

## Target Setting

Target setting is used to raise standards of achievement and rates of progress at Charnwood College. The targets show what we expect all our students should attain. These targets are added up to give subject and college targets. We use prior attainment assessment to inform our target setting and continuous monitoring of progress. Comparing pupil's attainment against targets allows Charnwood College to intervene where necessary and measure the impact of teaching and learning, tutoring and the curriculum.

Targets are: in the first instance, set in line with national expectations; moderated on approximately a 3 times a year; adjusted upward where a student is outstripping their initial target Starting Point.

When a student arrives in Year 7, all targets at Charnwood College are set using their prior attainment (PA), End of Key Stage 2 Standardised Assessment Tests (SATs) in English and mathematics. Attainment is shown as either a National Curriculum Level (NCL). For example, an average student should reach NCL 4b by the end of Key Stage 2 (KS2) or converted into a Fine level score e.g. a NCL 4b converts to a fine level score of 4.50.

From September 2016 KS2 SATs (current year seven, eight and nine) will be shown on a new-scaled score ranging from 80 to 120. An average student should reach a score of 100 by the end of Key stage 2. The Fine Level scores for mathematics and English (Reading) are added together and then the sum is halved to create the Average Points Score (APS). Taking the APS, the college sets an expected GCSE target. For Maths the GCSE target is just taken from the End of Key Stage 2 Standardised Assessment Tests (SATs) in mathematics and the English taken from the End of Key Stage 2 Standardised Assessment Tests (SATs) in English (reading).

## Secondary Data Collection and Analysis

A new more formal and standardised approach to assessments, data collection and analysis is being introduced at Charnwood College so to produce more reliable data and more useful analysis as we continue in our aim to improve outcomes and the life chances of our pupils.

From **KPI3** (February 2019) assessments will follow a standardised methodology and collection cycle which will allow the Academy to provide in depth analysis across year groups and pupil performance.

## Data Entry (Summative Data)

In core and non-core subjects (in all year groups), teachers are required to enter 4 pieces of information:

1. The % scored in the test
  - a. If this is a non-core subject, a % is still required and a lookup table is provided for staff to assist with this.
  - b. This % will form the outcomes of the **AMLG** – Assessment Most Likely Grade. The AMLG is not seen by the teacher when entering the TMGL (see below)
2. The **Tier** of entry – Higher or Foundation
3. The **TMLG** or 'teacher most likely grade' (predictive grade based on an end of KEY STAGE 4 grade, not end of year)
4. The **ATL** or attitude towards learning score of (5-1) is recorded to communicate pupils attitude towards homework, classwork, attendance at interventions, participation and self-study.

## **Approach**

Data is collected for **all year groups** and for **all subjects**. (the assessment calendar can be found here [\[hyperlink needed\]](#))

In years 7-10, standardised tests are used where they are available (Ebacc Subjects). DRET, subject leads provide the tests and ensure they are appropriate to the schemes of work from the common curriculum. In order that these tests are successful, they are administered in the same way across each academy. It is recommended that:

- Academies do not see the test before the test is due to be taken
- Students take the test in exam conditions (classroom based)

For non-core subjects, teachers are expected to provide an assessment grade based on the work that has been completed up to that point in the academic year. Non-core subjects follow an agreed common marking rubric to enable a level of consistency.

## **Year 11**

**AMLG** – Standardised test will not be used in 2018/19, however the Trust is looking at the validity of these in 2019/20

**Mocks** – Mock grades will be entered into academies MIS systems (Bromcom) and analysed in the same way AMLG/TMLG Grades are

**TMLG** – Predictive grades will be entered into Bromcom and form part of the analysis.

## **Data Collection and Submission Deadlines**

Assessment Submission Deadlines for all Secondary Academies is 5pm on date as illustrated.

## **Reporting**

The DRET central data team issue a standardised parental report following each assessment deadline. **Formative Data**

The summative assessment points do not replace the formative assessment that takes place in academies. These can be administered and used to inform TMLGs or to update summative assessment to ensure the school and the trust have the most accurate projects for the pupils and our academies. Academies should consider the impact of these formative assessments against the increase in teacher and administrative workloads that they bring.