Islwyn High School

ARR Policy

Reviewed by: Mr O Williams

Ratified by Governors: 09/05/2024

Date to be reviewed: 09/05/2025

Signed: **Mr J Hicks**   **Mr G Bryce**
            Headteacher   Chair of Governors

AIMS

At Islwyn High School, we aim to ensure that the provision outlined in this policy considers the varied individual needs and expectations of all stakeholders. We aim to ensure that everyone has equal access to this provision regardless of race, ethnic origin, language, gender, disability, age, sexuality, nationality, religious or non-religious belief, family background or any other individual characteristics. We aim to ensure that all stakeholders also share these values.

We believe that good assessment practice derives from close attention to students' progress and draws teachers together in working systematically on achievement. We also believe that Assessment of Learning and Assessment for Learning are inextricably linked.

The quality of assessment has a significant impact on attitudes to learning and on attainment in the school by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students.

It is the aim of Islwyn High School to allow all learners an opportunity to show what they know, understand and can do. In order to help learners develop their understanding, knowledge and skills, assessment is deemed to be a vital tool. Through assessing, recording and reporting on the outcomes of learners' work, in its many forms, we aim to:

- enable learners to develop a clear understanding of what they need to do to take the next steps to progress
- facilitate the setting of clear targets for improvement
- allow staff and learners to plan more effectively
- involve learners and their parents / carers in the learners' progress
- provide our school with the information required to evaluate teaching and learning
- furnish learners with effective feedback on their achievements and areas for development, in order that they may learn more effectively
- ensure that our practices in this area adhere to school policy on equal opportunities.

Assessment, recording and reporting at Islwyn High School should:

- be based on an agreed framework of consistent principles applied throughout the school
- enable the school to fulfil its statutory obligations
- inform teachers' forward planning
- involve the learners, in order that they are aware of the criteria by which they are assessed and that they are provided with the feedback required to enable them to learn more effectively – i.e. 'Assessment for Learning'
- be integrated into curriculum plans – individual departments are responsible for selecting assessment opportunities, procedures and systems, in order that the learner is best served in each subject area
- provide intelligible and meaningful information for parents / carers
- be undertaken using a range of techniques
- be manageable within existing resources and time
- be simple and understood by all.

This document should also be read in conjunction with Islwyn High School's marking policy.

ASSESSMENT, RECORDING AND REPORTING CYCLE

The cycle of assessment, recording and reporting is an integral part of the school's calendar. For the purposes of this document, it has been split into the following areas:

1. Target Setting
2. Assessment of and for Learning
3. Key Stage 3 Moderation
4. Tracking and Monitoring
5. Reporting
6. Whole school evaluation of processes, progress against targets
7. Key Stage 4 Performance Measures
8. Roles & Responsibilities

1.TARGET SETTING

Islwyn High School uses a range of prior performance information, school expectations and teacher judgments in the setting of learner targets for each subject. The School adopts the RADY approach to close the gap in performance of eFSM learners.

Target Setting will take place on an annual process at the start of the academic year based on curriculum studied. Targets are set by the school in Year 7 to 9 and then uses further subject staff professional judgment in Year 10 to 11. Targets are set on the bases of prior performance data and potential performance; aspirational and achievable.

The following table indicate the basis for target setting, tracking and final assessment

Yr	Target Setting	Curriculum	Tracking	Final Assessment
10-11	FFT20 + RADY Catalyst	KS4 Specifications	Fine Grades	Whole Grades
7-9*	CATS, internal tests, NRTs/NNT, key stage two information, reading ages + RADY catalyst	New curriculum	Progression steps, NRTs/NNT and reading ages	Progression steps, NRTs/NNT and reading ages

* Year 9 for 2023/24 will continue with the national curriculum using sub levels and KS3 levels as a final indicator

The target grade awarded is based on barrier free learner responding to challenge, growing independence in their responses to questions/ test and fully active in their learning.

Target setting in Year 7 is completed at the end of the half term taking into account the factors outlined in the table to ensure we make a fully informed decision based on evidence of a learners potential. This rigorous process involves the DH in charge of ARR, the ALNCo, Subject Leaders and Progress Leaders. This information is shared at the end of the first term along with current progress 'tracking' in an interim report. If a parent/ carer seeks clarification over a set target the progress manager will share and discuss the individual data used in creating the target.

INTERIM REPORTS

Regular interim reports track the performance of learner to show their current progress and inform parents/ carers current learning journey. All interim reports will provide a subject target, current tracking point and attitude to learning. The current tracking point on Key Stage 3 (KS3) reports indicates the learners current progression step. The predicted grade on key stage 4 reports represents the predicted final outcome at the end of Key Stage 4 (KS4). These tracking points takes into account more recent progress in classwork, independent work and assessments.

The attitude to learning aspect is based on the pupils' engagement and work ethic towards their learning.

1	**A student is always highly engaged in their learning and has a very strong work ethic to meet deadlines. They can work independently when presented with challenging learning tasks and demonstrate a positive attitude when working with staff and peers.**
2	**A student engages well in their learning activities and has a good work ethic to meet deadlines. With a little direction they can overcome challenging learning tasks and demonstrate a positive attitude approach when working with staff and peers.**
3	**A student's response to learning activities often lacks depth and/or completion. They sometimes demonstrate a respectful approach when working with staff and peers. Their attitude to learning needs improvement in order to show progress in their subject.**
4	**A student's response to learning activities are often incomplete as a result of poor work ethic or attendance. Their attitudes towards staff and peers is also having an impact on potential performance. Their attitude to learning needs significant improvement in order to show progress in their subject.**

2) ASSESSMENT OF AND FOR LEARNING

Assessment of learning is 'summative', i.e. its main purpose is to grade and students' achievement, while Assessment *FOR* learning (AFL) is 'formative', aiming to support and advance students in their learning. Balancing assessment *of* and assessment *for* learning well, it is argued, is a key aspect of an integrative approach to enhancing assessment.
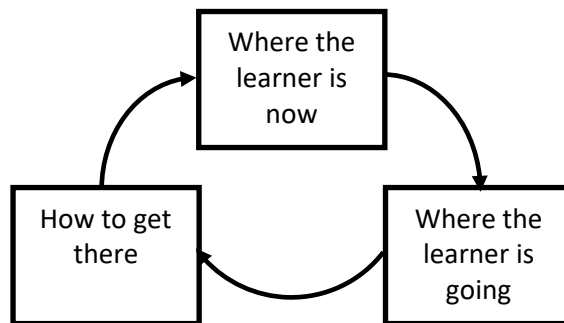
The following table highlights some examples of formative and summative assessments

	Formative Assessment	Summative Assessment
Informal	Questioning Oral and written feedback Peer assessment Self-assessment	Essays in uncontrolled conditions Portfolios Coursework Teacher assessment
Formal	Further analysis of tests, examinations, essays – use of progress points	National reading / numeracy tests Progressions steps

	Target setting adjustments	Key Stage 4 external examinations Departmental tests / examinations Controlled assessments

One way of thinking about AFL is that it aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement. Skilled teachers plan tasks which help learners to do this.

AFL involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about where they are now, where they are going and how to get there.

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        ┌──────────────┐
        │  Where the   │
        │ learner is   │
        │    now       │
        └──────────────┘
   ┌──────────────┐   ┌──────────────┐
   │ How to get   │   │  Where the   │
   │   there      │   │ learner is   │
   │              │   │   going      │
   └──────────────┘   └──────────────┘
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It can be argued that all of the assessment strategies in this table above support AFL if their ultimate use is to help the student progress in terms of their learning.

Effective teachers integrate AFL in their lessons as a natural part of what they do, choosing how much or how little to use the method. AFL can be adapted to suit the age and ability of the learners involved. AFL strategies are directly linked to improvements in student performance in summative tests and examinations. Research shows that these strategies particularly help low-achieving students to enhance their learning.

In AFL, it is the purpose of assessment, rather than the nature of it, that is important.

The five main processes that take place in assessment for learning are:
- questioning – this enables a student, with the help of their teacher, to find out what level they are at
- feedback – the teacher providing feedback to each student about how to improve their learning
- students understanding what successful work looks like for each task they are doing.
- students becoming more independent in their learning, taking part in peer assessment, self-assessment and DIRT activities.
- summative assessments (e.g. the student's exam or portfolio submission) are also used formatively to help them improve.

Islwyn High School, is ultimately working towards both 'Assessment for Learning' and 'Assessment of Learning' being replaced by 'Assessment *AS* Learning' - a process where students are aware of their own learning objectives, where they take responsibility for meeting those objectives, and where teachers assist students in their individualised learning paths.

3) KEY STAGE 3 MODERATION

Given the increased emphasis on teacher assessment at Key Stage 3 and the school's statutory obligations in this area, it is critical that the school's systems for assessment throughout this key stage, whilst still in place, are robust and are applied consistently across the school.

Primary and secondary schools are required to have in place effective arrangements for cluster group moderation. This is where a 'best-fit' judgement on an individual learner's level of attainment is made. Colleagues from the core subjects will meet with their counterparts in our partner primary schools, to firstly effect standardisation procedures and then to moderate the work of selected learners.

A standardisation portfolio will be compiled and regularly reviewed. It is an evidence source compiled by a department to support teachers' understanding of the New Curriculum Progression Steps; this will include samples of learners' work with brief commentaries and annotations showing how they reflect progression steps; it will contain materials relating to all attainment targets and to the full range of progression steps in all NC subjects; It is the stated aim of this policy that all departments work towards developing a standardisation portfolio as an example of good practice.

The main tenet of the whole-school policy in relation to Key Stage 3 is that assessment throughout this key stage focuses principally on the assessment of learners' *skills*, as set out in the revised New Curriculum orders. Learners' progress in relation to the skills specified for each subject should be charted as they move through key stage 3 and this allows subject teachers to make informed judgements in relation to learners' levels of attainment at the end of key stage 3. It is at this point only that definitive levels should be reported to learners and parents / carers.

In arriving at a final judgement in terms of a learner's progression step at the end of Key Stage 3, the following precepts are understood and followed by all teachers:

- Progression steps are determined using a *range* of work undertaken by individual learners *over time*, not just *tests.*
- tests may be used, but only as one strand of evidence within a programme of activities that will provide each learner with opportunities to demonstrate his/her achievements
- teachers undertake a *best-fit* analysis, using the departmental standardisation portfolio as a key reference tool and identifying the level at which the learners' skills are most secure
- a single piece of work can exhibit certain characteristics of a given level only - when a level is reported, evidence for this must be drawn from several pieces of work
- standardisation and moderation processes within departments are critical components of the maintenance and evaluation of a robust and consistent assessment scheme.

The school supports the development of teachers' skills in relation to the above by ensuring that all departments profit from opportunities to attend training events outside of school. Staff also network with colleagues from other schools and use time allocated to departments to share good practice in relation to Key Stage 3 assessment and to coach each other. This aspect of teachers' work features as a regular item on the agenda for departmental meetings.

4) TRACKING & MONITORING

Progress towards the aggregated targets for each class, subject and year group will be analysed at calendared points throughout the academic year as well as at the end of the academic year. This will be done by the Heads of Department & Progress Managers for each year group. This overall analysis will be reported to the Deputy Headteacher and Leadership Team. The Deputy Headteacher will in turn, report this information to the Governing Body.

For KS3 there will be 3 tracking points, 1 per term. For Year 10 there will be 4 tracking points and for Year 11 there will be 5 tracking points.

The Leadership Team will continually review its target setting practice and the tools used to carry out this practice.

5) REPORTING

Formal reports will be issued for Year 11 in the Spring Term and the rest, at the end of the summer term. These will contain the following in each subject area:
- A summary of progress
- Reference to current performance against target grade
- At least one target for improvement

At Key Stage 3, this will also include a personalised National Test summary. These will be emailed to each parent and pupil.

Alongside this report, and also at calendared points throughout the academic year, students will be issued a snapshot of progress, in terms of attitude to learning and performance. At Key Stage 3, this performance will be an indication of progress against global literacy and numeracy progression step score. At Key Stage 4 the performance will be an estimate of final grade based on current attainment. As stated above, for KS3 there will be 3 tracking points, 1 per term. For Year 10 there will be 4 tracking points and for Year 11 there will be 5 tracking points.

It is the latest snapshot that will provide the basis for discussion at parents' evenings and mentor meetings.

The information in each snapshot will be scrutinised by the respective Progress Manager and department leads and acted upon as necessary – already mentioned in previous section. An outline of grading criteria and expectations are below.

KS4 – Below is an example for an A grade

A1	On track for an A grade. Close to achieving the grade above
A2	On track to achieve an A grade.
A3	On track to achieve an A grade although close to the grade below.

KS3 – Below is an example for progression step 3 and the progression step ladder

3S	**Secure in their knowledge of nearly all progression step 3**
3E	**Working at and embedding their skills in progression step 3.**
3D	**Secure in their knowledge of progression step 2 and developing skills of progression step 3**

Progression step	Fine Grade	Descriptor	Rank
4	Secure	4S	11
	Embedding	4E	10
	Developing	4D	9
3	Secure	3S	8
	Embedding	3E	7
	Developing	3D	6
2	Secure	2S	5
	Embedding	2E	4
	Developing	2D	3
1	Secure	1S	2
	Embedding	1E	1
	No evidence		0

6) WHOLE SCHOOL EVALUATION OF PROCESSES, PROGRESS AGAINST TARGETS

This document will be reviewed annually. Any adjustments made will also reflect any changes that the school has to act upon as a result of changes to reporting by WG.

A robust process of self-evaluation is in place. From a teacher point of view, as part of the performance management process, student progress is always the first target. See policy for performance management.

The Headteacher, will meet with every Head of Department in the Autumn Term to discuss performance against targets. At this meeting targets for the following year will also be set.

Individuals and departments may need support, training in order to improve on results achieved.

For all of the above, departmental and whole school evaluation documents will need to be adjusted appropriately, together with the relevant improvement plans.

7) KEY STAGE 4 PERFORMANCE MEASURES

Welsh Government have been working with schools on a range of transitional and interim performance measures for secondary schools that shifts the focus from 'average' to raising our aspirations for all learners.

Now these new measures, based on points scores, have removed the emphasis on the Level 2 inclusive measures for GCSE and the narrow focus on borderline C/D grade pupils that past use of threshold measures has cultivated. This is designed to raise the standards for all of our learners, including our more able and talented.

To this end, we have moved to an updated version of the current 'Capped 9' points score. This includes three specified components at its core, one each reporting on GCSEs which indicate a pupil's outcomes in literacy, numeracy and science. These also stands as a performance measure on it's own. Each of these components is designed to capture every pupil's best GCSE results from the specified subjects.

The remaining six components will comprise pupils' best results for GCSE, or equivalent qualifications approved or designated for delivery in Wales, and as such will be open to local choice.

Specified components	Learning Measures (GCSE only)	Measure type
Literacy	Best of English Language, Welsh First Language, English Literature or Welsh Literature	Average points score
Numeracy	Best of mathematics or numeracy	Average points score
Science	Best of Science	Average points score

This measure will result in a school's average points score for all 3. All schools will be expected to self-evaluate against these points scores, plus the average points score for both learners eligible and not eligible for Free School Meals, along with the performance of boys and girls, to ensure that every child counts and that we value the progress of all pupils across the cohort.

We will expect to see that the remaining 6 components of the Capped 9 reflect the school's context and the breadth of curriculum offered and provide assurances that all pupils are able to follow a curriculum that meets their needs.

In addition to the separate components, schools will also need to self-evaluate against the average points score for the whole Capped 9 and again, the splits between learners eligible and not eligible for Free School Meals and girls and boys. This approach will allow a far more sophisticated and robust analysis of school and learner progress than is currently in operation.

Attainment of the Welsh Baccalaureate Skills Challenge Certificate at Foundation and National level will still be included as specific performance measures to ensure all young people engage with this qualification which provides the skills that both employers and Higher Education require. Additionally, the Skills Challenge Certificate can count in the Capped 9 alongside any other approved or designated qualifications for delivery in Wales. The Skills Challenge Certificate qualification will count if it is one of a pupil's best 6 results outside of the 3 specified components.

The final Key Performance Indicator is the schools 5 A*-A percentage. This measures the percentage of learners who have achieved an A*/A (or equivalent vocational level, Distinction/Distinction*) in 5 or more subjects.

The full list of KPI's are outlined below:
- Average capped 9 point score
- Average literacy point score
- Average numeracy point score
- Average science point score
- Average skills point score
- Percentage of pupils achieving A*-A

8) ROLES & RESPONSIBILITIES

The Headteacher (alongside the Deputy Headteacher (DH) in charge of assessment) should ensure:
- that there is a coherent strategy for the effective management of performance data.
- staff and governors receive training on the interpretation and use of data to inform their planning and student-centered target-setting.
- students' attainment and progress is tracked and the information is used to set SMART (specific, measurable, achievable, relevant, time- limited) targets.
- parents/carers receive information about progress of their children against targets each term.
- the Governing body receives information on progress and standards at each governing body meeting.
- that all statutory targets are set and published in accordance with local, regional and national expectations.
- that evaluation of progress against targets is included within the school improvement plan and self-evaluation documents.

The Head of Department / Subject leader should:
- analyse performance data in their curriculum area and guide colleagues on the setting of challenging attainment and progress targets for each student.
- monitor the progress of students towards their targets throughout the academic year – at each departmental meeting, and take intervention action as and when students are falling behind in their progress.
- evaluate outcomes with reference where relevant to local and national comparative data, focusing on trends over time, the relevant performance of different groups of students; the more and less able, the genders, ethnicity, free school meals and the performance within and progress between key stages. Intervention strategies will then be set in place to prevent under achievement.
- Include progress v target data in the departmental/faculty self-evaluation document along with action taken to address (where appropriate) within the departmental improvement plans.

The Form Tutor should:
- monitor and support students' progress and report particular concerns to the relevant Progress Manager (PM) / Head of Department (HoD) as well as taking intervention action by discussing the issues with the student. Teachers should monitor future academic

progress made by students who have already been flagged as a concern; and

liaise with Additional Learning Needs Co-ordinator (ALNCo) where required to support students.

The ALNCo should:
- analyse performance data and guide colleagues on the setting of realistic and challenging attainment and progress targets for each ALN student.
- monitor progress of students towards the targets throughout the year and other data flows that are appropriate and take intervention action quickly where and when appropriate to raise achievement.
- evaluate outcomes with reference to relevant to local and national comparative data and relevant performance within and progress between key stages.

The Classroom Teacher should:
- gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring/evaluating progress and deciding on in-class intervention strategies.
- encourage students to assess their progress towards their targets and help them to understand what they have to do to improve.
- report the progress of students against their targets to HoD/PM through the year and at the end of each academic year.
- report the progress of students against their targets to parents through interim/full reports and through Parents' evening/mentor meetings.
- celebrate success in meeting targets using the school reward systems.

Students should:
- take responsibility for their own learning using Assessment for Learning techniques and understand what is needed to move to the next level of their learning in order to meet their targets, using self-assessment and evaluation strategies.
- seek advice from the classroom teacher if they are unsure on how to improve in order to meet their target.

The Progress Manager should:
- analyse termly snapshot information, including any information received from relevant people above, to ensure learners are progressing well towards their target grade in each subject.
- communicate with individual learners / parents if concerns with progress and look at any necessary support / interventions that need implementing – target grades may need adjusting downwards at this point.
- communicate with individual learners / parents if learning is exceeding expected progress – target grades may need adjusting upwards at this point.

The Governing Body should:
- through the Chair of Governors, work with the Headteacher to agree these targets on behalf of the Governing body.
- develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them.
- agree action with the Headteacher where progress towards agreed targets are below

expectations.
- recognise and celebrate the effort and success of students and all staff.