Monitoring and Assessment of Student Achievement

The progress of students is regularly monitored and assessed throughout the year. This can take various forms and includes:

- The completion of classwork and homework, which is regularly marked and assessed against National Curriculum or GCSE assessment criteria,
- Assessment weeks in Y7 and 8,
- End of KS3 tests in Y9 to prepare students for the rigour of examinations,
- Extended assignments and projects,
- Controlled assessments,
- At KS4, regular examination practice using past exam questions in lessons and mock exam periods over the course of the year. Mock exams are completed in the sports hall under exam conditions.

Teachers regularly enter summative information into the whole school tracking system based on assessments completed over the term. This information usually takes the form of a National Curriculum level at KS3 or a GCSE forecast grade at KS4. A Learning Profile is also entered for each subject studied by a student.

The information entered is then used by teachers, subject leaders, learning coordinators and the senior leadership team to track the progress of individual students. This information is also used to generate progress reports which provide parents with up to date progress information.

Progress at KS3

Over KS3 (Years 7-9), students are expected to make at least 2 whole National Curriculum Levels of progress. For example,

A student who starts Y7 having achieved a Level 4a at the end of KS2 is expected to achieve a Level 6a by the end of KS3. This means the student should make approximately 2 sublevels of progress each year – Year 7 = 4a to 5b, Year 8 = 5b to 6c, Year 9 = 6c to 6a. In reality, students make progress at different rates and at different times over the 3 years. This means many students, for example, may make 3 sublevels of progress in Y7, 1 sublevel in Y8 and 2 sublevels in Y9.

Progress at KS4

In order to gauge the level of progress being made, students are set targets for each of the subjects that they study at KS4 using Fischer Family Trust (FFT) data. FFT produce data which can be used to estimate what each student has the potential to achieve, based on how similar students have performed in the past.

Similar students are defined as students with similar prior attainment (KS2 tests and teacher assessments for Core subjects and KS3 teacher assessments). Gender, Month of birth and average cohort prior attainment are also taken into account. In total, up to 20 measures are used to establish a student’s estimate. Estimates are presented as probabilities, each student has a different set of probabilities for each of the subjects that they study.

Example: John Smith’s FFT estimates for Art and Design.

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>G</th>
<th>F</th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
<th>A*</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>Art</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>9</td>
<td>20</td>
<td>30</td>
<td>25</td>
<td>6</td>
</tr>
</tbody>
</table>

The probability of John Smith achieving different grades in GCSE Art and Design is shown above. His highest probability (the grade achieved by most students of a similar ability to him) = 30% = B grade.
However, 31% of similar students achieved higher than a B. The minimum target John would be set in Art is a B, though the most likely would be an A.

Individual students are also encouraged to set themselves personal targets, but these must not be below their minimum FFT target.

**Reporting to parents**

A termly progress report is posted to parents containing information on their child’s current achievement in all subjects. The reports include:

**Years 7-9**
- An overall National Curriculum level for each subject based on all assessments completed during the term,
- A student learning profile for each subject,
- An overall attendance figure.

**Years 10-11**
- A forecast grade for each subject, this is the GCSE result that the student is likely to achieve at the end of Year 11 assuming they maintain their current working style and current standard of controlled assessment.
- A student learning profile for each subject,
- An overall attendance figure.

Parent consultation evenings and information evenings are also regularly held throughout the year.