Target Setting, Assessment and Reporting Policy

2023/24

St Aloysius'
College

Hornsey Lane,
Highgate,
London
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Last Review Date:	October 2023
Next Review Date:	October 2024
Governor's Signature:	

Introduction

The purpose of this policy is to support the implementation of high quality and informative assessment arrangements. Assessment at St Aloysius College is part of our core business, to ensure that all children make the best progress and attain high standards. Effective assessment is part of a whole school pedagogy informed by the effective implementation of:

- Teaching & Learning
- Curriculum
- Assessment

These are all delivered within the agreed aims of St Aloysius College.

Purpose

This policy sets out the rationale and approach to assessment, recording and reporting at St Aloysius College. This policy has 4 parts:

- Target setting
- Assessment
- Recording assessment information
- Reporting to parents

Targeting Setting

When students enter the college, they will be set challenging targets (end of Year targets and GCSE targets) based on their prior attainment. This includes KS2 SAT results, results of CAT's (cognitive ability tests) and results of subject baseline tests taken at the start of Year 7. End of Year targets are shared with pupils in Years 7 and 8 and both targets are shared with pupils in Years 9-11. Pupils also sit reading age tests at the start and end of each academic year in Years 7-9. Pupils in the Sixth Form are set A-Level ALP's targets based on GCSE prior attainment.

KS2 Scaled Score	PRIOR ATTAINMENT BAND	GCSE TARGET
80-87	Working Towards Expected Standards (LPA)	3
88-89		3
90-91		3
92-93		4
94-95		4
96-97		4
98-99		4
100-103 (100 is national average at KS2)	Working At Expected Standard (MPA)	5
104-106		5
107-110		6
111-113	Working Above Expected Standard (HPA)	7
114-115		7
116-117		8
118 - 120		9

Principles of Assessment

The primary principle of any assessment is that it should be it for the purpose it is intended. Assessment is an integral part of teaching and lies at the heart of promoting children's learning. Assessment should provide information that is clear, reliable and free from bias. To maximise the impact of assessments, assessments should:

- Support teaching and learning.
- Promote self-awareness in children.
- Acknowledge achievement at all levels to maintain student motivation.
- Be an opportunity to evaluate course materials, learning processors and teaching methodology.
- Ensure consistency of approach across the curriculum, whilst recognizing subject specificity.
- Reflect Equal Opportunities Policies of the school and local authority.
- Meet the requirements of national examinations.
- Assist the process of target setting for individual pupils.
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Types of assessment

We assess in different ways and with different purposes during the academic year. We use three forms of assessment.

Formative assessment	In-school summative assessment	Standardised summative assessment
Used by teachers to evaluate pupils' knowledge, skills and understanding on a day-to-day and lesson by lesson basis and to tailor teaching accordingly. This includes: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes.	Used by teachers to evaluate how much a pupil has learned at the end of a teaching unit and should include, where relevant, internal standardisation. This includes: end of unit assessments, mid or end of year exams, reviews for pupils with SEN and/or disabilities.	Externally set, marked and standardised. Also validated by an external body. This includes: GL assessments, CAT4 tests, GCSE, AS and A level.

All summative assessment should be used formatively. Teachers should routinely analyse summative assessment and identify the next steps for subjects and specific pupils.

Principles of formative assessment

Formative assessment should:

- Give 'of the moment' information about pupils' knowledge and understanding of a topic, skill or concept;
- Be interactive and lead to dialogue;
- Help pupils understand what they have done well and what they need to do to improve;
- Be inclusive of all abilities;
- Support immediate planning to improve progress and attainment; and
- Support home learning and home-school partnership.

Principles of in-school and standardised summative assessment

These forms of assessment should be used:

- Formatively by teachers to plan for the next steps, target set and precision teach;
- To triangulate wider assessment judgement;
- To evidence progress over time;
- To compare cohorts and groups of pupils;
- To assess against agreed benchmark standards; and
- As a basis for reporting.

Mastery Learning

A mastery approach to learning is at the heart of the National Curriculum and also part of great pedagogy. This means that teachers need to think, plan and teach differently. Teachers need to consider how to ensure that their pupils have opportunities to develop depth and mastery in their learning before considering acceleration. By promoting depth, learning is more likely to become secure and embedded.

In relation to mastery in learning, we look for the following characteristics:

Long-term retention and use of learning;

Independent application in a manner of contexts demanded;

Critical evaluation, taking learning from one area and applying in another;

Knowing why and how to recall knowledge and skills in order to utilise (metacognition);

Making connections between subjects and aspects of learning;

Evidence of leading own learning;

Ability to explain own learning and the skills being utilised;

In-school and standardised summative assessment

Our key summative assessment points over the year, whether in-school or standardised, are identified in the Assessment Programme and Department assessment plans. This is available from the start of the year so that all staff and pupils can see and prepare for them.

See assessment programme, appendix 1.

Integrity of assessment information

In order for our assessment processes to be robust and valid, we ensure that all staff are competent in the use of assessment. We do this by:

- Using clear assessment criteria
- Assigning time to support the training of staff in what constitute robust assessment;
- Assigning time for the moderation of assessment judgement; and
- Triangulating judgements from a range of assessments, including from learning walks and pupil work.

A key strategy for ensuring that assessment judgements are valid and reliable is the use of in-school moderation. Moderation is used to ensure that the judgement of all relevant staff about the quality of a piece of work or of an assessment piece is the same. Where possible our school will look for opportunities to moderate our assessment judgements with colleagues from different schools.

Recording assessment

It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we record data using Go4Schools. The Data Manager publishes a calendar of assessment, recording and reporting which is shared with staff. At St Aloysius College, marking and constructive formative feedback from teachers and pupils should be frequent and of a consistently high quality, which enables pupils to understand how to improve their work. Teachers are encouraged to ensure that marking of homework:

Relates to planned learning objectives.

Gives recognition for a pupil's achievements.

Refers to progress rather than ability.

Clearly indicates the next step in student's learning.

Most work should be marked by the teacher. Where pupils assess their own or each other's work, through self-assessment or peer assessment, it should be monitored regularly. Progress on long-dated tasks (coursework/portfolios) should be monitored to ensure that interim and final deadlines are met. Where pupils are engaged in project type, lengthier tasks, regular assessment or consultation can take place alongside a terminal mark, i.e. pupils should not be left with a lengthy period prior to a deadline without some form of

interim assessment. Pupils should understand the marking criteria. Teachers should explain their marking and grading criteria, which should be in line with departmental/school policies.

Most work should carry a comment. This may be:

    Brief in the case of mechanical tasks requiring fixed responses,

    A congratulatory or encouraging sentence,

    A comment or target of specific advice on how to improve,

    An explanatory analysis of errors,

    A direction towards further independent research,

    An instruction to arrange individual tuition/discussion with the teacher.

Subject to the need to move on and not to demoralise, important and significant errors should be corrected by pupils. Corrections when required should be checked by the teacher. Time should be provided for the pupils to respond to the feedback provided. Prohibited collaboration should be identified and penalised. High expectations should apply equally to SEND pupils at St Aloysius College. The work of pupils with SEND needs should be marked in line with any specific advice received from the SENCo in accordance with any personalised learning programme.

The Head of Department / subject teacher is responsible for the development, monitoring and consistent application of the school marking policy, to ensure assessments are marked and are valid.

Reporting to parents

We value our partnership with parents and reports are one way of ensuring that parents have clear information about both pastoral and academic matters in relation to their child. Reports to parents do not replace our regular dialogue with them. Any parent with a query or concern is always invited to contact the school and to discuss this with the appropriate staff in accordance with the guidelines provided for parents. Throughout the academic year we report to our parents in the following ways:

- Year group Parents' evenings are held once during the school year to give parents the opportunity to meet their child's teachers and to discuss their progress.
- Academic School Reports (Short Reports) are written for all Year Groups once a year.
- In addition, Year 8 students have an 'Options Evening' where they can meet subject teachers with their parents to learn more about subjects on offer at GCSE level.
- Curriculum Evenings are held at the start of the academic year for each year group, to provide parents with the curriculum information for their child so that they can support their child's home learning.
- Induction Parents' Evenings are held once a year for Y12, to provide parents with information about 6th form studying at St Aloysius College.

Generating assessment data

St Aloysius College conducts a range of base-line assessments at intake (e.g. English reading and writing, NGRT reading and spelling tests and progress in Maths numeracy tests). The outcomes of which are combined with students' prior attainment to inform pupil groupings, curriculum planning and long-term predictions of a year groups' levels of success. This data should be used within departments to guide teachers' expectations and highlight students' needs.

Grading Schemes

Due to the introduction of new GCSEs and a new grading scheme from 9 to 1, we are using the 9 to 1 grades, which will start in year 7 and end in year 11.

Recording assessment data

Teacher assessment has traditionally commented on student attainment and effort, which are recorded using the following scales.

KS3	KS4
9H,9M,9L	9H,9M,9L
8H,8M,8L	8H,8M,8L
7H,7M,7L	7H,7M,7L
6H,6M,6L	6H,6M,6L
5H,5M,5L	5H,5M,5L

4H,4M,4L	4H,4M,4L
3H,3M,3L	3H,3M,3L
2H,2M,2L	2H,2M,2L
1H,1M,1L	1H,1M,1L
QH,QM,QL	U
PH,PM,PL	

	Behaviour for Learning	Classwork	Homework
1	Demonstrates excellent engagement in all tasks and makes consistent positive contributions to learning.	Classwork is outstanding and exceeds expectations consistently with regards to content and presentation.	Homework is completed to a high standard with consistently outstanding effort.
2	Demonstrates good engagement in all tasks and makes regular contributions to learning.	Classwork is very good and often exceeds expectations with regards to content and presentation.	Homework is completed to a very good standard with consistent effort.
3	Engages in all tasks and makes some contributions to some learning.	Classwork is adequate and meets minimum expectations with regards to content and presentation.	Homework is completed consistently with minimal effort.
4	Engages in tasks when directed and sometimes contributes to learning. Low level behaviour sometimes disrupts the learning environment.	Classwork is inadequate and sometimes falls below expectations with regards to content and presentation.	Homework is not completed consistently and is of a poor standard.
5	Requires significant direction in order to engage with learning. Behaviour significantly disrupts the learning environment.	Classwork is consistently of an unacceptable standard with regards to content and presentation.	Completion of homework is a significant concern and is hindering learning.

Collecting Effort Grades

This will be collected for exam year groups.

Effort grade (1-5)
1 – Consistently working to the very best of his ability with effort that exceeds expectations.
2 – Working well with consistent good effort.
3 – Satisfactory work produced with minimal effort and there is room for improvement.
4 – More effort required to produce better quality work.
5 – Makes very little effort and this is hindering progress.

In Years 10-11 attainment is defined according to the GCSE assessment criteria and expressed in the form of grades 9 - 1.
The qualification of an effort grade gives a useful insight into an individual's progress and the likelihood of achieving higher Levels/grades. The outcomes of class work, homework, coursework and various tests are likely to form the main body of the recorded teacher assessment. Departments should ensure that student work is regularly and accurately assessed with outcomes being recorded in a common format.

Appendix
St Aloysius College Assessment Programme 2023 – 2024

St Aloysius College Assessment & Reporting Programme
2023 - 2024

DATE	YEAR GROUP	ASSESSMENTS	Data Drop Deadline Dates	Reports	Parents Events
TERM 1					
05 September 2023	Y7	Y7 CAT4 Test			
06 September 2023	Y7	Y7 Reading Test			
07 September 2023	Y7	English Baseline Test			
08 September 2023	Y7	Maths Baseline Test			
12 September 2023	Y8	Y8 - Y10 In Year Admissions Reading Test			
14 September 2023	Y11 Y13				Y11 Curriculum Evening (5pm - 6pm) Y13 Curriculum Evening (4:30pm - 5:00pm) Y13 Parents Evening 1 (5pm - 6pm) Discuss Mock 1 & Mock 2 Prep
21 September 2023	Y10 Y12				Y10 Curriculum Evening (5pm - 6pm) Y12 Curriculum Evening (5pm - 6pm)
25 September 2023	Y12	Y12 Baseline Tests	09 October 2023		
03 October 2023		STA OPEN EVENING			
05 October 2023	Y8 & Y9				Y8 & Y9 Curriculum Evening (5pm - 6pm)
09 October 2023	Y11 & Y13	Begin Mock 2 Prep			
12 October 2023	Y11				Y11 Parents' Evening 1 (4pm - 6pm) Discuss Mock 1 & Mock 2 Prep
19 October 2023	Y7				Y7 Curriculum Evening (4:30pm - 5pm) Y7 Welcome Mass (5pm - 6pm)
23 - 27 October 2023		HALF TERM 1 Y11 & Y13 Intervention for Mock 2 Y11 & Y13 Coursework Support Sessions			
06 November 2023	Y11 Y13	Y11 & Y13 Mock 2 begins - week 1	27 November 2023	Short Reports	
13 November 2023	Y11 Y13	Y11& Y13 Mock 2 continues - week 2			
27 November 2023	Y11 Y13	Y11 & Y13 DIRT WEEK Begins			
30 November 2023	Y13				Y13 Parents' Evening 2 (4pm - 5:30pm) Discuss Mock 2 & Mock 3 Prep
07 December 2023	Y11				Y11 Parents' Evening 2 (4pm - 6pm) Discuss Mock 2 & Mock 3 Prep
05 December 2023	Y11 & Y13	Raising Achievemnent Meeting Y11 & Y13			
11 December 2023	Y11 & Y13	Deadline first draft NEA Data Collection 1for NEA Component			
12 December 2023		IDSR/ASP 2022 Data Analysis (Meeting)			
DATE	YEAR GROUP	ASSESSMENTS	Data Drop Deadline Dates	Reports	Parents Events
TERM 2					
02 January 2024	Y10 & Y12	Mock 1 Prep begins			
11 January 2024	Y8				Y8 Parents Evening (4pm - 6pm)
18 January 2024	Y9				Y9 Parents Evening (4pm - 6pm) - Discuss Option Choices
22 January 2024	Y10 & Y12	Mock 1 exam Begins (1 week)	06 February 2024	Short Reports	
26 January 2024	Y11 & Y13	Data Collection 2 for NEA Component			
01 February 2024	Y7				Y7 Parents Evening (4pm - 6pm)
06 February 2024	CLASS OF 2023	Celebration of Success Certification Evening			
12 - 16 February 2024		FEBRUARY HALF TERM Y11 & Y13 intervention for Mock 3 & Coursework Completion			
19 February 2024	Y11 & Y13	Y11& Y13 Mock 3 begins - 2 weeks	11 March 2024	Short Reports	
29 February 2024	Y11 & Y13	Data Collection 3 for NEA Component			
29 February 2024	Y10				Y10 Parents Evening (4pm - 6pm) Discuss Mock 1 & How to make improvements on weak areas.
14 March 2024	Y9				Y9 Option Choices Evening
19 March 2024	Y11 & Y13	Raising Achievemnent Meeting Y11 & Y13			
21 March 2024	Y12				Y12 Parents Evening (4pm - 6pm) Discuss Mock 1 & How to make improvements on weak areas.
22 March 2024	Y11 & Y13	Data Collection 4 for NEA Component			
02 - 12 April 2024		EASTER HOLIDAYS Y11 & Y13 Curriculum Support for Final Exams			
DATE	YEAR GROUP	ASSESSMENTS	Data Drop Deadline Dates	Reports	Parents Events
TERM 3					
26 April 2024	Y11 & Y13	FINAL Data Collection for NEA Component			
09 May 2024	Y11	GCSE EXAMS BEGIN			
13 May 2024	Y13	A LEVEL EXAMS BEGIN			
28 May- 31 May 2024	Y11 & Y13	MAY HALF TERM Y11 & Y13 Curriculum Support for Final Exams			
03 June 2024	Y7 - Y9	Y7 - Y9 End of Year Exams Begins (1 Week)	25 June 2024	Short Reports	
03 June 2024	Y10 & Y12	Y10 & Y12 Mock 2 Begins (2 Weeks)	28 June 2024	Short Reports	
09/07/2024	Y10 & Y12	Raising Achievemnent Meeting Y10 & Y12			