

Maiden Erlegh Trust
**ASSESSMENT AND
REPORTING STATEMENT**



**MAIDEN ERLEGH
TRUST**

Including local arrangements in annexes for:

HAMILTON SCHOOL

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Rationale

Central to our ethos is ensuring that every pupil/student receives high quality, differentiated teaching during their time at any school within the Maiden Erlegh Trust. Central to this high-quality teaching is on-going reliable formative assessment. As a result of this, they make exceptional progress and differences in the performance of groups of pupils/students from similar starting points are minimalised.

All staff play a part in supporting pupils/students to achieve these goals and should reflect this policy as it applies to their work.

Assessment

High quality assessment is essential to delivering on these goals. The aims of assessment are to inform:

- **Teachers** how their pupils/students are progressing and how well they have mastered knowledge, skills and understanding. In this way, they can adapt their teaching to meet the needs of all their pupil/students.
- **Pupil/students** of what they are doing well in relation to their targets and what they need to do to improve. In this way pupils/students gain a better understanding of how to manage their own learning and progress.
- **Parents** how their child is performing in relation to their personal targets and what they should be doing to improve: so that parents can support them.
- **Leaders** how well the curriculum is being implemented across subjects, year groups, phases, subjects and target groups; this helps to determine strategies to reduce variation across the school.

In order that our assessment process delivers on the above aims, assessments must be valid and reliable. To achieve this, we ensure that:

- Departments/phases have time to work together to review and standardise their assessment formats and outcomes.
- Middle Leaders and other staff have opportunities to work with colleagues in other schools to standardise their assessment formats and outcomes.
- We work with leaders and other staff to compare a range of evaluations of progress (eg: data, work in books/folders, quality of learning and thinking in lessons) so there is coherency and consistency.

Assessment

Assessment of Learning (AoL)

AoL enables teachers to evaluate the impact of their teaching to help them adapt the content, pace, direction, activities and feedback of their lessons and homework to ensure that:

- Pupils/students are building up their knowledge and skills to appropriate levels.

- Pupils/students can apply their knowledge and skills independently and fluently to a range of problems and tasks.
- Pupils/students are supported and stretched appropriately.
- Pupils/students are on track to meet their targets and they are given appropriate feedback (and they act on it) so that they do not fall behind.
- Pupils/students have appropriate interventions in place to support them make up any gaps.

Assessments for Learning (AfL)

AfL is a continuous and formative process and takes place in every lesson, and following any in-school assessments/tests/exams. As a result of AfL, pupils/students gain an understanding of their knowledge, skills, thinking, understanding, as well as behaviours for learning. Specifically, they:

- Understand their strengths.
- Understand their areas for improvement/gaps in knowledge.
- Act on this understanding with demonstrable impact on their learning over time.

Assessment activities can vary from “quizzes”, practice activities, problem-solving tasks, practicals, year-group assessments, Pre-Public Examinations (PPEs) etc. Some will be undertaken in class or in formal school exam-style practice, or they can be set as homework.

Public Examinations

At the end of courses/phases, pupils/students take public examinations (eg: SATs, GCSEs, VTQs, GCEs). During the year pupils/students also complete assessments, which form part of public examinations and/or qualification courses eg:

- Non-Examination Assessments (NEAs)
- Practical
- Speaking examinations
- Vocational and technical assignments

There are strict conditions for the taking of these assessments and the amount and type of feedback teachers can give to pupils/students during the assessment period. These conditions are imposed upon the school by the examinations boards and the Joint Qualifications Council (JCQ) are supported by the schools examinations policy and are explained to the pupils/students by their teachers. Each school provides formal information on public examinations on their websites (NB: they change annually).

Formative Feedback

Pupils/Students receive feedback in a variety of ways eg:

- Questioning
- Peer assessment
- Written feedback from teachers
- Self-assessment
- Verbal feedback from teachers
- Whole class feedback from teachers

Feedback provides information about security of knowledge/ skills and progress towards own targets. It is part of a range of strategies to personalise learning and teaching over time. Every assessment (formal or informal) is an opportunity to provide feedback. Feedback can be provided by teachers, teaching assistants or pupils/students. It can relate to one piece of work or a body of work over time. It can appear in a variety of formats (and is usually a combination of one or more) eg:

- Written comments
- Grouped comments to the class
- Highlighted assessment criteria
- Verbal comments
- Comparison with a model answer
- Symbols or codes
- Record of someone else's feedback
- PLC (Personal Learning Checklists) /self-reflection notes

The purpose of formative feedback, is to enable pupils/students to consolidate knowledge, skills or fluency or to improve upon them. The independence and thus fluency with which pupils/students can apply knowledge, skills and understanding to a problem or question. Over time, feedback should therefore:

- Confirm what the pupil/student has done/is doing well
- Indicate what the pupil/student should do to improve (and what that might look like in terms of quality and quantity)
- Provide spelling, punctuation and grammar improvement advice (as appropriate)
- Provide numeracy improvement advice (as appropriate)

Formative feedback may or may not include a numerical scale or grade. Such a number can only ever be indicative and it is the feedback and response that are the most important elements.

Directed Independent Reflection Time (DIRT)

As a result of feedback, pupils/students are expected to reflect on their strengths (so that they consolidate them over time) and to act on their feedback through formal and informal DIRT activities. We do not adopt a whole school approach to feedback and DIRT must meet the needs of the subject and key stage. Each department/phase has their own protocol (see Annex 1 and/or school websites), but the underlying principles are the same:

- Formal DIRT activities take place after key pieces of work or assessments and require pupils/students to re-do, improve or extend all or part of the work (this includes the PPE process –Annex 5). We would expect pupils/students to spend a substantial amount of time on this.
- Informal DIRT activities take place on an on-going basis (eg: as a result of verbal feedback) and require pupils/students to respond appropriately (typically in class or as homework). These are a shorter activity but have, nonetheless, impact over time.

Expectations for when pupils/students do formal DIRT (and potentially some informal DIRT):

- It should be next to/linked to the original piece of work.
- It should be visible (different colour, clearly labelled etc)
- It should be substantial and meaningful.
- It should be complete.
- It should contribute to demonstrable progress in learning over time.

Where feedback and DIRT have the most impact is where pupils/students engage fully in the process and teachers will monitor this engagement closely. We expect parents to support this process.

Target Setting

All staff are responsible for promoting a culture of high expectations and embracing aspirational targets for all. We do not make or condone excuses.

Academy Key Performance Indicators (KPIs)

Our aim is that each school's performance is in line with the best 10% of schools nationally. In our mainstream schools these KPIs are based on FFT 5th percentile estimates. In our special and alternative provision, the KPIs are determined by the school leaders based on individual students' prior attainment and context.

Leaders are accountable for achieving KPIs:

- Headteachers are accountable for achieving their school's KPIs.
- Subject leaders are accountable for achieving their courses' KPIs.
- Pastoral/phase leaders are accountable for the overall achievement of their group and for supporting interventions put in place at department/school level.

Specific school guidelines for determining KPIs can be found in Annex 2.

All schools focus on key target groups: disadvantaged, gender, SEND, higher ability. Individual schools may identify other groups for which they have specific local KPIs.

Benchmarks

Benchmarks are a statistical projection of the grades that pupils/students with similar starting point profiles should achieve. They are never a ceiling to achievement. Benchmarks are unlikely to change over the course of a key stage.

Student Own Targets (Mainstream Secondary)

We believe that pupils/students need to have ownership of their targets for them to be meaningful and for them to engage with the formative assessment process. Using FFT5 subject estimates students determine their target for each subject in discussion with their teachers so that both parties can work together to ensure pupils/students make the requisite

progress over the duration of the course. Targets can be re-negotiated with the teacher during a key stage.

Neither benchmarks nor targets are based on contextual or sociological information (eg: income, race) though we may analyse attainment grades and levels by certain target groups to ensure we are providing the best service to all our pupils/students.

Student engagement with targets (Primary, Special & Alternative Provision)

Students are encouraged to work towards the targets that their teachers set with them. These targets are based on the students' prior attainment and the teacher's judgement of the student's likely progress. All targets are intentionally aspirational and are never a ceiling to achievement.

Key Performance indicators

The basis of the Key Performance Indicators in each sector and phase is summarised in the tables below.

Table 1 Mainstream KPIs

	Benchmarks	Pupil/Student Own Targets
Primary		
Early Years	Benchmarks are based on baseline assessments.	Based on rigorous AfL, pupils are active participants in their next steps for learning.
Key Stage 1	Benchmarks are based on outcomes of Early Years and FFT5* estimates.	
Key Stage 2	Benchmarks are based on outcomes of KS1 and FFT5* estimates	
	We expect that the majority of pupils will make progress in line with their peers nationally leading to a positive progress measure score.	
Secondary		
Key Stage 3 & 4	<p>Benchmarks are based on KS2 SATs scores and FFT5* estimates. This benchmarking will ensure that the majority of students will make above expected progress in all subjects and lead to above average Progress 8.</p> <p>We expect that the majority of students will make 2 grades progress on the 1 to 9 scale in core subjects over Year 7 and Year 8 and a similar rate of progress in other subjects.</p>	Using Fisher Family Trust Estimates students set and annually review their own targets based on percentage likelihoods of them achieving each grade in Key Stage 4 and their own aspirations.
Key Stage 5	<p>Benchmarks are based on KS4 results and ALPS predictions and FFT5* estimates.</p> <p>We expect that the majority of students will make progress in line with their ALPS benchmark leading to a positive value added score in each subject.</p>	<p>An ALPS “grade/split grade” is available to staff and students at the start of Year 12. Students set targets based on these grades in consultation with their teachers.</p> <p>During the target setting weeks later in the year, these targets are reviewed in light of FFT5 estimates.</p>

**Fisher Family Trust 5th percentile estimates.*

Table 2 Special and Alternative Provision KPIs

	Targets	Pupil/Student engagement
Primary	Individual personalised targets are set for reading age, spelling age, English and mathematics. Pupils also agree an SEMH target.	Pupils are encouraged to own these personalised targets.
Secondary	Based on prior assessment data students are set targets related to 5+ Level 1 or Level 2 qualifications. All students have appropriately aspirational targets for English, mathematics, and an appropriate reading age target.	Students are encouraged to own these personalised targets.
Key Stage 5	Students work towards improving their grades in key subject areas that will enhance their life opportunities moving forwards.	Students are encouraged to own these personalised targets.

Teachers and leaders are accountable for monitoring progress towards benchmarks and ensuring there is intervention in place where a pupil/student is off-track.

When teachers and tutors are discussing progress with secondary students, they do so using the pupils/students' own targets.

Monitoring

Progress and quality of learning over time is assessed in a range of ways and numerical data is only one format.

- Progress data is collected centrally on each schools' MIS three times a year.
- Current Attainment and Predicted Grades (Secondary), and Point in Time Assessments (Primary), are holistic summaries of formative assessment over time. The data monitored within special and alternative provision is a combination of academic and personal development data.
- Assessment/PPE results (Secondary) are the outcomes of a specific test and are recorded separately.
- Typically progress data is collected in the format of "fine grades" (which represent how secure that grade is)
- Teachers and departments/phases collect other progress data locally (eg, test scores, formative assessments). This is not reported to parents but parents can review feedback and DIRT activities in pupils'/students' books and folders.

Roles and responsibilities

In the context of a clear curriculum intent and implementation strategy (whole school and at a local level) and in collaboration with all relevant school and Trust staff, all leaders are responsible for:

- The development of carefully designed sequences of learning and wider formative assessment.
- The design of robust and valid and reliable assessment schemes.

- The implementation of the assessment policy in a compliant, coherent and consistent way across the school and across year groups to ensure that pupils/students are supported and challenged appropriately and that variations in performance are minimalised.
- Clear and consistent communication with all stakeholders so that there is a shared understanding of the policy and how it relates to them.
- The support and training of staff to ensure the successful implementation of the curriculum in order to ensure that progress and learning is sustained and consistent.
- The monitoring of the impact of the implementation of the policy so that interventions are effective and timely.
- Working with line managers, school leaders and Local Advisory Boards so that there is a shared understanding of the impact of the policy.

All teachers, teaching assistants and other curriculum staff are responsible for implementing this policy in their work so that pupils/students across the school are taught, supported and challenged in a highly effective and consistent way. (See Annex 3 for monitoring line management structure)

Reporting

Schools must provide an annual written report to parents.

Reporting Primary

Trust annual reports (primary) include information about pupil progress and attainment (sent three times a year), attendance and any public examination results.

Individual Parents' Evening appointments will be offered to all parents in the Autumn and Spring term. There will also be an optional parents' evening in the Summer term to discuss the annual report.

In the primary sector, there is an open-door policy and parents may make an appointment, at any convenient time, to discuss their child's progress or any concerns about assessment and achievements. Assessment data will also be reported to all parents through annual reports and parents' evenings.

Annual reports to parents will be sent in the Summer term and must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress, effort and achievements
- The pupil attendance record, including:
 - The total number of possible attendances for that pupil
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
 - The results of any statutory assessments taken, by subject and grade

Reporting Secondary

Trust annual reports (secondary) include information about students' progress and attainment (sent three times a year), attendance and any public examination results.

In the secondary sector parents are encouraged to check their child's books and folders for progress. If they have any concerns about assessment and achievements then they should contact the school to make an appointment with the class teacher in the first instance.

Individual Parents' Meeting appointments are offered to all parents once a year.

A mobile app linked to the school MIS is used to distribute reports to students and parents electronically. Where families have no access to the internet, paper copies are provided on request. Local arrangements are indicated in Annex 4. Every student and parent receives three progress reports.

Over the course of the year, the formal progress report (Annual Report) includes the following information:

- A summary of student targets.
- A summary of progress towards those targets in all curriculum subjects.
- Results of formal in-school assessments/PPEs
- An indication of positive behaviours for learning or those that should be adopted for improvement. (See Annex 6 for list of codes)
- Public examination results and/or vocational and technical qualifications or credits (where appropriate).

The MIS mobile App also displays live:

- Attendance data.
- Student timetables.
- Student achievements.
- Student conduct summaries.

(NB: For 11-16 secondary schools one report in Y11 includes a written comment from each teacher to aid student applications to the next phase of their education)

Reporting Special/Alternative Provision

Trust annual reports (Special/Alternative Provision) include information about pupil/students' progress and attainment (sent three times a year), attendance and any public examination results.

In the Special/Alternative Provision sector parents are encouraged to contact the school to make an appointment with the class teacher in the first instance if they have any concerns over their child's progress or achievements.

Individual Parents' Meeting appointments will be offered to all parents once a year.

Over the course of the year, the formal progress report (Annual Report) includes the following information:

- A summary of student targets.
- A summary of progress towards those targets in all curriculum subjects.
- Results of formal in-school assessments
- Public examination results and/or vocational and technical qualifications or credits (where appropriate).

Annex 1: Feedback Protocols

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

The ultimate aim is to ensure that the marking and assessment process aids students in their quest to make progress over time.

The quality of feedback AND the quality of students' response to it in terms of impact on learning are the most important elements, rather than the frequency of it

Feedback from staff

Feedback should be:

- In purple for teachers
- In green for student feedback, self-assessment and peer assessment
- Be manageable for teachers and accessible to students

Literacy Codes

The following abbreviations and codes are to be used by teachers when providing feedback. These **Literacy codes** are to be placed in front of each student's book for every subject:

Literacy Codes			
Sp.	Spelling	//	New paragraph
P	Punctuation	?	Not clear
CL	Misuse of capital letter	^	Something is missing.
Tense	Change tense	Gr.	Grammar
SS		Sentence structure	

What other styles of feedback do teachers use?

- **Self-assessment (code- SA)** - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point based on the objectives and success criteria.

- **Peer-assessment (code - PA)** - once a marking process has been modelled with the class students sometimes mark the work of their peers. This allows them to develop their own critical capacity.

-**Verbal feedback (code – VF)** - It is important for students to have verbal feedback from the teacher working with them. The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning.

Presentation of work

It is important that students are encouraged to present their work in an acceptable and professional manner. The following are minimum expectations for written work:

- Title and date at the start of each new piece of work underlined
- Black (preferably) or blue ink to be used by students; purple pen should be used to indicate where students have been involved in the marking or assessment process with the SA or PA codes if necessary
- Mistakes that occur during a piece of work should be crossed out using one single line with a ruler; correction fluid should not be used in school
- Work that falls below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary. Equally, rewards for excellent presentation should be given where appropriate.
- Response to feedback should be labelled as DIRT and clearly visible on or near the original piece of work.

Feedback frequency

Teachers are expected to use their own professional judgement when deciding on the regularity of their marking, depending on the number of lessons and nature of subject

Annex 2: School-specific Key Performance Indicator Guidelines

Secondary School KPIs	Attainment	Progress Indicators
Foundation/Key Stage 3	English on track for* L2 for end of KS4 English on track for L1+ for end of KS4 Reading in line with age Mathematics on track for L2 for and of KS4 Mathematics on track for L1+ for end of KS4 5+ Nat Curric subjects followed 6+ Nat Curric subjects followed	Reading significantly** improving
Key Stage 4	%4+ En&Ma %4+ En %4+ Ma 5+ L2 Qualifications 5+ L1 Qualifications 5+ total Qualifications English on track for L2 for end of KS4 English on track for L1+ for end of KS4 Reading in line with age Mathematics on track for L2 for and of KS4 Mathematics on track for L1+ for end of KS4	Reading significantly improving

*on track for: means, a student who is intended to enter this type of course.

** significant improvement: means the student will make 3 months progress per term

Annex 3: Monitoring line management structure

Who	Line Manager	Accountable to	Monitored through
School Improvement			
EDE	CEO	Trust Board Trust Standards Committee	<ul style="list-style-type: none"> Trust Strategic Plan Reviews (3 times/year) Trust SEF Reviews (5 times/year) MAT Ofsted and outcomes reports
DOCCI	EDE	Trust Standards Committee Trust Board	<ul style="list-style-type: none"> Trust Standards Reports (2-3 times/year) Public examinations report (MAT)
DOIS	EDE	Trust Standards Committee Trust Board	<ul style="list-style-type: none"> Trust Standards Reports (2-3 times/year) Termly Pupil Premium Strategy Review Overview
Executive Headteacher (EHT)	EDE	Trust Standards Committee	<ul style="list-style-type: none"> Summary of School Improvement Plan reviews. Summary of half termly School Evaluation updates. Summary of Pupil Premium Strategy review Public examinations report (phase)
Headteacher (HT)	EDE or EHT	Local Advisory Board (Trust Standards Committee)	<ul style="list-style-type: none"> Termly School Improvement Plan reviews. Half termly School Evaluation updates. Termly Pupil Premium Strategy review. Sports Premium Review (biannually) Department Development Plan reviews (biannually) Reviews of Action Plans as agreed. Public examinations report (school)
Trust Lead for Assessment and Reporting (TLAR)	DOCCI	CEO Trust Standards Committee	<ul style="list-style-type: none"> Annual KPI report to the Trust. Report on impact of assessment process and reliability of data and accuracy of predictions (academic). Stakeholder views on the reporting process.

Special/Alternative Provision			
School Standards Strategy Lead	HT	DOCCI TLAR	<ul style="list-style-type: none"> Contributions to School evaluation, School Improvement Plan and other Strategic Plans (as agreed by HT) Training and support records for work with middle leaders.
Assistant Headteacher Inclusion	HT	DOIS DOCCI	<ul style="list-style-type: none"> Contributions to School evaluation, School Improvement Plan and other Strategic Plans (as agreed by HT) Annual Pupil Premium Strategy/Y7 Catch UP impact evaluation. Termly impact review of Pupil Premium Strategy.

Curriculum Leaders	HT	DOCCI Standards Managers	<ul style="list-style-type: none"> • Schemes of Work and Assessment • Records of evaluation of quality of teaching and implementation of curriculum • Contribution to Standards Meetings.
Pastoral Leaders	HT	Standards Lead Pupil Premium Lead SENCO	<ul style="list-style-type: none"> • Contribution to Standards Meetings • PSMSC website updated.

Annex 4: Reporting to Parents Processes

Hamilton School uses annual reviews, annual reports and parents' evenings to report to parents.

A tracking report is sent home three times a year. The tracking report shows; academic attainment and progress data, behaviours for learning that are either aiding the student or that if adopted would benefit the students' progress.

Teachers2parents and Microsoft Outlook are used to enable parents to receive communications via text and email from the school containing useful general news and specific information from staff about their child's progress