



WELLACRE

Assessment, Data and Measuring Progress 2022-23

Context

Good quality data informs staff about the effectiveness of the quality of education each student receives.

All staff at Wellacre play an important role in ensuring that the data which is held on every student is accurate so that it can be used for the following:

Provide teaching staff with the means to identify the extent to which students have learnt the intended curriculum and inform: -

- a) Individual/ class interventions where gaps have been identified.
- b) Adjustments to medium term curriculum planning.
- c) Training and support required for staff.
- d) Inform Governors and leaders at all levels as to how each cohort is progressing in relation to their understanding of the curriculum and enable them to accurately evaluate the school's performance against national measures.
- e) Inform parents of a student's progress
- f) Support students in understanding the extent to which they have learnt the curriculum; helping them to identify gaps in their knowledge and set challenging personal learning goals.

Performance tables Measures 2022-2023

- Progress 8
- Attainment 8
- The percentage of students who achieve a strong pass-grade 5 in GCSE Maths and either GCSE English Language or GCSE English Literature.
- Percentage of students entered for the EBacc.
- EBacc average points score

Definitions of performance measures

Attainment 8

Average Attainment 8 is the student's 8 qualifying scores added up and divided by 10.

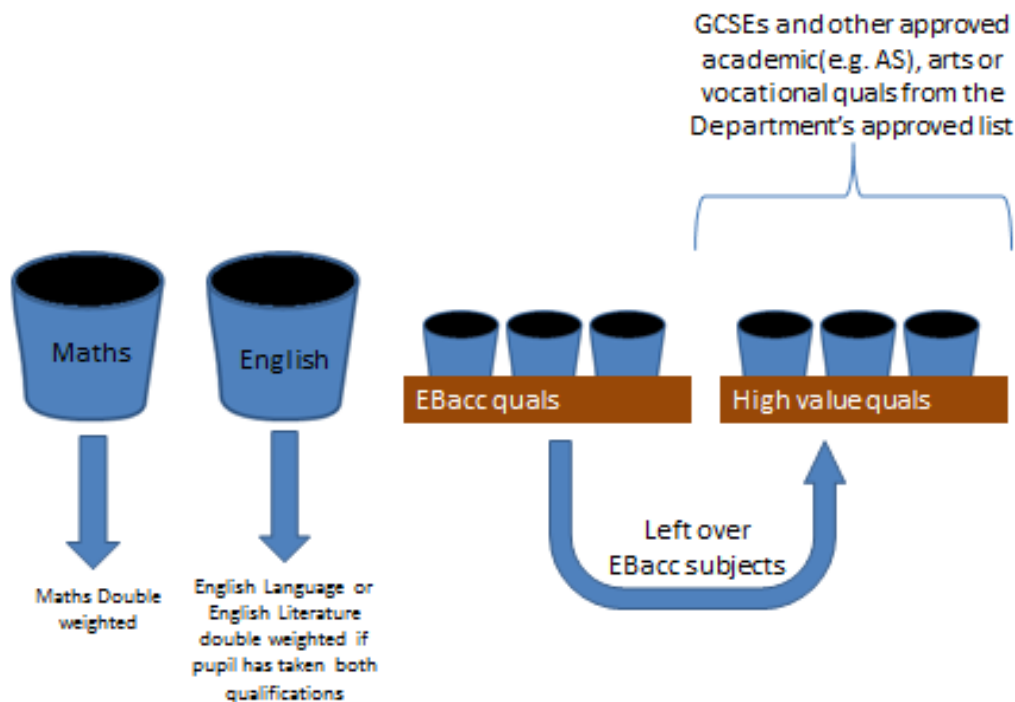
Qualifying 3 Baskets:

1. Maths and English
2. EBACC (3 highest)
3. Open (3 highest of qualifications included in Performance measures and up to three 'vocational qualifications' count)

Maths and English scores are **double weighted**. For English it is the best grade of English Language or English Literature x2 (must take BOTH for ONE to be double weighted). The other English grade will be in basket 3 if it is a higher grade than one of the other qualifications in the 'open' basket.

EBACC includes GCSE Combined Science, GCSE Biology, GCSE Chemistry, GCSE Physics, History, Geography, French, and Computer Science.

Progress 8/Attainment 8 - 2021/22 methodology



In SISRA the Progress/Attainment table for individual students shows the baskets and the scores.

Estimated Attainment 8

Estimated average Attainment 8 score of students nationally with the same KS2 prior attainment.

This is in-built in SISRA . It is used to calculate the Progress 8 for individual students which then in turn contribute to the school Progress 8 figure.

Progress 8

Progress 8 is the student Attainment 8 Score minus the estimated Attainment 8 score.

The school Progress 8 score is the total of the Progress 8 score for each student added up and divided by the number of students.

SISRA does this at both pupil level, whole Year group level and by 'basket'.

KS4 Curriculum options

Students should always have 8 qualifying subjects where possible. In special circumstances an alternative curriculum may be more appropriate for certain students which may mean their qualifying subjects are reduced in number. In these circumstances students need to be looked at on an individual basis for Progress 8.

How we are setting targets for students, 2022-23

KS2 data is used to set students an end of Year 11 target. The DFE have published definitions of low, middle and high prior attainment. Low is a scaled score of less than 100, middle between 100-110 and high is above 110 for KS2 reading and maths. At Wellacre, targets are based on a combination of students' past performance and national data.

Recording, Tracking and reporting progress at KS4

At KS4, targets are based on 9-1 grading for GCSE and D*- L1P for Technical Awards. The target for each subject is displayed in the interim and full reports.

Students' progress is measured against subject specification content under the KS4 assessment framework. This will be reflected in the interim and full reports as a 'working at grade'.

This is in addition to three '**Attitude to Learning**' grades. One each for:

- Commitment to Independent Learning at home;
- Effort in class;
- Behaviour for Learning.

These will be awarded on a scale of 1-4:

- 1=Outstanding
- 2=Good
- 3=Inconsistent
- 4=Inadequate

New for 2022: Recording, Tracking and reporting progress at KS3

At KS3, the purpose of assessment is to establish the extent to which students have learnt the intended curriculum. There are two data captures a year and students are given a judgement for each subject which reflects how much of the intended curriculum they have learnt. This is shown in the table below.

KS3 judgement	Description
Mastering (M)	Students have learnt a significant amount of the intended curriculum. They have acquired extensive knowledge and understanding in the subject, and have developed skills which they can apply with fluency.
Securing (S)	Students have learnt a substantial amount of the intended curriculum. They have acquired significant knowledge and understanding in the subject, and have developed skills which they can apply with a degree of fluency.
Developing (D)	Students have a sound understanding of the core concepts of the intended curriculum. They are able to apply their skills and understanding to some tasks with success, but there are gaps in their knowledge.
Emerging (E)	Students' knowledge and understanding of the intended curriculum is limited. They have gaps in their knowledge and, as a result, skills are underdeveloped in some areas.

This is in addition to three '**Attitude to Learning**' grades. One each for:

- Commitment to Independent Learning at home;
- Effort in class;
- Behaviour for Learning.

These will be awarded on a scale of 1-4:

- 1=Outstanding
- 2=Good
- 3=Inconsistent
- 4=Inadequate

Informing students of their progress

Students at every Key Stage should be aware of what areas of the curriculum they have learnt and in which areas they need to improve in all subjects. Knowledge organisers should provide the tools for students to close gaps independently, with learning strategies to aid memory and understanding explicitly embedded in classrooms and at home. All students also have access to fortnightly resources on Google classroom, for every subject, which are aligned to the curriculum plans.

KS3 curriculum overviews will be shared with students so they understand the big picture of the curriculum and how the Common Interim Assessments (CIA) support their progress. They should

understand the language used to describe their progress in each subject, which is reflected in assessment criteria and 'actions' set for students in teacher feedback.

KS4 GCSE/ Vocational course specifications should be shared with students so they understand the big picture of the curriculum and how assessments support their progress throughout the course. This should also be reflected in assessment criteria and actions set for students in teacher feedback.

Data Capture points, 2022-2023

There are two data capture points throughout the year. There are no separate exam reports and RESPECT data is not collected for any year group at any time.

Interim reports will be produced for one of the data captures and the second will be published as the full report. Full reports will also include a personalised comment from the student's Achievement Tutor which recognises their wider personal development and achievements.

Assessments are explicitly tailored to the taught curriculum. **As such, they are planned as part of the curriculum, with the curriculum determining when assessment occurs and not the data capture point.** Heads of Faculty may use a number of Common Interim Assessments to determine the extent to which the students have learnt the intended curriculum. The process of assessment and marking must be consistent across the subject to ensure consistency of progress judgements made.

At every Data Capture, Heads of Faculty should;

- **Ensure that every student is given the opportunity** to be assessed against the intended curriculum for the subject/qualification they are studying.
- Ensure student work is **moderated**. Data must be **relevant, rigorous and reflect the assessment criteria** for the qualification the student is studying. **What is put in the system should represent an accurate picture of student progress against the intended curriculum.**
- **Ensure that the data entry is complete and correct** for their curriculum area ahead of the deadline, ensure gaps are filled.
- Ensure that the **'Attitude to Learning' (ATL) grades awarded meaningfully reflect the effort and commitment made by the student** in class and at home, and is not merely a reflection of their ability in the subject. It is important that we are clear in our distinction between, for example, the 'coasting' high achiever who might make little effort and avoids challenge with the hard working middle attaining student who embraces challenge and seeks and acts on feedback.
- **Analyse data** to identify emerging patterns, areas of strength and those causing concern.
 - To what extent have students (including students in key groups) learnt the intended curriculum. What are the gaps in knowledge? Which classes or individual students need support?
 - Are there areas of the curriculum that will need to be adapted in order to support the progress of the students?
 - What needs to be retaught before the next data capture?

- What adaptations need to be made to curriculum plans and resources for next time?
- What are the ATL grades? What can be done with those students who are underachieving as a result of their own approach to learning? Are there particular classes with poor/ good ATL? **Seek advice and support from ATs, Heads of House, Learning Support and Pastoral Assistants** should they be concerned as to pastoral matters which are contributing to lack of progress
- Ensure that they **celebrate the progress of students** against the intended curriculum within their Faculty/Subject area
- **Implement intervention and support strategies** for individual or groups of students whose progress gives cause for concern
- Be mindful that the data is shared with parents and they should **respond swiftly to any parental enquiries regarding progress and achievement** of students in their subjects
- **Meet with the ALT link** to discuss the impact of the curriculum and teaching and learning.
 - To what extent are students learning the curriculum
 - What are the gaps in knowledge
 - What are the misconceptions
 - Which classes or individual students need support
 - What needs to be re-taught before the next data collection
 - What adaptations need to be made to curriculum plans and resources for next time
 - What needs to be developed in faculty CPD as a result

These curriculum conversations should be a regular part of ALT link meetings, including discussions about the strategies and curriculum changes that were adapted following the analysis from the data capture.

At every Data capture point Heads of House should:

- Analyse and use attendance, punctuality, and behaviour data to inform next steps and highlight clear priorities.
- Analyse ATL in order to establish links between behaviour, attitude, commitment and underachievement. Where appropriate work with the inclusion team, HOFs, classroom teachers and achievement tutors to put actions in place which will improve outcomes for students.

At every Data capture point, classroom teachers should;

- Ensure that all judgements/ grades are correct and that the faculty's procedures for marking and moderating have been followed.
- **Ensure that the data entry is completed** for their classes by the deadline set on the assessment calendar.
- Ensure that the '**Attitude to Learning**' (ATL) grades are awarded meaningfully to reflect the effort and commitment made by the student in class and at home, and is not merely a reflection of their ability in the subject. It is important that we are clear in our distinction between, for example, the 'coasting' high achiever who makes little effort and

avoids challenge with the hard working middle attaining student who embraces challenge and seeks and acts on feedback.

- Evaluate the assessment data of their classes, students in key groups PP, SEND, More able, EAL, Looked After. To what extent have they learnt the intended curriculum and what interventions/ adaptations to the curriculum will need to be put in place to support progress within their classes? Where appropriate seek advice and support from the inclusion team and Head of faculty.

For shared classes, the **Main Class Teacher** is the one with primary responsibility for the above but all teachers of any class should share information and strategies to support students' progress and regularly reflect on the impact of their teaching on student progress.

Interim Reports

INTERIM REPORTS ALL YearS	Data collection deadline to HOFs All subjects	Data collection deadline to office All subjects 12pm	Completed Interim Report published
DC1 AUTUMN Year 11	Thu 10.11.22	Tue 15.11.22	Thu 24.11.22
DC1 AUTUMN Years 7-10	Thu 01.12.22	Tue 06.12.22	Thu 15.12.22
DC2 SPRING Year 11	Thu 16.03.23	Tue 21.03.23	Thu 30.03.23
DC2 SUMMER Years 7-11	Thu 18.05.23	Tue 23.05.23	Published with Full report

Full reports

Year Group	Start Date for Data Check and pastoral report writing	Closing Date for Subject teachers and pastoral reports (Tutors and HOH)	Closing date for HoH checks 12pm	Publication date through PS Engage	Data Source
Year 11 Full Report	Mon 03.10.22	Thu 10.11.22	Thu 17.11.22	Thu 24.11.22	DC1
Year 10 Full Report	Mon 20.02.23	Thu 18.05.23	Thu 25.05.23	Thu 08.06.23	DC2
Year 9 Full Report	Mon 17.04.23	Thu 08.06.23	Thu 15.06.23	Thu 22.06.23	DC2
Year 8 Full Report	Mon 17.04.23	Thu 15.06.23	Thu 22.06.23	Thu 29.06.23	DC2
Year 7 Full Report	Mon 17.04.23	Thu 22.06.23	Thu 29.06.23	Thu 06.07.23	DC2