Kings International College Assessment & Reporting Policy 2018-2019

**Target Setting**

Pupil targets are generated from FFT Aspire. Although not currently an FFT20 school, Kings International College aspires to reach this level and so learner targets are generated at this FFT20 level. These aspirational and challenging targets are shared with all staff, all pupils and are published in both SIMS and SISRA. Cohort targets are shared with the Governing Body.

These targets form the end point of five years of learning. As a result, subject specific flight paths provide an independent pathway for each of our learners as they come into the school. Key stage 2 scaled scores provide evidence for the pupils starting points in Year 7, how pupils progress along this pathway has been determined at subject level.

Mathematics and Science uses Maths ks2 scaled scores as their starting point; English and Humanities use English Reading scaled scores as their starting point; all other subjects (except for Performing Arts, who use independent baseline tests to establish their pupil starting points) use the average of English Reading & Maths scaled scores as their starting points. These flight paths will be reviewed annually.

The flight paths also generate at key assessment points throughout the year, short term targets for the pupils to reach e.g. end of Year 8. These shorter but progressive targets are also shared and are in both SIMS and SISRA.

The targets are numerical, reflect the 9-1 grades and are fine graded. The fine grade is used to indicate where progress lies within the whole grade e.g.

5a – current progress is towards the top of the whole grade.

5b – current progress is in the middle of the whole grade.

5c – current progress is towards the bottom of the whole grade.

Fig. 1 Example of a learner’s flight path:

The above shows that a child with an English Reading scaled score of 112 has an end of Year 7 target of a 4b; an end of Year 9 target of a 5a; an end of Year 11 target of a GCSE grade 7.

The College is very aware that progress is not always consistent or reflective of a flight path. To allow for such fluctuations, a zone of tolerance has been created within SIMS so that pupils can still be under target but not deemed underachieving. This is to maintain learner confidence.

For example, a child with an end of Yr8 target of 5a at the autumn assessment point can be three sub levels away from their target i.e. current grade = 4a and be within the zone of tolerance. At the spring assessment point they can be two sub levels away i.e. current grade = 5c and be within the zone of tolerance. By the final summer assessment point, they can be one sub level away from their target i.e. current grade = 5b and be within the zone of tolerance.

**Assessing Pupil Progress**

Teachers will regularly assess the progress of learners within their groups and use this information to plan lessons that will ensure that good progress is made. It is expected that teachers keep an accurate and clear record of these assessments and the progress that is made, whilst fulfilling the expectations of their department.

The assessment and reporting calendar identifies the different opportunities during the year to assess and report pupil progress.

* **RAG**: this provides an insight into the effectiveness of the ks3 transition. Staff enter a single letter into SIMS with an additional free comments column if staff feel that certain information would help explain an entry e.g. the entering of a letter R.

R – Red. A letter R against a pupil would indicate that the student has made a poor start to the year and that the member of staff has major concerns.

A – Amber. A letter A against a pupil would indicate that the pupil has made an inconsistent start to the year and that although the member of staff does not have major concerns, elements of the pupils’ progress or approach are not always up to the standard expected by the teacher or department.

G – Green. A letter G against a pupil would indicate that the pupil has made an excellent start to the year and that the member of staff is pleased with the pupils’ progress and approach.

* **Progress Reviews** e.g. PR1: in years 7-9 staff report a current grade e.g. 3b, plus a behaviour for learning (BFL) grade e.g. G. Evidence for these grades will come from ongoing staff assessment and internal tests. In years 10-11, staff are to report on a ‘currently working at’ grade, plus a BFL grade. Evidence for these grades will come from ongoing staff assessment, internal tests and formal examinations e.g. mocks. When appropriate, mock and pre-public exam results are also recorded and reported on.

A ‘currently working at’ grade is new for September 2018. It is felt that moving away from predicted grades to having greater emphasis on current grades will increase accuracy of reporting and staff confidence in their assessments. The currently working at grade will encompass:

1. Progress made to date i.e. the quality of pupil performance through the GCSE course so far.
2. Evidence from coursework.
3. Evidence from exam units e.g. OCR Nationals.

* **Tutor report**:once a year tutors are required to report on their tutor group. The report will comment on a child’s behaviour, their attendance and their social and personal development over that year. It will also give information about the activities that a pupil has been involved in.
* **Mock exams**: These formal exams in the summer of Year 10 and the winter of Year 11 allow progress to be measured across most subjects, excluding Cambridge National iMedia and Sports Science. These pupils sit the external unit examination in early January.
* **Pre-public exams**: These exams will mirror the GCSE exams for Year 11 and will provide a currently working at grade for all participating subjects.
* **Parents’ Evening**: this provides a formal opportunity to feedback to parents about current levels of progress along with clear and specific targets on how the child can improve further.
* **Meet the Tutor Evening**: this provides Year 7 tutors and Heads of Houses the opportunity to feedback to parents and pupils on how successful transition from Year 6 to Year 7 has been. It also provides the opportunity for key questions to be raised and relevant support to be discussed.
* **Key Stage 4 Assessment Evening**: this provides parents and pupils of Year 10 to find out how they will be assessed in key stage 4 and the structure of their courses in English, Maths, Science and Religious Studies.

**Assessment Calendar 2018-2019**



**Data Tracking**

All staff have a SISRA log in and training is provided at regular points throughout the year. Individual departments have their own internal tracking systems that feed into SISRA and on request, Subject Leaders can explain the nature of these.

Within SISRA, Expected Attainment Pathways (EAP) have been created following the changes to GCSEs. SISRA allows departments and the College to track the ongoing performance of pupils in a purposeful way, feeding into the College’s tracking sheets.

**EAPs**

EAPs are custom flight paths created by each of the Colleges departments. As described earlier, scaled scores (SS) provide the starting point and the FFT20 target grade (TG) the end point. How pupils make progress from these starting points up to the end point was devolved down to individual teams.

Fig. 2 an English EAP.



New to 2017 EAPs are the T grades of t1 – t4. These grades represent ‘towards GCSE grade 1’ which are appropriate to learners who score below the DfE’s minimum SS of 80. The introduction of these T grades allows the College to report on the progress of a learner with a very low starting point and demonstrates to the learner, that progress towards a GCSE level standard will be achieved with persistence and resilience.

**Baseline**

Baseline starting points range from t4 up to the SS group of 118-120. Pupil SS have been banded in small ranges with all subjects except Performing Arts, using the ranges as a starting point. Performing Arts run initial tests at the start of Year 7 and record these baseline grades in SIMS. It is from these starting points that Dance/Drama/Music must demonstrate how they will get their learners to progress and achieve the FFT20 target grades.

**Curriculum Mapping**

The College is using an inset day in July 2017 to provide subjects the opportunity to map SOL and their taught curriculum back to their respective flight paths.

**Scaled Scores** (SS)

Years 7 & 8 are the first cohorts to achieve the new ks2 SS in English Reading, English GPS and Maths. Scores range from 80 to 120, with a pupil scoring 100 in any of these tests deemed by the DfE to have achieved the expected standard. The expected standard by the end of ks2 is now higher and so it is not possible to make direct comparisons to the previous national curriculum levels achieved. In 2017, the average scaled score was 104 in reading, 104 in maths, and 106 in grammar, punctuation and spelling.

Fig. 3 Kings T Grades.

Kings have introduced T Grades for those pupils achieving

a SS below the threshold of 80. How these are allocated can

be seen in Fig. 3.

The DfE are still to confirm how SS will be used to set prior attainment bands and the associated attainment 8 estimates used for measuring progress at the end of ks4. The DfE have though confirmed a higher standard threshold in Reading and Maths. The scaled score of **110** or more will be the threshold for pupils’ performance being viewed as being to a higher standard than expected.

**Reporting**

The aim is to ensure good quality, accurate and informative reports are provided for all our learners.

The DfE has outlined what schools must report to parents. This can be done in several ways, including parents’ evenings and written reports.

At key stage 3, Kings must report:

* A pupil’s general progress.
* Brief particulars of achievements, highlighting strengths and developmental needs.
* How to arrange a discussion about the report with a teacher at the school.
* A child’s attendance record.

At key stage 4, Kings must report:

* The grade achieved in subjects for which the pupil was entered for at GCSE.
* Any other qualification, or unit towards a qualification, and the grade achieved.

Kings can include additional information about a pupil’s progress although it must be sent to parents by the end of the summer term of the year they have studied.

The process of reporting home changed in September 2017 so that only a tutor report was sent home to parents and carers. The aim of the report is to

* Comment on a child’s behaviour, their attendance and their social and personal development over the year.
* Give as much information as possible about the activities that the pupil has been involved in.
* Be addressed to the parent and in the third person.
* Be formal, respectful and use a positive tone.
* Comment on any areas for improvement as is helpful and constructive.

**Process**

All data is entered into SIMS, with the responsibility on the teacher to ensure accuracy of the data and that progress grades provide a fair reflection of the performance of the learner. Data is checked for errors and gaps by both the SIMS Manager and the Data Manager. Quality assurance of the tutor report is shared between SLT members and HOH.

**Content**

In key stage 3, staff are required to report a currently working at grade e.g. 3b, plus a BFL grade e.g. G. In key stage 4, staff report both a currently working at and a predicted grade, plus a BFL grade.

*Current grades*

* This grade is a number grade e.g. 4.
* The current grade should also have a fine grade to indicate where progress lies within a whole grade e.g. 4b.
* Subjects should use a/b/c to indicate the fine grade e.g. 4b.
* In ks4, OCR National grades of Pass/Merit/Distinction/Distinction\* are used.
* If a pupil in an OCR National is achieving below a Level 2 Pass, then staff indicate what Level 1 grade they are achieving at e.g. Level 1 Distinction.
* No fine grade is required for OCR National subjects.

*Predicted grades*

* This grade is a number grade e.g. 4.
* No fine grade is required i.e. whole grades only.
* OCR National grades of Pass/Merit/Distinction/Distinction\* are used, again differentiating if a pupil is working below a Level 2.

*BFL grade*

* A grade O represents outstanding BFL, G represents good BFL and RI indicates that BFL requires improvement.

Criteria for the BFL grade:

*Outstanding Pupils:*

* Show high levels of engagement, interest, resilience, confidence and independence.
* Complete homework regularly, on time and to a high standard.
* Are actively engaged in responding to teachers’ comments and feedback and know what to do to improve.
* Contribute actively to a positive learning environment.
* Behaviour and attendance are excellent.
* Are consistently punctual.

*Good Pupils***:**

* Participate positively in class and are confident to work independently.
* Complete homework usually on time.
* Can respond to teachers’ feedback on work.
* Are considerate, respectful and courteous.
* Behaviour and attendance are good.
* Are usually punctual.

*Requires Improvement Pupils:*

* Need to focus more in class and contribute to learning.
* Need to complete homework on time.
* Need to respond to teachers’ feedback on work marked.

**The Curriculum**

The aim of the curriculum is to provide each of our learners with the most appropriate and challenging of learning experiences. The allocation of lessons is as follows:



In Year 8 our learners have two options to select in advance of Year 9:

1. Two subjects within a Performing Arts block.
2. Either French or German if German has been studied in Year 8.

In Year 9 our learners must select four GCSE option choices, to study alongside the core curriculum of GCSE English Language, GCSE English Literature, GCSE Mathematics, GCSE Science (Triple or Combined), GCSE ICT DIDA, core PE and Short Course RS.

The four GCSE option choices come from the list below, with pupils selecting at least one subject that is in bold:

* Art
* Business Studies
* Citizenship
* **Computer Science**
* Creative iMedia – OCR National
* Dance
* Design Technology
* Drama
* Food Technology
* **French**
* **Geography**
* **German**
* **History**
* Music
* Physical Education
* Religious Studies
* Sports Science - OCR National.

**Set changes**

On occasion it will be appropriate to change the teaching group of a pupil during the academic year. To ensure consistency for both staff and pupils, set changes should follow these guidelines:

* Any change is to be discussed as part of the line management process.
* Any agreed decision will be shared with the DH and then the HT for final approval.
* Any change is communicated to parents / carers detailing the rationale behind the decision.

There could also be occasions when a class change is a pastoral requirement and in these circumstances any change must be discussed and agreed by the HOH before final approval by the DH and HT.