

Person(s) Responsible: PRINCIPAL	Principal: JAY LOCKWOOD
Date Approved: 11 OCT 16	.
Date of Review: ANNUALLY	

ASSESSMENT POLICY

Baselining

Establishing a baseline of students' current level of attainment on entry is an integral part of the assessment and tracking procedure. LSS will have historic data about the level of students' academic attainment at the end of KS2.

However, as the point of transition is at 14, further information will be used to give an accurate profile of how much progress a student has made by this point. This information will include attainment and progress data from Year 9, alongside their latest school reports and any SEN information. Equally, there will be a requirement to benchmark student attainment on entry to LSS to ensure pupil performance can be accurately tracked from that point.

On entry to the school, we will conduct an initial assessment of attainment and ability, to add to information received, in order that we are confidently setting work at an appropriate level for each student, identifying any areas where additional support may be needed and to establish a baseline from which progress can be measured. An initial baseline assessment will be carried out for all new entrants to the school, including English and Maths testing, Non verbal reasoning, reading age and spelling age.

Students will also conduct a self-assessment of their personal and social skills in conjunction with their Personal Coach, which will be shared with teachers and parents and evaluated termly.

Early on in the first term of a student's entry into LSS, parents will be invited to a Student Progress session where they will be encouraged to share their views about their child's strengths and any areas of concern and to contribute to planning learning goals and outcomes.

Target Setting

Logic Studio School is committed to ensuring that all students make maximum progress across their two year programme with us; be it KS4 and/or Keys Stage 5. Target setting and analysing minimum target grades are a key part of this.

KEY STAGE 4

The purpose of these target grades are as a guide and a check point about progress. It is designed to be a realistic yet challenging aspiration to aim for. The target setting process that we will implement will be guided by effective use of data and in particular the setting of student goals will be informed by the following:

- National progression data
- Prior attainment e.g. Key Stage 2 results
- Any test information e.g. English Maths NVR etc
- Use of Fischer Family Trust data
- Teacher, subject and leadership moderation
- Student expectations and aspirations

Targets will be set in order to ensure that every student makes at least the expected level of progress in every subject using the national floor target of Progress 8. Targets will always be aspirational but equally importantly, achievable.

All targets will initially be set according to expected levels of progress from Key Stage 2. GCSE targets at KS4 will be set using FFT Prior Attainment (PA) model at the 75th percentile (top 25% of schools) nationally from both KS2 and KS3. The higher target of the two is selected so to counter underachievement at either KS2 or 3 and as such the targets will be aspirational and challenging.

KEY STAGE 5

Level 3 targets will be generated using ALPS and are based on prior attainment at KS4. These will be set at the 75th percentile (top 25%) nationally for both GCE and BTEC courses.

However, where data on entry suggests a significant deviation either way, targets will be adjusted to ensure they are both aspirational and realistic. Any alteration of targets will be centrally agreed by the Leadership team.

STUDENTS WITHOUT PRIOR DATA

- Targets will be generated using the baseline testing on entry.

TRACKING OF STUDENT PROGRESS AGAINST TARGETS

After each reporting cycle data will be analysed to give SLT and governors a tight overview of progress against key measures. Subsequently, 'Progress and Performance' meetings will be held with each department to agree interventions, which will be overseen by the Principal and communicated to parents by personal coaches. As such, assessment at LSS will have three main purposes. These are:

- helping learners understand their strengths and weaknesses and benchmark their progress
- making learners aware of what to do next to meet aspirational learning goals
- maintaining records of learners' achievement at specific points, to allow proactive intervention that ensures students are on track to achieve at least expected levels of progress

All groups will be assessed as per the modular timetable published on the whole school calendar. Flags denote when results need entering on the tracking spread sheets.

- Progress against target data will be used to trigger academic intervention. Initial intervention,

referred to as 'Wave 1' intervention, will focus on teaching for learning strategies within the classroom; collaborative learning, meta-cognition and use of personal coaches.

- 'Wave 2' interventions will be additional to classroom time.

FOLDER AND MARKING POLICY

The marking of work at Logic Studio School reflects the core values of our school. Students are expected to take responsibility for their work and their progress, with the aid of clear guidance and target setting from their teachers.

The use of assessment is a powerful learning opportunity for the students and should not be wasted. When returning assessments teachers should:

- Allow time in their planning for dialogue and reflection on the assessment.
- Make opportunities for re-engagement with the assessed work which allows students to understand what they could have done to improve it – student self-assessment and clear targets for improvement.

At Logic all teachers will ensure that:

- In all subjects, students will have two folders, one for class work and homework and one which will be a portfolio of extended, marked work. This will include formal assessments.
- Students will complete two pieces of portfolio work per half term in each subject. Teachers should indicate which pieces of work will be marked for student portfolios on their schemes of work.
- Portfolio work should reflect the progress of the individual student and feedback should be both formative and summative.
- Formative assessment should be in keeping with the mark schemes for subject specific specifications and examination boards.
- Summative assessment should always include a target for improvement which students should write at the top of the next piece of work of that kind thereby providing a clear focus for the student,
- A system of stickers will be used across the school. Stickers will reward: effort, progress and attainment.

Students should be given opportunities to peer-assess and self-assess in meaningful ways throughout the course and teachers are expected to build this into lessons each term, as and when it is appropriate. Spelling, punctuation and grammar mistakes should be identified in all subjects in keeping with the literacy across the curriculum policy.

Individual departments will have their own expectations about the correcting of work, mark allocations and grade boundaries. These should be made available to the students at the start of the academic

year and be visible in teaching rooms. There is an expectation that models and examples (either before or afterwards) are used to show students the required standard of work for them to progress.

Liaising with and reporting to parents

Partnerships with parents are key to improving attainment and maximising progress. Staff will report to parents formally 3 times a year detailing current and predicted performance against targets. Also reported will be a student effort grade, allowing parents to triangulate where underperformance can be attributed to effort.

On entry to the school, a meeting will be held with every student, the Principal or Vice-Principal and their parents to explore the student's aspirations for education and employment and as an introduction to the school. At this meeting the beginning of a student portfolio will be drafted. The student portfolio will be updated on an annual basis so that by the time the student leaves the school it provides a positive portrait of the student's dreams, successes and educational achievements.

During the first term of each academic year, parents and students will be invited to meet together with their personal coach to set and agree the learning and personal outcomes for the year and shorter termly targets. Personal coaches will be responsible throughout the year for keeping parents up-to-date with progress and any intervention needs more informally. The involvement of parents will be actively encouraged in order to maximise the engagement of the student with schooling, in order to celebrate successes and if necessary share concerns.

A parent review meeting will be held in the Summer Term, where achievements towards meeting the outcomes identified will be discussed as well as progress in different specific subject areas.

If a student has special educational needs, additional termly meetings will be held with parents and the student, which may involve other professionals, who will contribute their views on appropriate outcomes and any additional support or resources that may be required in order to achieve them.

Reporting

Students will receive a report three times a year in line with the school calendar. Formal testing takes place prior to each assessment window and test percentages and class averages are reported to parents. Family Consultation Days or Subject Surgeries will follow reports which are key opportunities to discuss progress with students and parents. The progress of students is celebrated in assemblies following reports and letters of commendation are sent home to students making the most progress.

KS4 Reports will include:

1. Current GCSE grade.
2. Predicted GCSE grade.
3. Learning Focus (1 – weak to 5 very good).
4. A comment is given stating how students could improve in each subject.

KS5 Reports will include:

1. Current A level grade / BTEC unit breakdown
2. Predicted A level/BTEC grade
3. Learning Focus (1 – weak to 5 – very good)
4. A summative comment from their personal coach encompassing their academic, pastoral and work placement experiences and how this can be improved.

Intervention

Day to day high quality teaching is the key mechanism to raising attainment for all students. However, on occasions additional intervention will be required to accelerate the progress of key groups and individuals.

At KS4 fine levels (e.g. C2) are used to assess the likelihood of students achieving their target grade.

Fine Level 1 : absolutely secure student will achieve this grade – close to grade above.

Fine Level 2 : student should achieve this grade with continued in-class support.

Fine Level 3 : student not yet secure and will require out-of-class intervention to achieve this grade.

Out of class interventions at KS4 may include 1 to 1 support, intensive intervention days, residential study support or focussed group work during prep sessions. The school works collaboratively with other partnership schools to continually develop strategies to track and enhance attainment at KS4.

Pupil Premium students and the 20% of students with the lowest levels of KS2 attainment are tracked more intensely and may have an additional range of focussed interventions.

At KS5 fine levels (as above) will be used to assess the likelihood of students achieving their target grade at A level.

BTEC intervention will be informed by the SIMS assessment sheet updated every 4 weeks as per the assessment calendar by the subject teacher. An overview of modules and a breakdown of completed/outstanding tasks will be available which will enable the Personal Coach responsible for Sixth Form to intervene. Weekly concern sheets will also be completed by subject teachers and emailed to the Personal Coach for Sixth Form to ensure students are on track for passing each task.

An overview of all BTEC progress will be displayed on the BTEC Grid in the Staff Work Area to ensure that all staff and prep tutors are aware of the student's holistic progress.

As with KS4 out of class interventions may include 1 to 1 support, weekly Academic Support sessions pre-school, intervention in Private Study, intensive intervention days, residential study support or focussed group work during prep sessions.

