



TARGET SETTING, RECORDING AND REPORTING

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1. Rationale

The Target Setting, Recording and Reporting systems and procedures required for successful data collection and analysis aims to highlight the roles of academy personnel in delivering performance data of individual and groups of students.

2. Staff Roles and Responsibilities

- Policy formulation and scrutiny of data – Senior Leadership Team.
- Oversight of academy data systems – Senior Leadership Team, subject and Heads of Year.
- Data collation systems and SIMS point of entry – SIMS/Data Manager.
- Subject data scrutiny – Middle Leaders with departmental/subject responsibility and Heads of Year
- Class assessment and data entry – class teacher.
- Student reports – Admin personnel and SIMS/Data Manager
- Literacy data – Assistant Principal/Data Manager

3. The Role of Assessment

Assessment at John Whitgift Academy is an integral part of the learning process. Using a variety of methods, it must take a holistic view of the student – personal, social and physical qualities as well as intellectual achievements and spiritual developments. Accurate, meaningful assessment provides a valuable basis to plan learning and for monitoring progress. Communicating assessment information to parents/carers and the wider community enables us actively to involve and demonstrate our achievements. The implementation of this policy is the responsibility of all teaching staff and Learning Support Assistants.

4. Purposes of Assessment

The process of assessment helps students to learn more effectively, by:

- Informing them about their individual progress.
- Involving and enabling strengths and areas for development to be identified.
- Indicating the next step in the learning process and help with target setting.
- Motivating through success.

The process of assessment provides information for teachers:

- Indicating strengths and areas of development in schemes of work
- Indicating strengths and areas of development in teaching styles.
- Indicating the planning needs for further learning and differentiation.
- Indicating which students need support and which need extension.

The process of assessment provides information for others:

- Parents/carers
- Colleagues in school
- In guidance and/or referral (intervention)

5. Guidelines

1. Students must be aware of the aims and purposes of the work they are doing so that assessments are meaningful to them, with learning objectives communicated to students at the start of each lesson.
2. A variety of appropriate methods need to be employed including self-assessment, peer assessment and teacher assessment, both orally and in writing.
3. Appropriate questioning techniques must enable the teacher to assess understanding and adjust teaching.
4. At the end of each lesson, learning needs to be summarised with an appropriate plenary.
5. When grades/marks are given, there needs to be at least one comment giving guidance on how the work can be improved.

6. Group Setting

Students are set according to their literacy and numeracy ability. Social and behavioural issues are not academically agreeable reasons to group a student.

Grouping changes require the approval of the Vice Principal and should be addressed via line management systems.

7. Target Setting

All targets will be informed by using results and previous years' national attainment. (Transitional Matrix). In the core curriculum a minimum of 3 levels of progress for all students and increased levels of progress for the more able students will be expected.

8. Recording and Reporting

Data will be collected six times per year, once every half term, thus allowing subject leaders, Heads of Year and the Senior Leadership Team to scrutinise and assess what progress has been made across the academy.

- At the end of each half termly assessment cycle **a current working at grade/level and attitude to learning grade** will be recorded (see Appendix 1). This data will be held centrally and will be based upon an assessed piece of moderated work.
- In Key Stage 4 (Yr. 9-11, see Appendix 2) a predicted grade will be given for the end of their GCSE/BTEC course. This is the grade a student is most likely to achieve by the end of the course if he/she continues to work and progress at his/her/current level.

This information will enable reports to be sent home to parents/carers at the end of each term (3 per year). It will also enable analysis to take place to identify areas for intervention at both departmental and whole academy level. Once each report has been sent home all students will formally meet with their Mentor in order to review the progress

made and to set clear sustainable targets for the next review. (*copies of targets are to be recorded in student passports*) – see appendix 3

(Appendix 1)

Year 7 Report - Summer Term

**Student
Name**

**Mentor
Group**

SEN Status:

KS2 SATS Scores	
English	5c
Maths	5a

Reading Age	12
Spelling Age	13
Books Read	4
Attendance	98.3 %
Vivo Points	554

Subject	Current Level	Attitude to Learning	Predicted End of Year Level	No of Periods Late
English	5a	1	5a	3
Maths	5a	1	6b	0
Science	5c	1	5b	2
Art	4c	1	4c	0
Drama	4b	2	5c	0
French	4b	1	4b	0
Geography	6c	1	6c	0
History	5b	2	5a	0
ICT	4a	2	4b	0
Music	4a	1	5b	0
PE	4b	1	4a	0
Prep for Life	N/A	1	N/A	0
RE	6c	1	6c	0

(Appendix 2)

Year 9 Report - Summer Term

**Student
Name**

**Mentor
Group**

SEN Status:

KS2 SATS Scores	
English	4b
Maths	4b

Reading Age	14
Spelling Age	15
Attendance	93.4 %
Vivo Points	460

Core Subjects	End of course Prediction	Attitude to Learning	End of course target	No of Periods Late
English	D	1	C	0
Maths	F	1	C	1
Science	E	1	C	0
PE	N/A	1	N/A	0

Option Subjects	End of course Prediction	Attitude to Learning	End of course target	No of Periods Late
Art	C	1	B	0
Drama	E	1	C	0
Sport Studies	P2	1	P2	2
Textiles	C	1	B	0

Teaching and Learning

'Academic review and progress/target tracker'

