Assessment and Progress Tracking Policy

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Aims

1.   This policy aims to:

1.1.   Provide clear guidelines on our current approach to formative and summative assessment.

1.2.   Establish a consistent and coherent approach to recording summative assessment outcomes.

1.3.   Establish a consistent method for target setting.

1.4.   Confirm how we measure progress.

1.5.   Clearly set out how and when assessment practice will be monitored and evaluated.

1.6.   Set out our future developments with regards data recording, assessment, and progress tracking.

Legislation and Guidance

2.   Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

3.   This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

4.   The Policy also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

Purposes of Assessment

5.   **Pupils**:

5.1.   To serve as a tool that will encourage and motivate pupils to learn

5.2.   To assist pupils in setting goals for themselves to develop learning strategies

5.3.   To build positive self-esteem and encourage pupils to strive for their personal best

5.4.   To inform pupils about, and to enable them to monitor, their current level of skill/knowledge mastery and provide guidance on the next steps required to make further progress

5.5.   To empower pupils to be independent, self-reliant and self-critical learners

5.6.   To be used to assessment practices, grading and marking so that the criteria are transparent and fair

6.   **Teachers:**

6.1.   To determine previous learning to decide appropriate level of instruction

6.2.   To evaluate pupil competency

6.3.   To identify pupils' specific academic strengths and areas of growth so that the teacher can design appropriate instruction within the classroom

6.4.   To provide feedback for pupils to improve their performance and achieve personal goals

6.5.   To measure whether the teacher's instruction has been successful

6.6.   To ensure consistency and reliability between teachers

6.7.   To provide external validations for their practices and judgements

6.8.   To provide diagnostic information about SEND to contribute to the design of Individual Learning Plans

6.9.   To gauge the academic progress made by pupils in each subject

7.   **Parents and Carers:**

7.1.   To determine if their child is learning what is necessary for future success both in the academy and beyond

7.2.   To help parents and Carers fully understand the strengths, weaknesses, progress, achievements and learning style of their child

7.3.   To gauge the academic progress made by their child in each subject

8.   **Senior Leadership Team (SLT):**

8.1.   To aid the academy in determining whether a pupil will be successful within a particular year group or subject

8.2.   To establish a knowledge base to work with teachers to the develop the curriculum and the modification of instructional methods

8.3.   To plan effective CPD and INSET

8.4.   To provide information, both on an individual pupil level, and on a collective basis, to aid analysis of teacher and subject effectiveness and the progress and achievement of pupils

8.5.   To provide information to assess current subjects and/or the introduction of new subjects

8.6.   To generate information which will be used to inform academy improvement planning.

Principles of Assessment

9.   Assessment is a key process in the improvement of teaching and learning at our academy. Assessment methods are both formative and summative and should demonstrate what pupils know, are able to do and understand.

10.   Assessments will provide diagnostic information, baseline information and evidence of progress throughout the year. A variety of assessment methods will be used to accommodate learning styles, differing abilities, special educational needs, the development of the whole child and to encourage higher thinking skills.

11.   It is our aim for most pupils to know in advance when and how they will be assessed and the criteria for assessment will be provided to the pupils. Assessments provide pupils, teachers and parents with evidence to evaluate learning, the curriculum and progress.

12.   Our approach to assessment will depend on the quality and quantity of information supplied from a pupil's previous school. Our pupils are permanently excluded, often we receive limited incoming data about a pupil due to their poor attendance or refusal to complete assessments in their previous school. Sometimes assessment information is not current and not of the quality to enable us to plan effectively to meet the pupil's needs.

13.   Our aim is therefore to have current summative assessment data for each pupil on entry to our academy with accurate baseline starting points for each subject to enable staff to meet their needs, set appropriate targets and for the pupils to make progress.

14.   Pupils may be on roll with our academy for limited periods and therefore pupils must make progress towards suitably set targets in a short time frame. We will aim to use the minimal amount of summative assessments necessary in order to set informative baselines and meaningful targets.

15.   A range of formative assessments will be used in by teachers to inform planning, identify misconceptions and assess learning against assessment criteria and learning objectives, over time.

16.   We believe that our assessment practices should be an integral part of planned learning and that assessment methods should be fair, transparent and free from bias.

Progress Tracking

17.   Progress is the improvement from a baseline towards a target level or grade.

18.   Progress will be formally measured 6 times per year, at the end of each half term. The data system will also measure progress from a pupil's baseline.

19.	Our pupils arrive at different ages, at different times of year and from a range of previous schools. Where pupils are studying towards a national qualification such as Entry Level, Functional Skills, GCSEs or GCSE equivalents, teachers will use the assessment framework set in the respective Specification.

20.	Across the academy there will be subjects where pupils are not engaged in a national qualification. In order for pupils to have one consistent system of assessment in this circumstance, we have developed the "14 Step framework" for KS3 and KS4 aged pupils. We have developed the "Junior Steps" for primary aged pupils. Each subject has up to 14 steps of assessment criteria, which covers the national curriculum and / or Early Years & Foundation Stage Framework (EYFS) for that subject.

21.	The 14 Steps range will be between Early Years content, through the KS1 and KS2 national curriculum, moving on to KS3 content and finally GCSE assessment criteria. This supports our pupils who very often join developmentally and / or academically well below age expectation. The Junior Steps are taken from EYFS and the KS1 and KS2 national curriculum.

22.	The 14 Steps allow a pupil to have a baseline level and a target set that reflects their stage not age. This will ensure that no pupil is held back and maximum progress can be made. This system also eliminates any stigma for weaker KS4 pupils who are working at primary level.

23.	Steps are produced in differentiated order and also highlight content that should be delivered at a basic level, building in sequential and logical steps to increase depth of knowledge.

24.	Each subject will have a number of assessment criteria making up their 14 Steps. Each assessment criteria has a variable number of objectives (steps), up to 14, to be met. Some assessment criteria may start at Step 1, other may start at Step 5, for example, reflecting that this subject content requires the cumulative learning of the Steps below or because the floor level of that assessment criteria is fundamentally more difficult, than the floor level of other assessment criteria.

25.	Where pupils have a Junior Step target, expected progress is set through increments dependent on how many years they have been at our academy.

26.	Our academy recognises that progress will be made in small increments and that it is important for all stakeholders for those increments to be recognized, each Step is divided into 3 sub areas of emerging, developing and secure. Staff will use their professional judgement to identify how secure a pupil's knowledge is for each step. To support this, pupils may be required to perform each new element within a step 3 times before they can be classed as 'secure'.

27.	Where pupils have a baseline Step and target for each subject, they should be able to make a full step of progress in an academic year. If a pupil is assessed as working at step 3E in Art in September, their target would be a 4E by the end of the year, making a sublevel of progress each full term. In English and Maths at KS3 formative assessment is made in Steps supporting pupils to understand that particular learning journey; the pupils' targets for each Half Term are reported in Entry Level – Functional Skills to ensure they have access to nationally recognised qualifications and can enjoy academic success where they have not done so previously.

Baseline Testing

28.	Pupils are assessed on entry using a combination of the following:

28.1.	Baseline data from the previous school

28.2.	Attainment data from the previous school

28.3.	End of KS1 SATs results if previously taken

28.4.	End of KS2 SATs results if previously taken

28.5.	British Key Skills Builder (BKSB) online initial assessments for English and Maths

28.6.	Lexplore reading age test (GL Reading Assessment for pupils unable to attend a site)

28.7.	Phonics assessment using Read Write Inc

28.8.	Formative teacher assessment

28.9.	GL Assessment dyslexia screener (as appropriate)

28.10. Lucid Memory Function screener (as appropriate)

28.11. DASH Handwriting Assessment (as appropriate)

28.12. WIATT III (reading, language and numerical attainment (as appropriate)

Collecting and using data

28.13. Baseline, target and progress data is recorded in the academy's online system "Different Class Professional" (DCPro). This is analysed to provide progress information and to enable us to target pupils who require more intervention. Pupil, parents, carers and staff are made aware of these assessment scores via ILP targets, Pupil Information Packs (PIPs), Half Term Progress Reports and Annual Reports.

28.14. Progress information and analysis is shared with the Governing Body as part of their QA process.

28.15. We will record completion of any national examinations throughout the year on DCPro.

28.16. Vocational qualification data is recorded in Alternative Provider (AP) tracking spreadsheets stored in online 365 folders per AP. Pupils have a target outcome set for the year based on the guided learning hours required in order to cover the subject content. Baseline data will be provided by the academy to APs in order to support the target setting process and ensuring the integrity of progress tracking.

28.17. Pupils are set Behaviour Targets in DCPro and progress towards each individual target is given per teacher, per lesson. At the end of each academy day each pupil's behaviour data is input into DCPro where analysis can then take place.

Target Setting

29. We aim for all pupils to have an appropriate target set, derived from their baseline data. Accurate baseline testing will ensure that planning has a focus on gaps in learning and ensure that pupils are taught new content and not what they already know.

30. In regard to Reading Age, if a pupil achieves over the chronological age of 9.5 years then they are working at a functional level. Our focus will be to ensure that pupils make progress towards working, at a minimum, at a functional level in society. To support the prioritisation of intervention resources, we will track the difference between Chronological Age and working at age in terms of 'On or Above', '<1 year Below', 'Some Concern (12 months below - years below)' and 'Of Concern > 3 years below'.

31. Targets will be set for each subject and qualification being followed:

31.1. Pupils of primary age will have their developmental progress tracked using the Boxall Profile, including a shared Focus of the Day and bespoke 3 weekly set targets

31.2. All pupils of primary age will have a bespoke phonics programme based on their entry assessment

31.3. All pupils of primary age will have 4 academic targets in the form of Junior Steps tracking expected progress – Reading, Writing, Maths, Communication & Language

31.4. Pupils of KS3 and KS4 age will have a bespoke phonics programme dependent on the assessment of need on entry

31.5. Lessons in KS3, including lessons offering ASDAN Short Course Awards, a target using 14 Steps Pathway

31.6. Lessons in KS4, including lessons offering ASDAN Short Course Awards, but not national qualifications, a target using 14 Steps Pathway

31.7. Lessons working towards Entry Level qualifications, Functional Skills, Entry Level & Functional Skills Pathway (eg. Entry Level 2)

31.8. Lessons working towards Duke of Edinburgh's Award, a target using Duke of Edinburgh's Award skills (pupils are challenged to demonstrate an incrementally increasing number of competencies / skills each Half Term

31.9. Lessons working towards GCSE qualifications, GCSE Pathway (eg. Grade 4).

32. Aspirational targets will be set for pupils to make at least one Step of progress (14 Steps), one Level of progress (Entry Level / Functional Skills), or one 'Grade' of progress (GCSE), over an Academic Year.

33. Pupils join Esteem North Academy at different times during the year depending on the date of their permanent exclusion. Their targets will be set proportionately to the length of time left in that particular academic year.

34. The Pathways we will use to set targets is presented at the end of this policy.

Reporting to Parents

35. Due to the nature of our academy, parents / carers may be contacted daily via phone call or email to report on behaviour, engagement and progress. All pupils have ILP targets set as part of their PIP, these are shared with parents.

36. All parents / carers will also receive a formal academic progress report at least twice per year.

Inclusion

37. The principles of this Assessment Policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

38. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

39. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties. The academy 14 steps will allow all pupils regardless of age to be involved in the assessment process.

Roles and Responsibilities

40. Governors are responsible for:

    40.1. Being familiar with statutory assessment systems as well as how the academy's own system of non-statutory assessment captures the attainment and progress of all pupils.

    40.2. Holding academy leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

41. The Headteacher is responsible for:

    41.1. Ensuring that the policy is adhered to.

    41.2. Monitoring standards in core and foundation subjects.

    41.3. Analysing pupil progress and attainment, including individual pupils and specific groups.

    41.4. Prioritising key actions to address underachievement.

    41.5. Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

42. Teachers are responsible for following the assessment procedures outlined in this policy.

Monitoring

43. This policy will be reviewed annually by the Deputy Headteacher and approved by the Headteacher.

44. All teaching staff are expected to read and follow this policy.

45. The Deputy Headteacher will monitor the effectiveness of assessment practices across the academy, through:

    45.1. The academy data system

    45.2. Learning walks

    45.3. Lesson observations

    45.4. Work scrutinies

    45.5. Planning scrutinies

    45.6. Whole academy attainment and progress tracking

    45.7. Teacher's planning

    45.8. Commissioning Agreements (PIPs)

Steps Pathway Targets

Baseline Assessment	End of First Year at NEDSC	End of Second Year at NEDSC	End of Third Year at NEDSC	End of Fourth Year at NEDSC	End of Fifth Year at NEDSC
Step 1S	Step 2S	Step 3S	Step 4S	Step 5S	Step 6S
Step 2S	Step 3S	Step 4S	Step 5S	Step 6S	Step 7S
Step 3S	Step 4S	Step 5S	Step 6S	Step 7S	Step 8S
Step 4S	Step 5S	Step 6S	Step 7S	Step 8S	Step 9S
Step 5S	Step 6S	Step 7S	Step 8S	Step 9S	Step 10S
Step 6S	Step 7S	Step 8S	Step 9S	Step 10S	Step 11S
Step 7S	Step 8S	Step 9S	Step 10S	Step 11S	Step 12S
Step 8S	Step 9S	Step 10S	Step 11S	Step 12S	Step 13S
Step 9S	Step 10S	Step 11S	Step 12S	Step 13S	Step 14S
Step 10S	Step 11S	Step 12S	Step 13S	Step 14S	AS
Step 11S	Step 12S	Step 13S	Step 14S	AS	A Level
Step 12S	Step 13S	Step 14S	AS	A Level	
Step 13S	Step 14S	AS	A Level		
Step 14S	AS	A Level			

GCSE Pathway Targets

Baseline Assessment	End of First Year at NEDSC	End of Second Year at NEDSC	End of Third Year at NEDSC	End of Fourth Year at NEDSC	End of Fifth Year at NEDSC
Step 1S	EL1E	EL1S	EL3S	1S	2S
Step 2S	EL1D	EL1S	EL3S	1S	2S
WT EL	EL1D	EL1S	EL3S	1S	2S
Step 3S	EL1S	EL3S	1S	2S	3S
WT EL1	EL1S	EL3S	1S	2S	3S
Step 4S	EL2S	EL3S	1S	2S	3S
WT EL2	EL3S	1S	2S	3S	4S
Step 5S	EL3S	1S	2S	3S	4S
WT EL3	1S	2S	3S	4S	5S
Step 6S	1S	2S	3S	4S	5S
WT FSL1	1S	2S	3S	4S	5S
Step 7S	2S	3S	4S	5S	6S
1S	2S	3S	4S	5S	6S
Step 8S	3S	4S	5S	6S	7S
2S	3S	4 S	5S	6S	7S
Step 9S	4S	5S	6S	7S	8S
3S	4S	5S	6S	7S	8S
WT FSL2	4S	5S	6S	7S	8S
Step 10S	5S	6S	7S	8S	9S
4S	5S	6S	7S	8S	9S
Step 11S	6S	7S	8S	9S	AS
5S	6S	7S	8S	9S	AS
Step 12S	7S	8S	9S	AS	A Level
6S	7S	8S	9S	AS	A Level
Step 13S	8S	9S	AS	A Level	
7S	8S	9S	AS	A Level	
8S	9S	AS	A Level		
Step 14S	9S	AS	A Level		
9S	AS	A Level			

Entry Level & Functional Skills Pathway Targets

Baseline Assessment	End of First Year at NEDSC	End of Second Year at NEDSC	End of Third Year at NEDSC	End of Fourth Year at NEDSC	End of Fifth Year at NEDSC
WT EL	EL1D	EL1S	EL2S	EL3S	FSL1
WT EL1	EL1S	EL2S	EL3S	FSL1	FSL2
WT EL2	EL2S	EL3S	FSL1	FSL2	4S
WT EL3	EL3S	FSL1	FSL2	4S	5S
WT FSL1	FSL1	FSL2	4S	5S	6 S
WT FSL2	Level 2 FS	4S	5S	6 S	7S

Duke of Edinburgh's Award Pathway

HT	Number of Skills Demonstrated
Baseline	0 Skills
HT1	3 Skills
HT2	4 Skills
HT3	5 Skills
HT4	5 Skills
HT5	6 Skills
HT6	6 Skills
HT7	7 Skills
HT8	8 Skills
HT9	9 Skills
HT10	9 Skills
HT11	10 Skills
HT12	10 Skills

Junior Steps - Reading, Writing, Maths, Communication & Language						
Arrival at Esteem North Academy	Half Term 1 Target	Half Term 2 Target	Half Term 3 Target	Half Term 4 Target	Half Term 5 Target	Half Term 6 Target
First year at ENA	2E	2D	2S	3E	3D	3S
Second year at ENA	4E	4D	4S	5E	5D	5S
Third year at ENA	6E	6D	6S	7E	7D	7S
Fourth year at ENA	8E	8E	8D	8D	8S	8S
Fifth year at ENA	9E	9E	9D	9D	9S	9S
Sixth year at ENA	10E	10E	10D	10D	10S	10S