



Assessment Guidelines

Revised: February 2018

TARGET SETTING

The basis of all targets are Fischer Family Trust top 20% (FFT-20). The trust calculates an estimated end of Key Stage 4 (Y11) grade for individual students in every subject. FFT formulates the estimate by comparing a pupil's prior attainment in English and Mathematics at Key Stage 2 with the outcomes of all pupils nationally over the last three years.

For pupils who completed KS2 prior to 2016, FFT uses the average of their English Reading and Mathematics levels in the SATs tests. From 2016 onwards, the "new" Scaled Scores are used in English Reading and Mathematics.

Target Setting - KS4

FFT estimates can change slightly year on year dependent on recent whole school and National performance. At the start of year 10, FFT-20 estimates are re-calculated for all students in each of their core and option subjects. These become the student's targets throughout years 10 and 11.

Target Setting – KS3

On entry to Cardinal Allen, every student will undergo a 'baseline' test in each subject. The purpose of these tests is to establish the level of knowledge and skills acquired in the primary schools that are applicable to the secondary phase. It is NOT to quantify what students have learned in the early stages at Cardinal Allen. Outcomes are a graded 9 to 0 using on the new national assessment grading (see Appendix 1). An FFT-20 estimate is also generated for the end of year 11. A "flight path" is then created from the start of year 7 to the end of year 11. The flight path is the target path and a specific target can easily be calculated at any point in time up to the end of year 9.

In practical subjects i.e. Art, Drama, DT, Music and PE, there might only be tentative links between future performance in these subjects and academic performance in English and Mathematics that are used to calculate the FFT estimates. As a consequence, targets at the end of year 9 are based predominantly on a teacher's knowledge and experience with close consideration of FFT estimates.

Targets are EXPECTATIONS but they are not prophecies and they are not limits.
Many students considerably exceed their targets.

PERFORMANCE TRACKING

Tracking at KS4

In all subjects pupils are awarded two grades based on the 9 to 0 national system:

- **Working At Grade (WAG):** defines the grade a pupil would currently be awarded based on their present attitude to study and all aspects of their work.
- **Projected Grade (PG):** is a professional judgement of the most likely final outcome taking into account intervention programmes etc.

WAGs are used to advise parents and pupils of current progress and PGs are used to assess whole school performance for improvement and accountability purposes. The ultimate measure of performance is a **VALUE ADDED** score. This is the difference between the PG and the target grade.

$$\text{Value Added} = \text{Projected Grade} - \text{FFT20 target grade}$$

A positive VA indicates performance beyond expectation and a negative VA, performance below expectation. Comparison of VA scores are used to define individual, subject, departmental and whole school performance.

Tracking at KS3

At specified times subject teachers provide a Working At Grade in every subject. These grades are based on the 9 to 1 national system and incorporate 0.5 grade increments i.e. 1.0, 1.5, 2.0, 2.5 etc. A specific target grade is calculated from the flight path with reference to that particular point in time. A Value Added Score is then obtained by comparing the WAG with the time specific target. Outcomes are RAG rated and described in accordance with the following:

Result	Description	RAG Rating
On or above calculated target	Working at or above expected level	GREEN
Within 0.5 of calculated target	Working towards expected level	AMBER
0.5 of more below calculated target	Working below expected level	RED

Approach To Learning score (ATL)

At all data collections in years 7 to 11, subject teachers also provide an ATL score. This is based on attitude to studies and does not relate to ability in any way. The descriptors are given in Appendix 2.

Tracking frequency and reporting

Data is collected four times in an academic year for years 8 to 11 and five times for year 7 to allow for Baseline testing. There is typically seven weeks between data collections.

For each year group one data collection is discussed at the Progress Evening and another is reported in the formal, annual written report. The other two collections are reported in a written interim progress report.

At KS4 all communications with parents relate to end of KS4 targets and Working At Grades. At KS3, progress reports include a description and a RAG rating with the addition of end of year targets and WAGs for Progress Evenings and Annual Reports. An Approach To Learning score is also included in all reports to parents.

APPENDIX 1

Comparison of the “new” national grading system and the “old” GCSE grading system

NEW GCSE Grade	OLD GCSE Grade	Vocational Grade
9	(A**)	
		Level 2 DISTINCTION *
8	A+, A*	
7	A-, A	Level 2 DISTINCTION
6	B, B+	
		Level 2 MERIT
5	C+, B-	
4	C-, C	Level 2 PASS
3	E+, D-, D, D+	
2	F+, E-, E	
		Level 1 PASS
1	G, F-, F	
0	U	

APPENDIX 2

Approach To Learning descriptors (ATL)

Approach To Learning Score	Description
1	A pupil with an impeccable attitude to all aspects of their own learning and that of their peers
2	A pupil with a very positive attitude to their learning who consistently strives to make further progress
3	A pupil with a positive attitude who could achieve more by adopting a consistently, committed approach to their learning
4	A pupil with a generally positive attitude but is lacking ambition and too easily satisfied with a mediocre performance.
5	A pupil with an inconsistent attitude to their learning who is lacking motivation and frequently fails to respond to expectations
6	A pupil with a very negative attitude to learning who shows little or no motivation and lacks respect for the rights of their peers