



Holyport College

Data and Assessment

Title	Assessment and Progress Policy
Person responsible for policy formulation, implementation, maintenance and evaluation	Assistant Head Master (Data and Assessment)
Persons consulted	Head Master Deputy Head Master (Academic) Assistant Head Master (Head of Sixth Form)
Status	
Approved Date	SLT 09/06/23 GCC 22/06/23
Date of future review	

REVISION STATUS TABLE

Revision No	Effective Date	Summary of Revision	Reviewed		Approved/Noted	
			By	Date	By	Date
v1.0		Original Policy				
v1.1	01/09/2019	Addition of A Level Information	DHU/GAL	07/2019	SLT	07/2019
v1.2		Review				
v2.0	01/09/2023	Rewrite to reflect changes in practice	DHU	05/2023	SLT GCC	06/23 06/23

POLICY DOCUMENT PERIODIC REVIEW

This Policy document is subject to a periodic review by Holyport College that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. Holyport College reserves the right to amend this Policy by notice following such review in circumstances in which it considers such change to be necessary or appropriate.

CONTENTS

Holyport College - Our vision for Assessment and Progress	4
Objectives	4
Roles and Responsibilities	4
Key Terminology	5
Aspire Grade	5
Minimum Expected Standard (MES)	5
Flightpath Grade	5
The 7 Cs	5
Trials	5
Curriculum Support Department	5
Aspire	6
Setting Aspire Grades and Minimum Expected Standard Grades	6
Year 7	6
Year 12	6
Students joining at other times	6
Curriculum Support Notification	7
Altering Grades	7
Raising Aspire Grades	7
Lowering Aspire Grades	7
Changing MES Grades	7
Achieve	8
Flightpath Grades	8
Definition	8
Clarity	8
Flexibility	8
Assessment Planning	8
Curriculum Planning	8
Departmental Assessment Plans	9
Assessment and Reporting Structure - KS3 and KS4	9
Assessment and Reporting Structure - KS5	9
Reports Containing Grades that are not Flightpaths	10
Mock Examinations	10
University Prediction Exams	10
Succeed	11
Feedback Policies	11
Holyport College Reports	11
Succeed Statements	11
Reporting Attitude to Learning	12
Reporting on the 7Cs	12
Red and Green Lists	12
Departmental Data Analysis	13
Student Reflections on Reports	14
Reporting to SLT and Governing Body	15
Celebrating Academic Success	15
Learning from External Examination Data	15
Appendices	17

Appendix 1 - Exemplar Assessment Plans	17
Year 10 AUT2: English Language Paper 1	17
Year 9 AUT2	18
Appendix 2 - Exemplar Feedback Policies	19
Appendix 3 - Exemplar College Report	21
Appendix 4 - Examples of Departmental Succeed Statements	22
Appendix 5 - Exemplar Red List/Green List	24
Appendix 6 - Blank Departmental Data Analysis Sheet	26
Appendix 7 - Student Reflection Proforma	26

Holyport College - Our vision for Assessment and Progress

At Holyport College, we are aiming to implement a process for assessment which accurately measures and tracks the progress which students are making; which communicates this progress clearly, regularly and comprehensively to all stakeholders (the students themselves, parents, the leadership of the College and the governing body); which supports the timely identification of individuals or groups of students who may be making less progress than their peers and which is, ultimately an integral contributor to the progress which they are making. The ultimate purpose of assessment at Holyport College is progress.

Objectives

- To ensure that every student at Holyport College makes rapid and sustained progress, regardless of their ability or prior attainment
- To ensure that students' attainment targets are ambitious and transparent and that they support students in making progress which will lead them to academic success
- To ensure that both students and parents are kept regularly informed of students' progress and that they are aware of current attainment levels and what the student needs to do to improve
- To ensure that all teachers are clear as to their responsibilities and that they are guided in how best to support students' progress and how to assess their attainment accurately and consistently
- To ensure that the College (and, in particular, its Senior and Middle Leadership) is able to effectively and forensically analyse the progress of its students
- To improve the quality of students' learning by ensuring that assessment data is used to inform the planning process, to evaluate the effectiveness of the curriculum and to ensure that lessons are appropriate, challenging and engaging

Roles and Responsibilities

Good use of progress data is a part of the core responsibility for ALL teaching staff at Holyport College, no matter their role.

Governing Body

To analyse and challenge progress data provided by the College and to hold the leadership team to account for the progress the students are making.

Data and Assessment Team

Oversee, direct and lead the Holyport College Assessment and Progress Strategy

Mr Ben McCarey Head Master

Mr Adam Bicknell Deputy Head Master (Academic)

Mr Daniel Hubbard Assistant Head Master (Data and assessment)

Mr Graham Alford Assistant Head Master (Head of Sixth Form)

Mrs Rosalind Weller Data Officer

Heads of Department

Ensure that students make good or better progress across their subject area. Ensure that assessment deadlines are adhered to; routinely analyse progress data for their subject area, identifying trends and planning interventions as appropriate.

All Teaching Staff

All teachers are responsible for the progress of the students in their classes. They should provide frequent and accurate assessment data as outlined in this policy and utilise said data to inform the planning of appropriately pitched and differentiated lessons.

Key Terminology

Aspire Grade

Students at Holyport college are given an Aspire grade in each of the subjects that they study. This is a grade for the students to aspire to and is therefore set at a high level. Details on generating aspire grades given in the 'Aspire' section below. The purpose of this grade is to motivate students. If the grade is not having this effect because it is either too high or too low then processes exist to allow this grade to change.

Minimum Expected Standard (MES)

MES grades are not published to students or parents. They serve to trigger various actions should students fall below them. MES grades cannot be changed by staff. Details on generating MES grades are given in the 'Aspire' section below.

Flightpath Grade

When submitting data for central processing staff are asked to provide a flightpath grade for each student. The definition of 'flightpath grade' that we use at the college is:

"Based on recent evidence, what is the GCSE/A Level grade likely to be achieved if the student continues to work with present rates of application, attitude and effort"

'Recent evidence' will often be a trial or a series of departmental assessments. It is essential that flightpath grades are based on the evidence of student work and not on the teacher's impression of the student's ability.

The 7 Cs

The 7 Cs are attributes of outstanding learners taken from the research of Prof. Bill Lucas and Prof. Guy Claxton. The college uses these within its House Point system.

The 7 Cs are:

Confidence

Curiosity

Collaboration

Communication

Creativity

Commitment

Craftsmanship

Trials

Trial is the name given to formal internal assessments that take place three times a year at Holyport College

Curriculum Support Department

The Curriculum Support Department at Holyport College works to enable all students to access the curriculum. This includes those with SEND and other welfare needs.

Aspire

As a College we aim to have high aspirations for all of the students that study here. This section of the policy is predominantly about the ways in which Aspire grades are set and altered. It is very important that no student ever sees the Aspire grade they are given as a limit on their ability or potential.

Setting Aspire Grades and Minimum Expected Standard Grades

Holyport College seeks to be academically aspirational. As such we expect all students to make progress in line with National averages and to aspire to grades in the top 20% of students with similar starting points. Therefore Aspire grades and MES grades are calculated using the following processes.

Year 7

The majority of year 7 students will have completed Standard Assessment Tests (SATs) at the end of KS2. The Fischer Family Trust (FFT) analyse these SATs results within the national context and provide a number of predictions regarding the possible GCSE outcomes of students. The College uses the FFT50 metric for the calculation of its MES grades and the FFT20 metric for its Aspire grade calculation.

In addition to this, students in year 7 will sit Cognitive Ability Tests (CATs) either as part of their induction or during the first weeks of term. These tests also produce predictions for the possible GCSE outcomes of students. The College uses the 'standard' prediction for the calculation of its MES grades and the 'if challenged' prediction for its Aspire grade calculation.

To calculate Aspire grades for a student:

- Where both FFT20 and CAT 'if challenged' predictions exist the average will be used. If this average is between two grades it will be rounded up
- Where only the CAT 'if challenged' prediction exists (student has no KS2 SAT data) this will be taken as the Aspire grade

To calculate the MES grades for a student:

- Where both FFT50 and CAT predictions exist the average will be used. If this average is between two grades it will be rounded up.
- Where only the CAT prediction exists (student has no KS2 SAT data) this will be taken as the MES grade

Year 12

The College uses Alps Education to set its Aspire grades for year 12 students. Alps uses a student's GCSE results and the historical national picture to provide predictions of their A Level outcomes. These predictions are given at a number of different levels. The College sets its Aspire grades at the 90th percentile. Alps provides A Level Aspire grades that can be between two grades eg. A/B.

To calculate the MES grades for students:

- Where the Aspire grade is a whole grade the MES will be two grades below this.
- Where the Aspire grade is between grades the MES will be 1.5 grades below this.

Students joining at other times

Where students join the College mid-year, Aspire and MES grades will be taken from FFT or Alps if the requisite prior data is available. If this data is not available teaching staff and Heads of Department will be consulted to provide students with temporary Aspire and MES grades. These temporary grades will be updated when the next CATs testing takes place (usually in September).

Curriculum Support Notification

When generating Aspire Grades and MES grades for KS3 and KS4, students for whom the FFT targets and the CAT targets differ by more than one are noted and passed onto the Curriculum Support Department.

This can prove particularly useful if the CAT target is higher than the FFT target as this would indicate that the true ability of the student may not be well reflected in exam performance. This is something that the Curriculum Support Department may wish to investigate further.

Altering Grades

Aspire grades are provided to motivate students. It is important therefore that these grades are set at a level that achieves this purpose. For the majority of students in the majority of subjects the Aspire grade calculated using the methods outlined above serve this purpose, at least initially.

Raising Aspire Grades

It is recognised that if an Aspire grade is too low students may no longer be motivated to work hard as they may believe they have reached the limit of their ability. Therefore Heads of Department have the ability to request an increase in Aspire grade at 3 points during the year. HoDs may request an Aspire grade change as a result of:

- The HoD's data analysis
- A suggestion from the Data Team after their analysis
- A request from a Tutor or House Master
- A request from the Curriculum Support Department
- A request from the Parents of a student

Often initial grades will be raised if a student has a particular ability in Music, Sport, etc as these are not reflected in the outcomes of the KS2 or CATs testing.

Lowering Aspire Grades

In some cases an Aspire grade may demotivate a student by being too high. If the Aspire grade seems unattainable then this can be damaging to a student's confidence and will not result in continuing hard work. In these cases a Head of Department may request a reduction in the Aspire grade. Where this is approved by the Data Team the Head of Department is expected to contact the parents of the student to explain the rationale behind the change. Decisions regarding changes of Aspire grade at sixth form will be considered by the Sixth Form team and communicated by tutors. It is very unlikely that the Data Team will approve a request that takes the Aspire grade below the MES. This may be possible in exceptional circumstances and the Curriculum Support Department will be consulted in these instances.

Changing MES Grades

The only time the College will alter a student's MES grade is when it changes from a temporary MES grade to a permanent one after CAT testing (see above). This allows the College one fixed datapoint for each student which is useful when looking at data over a longer time period. One of the metrics commonly used to assess student progress is the residual of the current grade to their MES grade. This is particularly useful for those students within the data analysis software who do not feature in Progress 8 calculations due to a lack of KS2 data. If a student falls below their MES grade then it is likely that further intervention is necessary.

Achieve

This section of the policy addresses how the flightpath grades that we give to students are generated.

Flightpath Grades

Definition

When submitting data for central processing staff are asked to provide a flightpath grade for each student. The definition of 'flightpath grade' that we use at the college is:

“Based on recent evidence, what is the GCSE/A Level grade likely to be achieved if the student continues to work with present rates of application, attitude and effort”

Recent evidence will often be a trial or a series of departmental assessments but may also be based on a performance, project, extended piece of work, etc. It is essential that flightpath grades are based on the evidence of student work and not on the teacher's impression of the student's ability. This definition of a flightpath grade is used at KS3, KS4 and KS5.

Clarity

Flightpath grades are easy for parents, students and staff to understand. Generally, if a student receives the same flightpath grade in each report from y7-11 or in y12 and 13 then they are making good progress. If a student's grades drop then various actions may be taken and these are outlined in the Succeed section of this document. If a student's flightpath grades have risen then this will be celebrated and their Aspire grade may be altered.

Flexibility

The major benefit of using flightpath grades as defined above is that they can be used flexibly to suit the needs of the varying subjects in the college. Generally progress in subjects is made in either a linear way or a modular way but sometimes these are both combined.

- **Linear Progress**

This is often seen in subjects where key skills are developed over time. These skills (essay writing, performance, composition, argument from stimuli/extracts/sources, etc.) are then applied in various ways to a number of different topics. Flightpath grades allow teachers in these kinds of subjects to assess how well developed these skills are at any given time and to extrapolate (based on clear criteria and evidence - see below) a possible endpoint skill level.

- **Modular Progress**

This is seen in subjects that are taught one topic at a time. A student's performance in a given topic/module will be indicative of their endpoint grade and this will be reflected in the flightpath grade awarded.

Assessment Planning

Flightpath grades can easily become 'teacher best guesses' without a clear process for generating them. If teachers ignore the 'based on recent evidence' part of the definition then the grades given will lack consistency, reflect the conscious and unconscious biases of the teachers and ultimately be less meaningful. In order to generate flightpath grades that are useful for both intervention with students and data analysis on a broader level the process of assessment planning has been implemented.

Curriculum Planning

Curriculum plans outline what students will be expected to learn at the college. These plans can be found on the college website (www.holyportcollege.org.uk/curriculum/curriculum-overview). When students are assessed they are assessed on the material within these curriculum plans.

Departmental Assessment Plans

Each department has an Assessment Plan for KS3 and KS4. The aim of the assessment plan is to ensure that there is consistency in the awarding of flightpath grades, both within the department and over time.

For each year group and for each trial the assessment plan includes:

- The knowledge being assessed in the trial
- The skills being assessed in the trial
- Criteria for the awarding of flightpath grades for this trial
- Links to exemplar material for flightpath grades for this trial
This is particularly important where skills are gained in a linear fashion. The exemplar material will usually consist of work completed by students in previous years who went on to receive the endpoint grade for the flightpath grade being evidenced
- Links to the trial papers

Exemplar assessment plans can be found below in Appendix 1

Assessment and Reporting Structure - KS3 and KS4

Students in years 7 - 10 sit formal trials three times a year. These take place in classrooms and are supervised by staff. Access arrangements are applied wherever possible. The trials take place in the final week before the Christmas break, the final week before the Easter break, and in the second half of the Summer term. A trials timetable is produced for each set of trials and students are taught how to revise effectively for them. The trials form the main piece of evidence in the generation of flightpath grades for the students in their subsequent reports. The results of the trials are also used in a variety of ways outlined in the 'Succeed' section of this document below.

Art, Drama, Music, and PE do not conduct trials in the same way for KS3. Here, a project or performance will be assessed at some point during the term to provide the necessary evidence for a flightpath grade. How this project or performance is graded will be outlined in the department's assessment plan.

Flightpath grades are also collected for years 10 - 11 during the week before October half term. These are based on a piece of classwork completed in less formal conditions than those that would normally be in place for trials.

Assessment and Reporting Structure - KS5

A continuous assessment model is used at KS5 to allow staff flexibility in the way that they assess students. At 7 points during KS5 staff are required to report a flightpath grade based on the evidence they have gathered. This evidence may include topic assessments, project work, performances, etc. but this should be formally completed with students aware of the fact that it will be graded.

Under development

Assessment plans for KS5 are currently under development. The continuous nature of assessment at KS5 means that these will necessarily look different from those used at KS3/4. They should include:

- How the content in the Sixth Form curriculum plans are assessed
- Why the department has chosen to assess in this way
- The frequency with which students are assessed
- How the assessments are graded
- How the grades given in the assessments are combined to generate a well evidenced flightpath grade for reporting

Reports Containing Grades that are not Flightpaths

Mock Examinations

When the results of Mock Examinations are reported, flightpath grades are not used. Mock exams take place formally in the Examination Hall under the supervision of external invigilators. The Mock Exams for year 11 and year 13 take place in January.

Potential Grades

Definition: “*The grade a student could achieve provided they work hard between now and the endpoint exams*”. This grade is designed to be optimistic but realistic.

The data reported to students and parents after Mock examinations is as follows:

Year 13 Mock

- The grade the student achieved in the Mock

A potential grade is also collected for internal use but not reported.

Year 11 Mock

- The grade the student achieved in the Mock
- A Potential grade

University Prediction Exams

At the end of year 12 students take their University Prediction Exams (UPEs). These serve as a Mock Examination and as the primary evidence for the generation of UCAS grades.

The data reported to students and parents after UPEs is as follows:

- UPE grade
- UCAS Grade

The college has further procedures for the generation of UCAS grades which are distributed to staff and explained to students annually.

Succeed

At Holyport College we believe that if we assess students and collect data then we must do so in order to benefit the students. This section outlines all of the actions that take place after a data drop that have been put in place to help students to succeed in their studies.

Feedback Policies

High quality feedback is widely regarded to be one of the best ways to improve student outcomes. Therefore Holyport College does not have a marking policy but instead have departmental feedback policies. Staff are required to:

Give meaningful feedback to their students once every three weeks. Students must be able to respond to that feedback in order to improve some aspect of their knowledge or practice.

Each department within the college has been given autonomy to design a system that meets these criteria. They are also able to stagger this workload in whatever way works best, as long as the three week cycle is maintained. Giving feedback on trials may form part (but not all) of a department's feedback policy.

Meaningful feedback can take the form of:

- Written feedback in books
- Written feedback given digitally and recorded in Google Classroom
- Feedback 'stickers' added to books/work
- Verbal feedback given to the class with students taking relevant notes to enable them to respond (predominantly KS5)
- Verbal feedback given digitally and recorded in Google Classroom
- Etc

Where students are responding to feedback this should be clearly identifiable. This may be achieved with a different coloured pen (green is commonly used), a clear title, a section in a folder etc.

Each department has a feedback policy which is held centrally.

Each department's feedback policy contains:

- The kind(s) of work students are to be given feedback on
- What that feedback will look like
- How students are expected to respond to the feedback

Any documents used by the department in giving feedback to students. Exemplar policies can be found in Appendix 2.

Holyport College Reports

Reports are issued to Parents and Students at each reporting point. They are designed to be beneficial to all parties without adding to staff workload unnecessarily. The first section of the report gives the Aspire Grade and the Flightpath Grade for each of the subjects studied by the student. Each subject also provides a 'succeed' statement designed to help students to improve (see below). The second section of the report is the learner profile and focuses on House points and behaviour points. Exemplar college reports are given below in Appendix 3.

Succeed Statements

An important part of the College reports are the 'succeed' statements. These appear on every report and should complete the statement *'In order to succeed further in this subject you now need to...'*. These statements ensure that students are able to take actions based on the information in their reports and that their parents and tutors know how to support them in this.

At KS3 and KS4 succeed statements are generated at a departmental level for each of the assessment points in the year. They are based on the knowledge and skills that have been assessed (which are outlined in a departments Assessment Plan). This allows the feedback that students get in their reports to be targeted, timely and useful. Examples of departmental succeed statements are given in Appendix 4 below.

At KS5 succeed statements are written by teaching staff. This allows teachers to be even more targeted in the feedback that they give. Statements must still complete the statement given above. Some departments may choose to have a centralised list of statements for each of the reporting points to ensure consistency within the department.

Reporting Attitude to Learning

Each student will also receive an Attitude to Learning grade in each of the subjects that they are studying. These are awarded on a 4 point scale.

1. Outstanding
2. Good
3. Requires Improvement
4. Inadequate

This is displayed on the college report using colour coding in the Achieve section.

Reporting on the 7Cs

House points at Holyport College are awarded in the following categories:

Confidence

Curiosity

Collaboration

Communication

Creativity

Commitment

Craftsmanship

These are known as the 7Cs and are widely recognised as characteristics of good learners. They originate in the book *Educating Ruby*¹ by Professor Bill Lucas and Professor Guy Claxton. When these characteristics of good learning are seen in the college students are awarded House Points. A bar graph showing the number of House Points achieved by the student in each of the 7Cs is included in their report. This helps students, parents and tutors identify those aspects of being a good learner that students could work to improve and to celebrate and further utilise areas of strength.

Red and Green Lists

At KS3 and KS4 red and green lists are produced and circulated to the pastoral and curriculum support staff in the college after each reporting point. These lists comprise of students who are below (red) or above (green) their MES grades in a large number of subjects. The red list is used by House Masters and the Curriculum Support Team to check for any underlying issues that might have led to a dip in academic outcomes. Actions taken by House Masters, Tutors and Curriculum Support are recorded here and may include:

- Contact and collaboration with parents
- Meeting with the student
- Observation of the student's lessons
- Sending additional information about the student to classroom teachers
- Putting a student on Housemaster Report
- Putting a student on Tutor Report
- Daily monitoring

¹ Guy Claxton and Bill Lucas. *Educating Ruby: What Our Children Really Need to Learn*. Crown House Publishing LLC, 2015.

- Putting student on a punctuality report
- Attendance check/putting student on an attendance report
- Bespoke action arranged by Curriculum Support

At the next reporting point it is expected that the House Masters and the Curriculum Support Department will rate the impact of their actions.

The Green lists encourage the pastoral staff to celebrate the success of students who are doing well across the board. Positive actions (House Points, communication with parents, etc) are recorded here.

An exemplar Red/Green list is given in Appendix 5.

At KS5 a similar process takes place to identify students who are not making expected progress. Those who are below their MES grade are highlighted by the Sixth Form Team and then the following actions are taken.

- Parents and students are contacted
- Conversations are had to give guidance on how to improve
- Questions about the welfare of the student may be raised in these conversations where necessary
- The actions agreed in these conversations will be recorded
- Whether these actions have been completed satisfactorily will be reviewed periodically

The person responsible for having these conversations with parents and students is decided in the following way:

- If a student is below MES in 1 subject - Head of Department (or a teacher they have delegated this task to)
- If a student is below MES in 2 subjects - Sixth Form Tutor
- If a student is below MES in 3 or more subjects - Head of Sixth Form

Departmental Data Analysis

For KS3 and KS4 departments carry out their own analysis of the student data to ensure they provide the necessary support for students who need it. They are also asked to celebrate the successes of individuals within their subjects. This is all done on the departmental data analysis sheet.

The departmental data analysis sheet requires the following from heads of department:

- A summary of the grades achieved in each of the year groups
This is then used to calculate the percentage of students achieving a 9, 7 and above, 5 and above, 4 and above.
- Responses to the statement *'as a result of this data set I believe we need to offer additional support to the following individuals'*

The additional support intended may be:

- Extra attention/support in class
- Scaffolded work/resources
- Additional work/resources to complete independently
- Additional feedback to be given through marking
- Contact and collaboration with parents
- Expected attendance in intervention lessons
- Change to grouping or seating within lessons
- Change of teaching group
- Responses to the statement *'as a result of this data set the following positive actions need to take place'*. These positive actions may include:
 - Contact with parents
 - Public praise given to student
 - House Points awarded

- Request of Aspire grade change
- Extension work given
- Change of teaching group

At the next reporting point it is expected that the department will rate the impact of their actions. Deciding on changes to Aspire grades and changes to curriculum and assessment plans also form part of the analysis completed by departments. An example of a departmental data analysis sheet is given below in Appendix 6

Under development

The process of data analysis is currently in the process of becoming more automated at all Key Stages. In the future it is hoped that the actions of Heads of Department described above will be reduced and replaced with a more reflective task similar to the 'provision reviews' currently used in other areas of the college. These include:

- Areas of Strength
- Areas for Development
- Actions

Student Reflections on Reports

It is important that students reflect on their own practice in order to make improvements to their outcomes. At KS3 and KS4 students spend time on their own and with their tutor reflecting on each report they receive. In order to facilitate student reflection and the subsequent conversations a proforma is used which includes areas for students to comment on:

- Areas of their report where they have done well
- Areas of their report where they can improve
- Which of the succeed statements on their report they want to focus on in the following term
- Which of the 7Cs they would like to work on developing in the coming term
- Anything they have done (either inside or outside of the college) in the last term that they are proud of
 - Playing for a college team
 - Performing in music/drama
 - Completing a project
 - etc

At the following report point there is also a place on the proforma for students to reflect with their tutors on whether or not they have made progress in their areas of focus since their last reflection.

It is expected that form tutors will speak individually to each of their tutees in the weeks after reports are published to ensure this reflection is completed in a way that benefits the students. House Masters are responsible for ensuring that this activity is consistently completed.

A copy of the student reflection proforma is given in appendix 7.

At KS5, because assessment is continuous the process of reflection is also continuous. After each module test/assessed piece of work/etc. students are expected to reflect on their outcomes and identify areas for improvement. This is done within subject areas rather than with the tutor. The Sixth Form team have provided departments with an underlying format for this reflection which each department has adapted to meet their needs. Generally these assessment records include places for students to record:

- The content assessed in the test/project/piece of work
- The grade achieved in the test/project/piece of work with a comparison to their Aspire grade
- Areas of their assessment where they have done well
- Areas of their assessment where they need to improve
- What they intend to do in response to the feedback on this assessment in order to improve

KS5 students will retain these assessment records in the files. An exemplar assessment record is given in Appendix 6 below.

Reporting to SLT and Governing Body

After each major reporting point the SLT is provided with a report on the data produced. Where requested this report is also circulated to the Governors Curriculum Committee for scrutiny. These reports take the form of Provision Review with a data pack attached where necessary. The provision reviews are compiled by the Assistant Head (Data and Assessment) and /or the Assistant Head (Sixth Form) and contain:

- Headline Data
- A list of the evidence reviewed
- Areas of strength within the data
- Areas for development within the data
- Actions

These actions are often decided after discussion by the SLT

The SLT and the Governors on the Curriculum Committee have access to all of the college's data via the colleges data analysis packages (SISRA/ALPS) if further scrutiny is required.

Celebrating Academic Success

As a college we believe that celebrating academic success is as important as celebrating success in any other area of College life. There are several ways that we do this, some of which have been outlined above. In addition to these, 'The Top 10s' are produced after each reporting point. These are published in the College magazine Dixit and are displayed in school. For each year group these include:

- The top 10 students in each subject
- The top 10 students overall
- The top 10 students for attitude to learning
- The top 10 students for progress

Learning from External Examination Data

Departments can learn a lot by analysing External Examination results in detail. The College does not dictate how Heads of Department do this but they must

- Complete Curriculum Development paperwork reflecting on their analysis
- Attend a Curriculum Development meeting with the Head Master and the Assistant Head Master (Data and Assessment) to discuss their actions going forward

The Curriculum Development pro forma asks heads of department to reflect on the following:

- How do you reflect on and respond to your GCSE results?
- What result or group of results are you most proud of?
- Are there members of staff who have produced exceptional results from their students?
- Is there anything you can learn from their practice as a department?
- How does your department compare to results in your subject nationally?
- How do these results compare to previous sets of results and why do you think this is?
- Are there students or groups that you believe have underperformed?
- Are there members of your team that you believe have underperformed?
- Are there any modules/AOs/NEASs/etc that received lower grades than expected?
- What do you intend to do about these going forward?
- What changes do you intend to make within your department in response to these results?
- How will you track the impact that changes to your department's practice has?
- What can the Academic team and other HoDs do to support you with this?

The written reflections of the Heads of Department and the actions they intend to take as a result are then discussed at the Curriculum Development Meetings. These actions should aim to benefit the next cohort of students.

Under development

Now that we have externally validated GCSE and A Level endpoint data, work has begun to investigate how well the flightpath grades we give to students point towards final grades. This will be a long term piece of work that will involve supporting departments to refine their assessment plans over time.

Appendices

Appendix 1 - Exemplar Assessment Plans



Holyport College

Data and Examinations

Assessment Plan - English

Year 10 AUT2: English Language Paper 1

	What is being assessed?	
Knowledge	<p>Critical reading and comprehension:</p> <ul style="list-style-type: none"> - Confident understanding of the difference between language and structure - Understanding of the methods used by writers to shape meaning - Prioritising the textual significance of the writer's choices - commenting on why - Evaluating a critical perspective and commenting on the writer's methods <p>Writing:</p> <ul style="list-style-type: none"> - Drawing on knowledge of how writers use language and structure to convey meaning in their own writing - Narrative structure and chronology: cyclical structures, narrative shifts, contrast and juxtaposition between the opening and ending, shifts in tone/focus/narrative perspective - Moving beyond the literal and thinking about the - Vocabulary: - Concrete understanding of different sentence structure with a clear understanding of what constitutes a fragmentary sentence - How to use a range of punctuation accurately including but not limited to a comma, colon and 	
Skills	<ul style="list-style-type: none"> ● AO1: identify and interpret implicit and explicit information and ideas with supporting textual evidence ● AO2: explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. ● AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts ● AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	
	How are these grades achieved?	Links to exemplar work
Grade 9	<p>Critical reading and comprehension: responses will <i>critically evaluate</i> with <i>detailed and perceptive understanding</i>; respond with <i>insight</i> to explicit and implicit meanings; analyse and <i>critically evaluate</i> detailed aspects of language, grammar and structure; responses will <i>substantiate</i> understanding through <i>illuminating references</i> to texts and contexts, making <i>convincing and perceptive links within texts</i>.</p> <p>Writing: communicates with <i>impact and influence</i> to produce <i>ambitious, accomplished and effectively structured</i> texts with a <i>wide range of well-selected sentence types and structure</i> and <i>precise vocabulary</i> to enhance impact; SPaG is accurate and writing is <i>virtually error free</i>.</p>	DA, TP
Grade 7	<p>Critical reading and comprehension: responses will typically show a <i>confident understanding</i> of the text with <i>well-selected and wide-ranging textual references</i>; there are <i>confident and effective</i> responses to <i>explicit and implicit meanings</i>; <i>confident analysis and evaluation</i> of relevant aspects of language, grammar and structure.</p> <p>Writing: communicates <i>confidently</i> with <i>sustained</i> impact on the reader; produces a <i>confident, well-developed and well-structured</i> response using a ranging of <i>sentences types and vocabulary</i> for impact; SPAG is accurate with <i>minimal errors</i> on more complex elements.</p>	RA
Grade 5	<p>Critical reading and comprehension: responses will typically show a <i>clear understanding</i> of the text with <i>apt supporting references</i>; there are <i>valid</i> responses to <i>explicit and implicit meanings</i>; <i>clear analysis and evaluation</i> of relevant aspects of language, grammar and structure.</p> <p>Writing: <i>communicates effectively, sustaining</i> the reader's interest; produces a <i>coherent, well-structured and purposeful</i> text; <i>varies sentence types and structure</i></p>	Charlie G and Maita

	and uses vocabulary appropriate to purpose and effect; SPaG is accurate with occasional errors .	
Grade 3	<p>Critical reading and comprehension: response will typically show less confidence and less understanding of the text; there are straightforward responses to explicit information, with some supporting textual references but not the most appropriate; comments on language and structure will offer explanation rather than analysis and comments on the impact of writer's methods will often be generic.</p> <p>Writing: some attempts to engage with the task and the reader; use of structure and understanding of purpose is insecure; writing will have some varied sentence types and structure but with limited awareness of purpose and effect; some accuracy in SPag but errors will be more frequent.</p>	



Holyport College

Data and Examinations

Assessment Plan - Mathematics

Year 9 AUT2

	What is being assessed?	
Knowledge	<ul style="list-style-type: none"> •calculate with roots, and with integer indices •calculate with standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer •use inequality notation to specify simple error intervals due to truncation or rounding •use the concepts and vocabulary of prime numbers, highest common factor, lowest common multiple, prime factorisation •apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative •use conventional notation for priority of operations, including brackets, powers, roots and reciprocals •work interchangeably with terminating & recurring decimals and their corresponding fractions •interpret fractions and percentages as operators •work with percentages greater than 100% •solve problems involving percentage change, including original value problems, and simple interest including in financial mathematics •calculate exactly with fractions •apply the four operations, including formal written methods, to integers and decimals 	
Skills	<p>Evaluate methods used and results obtained</p> <p>Translate problems in non-mathematical contexts into a mathematical process</p> <p>interpret information accurately</p> <p>communicate information accurately</p> <p>evaluate results obtained</p> <p>interpret results in the context of the given problem</p> <p>make and use connections between different parts of mathematics</p> <p>Understand and use efficient calculator methods</p>	
	How are these grades achieved?	Links to exemplar work
Grade 9	86%	See Mark scheme: Paper 1 Paper 2
Grade 7	70%	
Grade 5	46%	

Grade 3	23%	
---------	-----	--

[Assessment Plan - BLANK](#)

Appendix 2 - Exemplar Feedback Policies



Holyport College Art Department

The department will give feedback to students once in every three week period.
This may include feedback from trials.

KS3 and GCSE Feedback

What kind(s) of work do you set to enable you to give feedback?
Book work End products Portfolios at KS4
What should the feedback you give to your students look like?
KS3 - Sheets in books, sheets on trials feedback KS4 - Tutorial feedback sheets, 11:1 tutorials, verbal feedback
How do you expect students to respond to your feedback?
Refine application eg. painting technique or drawing Refine work on directions/ artists or avenues suggested (Ks4)
Key Documents
Year 9 Feedback, Week 3 - Katherine Loudoun. Portraiture Narrative and Composition Half Term Feedback Sheet + Goals - Katherine Loudoun Year 10 and 11 Portfolio Feedback - Katherine Loudoun



Holyport College Mathematics Department

The department will give feedback to students once in every three week period.

This may include feedback from trials.

A Level Feedback

What kind(s) of work do you set to enable you to give feedback?

Topic test with exam style questions

What should the feedback you give to your students look like?

Teacher marked topic test feedback sheet filled in by students

How do you expect students to respond to your feedback?

Additional remedial work done outside of lesson

Key Documents

[\[Template\] Sixth Form Assessment Record](#)

Appendix 3 - Exemplar College Report



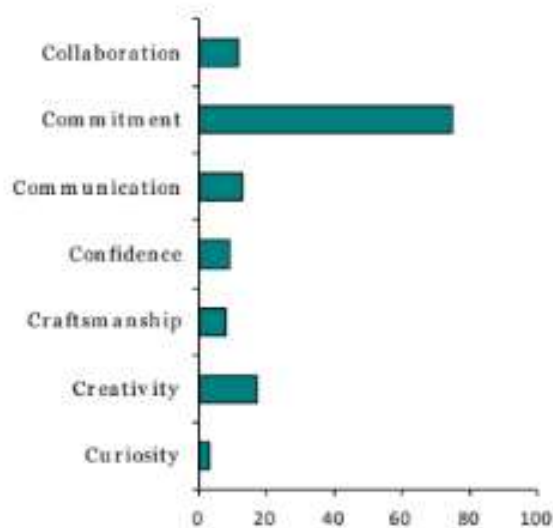
Holyport College, Ascot Road, Holyport, SL63LE Progress Report: Summer 2020-21

Percentage Attendance: 94.6

Attainment Profile

Subject	A grade to Aspire to	The grades you have Achieved					What you need to do to Succeed
		AUT 1	AUT 2	SPR	SUM	EOY	
Art	7	6+	7	7-	7	7	Refinement and more detail needed in work
Biology	5	6-	5+	6-	4	5	Spend time revising over required practical investigations to ensure understanding of methods, variables and improvements
Chemistry	5	4+	3+	5	5	5+	Practise past papers under exam conditions - mark them, write model answers and revise what you got wrong
English	6	6	5	6	6	6	A01: Strengthen response by considering the purpose and intention of the writer
French	4	5	5	5	7	6	Revise how to form the present, past and future tenses
Geography	4	6	5+	5	8-	6	Make sure to use adverbs to help you assess/evaluate factors when answering 8 mark questions
History	4	4	5	4	7	6	Ensure to add relevant and specific details to your answers Use precise, accurate and relevant detail to substantiate points
Maths	5	5-	5	5-	5-	5	Use Hegarty maths to consolidate knowledge learnt in class
Physics	5	4	5	5+	6	5	Learn the equations required for each topic, and practise rearranging them

Achievement Profile



	House Points	Behaviour Points
Student	197	0
Yeargroup Average	142.10	17.16

Appendix 4 - Examples of Departmental Succeed Statements

Drama Succeed Statements				
SPR				
	Year 7	Year 8	Year 9	Year 10
	Understand how to use masks to show emotion	Be able to carry out research related to a given stimulus	Deepen your understanding of the techniques of Brecht	Better understand the characteristics and context of the play we have studied
	Understand how to use masks correctly to show characterisation	Develop more of your own ideas	Use more of the key dramatic skills when devising and performing scenes	Be able to demonstrate knowledge of how drama and theatre is developed and performed
	Know and understand the Four Rules of Mask	Rehearse, refine and amend your work more effectively	Demonstrate a broader range of theatrical skill	Be able to describe the social, cultural and historical contexts of the play you have studied
	Utilise more exaggeration in your performance	Develop your ability to communicate meaning	Contribute more effectively to the piece	Understand how meaning is interpreted and communicated
	Sustain a high level of basic drama skills	Develop your ability to realise artistic intention in devised drama	Be more inventive in individual work	Understand and use drama and theatre terminology
	Demonstrate a broader range of theatrical skill	Use more of the key dramatic skills when devising and performing scenes	Develop your collaborative skills	Ensure your ideas are well-developed and appropriate to the extract when writing
	Contribute more effectively to the piece	Sustain a high level of theatrical skill	Take a more active role in class based discussion	Ensure your ideas show a good knowledge of the play as a whole when writing
	Be more inventive in individual work	Demonstrate a broader range of theatrical skill		Make sure you reference a range of theatrical skills in your writing
	Develop your collaborative skills	Contribute more effectively to the piece		Provide more precise details in your written responses
	Take a more active role in class based discussion	Be more inventive in individual work		
		Develop your collaborative skills		

History Succeed Statements

SPR

	Year 7	Year 8	Year 9	Year 10
	Deepen your understanding of Medieval Life in England	Deepen your knowledge of the Women's Suffrage Movement	Deepen your understanding of Medieval Medicine	Deepen your knowledge of superpower relations from 1941-1991
	Deepen your understanding of what life was like between 1066 and 1381	Deepen your knowledge of how women's lives changed from 1857-2000	Be able to identify and explain the causes of illness	Be able to analyse and explain the consequences of a given feature of the period
	Improve your ability to assess sources for reliability	Deepen your understanding of the causes of WWI	Be able to present a reasoned account of your views	Be able to give specific information about a topic to support your explanation
	Be able to explain causes in your answers	Ensure you understand the features of the time periods assessed	Ensure your answer has a clear analytical focus on the question	Be able to give a narrative in which events are sequenced and progress to a logical outcome
	Be able to remember relevant features of Medieval England	Ensure you support your answers with specific and precise information which addresses the question	Ensure your answer has a clear analytical focus on the question	Be able to analyse the links between events
	Ensure your writing is well structured	Be able to present a reasoned account of your views	Use more topic related vocabulary in your answers	Be able to analyse the importance of an event in your explanation
	Apply your knowledge of the context to support your explanation	Be able to express the extent of your agreement with a given statement	Use more contextual knowledge in your answers	Be able to present a strong line of reasoning in your work
	Use topic related vocabulary in your writing		Use more specific and precise supporting knowledge to address the question you are answering	
	Link contextual knowledge precisely to the explanation you are giving			

Appendix 5 - Exemplar Red List/Green List

Red List (anonymised)

Year 8												
Name	House	Total Grades	Average Residual to MES	Average ATL	Subjects above MES	Subjects On MES	Subjects Below MES	Red List Appearances	Housemaster Action	Tutor Action	Curriculum Support Action	Impact
	Turing	10	-1.1	1.6	2	0	8	1				
	Fawcett	11	-0.64	1.7	3	1	7	1	Meeting with student	Monitor at next assessment point		
	Johnson	5	-0.55	1.6	2	0	2	1			*** is increasingly attending school and is now almost at a full timetable. Action: to continue support	
	Johnson	12	-0.49	1.2	4	2	5	1				
	Brunel	12	-0.25	1.8	4	1	7	1	Meeting with student			
	Johnson	11	-0.18	2.3	6	0	5	1				
	Brunel	12	-0.17	1.6	4	2	6	1	Meeting with student			

Green List (anonymised)

Year 7										
Name	House	SEN	Total Grades	Average Residual to MES	Average ATL	Subjects above MES	Subjects On MES	Subjects Below MES	Housemaster Action	Tutor Action
	Fawcett		13	2.23	1.7	12	1	0		
	Johnson		13	2.15	1.5	13	0	0	Contact parents	Praise given
	Turing	SEN Support	13	2	1.2	11	2	0	Praise given	House Points Awarded
	Brunel		13	1.92	1.1	13	0	0	Contact parents	
	Brunel	SEN N	12	1.92	1.8	10	1	1		
	Johnson		12	1.83	1.4	9	3	0	Contact parents	Praise given
	Fawcett	SEN Support	13	1.77	1.4	12	1	0		
	Johnson	SEN Support	12	1.75	1.6	8	2	2	Contact parents	
	Fawcett		12	1.67	1.5	11	1	0		
	Turing		13	1.62	1.2	12	0	1	Praise given	House Points Awarded

[Red/Green Lists - Pastoral - BLANK](#)

Appendix 6 - Blank Departmental Data Analysis Sheet

[Departmental Data Analysis and Actions - BLANK](#)

Appendix 7 - Student Reflection Proforma

[Reflections on Reports](#)

[\[Template\] Sixth Form Assessment Record](#)