



Assessment Policy

We Care • We Challenge • We Commit

Target Setting and Assessment Policy

Aim

This policy aims to:

- Provide a rationale and method for the generation of minimum expected grades in the form of targets
- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Principles of Academic Aspirations

Central to the ethos at Fulwood Academy is our aim to bring out the best in everyone. We will always aim high, work hard, and challenge ourselves to be the best we can. Our academic aspirations for students are challenging, measurable, but also realistic and consider the starting point for each individual student.

Target setting is a significant strategy for improving achievement with the student at the heart of the process.

We believe targets should:

- Promote challenge and aspiration beyond the minimum expectation
- Consider each student's starting point for learning
- Encourage all students to discuss and review their progress with Teachers and Parents / Carers
- Involve parents and carers in their child's learning
- Inform the governing body and focus priorities for the School Improvement Plan
- Focus teaching and learning within the classroom
- Allow evaluation and judgement of the school promoting comparison to all schools and similar schools in local and national benchmark groups

Target Setting Process (KS3 and KS4)

When students join Fulwood Academy, they are set a GCSE target based on Fischer Family Trust (FFT 20) modelling. This estimates likely levels of performance from a range of base data from KS2 and compares the performance of the top 20% of schools nationally.

We share 'Target grades' with students in Key Stage 4 all of which are aspirational.

In Key stage 3 students have end of year targets which follow a flight path towards their end of KS4 Target grades. On entry students will be placed in a progress group based on rank order with other students, taking into consideration their SATs and GL assessments during the transition week. Throughout key stage 3 their progress will be compared to their peers and changes to setting will sometimes take place. Reports show the student's current grade, target grade and an AtL (attitude to learning) grade.

The targets are generated from the following diagram of the flight path in Key Stage 3:

Year 7	Year 8	Year 9	FFT Target – end of Year 11.
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4-	5=	6+	9
3=	4=	5+	8
3-	4-	5-	7
2=	3-	4-	6
2-	2+	3=	5
1+	2-	2+	4
1=	1+	2-	3
1-	1=	1+	2
0+	0	0+	1

In Year Transfers

Students joining the school as an in-year transfer will be provided with targets based on their KS2 information, which will be collected by the data manager prior to them starting. New students are invited into school for a day of testing to assist in determining the best set for them.

Students without KS2 data (individual students)

If KS2 data is not available, the day of testing is used so that we are able to accurately determine the set students will be placed in.

Banding and setting

Key stage 3

On arrival in year 7 students are assigned to a form group by the Head of Year based on the pastoral information gathered during the transition process. Year 7 are then taught in their mixed ability form groups for the first two weeks and then they will be set relating to the data gathered during the transition fortnight.

NGRT is used throughout KS3 and in conjunction with AP1, AP2 and AP3 data used to identify SEND, HAT, MAT and LAT students, which drive our intervention programmes and inform our setting.

Key Stage 4

In year 10 students are placed in options blocks based on their guided choices and this drives the banding. Maths, English and Science are set based by the subject leader in each Faculty. These are based on Key Stage 2 data with reference to year 9 end of year exam and guidance by the Director of Learning with final oversight by the Vice Principal. Other subject sets are determined by option blocks and are mainly mixed ability.

Banding and sets are reviewed formally after mid-year and end of year assessments.

Setting review procedures:

Recommendations for set changes are made by class teachers to the DoL at any stage of the assessment cycle. Set changes are only influenced by progress and ability not behaviour. Where a set move is recommended students will receive a new timetable. Students and parents are made aware throughout the year that setting will be reviewed following the assessment points in the year.

Principles of Assessment

Formative Assessment

At Fulwood Academy we believe that all learning can present an opportunity for assessing students' knowledge and skill through many different approaches. These approaches have been planned and developed within curriculum areas.

Across the Academy teachers will utilise class learner profiles to coordinate the planning of regular in lesson assessment using questioning, checking for understanding, synoptic tasks, and homework, which promote mastery of the curriculum, retrieval of prior knowledge and the application of skill.

Formative analysis of these approaches allows staff to adapt and plan within their curriculum for the needs of the specific class, groups of students or individuals within the class. Teachers will redesign their curriculum lessons to meet the needs of students when misconceptions, gaps or other indications occur through these formative assessment methods. The redesign and adaptation of curriculum delivery plans is specific to each individual class but can include:

- **Reteach lessons**
- **Purple pen feedback**
- **Whole class feedback lessons**
- **Intervention activities**

These approaches are detailed in our teaching and learning policy. Lessons will follow a format which regularly checks for understanding and will often contain some, if not all of the following components:

- **Do Now Activities**
- **Guided Practice – I Do, We Do, You Do**
- **Cold Calling and Open Questioning**
- **Assertive Monitoring**
- **AFL Questioning**
- **Exit Tickets**

Summative Assessment

Three (Y7-10) and Two (Yr11) main designated summative assessment will be conducted in each subject of study across the year. These assessments will generate a grade to demonstrate the summative progress and attainment of a student at the point of assessment.

Summative assessments are rigorously designed by Directors of Learning across the Trust and are quality assured by subject advisors where possible. Each assessment is subject to internal and external moderation processes coordinated within each subject.

These assessments will generate a grade for comparison to targets and analysis through Sisra analytics. These analyses will be used by Directors of Learning and Class Teachers to monitor progress and attainment of each student and demographic priority. Class Teachers will respond to demographic analysis through strategic planning and adaptations to teaching and learning to promote further progress and recover for each student they are responsible for.

Question level analysis of summative assessments are utilised by class teachers to identify gaps in knowledge and skill, which can be pre-planned into the delivery the subsequent curriculum. Teachers should plan considering the required prior knowledge and incorporating review processes to ensure foundation knowledge is established before progressing further into the curriculum area. It is the expectation of the Academy that teachers utilise the question level analyses of classes from previous academic years to assist in developing detailed class learner profiles to support planning of new curriculum delivery.

Reporting

Following a summative assessment, parents and carers will be issued a student report

Key Stage 4

Reports indicate to parents, the current attainment grade, target grade, attitude to learning grade and homework grade.

Key Stage 3

Reports indicate to parents, the current attainment grade, target grade, attitude to learning grade and homework grade.