

Bassingbourn Village College



Assessment for Learning

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College Aim:

To know all our students as individuals. To provide a wide variety of opportunities and experiences through a personalised curriculum and support. To ensure rapid and sustained progress within a kind, caring and close family environment. To nurture individuals to have high aspirations, a love of learning and to become confident, responsible and independent members of society.

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ASSESSMENT FOR LEARNING POLICY

1. PRINCIPLES

“Assessment is a measure of achievement and an indicator of future success”

The aim of assessment is to provide a supportive and positive mechanism that helps students to improve their learning, and teachers to inform their teaching. This policy runs in parallel to the expectations set out for the setting of targets and monitoring of student progress by teams.

1.1 Assessment should raise standards by:

- Providing information about how students learn
- Determining what students know and understand
- Ascertaining the skills that students have acquired
- Diagnosing learning problems and identifying student learning needs
- Monitoring standards and focusing intervention strategies
- Reflecting the curriculum
- Checking learning objectives against learning outcomes
- Acting as a feedback mechanism for curriculum development
- Motivating both teachers and learners through success in achievement

1.2 Effective assessment allows the student to

- Experience successful learning
- Access curriculum related criteria that are known and understood in advance
- Analyse their own learning and understand what needs to be improved
- Synthesise and apply their learning in addition to recalling facts
- Highlight their strengths
- Understand what they need to do to improve
- Be reflective and partake in self and peer evaluation
- Actively improve their learning
- Express different points of view and interpretations
- Be encouraged to be responsible for their own learning
- Perform at a higher level when challenged

2. PURPOSES

- To develop, implement and maintain a clear system, understood by staff, students and parents, which aims to provide high quality information to, and about students
- To help students and their parents to know and to recognise the standards they are aiming for
- To maximise students potential
- To ensure that assessment for learning becomes an integral part of teaching and learning
- To ensure that students become involved in self-assessment
- To set up systems to provide feedback which leads to students recognising their next steps as a learner and how to take them and to implement them
- To involve teachers, students and parents in reviewing and reflecting on assessment data
- To ensure that learning objectives and success criteria are shared, understood and assessed
- To provide feedback to parents on the progress made by their child through a transparent reporting system

3. PRACTICES

3.1 Target Setting

Challenging targets are set by each subject annually using both the entry scores from Key Stage 2 tests (Table 1) and the data collected about the individual learning profile of the student throughout their time at the college. These targets are to reflect the expected progress of the student at the end of each academic year. Team leaders will lead the setting of these targets within teams and Line Managers will discuss the targets set at line management meetings. Once the targets set have been agreed by the Principal and the Leadership team they will be presented to Governors for ratification

3.1 (a) Expectations

- It is expected that the majority of students will make at least 3 GCSE points progress from the beginning of Year 7 to the end of Year 11. However, higher entry students statistically make more progress and this is reflected in the target setting grid (Table 2) that is based on transition matrices for English and Maths.
- It is expected that all students will make 1.6 points of progress between Year 7 and Year 9.
- Every student will make progress every academic year See section 3.2 for monitoring of Progress.

3.1 (b) Principles of target setting

Targets should be set taking account of

- Reading and Mathematics Year 6 SAT test scores
- Progress made each year by students
- The probability that the student will make at least 3 points progress
- There will be only one target set by the teacher which will be used for class, subject and whole school analysis.
- This target will be shared with the student and parents
- This target should be challenging but also achievable

3.1 (c) (I) Setting targets – Year 7

Year 7 students will have targets set based on

- GCSE Grades 9 to 1
- Reading and Mathematics Year 6 SAT test scores to set English, Maths, Science and Humanities (*1) targets
- Languages, PE and Creative subjects (*2) will test students in their subjects to produce an entry target
- The expectation is that students will make at least 0.6/0.7 points progress in Year 7 based on the National transition matrices that estimates the probability that a student will make 0.6 points of progress
- In most cases students should be set a target of 0.6/0.7 points of progress in Year 7

Table 1

Raise on Line have done calculations based on transition matrices and the percentage of probability that translates the Year 6 SAT scores into an old national curriculum level. They have then applied the equivalent GCSE grade to this old national curriculum level. A score of 100 is considered average, a score of 108 represents a student in the top 25% nationally and a score of 115 places a student in the top 5%. A student with a reading entry score of 110 and a maths entry score of 102 would have an overall entry score of 106. This would give that student an entry Doodle score (based on the GCSE) of 2.5

KS2 Test Score	Old Level	GCSE Score
80	3C	0.5
81-86	3B	0.5
87-91	3A	0.8
92-96	4C	1.2
97-100	4B	1.5
101-104	4A	1.8
105	5C	2.2
106-109	5B	2.5
110 -113	5A	2.8
114-117	6C	3.2
118-119	6B	3.5
120	6A	3.8

(1)* – History, Geography, Religious Education

(2)* - Art, Design and Technology, Drama, Music, Physical Education

Table 2

Year 7		Year 8		Year 9		Year 10		Year 11		Sub P	Old GCSE Grade
Entry Score	End	Start	End	Start	End	Start	End	Start	End		
									9.2	16	A**
								7.8	8.2	14	A*
							7.8	7.2	7.5	13	A
					6.8		6.8	6.5	7.2	13	A
					5.8	6.2	6.2	6.5	6.5	12	B
			5.8	5.2	5.5	5.5	6.2	5.5	5.8	11	B
		4.8	5.2	4.5	5.2	5.2	5.5	4.8	5.2	10	C
	4.8	4.5	4.5	4.2	4.5	4.5	4.8	4.2	4.8	10	C
3.8	4.5	3.8	4.2	3.8	4.2	4.2	4.5	4.2	4.2	9	C
3.5	3.8	3.5	3.8	3.5	3.8	3.8	4.2	3.5	3.8	9	D
3.2	3.5	3.2	3.5	3.2	3.5	3.5	3.8	3.2	3.5	9	D
2.8	3.2	2.8	3.2	2.8	3.2	3.2	3.5	2.8	3.2	8	D
2.5	2.8	2.5	2.8	2.5	2.8	2.8	3.2	2.5	2.8	8	E
2.2	2.5	2.2	2.5	2.2	2.5	2.5	2.8	2.2	2.5		
1.8	2.2	1.8	2.2	1.8	2.2	2.2	2.5	1.8	2.2		
1.5	1.8	1.5	1.8	1.5	1.8	1.8	2.2	1.5	1.8		
1.2	1.5	1.2	1.5	1.2	1.5	1.5	1.8	1.2	1.5		
0.8	0.8	0.8	1.2								
0.5	0.8	0.5									
0.5	0.5										
0.2											

The student's target would then be set using their entry score and the target grid (Table 2)

In the example above (Reading Score 110 and Mathematics Score 102)

English

Year 6 SAT 110 (5a) – Starting Point 2.8 – Target 3.5

Maths

Year 6 SAT 102 (4a) – Starting Point 1.8 - Target 2.5

Science/Humanities

Year 6 Average – 106 – Starting Point 2.5 – Target 3.2

Base Line Testing

Other subject areas such as Languages, PE and Creative subjects will carry out baseline tests to create an entry score specific to their subject. The progress of students in these areas will be tracked against this starting point through year 7 to 9.

3.1 (c) (II) Setting targets - Year 8-9

Year 8 students will have targets set based on

- GCSE Grades 9 to 1
- Reading and Mathematics Year 6 SAT test scores
- End of Year 7 points score
- The expectation is that students will make at least 0.3/0.4 points progress in Year 8
- In most cases students should be set a target that would show progress of 1.0 points from their entry score.

Year 9 students will have targets set based on

- GCSE Grades 9 to 1
- Reading and Mathematics Year 6 SAT test scores
- End of Year 8 points score
- The expectation is that students will make at least 0.6/0.7 points progress in Year 9
- In most cases students should be set a target that would show progress of 1.6/1.7 points from their entry score.

The same principles used for Year 7 should be used when setting the targets of Year 8 and Year 9 students. Generally speaking the students should be targeted at the end of Year 8 to have made 1.0 points progress from their entry score and by the end of Year 9 to have made at least 1.6/1.7 points progress from their entry score. For Year 8 and Year 9 as well as using the entry score the score at the end of the previous year should also be considered.

For instance if a student with an entry score of 2.2 achieves an above expected score of 3.2 rather than the target of 2.8 when targeting for Year 8 using the target grid instead of continuing with the track for a 2.2 entry score (which would result in a target of 3.2 meaning no progress) the teacher should resume the track on the target grid from the 3.2 score achieved at the end of Year 7. This would result in a target in Year 8 of 3.5.

3.1 (c) (III) Setting targets – Year 10 and 11

All students will be set targets using the grading system that will be awarded at the end of the qualification. The target set in Year 10 is a two year target and reflects the expected level the student will reach in their public examinations at the end of Year 11. This can be re-calculated at the start of Year 11 if a student has exceeded or not met the expected progress during Year 10.

Year 10 and 11 students will have targets set based on

- The GCSE levels currently being used (9 to 1).
- Progress 8 target score based on Prior attainment Entry Levels.
- Use of Subject specific School Matrices that determine the probability of students achieving a grade against their Entry score (Appendix A)
- Using Target Setting Grid based on the National transition matrices that estimates the probability that a student will make the expected progress (Table 2)
- The expectation is that students will make at least 1.3/1.4 point progress over the 2 years.
- There will be only one target set by the teacher which will be used for class, subject and whole school analysis.
- This target will be shared with the student and parents.
- This target should be challenging but also achievable.

3.1 (c) (IV) Setting subject targets – Year 10 and 11 – See Appendix A

Transition Matrices are subject specific and are produced annually after the August examinations. They show the number of students from each sub level of Key Stage 2 Entry level and what grade they achieved. This means the probability of a student gaining a grade can be calculated. The use of the Matrices will allow accurate subject target setting which will be based on subject specific matrices that are both realistic and challenging. These will give a subject target that is both cohort specific and which takes previous exam results in that subject into account.

Step 1 – Subject Leader puts the Subject Specific Matrices in to the first box (2016 National Matrices)
This will then show the chances of a student achieving a grade based on their entry level

Step 2 – Subject Leader then puts the number of pupils that are in each entry level into the final box (BVC Student Targeting Calculator). This will then create the target for the percentage of students that should gain both a pass at 5 to 9 and 4 to 9.

3.1 (d) Recording of Targets

Targets will be produced for students in Year 8 to 11 by the end of October. In Year 7 this will be completed by the end of December. Students and parents will be informed of their targets which will be recorded in their student file. Teachers will record these targets on Progresso.

3.2 Progress Checks

3.2 (a) Data Point Reporting

A key measure of tracking the progress of a student is the use of Data Points where the current attainment of the student will be recorded. Current attainment should be based on assessment pieces, devised by, and standardised within teams to match relevant assessment objectives from exam board specifications. These should be identified within the subject areas schemes of learning. In addition the Doodle system will produce reports that will show how secure students are in a number of pre-determined subject skills and concepts for each Data Point.

For Years 7 to 9 current attainment is defined as the current working level the student has attained in formal assessments based on the units the student has been taught. The grade reported will reflect the new GCSE grading system of 9 to 1. Students will then be fine graded (for a Year 8 graded 4 – this will become fine graded to 4.2 for instance)

For Years 10 and 11 the grade recorded will be based on a combination of the current working level the student has attained in formal assessments based on the units the student has studied. This can include marks gained in controlled assessments and coursework units. In addition teachers will add their professional prediction of what they think the student will achieve in their final public examination. The grade reported will reflect the grading system that will be awarded at the end of the qualification. Students will then be fine graded.

Grades (7.8/6.8/5.8) will be given to a student where the teacher feels sure they will gain the grade and may in fact achieve the next grade up.

Grades (7.5/6.5/5.5) – will be given to a student where the teacher feels very confident that they will gain that grade

Grades (7.2/6.2/5.2) - will be given to a student where the teacher feels there is a chance they will gain that grade but there is a chance they may fall to the grade below.

There will be 3 Data Points for Key Stage 3 students. Year 11 students will receive 4 Data Point reports with Year 10s having 3. The Data Point results will be recorded on Progresso. The dates of the Data Points will be identified annually in the College Calendar and parents will be informed of these dates at the start of the academic year.

At each data point subject leaders will analyse the progress of the students in their subject areas and complete a Subject Review Form (Appendix B). This review form will then form the basis of a Line Management meeting with the Head of the Faculty. This process will allow us to highlight students who may require additional support to reach the target they have been set or to make the progress expected.

The Deputy Principal responsible for Achievement will provide analysis from the data points to show progress against subject and school targets. These will be held on the M drive and presented to Governors.

In addition to reporting current progress to parents, teachers will also give students a Learning Skills grade which reflects their attitude for learning as follows (Table 3)

Table 3

Effort Descriptor	Criteria
Excellent	The Student is making exemplary effort
Good	The Student is making a good effort
Minor Cause for Concern	There are some concerns about the lack of effort
Major Cause for Concern	We are concerned about the lack of effort

3.3 Exam Analysis

All teachers should complete an Exam Analysis for each class they have taught. This will be based on the National Matrices for their subject. The subject leader will then complete a subject analysis. This will consist of two forms. The first will be a subject analysis based on the subject matrices that will be provided by the teacher analysis (Appendix C). The second form will be the subject review form (Appendix D). The head of faculty will then provide a full faculty report (Appendix E). College Achievement Leaders will complete an exam analysis for the students in their college (Appendix F). The analysis will focus on the impact of teaching and the intervention strategies that were implemented. All these reports will be held on the M Drive in the Data Section.

The Deputy Principal responsible for Achievement will provide analysis from the examination to show progress against subject and school targets. These will be held on the M drive/Data/Examination Reports and presented to Governors.

3.4 Homework, Marking and Assessment

3.4 (a) Student Books

The subject teacher will ensure that all student books should

- Be neat
- Have all worksheets should be stuck in
- Have fully up to date tracking sheets
- Not have graffiti
- Demonstrate improvement and progress over time

3.4 (b) Homework

Every 600 minutes of teaching time students will have 3 pieces of homework – these can include

- A piece of homework that will be formally assessed with feedback
- A revision or research activity
- An activity that allows the student to respond to teacher feedback from previous tasks (My response is)
- Filling the Gap Activities (Gap in skills or knowledge)

Homework encourages independent work and the development of research skills. Homework must add value to the learning experience of the student and homework activities should be identified in a subject areas scheme of learning. When homework is handed in teachers should tell the students when it will be marked and returned. All homework should be recorded on Doodle.

3.4 (c) Marking and Assessment

Every 600 minutes of teaching time students will

- Have all work checked for presentation and completion, shown by teacher annotation.
- In assessed pieces of work teachers should use WWW/EBI/MRI (What Went Well/Even Better If/My Response Is). This informs students what they are doing well and what can be improved. The EBI comments should allow students to make improvements, to know how to correct areas to develop (filling the gaps) and to challenge them. The MRI allows the student to show how they have responded to the EBI comments made by their teacher. Students should make their MRI responses in green pen.
- Receive a current working level/grade (where appropriate)

3.4 (d) Planning for learning

Assessment data is a key resource for planning for learning. Teachers should use this data alongside other information such as learner group data to ensure that they plan for the learning pathway of all learners. Objectives should be set to provide differentiated learning opportunities to maximise progress for all. Tasks should provide challenge and a range of experiences for all learners, and teachers should adapt and change tasks during lessons in response to student needs.

3.4 (e) Tracking of Data - Teachers

Data produced by teachers about the progress of the students they teach should be recorded in line with departmental expectations. Teachers should use data to inform their planning and the future delivery of topics. They should also identify opportunities to differentiate work to support the learning of all learner groups. Teachers should have a seating plan for each of their teaching groups showing the student's target, their current score, their score at the start of that academic year, any special educational needs and if they are Pupil Premium Students.

3.4 (f) Tracking of Data – Team Leaders

Teams should record the progress of each student in a summary sheet held in the subject record folder (this can be electronic or in a folder). This should also record their Target Grade. Team Leaders will complete Subject Review Forms about this data and these will be reviewed regularly at team meetings, during work sampling and in Line Management Meetings. Team Leaders should use this information to identify the students who are not making the progress they are expected to and to liaise with the teacher to ascertain why the expected progress is not being made and what strategies have been employed to enhance the student's performance.

3.4 (g) Tracking of Data – College Achievement Leaders

College Achievement Leaders should record the progress of the students in their college across all subject areas and should keep a record of this electronically or in a folder. This data should be reviewed in Line Management Meetings. The College Achievement Leaders should use this information to identify the students in their college who are not making the progress they are expected to. The College Achievement Leaders should discuss with their Line Manager strategies that have been employed to enhance these student's performance.

3.4 (h) Tracking of Data – Students

Students should be provided with tracking sheets for each subject that should then be stuck into their books. Students will record on this sheet their target grades and the grade given for all their assessments.

3.5 Year Group Exams

Every year group will have the opportunity to experience formal exams held in conditions that will give them practice for their final public examinations. The examination weeks will be identified annually on the College Calendar.

Year 7 will have examinations in English, Maths and Science which will be held in their classrooms.

Year 8 and Year 9 will have examinations in English, Maths and Science that will be held in the same venues as the public examinations. Other subject areas will have the option of setting an examination in the exam week for students who have chosen this has an option.

Year 10 will have examinations in all subjects, including practical subjects. These will be held in the same venue as the public examinations and students and parents will receive the results for these examinations in the post.

Year 11 will have practice examinations in all subjects, including practical subjects in December. These will be held in the same venue as the public examinations. Students will receive their results in an envelope to mirror the results process that students experience in the public examinations.

END