

ASSESSMENT RECORDING REPORTING POLICY

Principles and Purpose:

Assessment

- To give feedback to pupil, teacher and parents/carers.
- To recognise achievement and celebrate progress.
- To help in the diagnosis of ability and in identifying strengths and weaknesses in pupils.
- To indicate advancements and facilitate plans for further/future activity.
- To appraise the effectiveness of teaching and learning strategies.
- To enable the recording of pupil achievements to be done systematically and reliably.
- To facilitate learning.

Recording

- To accumulate evidence that can be used to substantiate a statement or grade attributable to a pupil.
- To ensure a record of assessments is kept and seek consistency in recording systems.
- To provide information for compiling reports.
- To monitor pupil progress over the long and short term.
- To enable pupil tracking to take place from a central system.

Reporting

- To provide particulars of performance and progress in a wide range of areas of learning.
- To meet statutory requirements.
- To reinforce targets for improvement.
- To raise pupil expectations through aspirational targets.

Broad Guidelines:

It should be fully understood by the teacher and student exactly what is to be assessed and how this will be carried out.

Assessment Criteria need to be explained, as do the range of grades available and the timescale of the activity. Pupils should be encouraged to aim high and should be empowered to succeed.

Assessment

- Should be integral to teaching and learning activities.
- Methods should be appropriate both to the learning objectives of the task and the individual learning needs of the pupil.
- Methods should be effective in giving feedback which is focused upon the learning objectives.
- Teachers should be consistent in standard and procedure.
- Should include a range of strategies to demonstrate achievement in practical, oral, structured written tasks and open-ended written tasks.
- Should involve pupil self-assessment and peer assessment.
- Should follow departmental guidelines and whole-school procedures.
- Schemes and procedures to be agreed within departments.
- Arrangements for agreement trials for standardisation and reliability to be a departmental activity. Systems should ensure consistency between teachers.
- Frequency and types of assessment will again be through agreements within departments. Pupils need regular and positive feedback.
- Departments must work for consistency and coherence in assessment activities and sources of evidence should be assessed within an agreed same scale.
- The accumulation of recorded assessments lead to the publication of Interim grades, Report grades, end of Key Stage grades and projected GCSE grades for internal and external use.
- Assessment should be rooted in the statements of attainment and results should determine the level of work matched to pupil capabilities.
- Opportunities for pupils to be involved in processes of assessment (reflecting, revising, redrafting, correcting etc). Should lead to improved self-evaluation, understanding and personal responsibility.

Recording

- Should be related to the learning objectives and give information about pupil progress and the next steps of learning.
- The evidence and information be used as a basis of reporting to parents/carers and summaries for Consultation Evenings, as well as finalising teacher assessments at the end of a Key Stage.
- Systems should be manageable/intelligible and include the following elements: attainment target summaries, achievements at particular levels, notation of significant progress, ephemeral evidence, pupil reflections and target setting - and be easily transferable within the department.
- Collection and recording should be standardised within departments.
- Conform to departmental policy and whole-school procedures.

Reporting

- Should be in line with statutory requirements and change as new regulations are introduced.
- Should emphasise learning rather than work covered and provide a clear picture of attainment indicating what pupils know, understand, and can do.
- Written in language accessible to parents/carers and pupils with advice on next steps or targets.
- Should be based on records with comments matching.
- Should have a positive effect upon pupil attitude, motivation and self-esteem and develop relationships between school and parents/carers.
- Should include targets for improvement.

Monitoring and Tracking

The overall picture:

We do not set our KS3 or GCSE targets without due respect for the Subject Teachers opinion.

We inform teachers of baseline data at the earliest opportunity and ask teachers to make their own assessments of performance and potential after they have had an opportunity to get to know the pupils.

We do apply rigour to checking that our outcomes are in line with what we might reasonably expect of pupils taking into account baseline data and FFT estimates.

We do monitor the progress of pupils towards their targets, predictions and FFT estimates.

We set targets for the next assessment point at KS3 and monitor them against outcomes.

We have high expectations of pupil performance.

MidYIS and Yellis test results are incorporated into our pupil trackers as an indication of pupil potential.

We use Subject Teacher predictions at KS4 to gain an insight into what we can realistically expect of pupils.

We set aspirational targets at KS4 to promote a realistic yet demanding challenge for both pupils and teachers.

KS3 Tracking Progress and Targets

Date	Data collection	To do	Where will the check be stored?	Follow up	Rationale
July 09	KS2 Teacher assessments PASS	English, Maths and Science Baseline data. Look at attitudes to self and others.	Sims trackers. Pupil Profiles.	Enter into Sims, add TA as necessary. Enter FFT estimates into Sims and breakdown into annual targets. PTL follow up any concerns raised by PASS.	KS2 tests are the basis for FFT estimates in English, Maths and Science.
Sept 09	Midyis		Sims trackers. Pupil Profiles.		
Sept 09	Reading age	Gauge literacy levels.	Sims trackers. Pupil Profiles.	Literacy co-ordinator and all Subject Teachers.	
Oct 09	Pupil Profiles	All Subject Teachers should check the profile for all pupils that they teach.	On-line password protected.	Subject Teachers can add successful strategies to the profile at any point.	A personalized record of interventions and circumstances is kept. Baseline data for pupils is easy to understand.
Nov 09	Y7 Interim Grades	Check position of English, Maths and Science against SATs, pupils should be at least at the same point. Establish baseline for all non core subjects. Analyse effort and attainment grades across departments.	Sims trackers and progress tables.	Curriculum Team Leaders should check for consistency and ensure that no pupil has moved backwards from KS2. Reports produced accordingly. Form Tutors to pick up any concerns regarding effort. Consultation Evening.	Ensure appropriate progress is made by all pupils and that all Subject Teams' award effort grades fairly.
Jun 10	Y7 Report Grades	Check progress of English, Maths and Science from baseline and that attainment is in line with FFT estimates. Check effort and overall attainment of all pupils. Central check of progress for English, Maths and Science against FFT end of Year 7 estimates.	Sims trackers. Broadsheets for Head of Year and SMT. Sims trackers for English, Maths and Science Teachers and Curriculum Team Leaders.	English, Maths and Science Departments to follow up where pupils are assessed to have made insufficient progress from their baseline point. Intervention plans produced accordingly. Head of Year to commend pupils for attainment and effort overall. Form Tutors mentor members of their group as appropriate. Progress Review Day.	The majority of pupils should have made measurable progress over a 1 year period from their KS2 SATs. Non Core subjects will not check progress as there has been insufficient time (6 months) from the baseline data to expect all pupils to have made some progress.
Dec 09	Y8 Interim Grades	Check progress of all subjects from the Y7 Interim Grades. Check to see which pupils have met their targets set on Y7 Reports.	Sims trackers will show where progress has been made. Colour coding broadsheets will establish which pupils have made progress in a range of subjects and which pupils have met the targets set for this point.	Head of Year to commend pupils who meet a range of targets and who have good effort grades. Pupils who have concerns in a number of subjects should be placed on effort report. Form Tutors to mentor as appropriate. Pupils who meet targets in individual subjects should be rewarded. All Departments should respond with intervention strategies for pupils who have not made any progress over a one year period. Consultation Evening.	Targets should extend pupils. We would expect that the majority of pupils will make measurable progress from their baseline point by Xmas of Year 8. Pupils should be meeting their targets and we should expect different rates of progress for pupils.

<p>May 10</p>	<p>Y8 Report Grades</p>	<p>Check effort and overall attainment of all pupils.</p> <p>Check progress in English, Maths and Science is in line with FFT estimates.</p>	<p>Broadsheet for Head of Year and SMT.</p> <p>Sims trackers for English, Maths and Science Teachers and Curriculum Team Leaders.</p>	<p>Commendation assemblies.</p> <p>Central check of progress for English, Maths and Science against FFT end of Y8 estimates. Curriculum Team Leaders to address intervention where necessary.</p> <p>Form Tutors to mentor as appropriate.</p> <p>Progress Review Day.</p>	<p>The summer term is not a good time to be reporting where progress has been made in all subjects as many teachers are passing pupils on to another teacher - it is better to check progress where the teacher still has time to intervene.</p>
<p>Jan 10</p>	<p>Y9 Report Grades</p>	<p>Check Teacher Assessments in English, Maths and Science against FFT estimates.</p> <p>Check progress in all subjects against Y8 Interim Grades.</p> <p>Check targets in all non core subjects against Y8 Reports.</p>	<p>Sims trackers.</p> <p>Colour coding broadsheets.</p>	<p>Easter college for under performers in English, Maths and Science.</p> <p>LEA results analysis.</p> <p>All Departments should respond with intervention strategies for pupils who have not made any progress over a one year period.</p> <p>Form Tutors to mentor as appropriate.</p> <p>Options Day.</p>	<p>Teacher Assessments should form the basis of attainment and targets in Y9 Reports for English, Maths and Science.</p> <p>Use of Y8 Interim Grades for a progress measure is justified by the time period. Targets for Y9 were set in Y8 Reports.</p> <p>Curriculum Team Leaders and Teachers who wish to seek more detail can view Sims trackers.</p>
<p>July 10</p>	<p>Y9 Teacher Assessment Reports.</p>	<p>Check pupil's performance against FFT estimates in English, Maths and Science and against National Outcomes for all subjects.</p>	<p>Sims performance review trackers.</p>	<p>KFN meets with Head of Year 9 and then Curriculum Team Leaders in September to review performance.</p> <p>Feed information into SEF and SIP.</p>	

The Process

Key Stage 3

1. Subject Teachers report on effort and attainment and set targets for the next assessment point in every subject twice annually.
2. Grades are entered into Assessment Manager directly by Subject Teachers.
3. Subject trackers are used so that teachers can view past grades awarded in their subject for each child they teach.
4. Curriculum Team Leaders can see past grades for all pupils in each year group through subject trackers.
5. Every Subject Teacher is supplied with the following additional information in their subject trackers which should be used to guide the target setting process:
 - KS2 Test results in English, Maths and Science.
 - SEN codes.
 - Reading Ages in Year 7 and Year 9.
 - MidYIS test band results and subject predictions.
 - Fischer Family Trust estimates for the end of KS3 in English, Maths and Science broken down into annual targets.
 - Kingstone codes as a summary of academic potential.
 - Past grades which have been reported in the relevant subject.
6. Every Subject Teacher enters grades into a marksheet which shows the following information:
 - FFT estimates for their subject wherever available.
 - The most recent past grades awarded at Kingstone in their subject.
 - Current grades and an indication of a need to speak to parents/carers at Consultation Evening.
7. Key Stage 3 targets are always written for the next assessment point. They should represent a challenge but be within the scope of the pupil.
8. At Key Stage 3, Fischer Family Trust estimates are used as a guide for the core subjects and progress is monitored against these within performance review trackers in Sims.
9. **Attainment** is recorded as National Curriculum Fine level indicating the **highest overall** level the pupil has achieved in that subject to date. The progress of pupils is monitored throughout the key stage within the Subject trackers in Sims.
10. **Effort** is a score between 1 and 4. All pupils should be considered to start at 1.
1 = Excellent, 2 = Good, 3 = Some Concerns and 4 = Serious Concerns.
11. The following table of expected progress is used as a guide. As a rule of thumb:
 - The Most Competent pupils, MC, should move on 1 level each year.
 - The Competent pupils, CC, should move on 2 sub-levels each year.
 - The Less Competent pupils, LC, should move on 1 sub-level each year.
 - The Special Group, SV, may only move one sub-level in the whole key stage.

	MC	CC	LC	SV
Year 7	Level 5c+	Level 4c+	Level 3c+	Below Level 3
Year 8	Level 6c+	Level 4b+	Level 3b+	Level 3c and below
Year 9	Level 7c+	Level 5c+	Level 4c+	Level 3a and below
Year 10	A* - B	C - D	E - F	F - G Entry Level 1
Year 11	A* - B	C+	D - F	F - G Entry Level 1

KS4 Tracking Predictions and Performance

Date	Data collection	To do	Where will the check be stored?	Follow up	Rationale
Sept 09	Yellis	Use in Baseline data.	Sims trackers. Pupil Profiles.		
Oct 09	Pupil Profiles	All Subject Teachers should check the profile for all pupils that they teach.	On-line password protected.	Subject Teachers can add successful strategies to the profile at any point.	A personalized record of interventions and circumstances is kept. Baseline data for pupils is easy to understand.
Oct 09	Y10 Interim Grades	<p>Enter into Sims.</p> <p>Analyse the performance of each Department looking for A* - C and A* - G prediction percentages and checking the average effort grades.</p> <p>Check for under performers based on KS2 APS.</p> <p>Check predictions against FFT and Yellis estimates.</p>	<p>Broadsheet in Excel from Data Manager for all Curriculum Team Leaders and SMT.</p> <p>Sims subject trackers.</p> <p>KS4 estimated to prediction trackers for PTL and Form Tutors.</p> <p>Sisra on line</p>	<p>Targets set for the LEA from Y10 Subject Teacher's predicted grades. Check Statutory outcomes and identify a target group of pupils who will achieve 5+ A* - C with E and M.</p> <p>Identify pupils who are predicted to under perform from CVA calculations and also groups of pupils who may under perform e.g. SEN or disaffected youngsters - SENCO and PTL.</p> <p>Curriculum Team Leaders to check that the performance in their department is in line with reasonable expectation.</p> <p>Consultation Evening in November.</p>	Predictions from Subject Teachers are the most generous indicators of potential KS4 outcomes.
April 10	Y10 Report Grades following Yr 10 Assessment fortnight.	<p>Enter into Sims. Check that the target group of pupils on 5+ A* - C with E and M remains on target.</p> <p>Analyse the performance of each Department looking for A* - C and A* - G prediction percentages and checking the average effort grades.</p> <p>Check that KS2 to KS4 predicted progress is in line with expectation.</p> <p>Check predictions against FFT & Yellis estimates.</p> <p>Establish mentoring group for academic mentor.</p>	<p>Broadsheet in Excel from Data Manager for all Curriculum Team Leaders and SMT.</p> <p>Sims trackers for Subject Teachers.</p> <p>KS4 estimated to prediction trackers for PTL and Form Tutors.</p> <p>Sisra on line</p> <p>Colour coded broadsheet to highlight predictions for all pupils in all subjects for all stakeholders.</p>	<p>Expected statutory outcomes re-determined.</p> <p>Strategies to address under achievement are put into place.</p> <p>Identify pupils who are predicted to under perform and also groups of pupils who may under perform e.g. gender, G and T, SEN.</p> <p>Curriculum Team Leaders to check that the performance in their Department is in line with reasonable expectation.</p> <p>Progress Review Day.</p>	<p>Work with Head of Year is necessary to determine which strategies can be put into place with different groups of pupils to achieve the best results.</p> <p>Form Tutors should take every opportunity to reinforce a positive work ethic in lesson, coaching individuals, and seeking to raise aspirations.</p>

Sep 09	Y11 Interim Grades	<p>Enter into Sims. Check that the target group of pupils on 5+ A* - C with E and M remains on target.</p> <p>Establish YES group of pupils for extra study.</p> <p>Check that all pupils are predicted to make acceptable progress KS2 – KS4.</p> <p>Identify pupils for intervention strategies.</p> <p>Check predictions against FFT & Yellis estimates.</p>	<p>Broadsheet in Excel from Data Manager for all Curriculum Team Leaders and SMT.</p> <p>Sims trackers for Subject Teachers.</p> <p>KS4 estimated to prediction trackers for PTL and Form Tutors.</p> <p>Sisra on line</p>	<p>Expected statutory outcomes re-determined.</p> <p>Strategies to address under achievement are put into place. Identify pupils who are predicted to under perform and also groups of pupils who may under perform e.g. gender, G and T, SEN.</p> <p>Comparisons made by subject of % A* - C and % A* - G pupils. Follow up where necessary with Curriculum Team Leaders.</p> <p>Coaching where possible from Form Tutors, SLT or mentors.</p> <p>Identify YES club pupils for all teachers.</p> <p>Consultation Evening.</p>	<p>Work with Head of Year is necessary to determine which strategies can be put into place with different groups of pupils to achieve the best results.</p> <p>Form Tutors should take every opportunity to reinforce a positive work ethic in lesson, mentoring individuals, and seeking to raise aspirations.</p>
Jan 10	Y11 Interim Grades (2)	<p>Enter into Sims. Check that the target group of pupils on 5+ A* - C with E and M remains on target.</p> <p>Establish YES group of pupils for extra study.</p> <p>Check that all pupils are predicted to make acceptable progress KS2 – KS4.</p> <p>Identify pupils for intervention strategies.</p> <p>Check predictions against FFT & Yellis estimates.</p>	<p>Broadsheet in Excel from Data Manager for all Curriculum Team Leaders and SMT.</p> <p>Sims trackers for Subject Teachers.</p> <p>KS4 estimated to prediction trackers for PTL and Form Tutors.</p> <p>Sisra on line</p>	<p>Expected statutory outcomes re-determined.</p> <p>Strategies to address under achievement are put into place. Identify pupils who are predicted to under perform and also groups of pupils who may under perform e.g. gender, G and T, SEN.</p> <p>Comparisons made by subject of % A* - C and % A* - G pupils. Follow up where necessary with Curriculum Team Leaders.</p> <p>Coaching where possible from Form Tutors, SLT or mentors.</p> <p>Identify pupils for English and Maths intervention.</p> <p>Consultation Evening in March.</p>	<p>Work with Head of Year is necessary to determine which strategies can be put into place with different groups of pupils to achieve the best results.</p> <p>Form Tutors should take every opportunity to reinforce a positive work ethic in lesson, mentoring individuals, and seeking to raise aspirations.</p>
March 10	Mock Results Day	<p>Following Mock exams attainment grades are entered into Sims.</p>	<p>Sims trackers for Subject Teachers.</p> <p>KS4 estimated to prediction trackers for PTL and Form Tutors.</p> <p>Sisra on line</p>	<p>Identify pupils for English and Maths intervention.</p>	<p>We hope that by gauging this day well it will have a positive psychological effect on pupils and make them more determined to succeed in the summer.</p>
May 10	Y11 Leavers Report				
August 10	KS4 results are published	<p>Subject by subject and teaching group by group analysis.</p> <p>Pupil group analysis.</p> <p>Trends analysis.</p>	<p>Sisra on-line.</p> <p>Data Manager distributes paper documents as necessary.</p>	<p>Meeting with all Curriculum Team Leaders between September and November.</p> <p>Meeting with SMT and Governors.</p>	<p>Learn from past examples reflect and move forward.</p>

Key Stage 4

1. We ask Subject Teachers to report on effort, attainment, set realistic predictions, and aspirational but achievable targets, for all pupils within the first term of Year 10 and 11 and again in the summer term of Year 10 and the spring term in Year 11.
2. Every Subject Teacher is supplied with the following information in their Assessment Manager trackers which should be used to guide the target setting process:
 - Teacher Assessment levels at the end of KS3 in the relevant subject.
 - Fischer Family Trust estimates for appropriate subject at KS4 where available.
 - Fischer Family Trust estimates for the number of expected GCSE's.
 - Yellis Test band and score results.
 - Yellis estimates for appropriate subject at KS4 where available.
 - Kingstone codes as a summary of academic potential.
 - SEN codes.
 - Target group information for 5+ GCSE pupils.
 - Target group information for 5+ GCSE with English and Maths pupils.
 - Past grades which have been reported in the relevant subject.
3. KS4 marksheets are used to enter data into the main system and these contain the following information:
 - End of KS3 information.
 - Appropriate Yellis and FFT estimates.
 - The most recent, past KS4 grades awarded in that subject.
4. Attainment grades are used to indicate where the pupil is now. Following exam periods they should reflect exam performance. Where coursework is a major influence attainment grades should reflect the coursework outcomes also.
5. Predictions are used to set out our expectations of pupils and the final GCSE results profile. They rely on professional judgement and experience and **should be accurate expected outcomes** for the majority of pupils - all things being equal.
6. Targets are used to raise the aspirations of pupils and teachers. They must be realistic, and must represent a challenge.
7. Effort is a score between 1 and 4. 1 = Excellent, 2 = Good, 3 = Some Concerns and 4 = Serious Concerns.
8. **At the end of each reporting period:**
Heads of Year are supplied with a complete set of grades for all pupils in their year and they can see the estimated to prediction marksheet within their Sims folder.

Form Tutors receive a complete set of grades for pupils in their forms and they can see the estimated to prediction marksheet within their Sims folder.

Curriculum Team Leaders receive a full set of grades awarded in their subject within subject trackers in Sims.

Subject Teachers can see their grades in Sims and their subject trackers are automatically updated.

All middle leaders receive an analysis of the outcomes.

Written Reports

Written reports are produced in Sims Assessment Manager. They are issued at the following times of year:

Year group	Time of issue	
	Interim Grades	Full Report
7	November	June
8	December	June
9		February
10	November	May
11	October, January, March	May

In addition to grades, full reports also contain subject and whole school objectives and a written target statement.

Subject Objectives: These are specific to and determined by the subject.

Whole School Objectives: These are general objectives which relate to pupil behaviour and organisation.

Written Target Statements: These are specific to the subject and identify the next steps for learning that would bridge the gap between the attainment and target grades.

Some points to be aware of with regard to targets and the review cycle:

1. Targets should always start with a capital letter and finish with a full stop.
2. You should aim to write one or two sentences.
3. Targets should be subject specific - in the main if you took the title away you would know which subject the report belonged to by reading the target.
4. The target should state one skill the pupil needs to master to move from their attainment grade to their target grade.
5. Targets must be realistic and written in such a way that the pupil will be able to act upon them and make progress.
6. Targets and any concerns expressed on reports should be discussed with pupils prior to reports being published.
7. Pupils may need clarification on targets - this should be provided in lesson time.
8. Pupils should record targets in their planners so that they can review all targets prior to Progress Review Day or Consultation Evenings.
9. Pupils are asked to write their own generic targets in tutor period.

It is very much the schools intention that full reports should highlight strengths and areas for development. They are not intended to narrate the full picture and they very much need to be supported by pupil - teacher discussions.

The Role of the Form Tutor in Tracking Pupils' Progress

Following reporting periods:

- Review effort and attainment of the pupils in their tutor group, bearing in mind potential. View grades and baseline data in form and estimated to prediction trackers within Sims.
- Discuss grades with pupils, highlighting high points and where necessary low points to ascertain if pupils need extra support.
- Actively monitor and mentor/coach pupils who are underachieving and who would benefit from encouragement/support.
- Identify which pupils are worthy of commendation in terms of their effort and progress and which pupils are causing concern, pass this information to the Head of Year.
- Support pupils to record subject targets in their planner which they can review to set progress targets at Progress Review Days.
- Meet with parents/carers and pupils on Progress Review Days to discuss progress and targets.
- Where appropriate; update pupil profiles with any key information which will improve teachers understanding of a pupils circumstances.

The Role of the Pastoral Team Leaders in Tracking Pupils' Progress

Following reporting periods:

- Identify pupils in the following areas of concern across a range of subjects:
 1. Effort/Behaviour.
 2. Progress.
 3. Uneven performance across subjects.
- Monitor further pupil performance where necessary, with Form Tutors, through pupil reports.
- Establish groups for special attention and implement rewards and sanctions as appropriate. Liaise with Curriculum Team Leaders to identify under achievers and intervention.
- Establish a target group of pupils who would benefit from a range of intervention strategies and support these pupils wherever possible. Mentor and monitor these pupils, contacting or meeting with parents/carers as and when necessary or on Progress Review Days.
- Organise achievement assemblies.
- Throughout the year track trends in patterns of behaviour and attendance.
- Support the arrangement of a schedule of learning conversations with pupils and adults.
- Report on general issues to SLT.
- Where appropriate; update pupil profiles with any key information which will improve teachers understanding of a pupils circumstances.
- Arrange to meet with Curriculum Team Leaders to discuss the progress of pupils in their year group where concerns may be raised.

The Role of the Subject Teacher in Tracking Pupils' Progress

- Use your pupil trackers to identify the prior attainment of all pupils in your classes not just in your subject but also in others and in general terms.
- Use pupil profiles to identify any useful strategies for teaching and engaging a pupil, and to identify any particular personal circumstances.
- Set targets for individual pupil achievement as soon as possible in Years 7 and 10. Ensure that targets take account of the progress pupils have already made at KS2 or KS3 as appropriate.
- Acknowledge the targets that have been set for pupils in your Year 8, 9 and 11 classes. Discuss any areas of concern with your Curriculum Team Leader.
- Take steps to ensure that all pupils are familiar with the level/grade that they are currently working at and what they must do to progress in specific terms. Identify the small steps that represent progression in your subject and share this with pupils.
- Ensure that targets are recorded by you or by pupils, either on their work or in their planners.
- Adjust your teaching plans in the light of your assessments of pupil progress as necessary.
- Share teaching objectives with pupils.
- Provide opportunities for self and peer assessment.
- Provide high quality written or oral feedback.
- Find time to discuss and review curricular targets with pupils, this is especially important prior to writing reports.
- Monitor the progress of pupils in your class against their targets and previous progress. Keep Form Tutors and Curriculum Team Leaders informed where you have concerns.

The Role of Curriculum Team Leaders in Tracking Pupils' Progress

- Work towards ensuring that attainment in your subject is in line with expectations, with other schools and with other subjects.
- Work with your team to ensure that the attitudes of pupils to your subject are in line with that found in other subjects.
- Check that Subject Teachers set realistic and challenging targets for every pupil which reflects the different rates of progression we can expect from the different ability groups of pupils.
- Support Subject Teachers in ensuring that pupils meet their targets and provide intervention mechanisms where they do not.
- Adopt a clear system of tracking pupil progress that identifies where pupils are falling behind. Ensure that all pupils make progress in your subject, inline with their targets.
- Identify pupils who are exceeding their targets, implement reward systems and ensure that targets are increasingly challenging.
- Work with Subject Teachers to ensure that they understand the nature of progression across the levels in the subject and that this is reflected in teaching programmes.
- Work with colleagues to develop a shared understanding of National Curriculum levels and GCSE grade criteria. Standardise or moderate assessments as appropriate.
- Use review findings to identify weaker aspects of teaching and learning and adjust teaching programmes as necessary. Provide support and training for Subject Teachers where necessary.
- Work with Subject Teachers, Heads of Year and Senior Leaders to provide intervention, booster or revision programmes where pupils are falling behind.
- Support Subject Teachers in ensuring that parents/carers are kept informed of any causes for concern regarding their child in your subject.
- Deploy HLTA's to support Subject Teachers and pupils in their learning.
- Share good practice in your department and with other departments in the school and in the authority.
- View Sisra on-line for comparative GCSE data.

The Role of Senior Leaders in Tracking Pupils' Progress

- Put in place a whole school tracking system to gather pupil performance data regularly and systematically.
- Ensure all Subject Teachers have access to relevant benchmark and prior attainment data.
- Work with Curriculum Team Leaders to ensure that Subject Teachers understand prior attainment and expectations of progress.
- Ensure that Curriculum Team Leaders have access to information regarding attainment in other subjects and in other schools.
- Ensure that Curriculum Team Leaders, Heads of Year, Subject Teachers and Form Teachers have access to information regarding the attitudes, attainments and progress of pupils in their groups.
- Maintain the focus on Assessment for Learning and raising the achievement of all learners.
- Draw up a timetable for regular review meetings with Curriculum Team Leaders following GCSE results, KS3 results and reporting periods.
- Establish a system to ensure that the outcomes or reviews are acted upon quickly and provision is adjusted as necessary.
- Address in school variations in attitude, attainment and progress.
- Work with Curriculum Team Leaders to monitor and support adjustments to teaching programmes in response to review findings.
- Work with Heads of Year to ensure that pupils' effort and progress are systematically reviewed and the findings acted upon.
- Identify the pupils or groups of pupils who are exceeding expectations. Identify the factors that contribute towards this and share good practice across the school.
- Identify the variations in performance across subjects and implement strategies to address underperformance.
- Identify factors which may inhibit the progress of pupils or groups of pupils and work towards eliminating them.
- Manage the work of the learning mentor to ensure that appropriate pupils are targeted for support.

The Role of the Data Management Team

- To ensure that appropriate baseline data is available for all teaching groups in the appropriate trackers.
- To ensure that all marksheets are available for the collection of Interim and Report Grades.
- To ensure that all Subject Teachers enter grades into the main system by the deadline dates set.
- To circulate broadsheet information to all Middle and Senior Leaders as appropriate.
- To use Sims to set up spreadsheets as requested by Middle and Senior Leaders to support tracking and monitoring.
- To ensure that pupil grades can be seen in Sims by classroom teachers to support good practice.
- To issue Interim and Full Report grades to Form Tutors for distribution to parents/carers in line with the school calendar events.
- To keep the Sims system up to date with pupil and teaching group details.
- To support Senior Leaders in gaining access to the most up to date and accurate data available.
- To upload data into Sisra on-line for all School Leaders to view.

Information Analysed following Reporting periods

Following Year 7 Interim Grades

A comparison by department of average effort grades, number of pupils attaining each level and number of pupils targeted to reach each level by the end of the year.

Where there are anomalies between the expectations of departments, Curriculum Team Leaders will be consulted.

A progress check between KS2 results and attainment in English, Maths and Science. (Year 7 Interim stage comparison).

A full set of grades to Head of Year and Form Tutors.

Information is entered into Subject trackers for Subject Teachers and Curriculum Team Leaders, these contain all relevant numerical baseline data.

Following Year 7 Report Grades

Head of Year to carefully consider effort grades awarded and place pupils on effort report where appropriate. In addition they will have discussions with Curriculum Team Leaders where concerns are raised about the profile of grades awarded.

Where there are anomalies between the expectations of departments, Curriculum Team Leaders will be consulted.

A progress check between KS2 results and attainment and progress in English, Maths and Science using FFT estimates. (KS3 English/Maths/Science performance review).

A full set of grades to Head of Year and Form Tutors.

Information is entered into Subject trackers for Subject Teachers and Curriculum Team Leaders, these contain all relevant numerical baseline data.

Following Year 8 Interim Grades

Head of Year to carefully consider effort grades awarded and place pupils on effort report where appropriate. In addition they will have discussions with Curriculum Team Leaders where concerns are raised about the profile of grades awarded.

A traffic light check to show which pupils have made progress over a year from the Year 7 Interim stage in every subject for Form Tutors and Head of Year.

Where there are anomalies between the expectations of departments, Curriculum Team Leaders will be consulted.

Information is entered into Subject trackers for Subject Teachers and Curriculum Team Leaders, these contain all relevant numerical baseline data.

Following Year 8 Report Grades

Head of Year to carefully consider effort grades awarded and place pupils on effort report where appropriate. In addition they will have discussions with Curriculum Team Leaders where concerns are raised about the profile of grades awarded.

Where there are anomalies between the expectations of departments, Curriculum Team Leaders will be consulted.

A progress check between KS2 results, Year 7 attainment and Year 8 attainment in English, Maths and Science using FFT estimates. (KS3 English/Maths/Science performance review).

A progress check between end of Year 7 attainment and end of Year 8 attainment grades in all subjects for Form Tutors and Head of Year.

Information is entered into Subject trackers for Subject Teachers and Curriculum Team Leaders, these contain all relevant numerical baseline data.

Following Year 9 Report Grades

Head of Year to carefully consider effort grades awarded and place pupils on effort report where appropriate. In addition they will have discussions with Curriculum Team Leaders where concerns are raised about the profile of grades awarded.

A traffic light check to show which pupils have made progress over a year from the Year 8 Interim stage in every subject for Form Tutors and Head of Year.

Where there are anomalies between the expectations of departments, Curriculum Team Leaders will be consulted.

A progress check between KS2 results, Year 7 attainment, Year 8 attainment and Year 9 attainment in English, Maths and Science using FFT estimates. (KS3 English/Maths/Science performance review).

A progress check between end of Year 8 attainment and Year 9 attainment grades in all subjects for Form Tutors and Head of Year.

Information is entered into Subject trackers for Subject Teachers and Curriculum Team Leaders, these contain all relevant numerical baseline data.

Following KS3 Teacher Assessment Results

A full set of grades to Head of Year and Curriculum Team Leaders as soon as these are available.

A detailed analysis of the e-panda shared with Heads of core subjects and SMT.

Comparison on a child by child and group by group basis, over the three years matching attainment with FFT estimates.

Check how each department has performed against reasonable expectations and other departments in the LEA and nationally. All foundation and core subjects are asked to complete a review of KS3 performance and meet with Senior Team Leaders to discuss these reviews.

Following Year 10 Interim Grades

A traffic light check for Form Tutors and Head of Year indicating which pupils have been predicted to meet their FFT or Yellis estimates. (KS4 estimated to prediction).

A comparison by department of average effort grades, percentage of pupils attaining A* - G and A* - C, and predictions of A* - G and A* - C grades.

Where there are anomalies between the expectations of departments, Curriculum Team Leaders will be consulted.

Use of Subject Teacher predictions to set LEA and school targets for Year 10 pupils at the end of Year 11.

Establishing that there is a correlation between KS3 results and predictions in all foundation and core subjects.

Information is entered into Subject trackers for Subject Teachers and Curriculum Team Leaders, these contain all relevant numerical baseline data and FFT and Yellis estimates.

Provisional CVA calculations based on KS2 and KS4 predictions are used to identify potential underachievers.

Following Year 10 Report Grades

A comparison by department of average effort grades, percentage of pupils attaining A* - G and A* - C, and predictions of A* - G and A* - C grades.

A traffic light check for Form Tutors and Head of Year indicating which pupils have been predicted to meet their FFT or Yellis estimates. (KS4 estimated to prediction).

Where there are anomalies between the expectations of departments, Curriculum Team Leaders will be consulted.

Information for all Subject Teachers regarding pupils who are in or close to the 5+ A* - C with English and Maths category.

Information is entered into Subject trackers for Subject Teachers and Curriculum Team Leaders, these contain all relevant numerical baseline data and FFT and Yellis estimates.

Provisional CVA calculations based on KS2 and KS4 predictions are used to identify potential underachievers.

Following Year 11 Interim Grades (1 and 2) and Mock Performance Data

A comparison by department of average effort grades, percentage of pupils attaining A* - G and A* - C, and predictions of A* - G and A* - C grades.

A traffic light check for Form Tutors and Head of Year indicating which pupils have been predicted to meet their FFT or Yellis estimates. (KS4 estimated to prediction).

Where there are anomalies between the expectations of departments, Curriculum Team Leaders will be consulted.

A key group of pupils who are borderline 5+ A* - C with English and Maths pupils will be published to all Subject Teachers. This group of pupils will be heavily supported by all intervention strategies at the discretion of the Head of Year.

Potential under achievers in key subject areas are identified and intervention strategies put into place.

Information is entered into Subject trackers for Subject Teachers and Curriculum Team Leaders, these contain all relevant numerical baseline data and FFT and Yellis estimates.

Provisional CVA calculations based on KS2 and KS4 predictions are used to identify potential underachievers.

INSTRUCTIONS FOR COMPLETING INTERIM GRADES

Log on to SIMS.net and select Focus (in the top left-hand corner), then scroll down to Assessment Manager and across to Marksheet entry.

Select the marksheet for the group you wish to enter grades for. The grey columns are read only for your information, the white columns are the ones you have to complete. Please make sure that your class lists are complete and report any missing or extra pupils immediately to Michelle in the Data Office.

Some classes which are shared will appear under both teachers, but the Head of Department will decide who is to complete the grades.

Click in the first white cell and enter the effort score (1-4) for your first pupil. Use the arrow keys on your keyboard to move across to the next cell and enter the grades.

- For KS3 these are Attainment & Target and should be 3a, 4b, 5c etc
- For KS4 these are Actual, Prediction & Target and should be A*, A, B etc
Prediction grade now also includes a C/D borderline
- BTEC, DIDA, COPE etc have their own grading systems – please contact Data Office or Curriculum Team Leader for clarification

Please make sure you enter them the correct way round.

Finally complete the column for a specific request to see parents/carers at Consultation Evening. Please enter Y for Yes or N for Optional, do not leave it blank.

If you wish to complete only a few grades at a time you can save the ones you have already done by clicking on the word SAVE above basic details. The entries will change from red to black and you can then close the marksheet down. If you decide to amend an entry at a later date, you can simply overwrite it and re-save. You can then go back to it later to complete a few more, but please remember to save after each session.

Marksheets can be exported to Excel for completion if required by clicking on the word EXPORT (further along from Save) and a formatted version will automatically be produced. This should be saved as an XML file before being re-imported NOT just an Excel file. Please call into the Data Office if you would like a full instruction sheet on how to carry out this procedure.

When you have completed all your entries and are certain that they are all correct, move to the top of your marksheet and tick the box entitled 'data entry for this marksheet is complete'. Please do not forget this procedure as we will not know that you are satisfied with your entries until this is done.

Move to the top of your marksheet and save for the final time.

INSTRUCTIONS FOR COMPLETING REPORT GRADES

Log on to SIMS.net and select Focus (in the top left-hand corner), then scroll down to Assessment Manager and across to Marksheet entry.

Select the marksheet for the group you wish to enter grades for. The grey columns are read only for your information, the white columns are the ones you have to complete. Please make sure that your class lists are complete and report any missing or extra pupils immediately to Michelle in the Data Office.

Some classes which are shared will appear under both teachers, but the Head of Department will decide who is to complete the grades.

Click in the first white cell and enter the effort score (1-4) for your first pupil. Use the arrow keys on your keyboard to move across to the next cell and enter the grades.

- For KS3 these are Attainment & Target and should be 3a, 4b, 5c etc
- For KS4 these are Actual, Prediction & Target and should be A*, A, B etc
Prediction grade now also includes a C/D borderline
- BTEC, DIDA, COPE etc have their own grading systems – please contact Data Office or Head of Department for clarification

Please make sure you enter them the correct way round.

Move along to the Whole School Objectives (Behaviour, Ready for Work, Class Work and Homework), and enter 1 = Excellent, 2 = Good, 3 = Some Concerns, 4 = Serious Concerns. Then repeat the process for the Subject Objectives. When entering the specific target, if you press F4 it will show you a larger version of the cell. Type in your BRIEF target, then click on apply. Do this for each one. When all are completed right click on the heading for the column and choose check spelling, the system will then check every target statement for errors. It will not however, pick up on incorrect words being used i.e. form instead of from etc.

If you wish to complete only a few grades at a time you can save the ones you have already done by clicking on the word SAVE above basic details. The entries will change from red to black and you can then close the marksheet down. If you decide to amend an entry at a later date, you can simply overwrite it and re-save. You can then go back to it later to complete a few more, but please remember to save after each session.

Marksheets can be exported to Excel for completion if required by clicking on the word EXPORT (further along from Save) and a formatted version will automatically be produced. This should be saved as an XML file before being re-imported NOT just an Excel file. Please call into the Data Office if you would like a full instruction sheet on how to carry out this procedure.

When you have completed all your entries and are certain that they are all correct, move to the top of your marksheet and tick the box entitled 'data entry for this marksheet is complete'. Please do not forget this procedure as we will not know that you are satisfied with your entries until this is done. Move to the top of your marksheet and save for the final time.

COMMON ERRORS BEING USED IN SPECIFIC TARGET STATEMENTS

- Incorrect / misspelt Christian name – there is no need to use the pupils name, it is already on the report.
- Sentences should start with a capital letter and end with a full stop.
- Spaces after punctuation.
- Specific target containing errors being copied on to several reports. Make absolutely sure it is correct first.
- Specific targets being too long – keep it brief and to the point.

COMMON SPELLING ERRORS

Focussed X – Focused ✓
Definate X – Definite ✓

Consistantly X – Consistently ✓
Independantly X – Independently ✓

Practice X – Practise ✓
Acheived X – Achieved ✓