

# Assessment and target setting at Bank View School

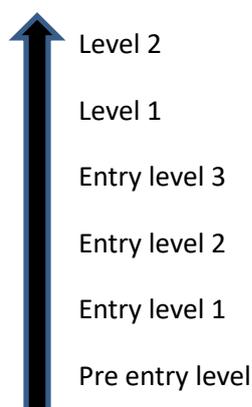
2018/2019

## Assessment & Target Setting

Assessment is an integral part of teaching and learning at Bank View School. It provides a framework for identifying, monitoring and communicating students' attainment and progress, identifying areas for further development and setting challenging and aspirational targets.

## Bank View Assessment

Since September 2014 schools have been free to create their own approaches to assessment. At Bank View we have developed and revised our own monitoring and assessment system for all subjects across school. We also use PIVATS for pupils working pre key stage/below entry level or in the primary department of our school. Our Bank View system takes into account the National Curriculum, functional skills descriptors, PIVATs, GCSE outcomes and Liverpool local levels documentation ensuring that there is the same breadth and depth of study as is found in mainstream secondary schools. We've broken down the assessment system into pre entry level, entry levels 1-3 and levels 1 and 2.



In order to show students' mastery of the knowledge and skills within a level and the depth of learning, each level is sub-divided into three sub-levels, emerging, developing and secure, for example:

**Entry level 2 (EL2e): *Emerging*** – the student is familiar with, and has basic grasp of, the entry level 2 curriculum in a subject area

**Level 1 (L1d): *Developing*** – the student has a good grasp of the level 1 curriculum although consolidation is still needed

**Entry Level 3 (EL3s): *Secure*** – the student has a thorough grasp of the area of the entry level 3 curriculum and can apply knowledge and skills consistently.

A student would progress from secure to emerging in the next level, for example entry level 2 secure to level 3 emerging

In KS4 students begin nationally accredited qualifications in a range of subjects. Our current suite of qualifications includes GCSE, BTEC, Entry Level Certificate, Functional Skills, Duke of Edinburgh Award, Open awards qualifications and ASDAN all of which have unique grading systems. We measure end of KS4 attainment using the appropriate qualification grades.

### **Benchmarking**

Key Stage 2 assessment data should be available for all students arriving in Year 7. Experience shows us that, for various reasons (poor retention of knowledge and skills over the summer break, anxiety over the move to a new school, a high level of one-to-one support in primary school etc.) a number of students do not perform at their reported level when they arrive with us. Whilst we acknowledge that the reported KS2 data will be used in the Department of Education's KS2-KS4 progress measure, it would be doing students a disservice to stick rigidly to unrealistic levels of attainment when setting our own progress targets; indeed the discrepancy would be compounded year on year as we set increasingly more unachievable targets.

We therefore carry out a benchmarking exercise on arrival at Year 7. All students take a range of standardised English and math's assessments. The outcomes of these assessments are compared with the reported end of KS2 data and students are assigned a Bank View starting point. If there is a significant difference between reported KS2 attainment and our assessments then a decision to benchmark a student accordingly is only taken after consultation between subject leaders (English and maths), form teachers and the senior leadership team.

### **Target setting**

Accurate assessment and analysis of ongoing progress allows us to generate challenging and aspirational targets, which show what we expect our students to attain. Comparing current attainment against targets allows us to measure the impact of teaching and learning and intervene when necessary to support learning.

Groups of whole school targets are set for every student:

- KS2-KS4 targets for English, maths and science are set at the start of Year 7 and are plotted on pupil's individual trajectories.
- Year-on-year (ie. September – July) targets for all subjects.
- Fischer Family Trust targets (BVS equivalent targets) for GCSE qualification subjects and English, maths and science.

Our targets are projected from the students starting point in year 7. We analyse the year-on-year progress of students who met the Department of Education's KS2-KS4 expectation and used this as the basis of our 'expected progress' measure. Our system uses transition matrices to project targets.

Every student's initial KS2-KS4 target is moderated by comparing it with personalised national target setting data generated by FFT Aspire. This approach ensures that our expected progress measure is challenging and aspirational.

Once set, targets are reviewed three times a year by subject leaders and senior leadership. If a student is consistently exceeding their initial target we consider them to have an accelerated growth capacity and their targets will be adjusted upwards. If a student is not meeting their expected target then they are highlighted on subject teacher action plans and an intervention programme is put in place.

The nature of the pupils at Bank View and their additional learning and social needs means that their retention of knowledge and skills is well below the national average and more curriculum time is needed to embed knowledge and consolidate learning to make them truly independent learners. However we have every confidence that for the reasons outlined above our targets are aspirational.

### **Expected Progress in Years 7-9**

#### *Standard Progress*

We expect every student to progress within the parameters of their individualised trajectory. If they work within the parameters it is judged they are making expected progress.

#### *Accelerated Progress*

If a pupil crossed the upper parameter of their trajectory it is judged that they are making above expected progress. Their finishing point will then determine their projected end of KS4 target, this will shift accordingly with the pupil's rate of progress.

#### *Expected progress in Years 10 & 11*

As explained above KS4 targets are set in line with the grading system used for the qualification being followed eg. GCSE subjects use grades or 1-9, Entry Level Certificate subjects use levels 1-3, BTEC use Pass, Merit, Distinction etc.

Some subjects offer both GCSE and Entry Level courses. In assigning a student to the appropriate course consideration is taken of the growth capacity that student showed during Years 7-9. In consultation with subject leaders the pupils are streamed to their appropriate qualification group. These groups are reviewed termly and pupils can be taught across both groups over the academic year.

#### *Expected progress Key Stage 2 to Key Stage 4*

Every student is also set KS2-KS4 targets in English, maths and science. As outlined earlier we arrive at these targets by assuming expected progress and then moderating this against data generated by subject leaders and Fischer Family Trust Aspire.

KS2		KS4
B.V. starting point		Progress Pathway
PELe	→	EL1d
PELd	→	E1s
PELs	→	EL2e
EL1e	→	EL3e
EL1d	→	EL3d
EL1s	→	EL3s
EL2e	→	EL3s
EL2d	→	L1e
EL2s	→	L1d
EL2s/EL3e	→	L1d
EL3e	→	L1d
EL3d	→	L1s
EL3s	→	L1s
L1e	→	L2e
L1e	→	L2e
L1d	→	L2d
L1d	→	L2s
L1s	→	L2s

In all cases targets are reviewed termly and where a student is consistently exceeding expected progress they will be considered to have an accelerated progress capacity and more challenging targets will be set.

### **Tracking progress**

Subject leaders are responsible for moderating and recording assessment data within their subject area. Regular curriculum meetings provide a forum for sharing, discussing and moderating assessments.

Attainment data is recorded, tracked and monitored across the whole school using Classroom Monitor and pupils' trajectories and analysed termly. The targets of students who are consistently exceeding their targets will be reviewed at this point and intervention plans will be put in place for those who are not achieving expected progress. Analysis of the progress of all students and the impact of any intervention is undertaken as part of the summer term analysis.

#### *Tracking specific groups of pupils*

Classroom monitor allows us to compare the performance of specific groups of students. We currently analyse the performance of the following groups as part of our annual evaluation:

- Students in receipt of Pupil Premium
- Looked After Children (LAC)
- Ethnicity (BEM)
- English as an additional language (EAL)
- Gender
- Specific SEN eg. ASC

It should however be noted that due to the relatively small size of some of these cohorts meaningful comparisons are not always possible and data must be interpreted with care.

## **Moderation & quality control**

Moderation of assessments for each subject takes the following forms:

- Our Bank View system has explicit descriptors that all teachers are familiar with.
- Formative assessment tasks that address specific level descriptors are included in schemes of work.
- Moderation of work is a feature of all curriculum meetings (at least one meeting every half-term) and external moderation with other SEN school occurs for English and maths
- Senior leadership carry out learning audits that involve lesson observation and work scrutiny.
- Subject leaders of English, maths and science attend LA support meetings where best practice is discussed.

As mentioned previously we use a range of external data sources to benchmark and moderate our judgements:

### *Fischer Family Trust Aspire (FFT Aspire)*

FFT Aspire provides key target setting and self-evaluation information. A key facility for us is the ability to generate targets for individual students based upon the school's performance over the past three years.

### *Performance Tables*

The Department for Education Performance Tables only take into account GCSEs and a small number of BTEC qualifications and focus on the expected performance of students in mainstream schools. Whilst many of our students do achieve GCSE and BTEC qualifications the relatively small number is such that, in line with all special schools, Progress 8 measure is inappropriate. At the same time we also offer a wide range of other qualifications, such as Entry Level Certificates, Functional Skills which are not recognised in the Performance Tables. We tackle these problems in three ways:

- Year-on-year comparison of KS4 Performance Tables data ie. performance of current Year 11 with last year's. Although this has limited value due to our small cohort sizes (meaning it only takes one or two students to significantly skew data) broad trends are evident.
- We offer equivalent qualifications that take into account the attainment of a pupil and the level they are able to work at. This takes account of all of the qualifications we offer and is another way of comparing each year group's performance with that of previous cohorts. It has the advantage of including the progress made by our less able students who do not follow GCSE courses. It also allows the colleges to see the attainment level the pupils are working at.

## **Reporting**

Attainment and progress in meeting annual targets is reported to parents via:

- Parents evening
- EHCP meetings
- An annual report