

The Context

In November 2017 Ofsted inspected the school and advised the following needed to take place:

- See through work already begun to determine whether pupils are making as much progress as they could or should, and using this information to improve pupils' outcomes

Assessment Review

In October we started to review the assessment systems in use. From that review the following actions have been taken:

- Baseline data has been collected for all pupils so that the school has known starting points and robust data in place
- A new system has been introduced, [Classroom Monitor](#), on which teachers can enter data, upload pieces of work for evidence and produce reports of progress and attainment
- The nine stage progress model that was being used by the school has been adapted to align with Classroom Monitor stages
- We have set our own measure of expected and more than expected progress based on data for pupils with similar starting points, Fischer Family Trust, National Progression Data and the school's knowledge of individual circumstances and expected progress for each individual pupil
- End of Key Stage targets have been set for every pupil
- Marking is now focused on ensuring the comments in books link to the success criteria for the lesson, challenge the pupils and help them to understand their next steps in learning
- Pupil Progress meetings were held at the start of the summer term so that we know which pupils are on track to meet targets and those who need to make rapid progress place. Pupils have been placed on Maths and English interventions as appropriate

How We Set Targets

We use National Progression and other data which shows the expected progress for pupils when compared to pupils nationally with similar starting points. It means a pupil who is working at Level 1 in Year 7 will have a target based on what other pupils who were working at that level achieved at the end of KS3 and KS4. This a fairer way of setting realistic targets for the pupils.

Expected and More Than Expected

We set two targets for progress by the end of each Key Stage, Expected and More than Expected progress. Expected progress targets are based on what the majority of pupils with similar starting points achieved. More than Expected progress targets and ambitious targets. We use these targets as our focus to ensure a high level of challenge for the pupils.

Interventions

We are now in a position to be able to place pupils on interventions. The Provision Map was sent home recently. This details the interventions used by the school for Maths and English. Pupils are placed on interventions when they require rapid progress to meet targets, would benefit from consolidating knowledge or need support in a particular area of a subject. Interventions will run during Maths and English lessons and will be taken by teaching assistants.

Spring Data Collection

The spring data collection has provided the first opportunity to measure progress from the Autumn term using the new targets and progress measures. By the time we complete the summer data collection we will be in a position to report to you robust analysis of the data, levels of attainment and progress, confirmation of end of Key Stage targets and the impact of the interventions that have been in place.

Communicating Assessment to You

Over the coming week we will be sending home your son's current levels, targets and the interventions he has been placed on. You will see whether your son is on track to meet his targets and also at what level he will be working at the end of Key Stage 4. This will mean that we will know what courses or pathway your son is likely to be on as he moves through the school. Reports will be sent home along with an example which explains what is on the report and how to get the information you need from it.

We hope the above has provided some clarity on what we have been doing to improve assessment in school so that we can more accurately track pupil progress and identify where support is required both for pupils who need to make rapid progress and for those who are exceeding expected progress and can be challenged further.

The teachers have worked really hard to move away from a system they knew well to a system that required them to change how they record and judge attainment and progress. I am very proud of the professional way they have made these changes to their practice and grateful to them for their continued hard work in driving improvement.