data helps to inform teaching points which in turn addresses the knowledge and attainment gap, through Rapid Improvement Plans

Key stage 3 students sit end of year finals in all subjects, with a subject knowledge and application check at another assessment point in the year. The year 9 finals are standardised in English, Maths and Science to assess KS4 readiness and we also use CATS testing to support the Year 9 Option Pathway process. All other subjects are assessed based on the curriculum that has been covered, as students may not be progressing on to KS4 study in those subjects..

Year 7 students sit CAT4 tests at the start of September as their baseline assessment. They also are taking progress tests in English and Maths periodically throughout key stage 3 to assess such progress being made. We will report this progress to students and parents/carers.

Data and Reporting – Key Stage 4 & 5

Progress check data is collected twice a year for all year groups, with one detailed report with comments for years 11 and 13, with comments from teachers and form tutors. In key stages 4 and 5, teachers publish the current performance % and class average of any mock examinations that have been sat.

Teachers also give a judgment on the current attitude to learning of each student. The data when validated is published electronically on Arbor for parents/carers and students to access.

Data and Reporting – Key Stage 3

Year 7 to 9 students receive two reports per year online, which are report cards. The emphasis for Key Stage 3 students is their retention of knowledge and demonstration of skills/understanding.

Since no target grades are given, students are judged on the merits of all partially and fully completed tasks throughout the year. This becomes our measure of how well they can apply the knowledge that they have understood. When reporting, we communicate judgments to summarise progress to date, these are:

- a) Secure
- b) Partly secure
- c) Not yet secure

What constitutes as 'secure' is determined by subject departments who through planning must make it explicitly clear what must be demonstrated to be awarded this judgment.

Monitoring and Moderation

Monitoring is the responsibility of all. Data must be maintained correctly, and frequent opportunities should be taken to regulate the consistency of assessments among teachers within and across departments.

<i>Teachers</i> should be up-to-date with the standard of work they are stating their students are working at. They must check learning and follow up actions to assess improvements made. <i>They should be acutely aware of performance by groups within their teaching classes and can do this through their own marksheets in Arbor or by their own trackers.</i>	<i>Curriculum Leaders</i> are responsible for maintaining data within their departments and specifically are responsible for maintaining marksheets. During the year, timely opportunities are to be provided to the head of department to be able to carry out moderation activities. Leaders are required to recognise underperformance of students and be seen to act by use of intervention strategies. <i>Subject leaders must also show an acumen in analysing group performances, they are required to monitor gaps between groups and identify any gaps in attainment and progress.</i>
<i>Assistant Headteacher – Outcomes and Aspirations</i> should act on data provided that lends itself to the identification of underperforming students. They are required to follow up on interventions and assess the impact of such intervention by means of observing assessment data.	<i>The Director</i> for Data and Exams is responsible for leading on procedures to monitor the quality/accuracy of data and moderated activities.

Typical KS3 Report

[REDACTED] - Progress Check 1: Year 9
King Edward VI Handsworth Wood Girls' Academy

Year group
9 (2023/2024)

Form
[REDACTED]



Attendance*
[REDACTED]

Lates
[REDACTED]

Unauthorised Absences
[REDACTED]

Authorised Absences
[REDACTED]

Positive Points
[REDACTED]

Report date
[REDACTED]

A guide to this report

In years 7 to 9, knowledge retention is measured with the exception of Personal, Health, Social and Economic education (PSHE).

Attendance should be at least 97%.

Assessment of learning and progress

Secure: The student is working with confidence and is demonstrating a significant grasp of most or key lesson concepts.

Partly Secure: The student is working at a good level but there are some gaps in knowledge which have been identified and shared with them.

Not Yet Secure: The student has made some progress although she is not retaining enough knowledge and skills taught, Assessments and home study tasks require improvements in order for such gaps in her subject understanding to reduce.

Attitude to Learning

- a Excellent effort, focus, participation and organisation
- b Good effort, focus, participation and organisation
- c Unsatisfactory effort, focus, participation and organisation
- cB All of statement c and may be disruptive in lessons.

Home Study

- a Always on time and to a very good standard
- b Usually on time and to a very good standard
- c Unsatisfactory, not meeting deadline often and/or home study is not of a good standard

Course	Teacher	Current mark	KS3 ATL
[REDACTED]			
Art:	[REDACTED]	Secure	b
Drama:	[REDACTED]	Partly Secure	a
English:	[REDACTED]	Not Yet Secure	c
French:	[REDACTED]	Partly Secure	b
Geography:	[REDACTED]	Partly Secure	b
History:	[REDACTED]	Partly Secure	b
Information and Communication Technology:	[REDACTED]	Partly Secure	b
Mathematics:	[REDACTED]	Secure	b
Music:	[REDACTED]	Secure	b
Physical Education:	[REDACTED]	Secure	a
Personal Social and Health Education (PSHE)	[REDACTED]		b
Religious Education:	[REDACTED]	Partly Secure	b
Science:	[REDACTED]	Partly Secure	b
Technology	[REDACTED]		a

* Attendance is for [REDACTED]

Powered by Arbor

Review date:

Signatures