Assessment Policy

2024-25

www.kaa.org.uk

KAA Mission Statement

INTREPIDUS (adj.)
Definitions: Undaunted, fearless, bold

KAA has at its core the pursuit of the very highest standards in education, both inside the classroom and beyond it. We believe all children can exceed their expectations, no matter what their prior attainment and experiences. At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum and our entrepreneurial approach we will develop students into confident, rounded individuals, equipped for anything that life throws at them. Our motto – INTREPIDUS – will help us to realise our ambition.

As KAA staff we aim to:

- Create a culture of high aspirations, high motivation and high achievement for all
- Build a strong community based on fairness and personal responsibility
- Welcome, value and respect all who come into the school
- Be reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence
- Promote positive dialogue and partnership with our community

Our four core values are:

Excellence

Creativity

Resilience

Citizenship

We know they will guide our work to create an outstanding academy which transforms the lives of our students.

"The single biggest problem in communication is the illusion that it has taken place."

George Bernard Shaw

1. Assessment Overview

This policy sets out the systems, structures and procedures for assessment at KAA, so that all teachers, students and parents can have a clear understanding of how assessment, data and tracking at the academy will work.

It should be read in conjunction with the KAA Teaching & Learning Handbook, which describes in detail how medium and long term curriculum plans (which include plans for assessment) should be created.

A key principle underlying this policy is that at all times assessment, tracking and data systems should be kept **as simple and easy to use as possible**. Clean, clear, usable data is our mantra. The quote on the previous page captures this: our aim is to create data and tracking systems that provide teachers with useful information that communicates how they can **inform their planning and interventions**. The data itself is just a means to an end; it is how the data is used in the classroom to support teaching, and at a school level to support accountability, which is key. Therefore, at all times we prioritise **clear communication.**

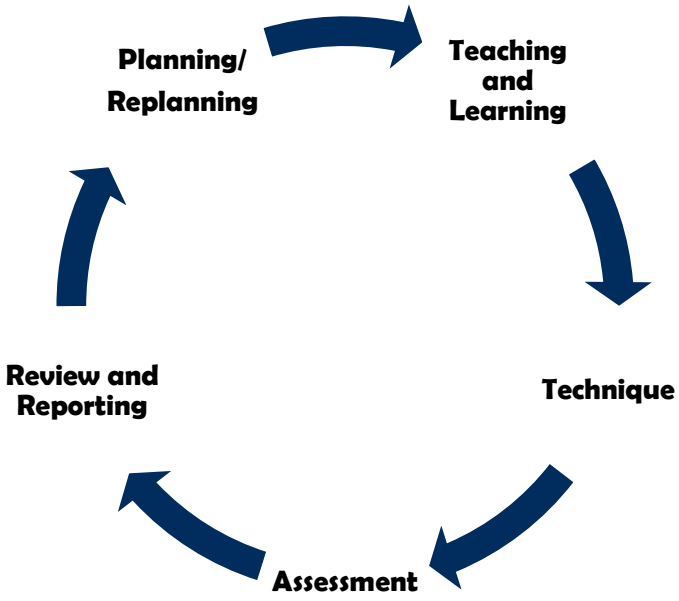
2. The KAA Assessment Cycle

Formal assessments are essential in many ways and form the basis of all attainment tracking and monitoring at KAA. They give teachers accurate information on the understanding of each child; they encourage children to reflect on their own understanding and revise independently and they prepare students for the rigours of external assessment at GCSE in Year 11, at A Level in Y13 and eventually at university. Almost all GCSEs and A Levels are terminal and linear, therefore placing even more importance on a child's ability to perform under pressure and recall knowledge learned over a long period of time.

Formal assessments show us which students need further intervention and support, and in which specific areas. They also allow us to improve the quality of teaching within departments and across the academy as a whole. They keep parents informed of their child's attainment and suggest how they can support further understanding at home.

At KAA, our formal assessments are structured throughout the year in an assessment calendar.

The KAA assessment cycle is as follows:



(1) Lessons are planned (or often replanned from the previous year's lessons) following the guidance in our Teaching and Learning policy.

(2) Lessons are taught within our teaching and learning framework.

(3) All students then have a week of exam preparation including exam skills and techniques prior to their termly assessments.

(4) Summative assessments happen in all subjects once a term in assessment week (this is at the discretion of subject leads).

(5) Finally, all students have a Review Week following their assessments to give them time to assess their own work and understand what areas they can improve upon. This happens simultaneously with students' results being reported back to them and their parents.

(6) This then brings teachers around to considering how they might re-plan the units of work for future study.

This formal cycle serves several purposes:

- It highlights the importance of all formal assessments in the academy.
- It ensures all assessments are preceded by thorough revision and that students are formally taught techniques for this throughout their time at school.
- It ensures all assessments are followed up with detailed feedback and subsequent intervention or support.
- It ensures parents are kept informed of their child's progress at all times and across all subjects.

Details of exactly how the weeks are mapped across the year can be found in the Assessment Calendar below.

Assessment Calendar 2024-25

KAA Assessment Calendar 2024-2025

	Wk	Dates	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Venue Required	Head of Department Deadlines
Aut1	1	26th Aug - 30th Aug									
	2	2nd Sept - 6th Sept									
	3	9th Sept - 13th Sept	CATS and Reading Tests								DIP, Assessment Analysis, GCSE/A Level Exam Analysis (13th September)
	4	16th Sept - 20th Sept									
	5	23rd Sept - 27th Sept							AP4 Assessment (In Class)		
	6	30th Sept - 4th Oct									All student targets returned to RDG (4th October)
	7	7th Oct - 11th Oct							Data Deadline Fri 11th Oct @ 5pm		
	8	14th Oct - 18th Oct	Target Setting Week						Parent Report Issued by Mon 14th Oct		
Aut2	1	4th Nov - 8th Nov									Year 13 RAP Update (8th November)
	2	11th Nov - 15th Nov									
	3	18th Nov - 22nd Nov									
	4	25th Nov - 29th Nov					Mock Exams 1 (Mon-Fri SPH)	AP1 Assessment (In Class)		Sports Hall	
	5	2nd Dec - 6th Dec					Mock Exams 1 (Mon-Tues SPH)			Sports Hall	
	6	9th Dec - 13th Dec	Assessment Week (In Class)								
	7	16th Dec - 20th Dec	Data Deadline Wed 18th Dec @ 5pm								
		CHRISTMAS HOLIDAY									
Spr1	1	6th Jan - 10th Jan	Parent Report Deadline (FT comments) 7th Jan @ 5pm, ESLT checks 10th Jan @3pm Reports issued by Wed 15th Jan				Parent Report Deadline (FT comments) 6th Jan @ 5pm ESLT checks 7th Jan @5pm Reports issued on Thurs 9th Jan	Parent Report Issued by Mon 30th Dec			
	2	13th Jan - 17th Jan									Assessment Analysis & Y11 RAP Deadline (17th January)
	3	20th Jan - 24th Jan									
	4	27th Jan - 31st Jan					En/Ma Mock (Wed 29th SPH)			Sports Hall	
	5	3rd Feb - 7th Feb					En/Ma Mock (Wed 5th SPH)			Sports Hall	
	6	10th Feb - 14th Feb									
		HALF TERM HOLIDAY									

Spr2	1	24th Feb - 28th Feb										
	2	3rd Mar - 7th Mar					Mock Exams 2 (Wed-Fri SPH)			Sports Hall		
	3	10th Mar - 14th Mar					Mock Exams 2 (Mon-Fri SPH)		AP5 Mock Exams (SPH & DST)	Sports Hall & Dance Studio		
	4	17th Mar - 21st Mar							AP5 Mock Exams (Sports Hall)	Sports Hall		
	5	24th Mar - 28th Mar										
	6	31st Mar - 4th Apr					Data Deadline Wed 2nd Apr @ 5pm		Data Deadline Wed 2nd Apr @ 5pm			
EASTER HOLIDAY												
Sum1	1	21st Apr - 25th Apr					Parent Report (no FT comment) Issued by Tues 22nd Apr		Parent Report Issued by Tues 22nd Apr		Y11 & Y13 RAP Update Deadline (25th April)	
	2	28th Apr - 2nd May						AP2 Assessment (In class)				
	3	5th May - 9th May					Public Exams*		Public Exams*	Sports Hall		
	4	12th May - 16th May						Data Deadline Wed 14th May @ 5pm Parent Report Issued by Fri 16th May				
	5	19th May - 23rd May										
HALF TERM HOLIDAY												
Sum2	1	2nd Jun - 6th Jun					Public Exams*		Public Exams*	Sports Hall		
	2	9th Jun - 13th Jun										
	3	16th Jun - 20th Jun	EoY Exams (Classroom)	EoY Exams (Classroom)								
	4	23rd Jun - 27th Jun	Follow Up CATS and Reading Tests (Selected Students)		EoY Exams (Sports Hall)			AP3 EoY Exams (Dance Studio)		Sports Hall & Dance Studio		
	5	30th Jun -4th Jul	Data Deadline Thurs 3rd July @ 5pm			EoY Exams (Sports Hall)		AP3 EoY Exams (Dance Studio)		Sports Hall & Dance Studio		
	6	7th Jul - 11th Jul			Data Deadline Fri 11th July @ 5pm			Data Deadline Fri 11th July @ 5pm				
	7	14th Jul - 18th Jul						Y12 "Collection" Progression Exams				
			Parent Report Deadline (FT comments) 16th July @ 5pm, ELST checks 18th July @3pm Parent Report issued by Wed 23rd July					Parent Report issued by Wed 23rd July				
END OF YEAR												
July		21st - 25th July (Staff Planning Days)									DIP, Assessment Analysis, GCSE/A Level Exam Analysis (TBC)	

The first part of the KS3 assessment cycle is a block of teaching weeks which varies from approx. 7-9 weeks, followed by a week of exam preparation and technique.

Technique Week

Throughout a scheme of work alongside the teaching and assessing of core knowledge and skills teachers should also be ensuring students are given the opportunity to develop skills in effective revision strategies. This will look different in most subjects and subject leads should advise their teams on what effective revision looks like in their subjects.

At the end of the scheme of work in technique week, teachers should draw together the revision strategies and content learnt to prepare students for their upcoming assessment. This can be done through the following tasks;

- Walking talking mocks
- Retrieval practice
- Success criteria
- Modelling
- I do, We do, You do

By the end of this week, students should be confident in preparing independently for the following week's assessments.

Assessment Week

Having a week devoted to assessment means each individual subject assessment benefits from the high profile afforded this week in the school calendar. It means the electronic displays, assemblies, tutor time and parental communications (amongst other things) can all be focused on the same message – that, this week *"we are showing off what we can do".*

Flexibility is left with each subject area to decide when exactly to hold assessments within each assessment week and in some cases, departments may need to assess a week or two prior, to ensure that all logistics are carried out (e.g. if a subject wants to carry out a theory and a practical assessment over two weeks). In a core subject with 3 or 4 periods a week, the Head of Department may decide when to hold the assessment in any of the lessons.

Departments should ensure the assessments are carried out with the same structure as the subject's exam will be at GCSE. For most subjects, this will mean a written assessment done in silent exam conditions.

In accordance with the Teaching & Learning Handbook (and the discussion above), all assessments taken in Assessment Week should be 'unseen' and not excessively predictable. After all, that is what students will have to do in the 'assessment months' of GCSE and A-Level.

Review Week

Review Week provides an opportunity for teachers to address any skills or knowledge students have found particularly difficult or misconceptions that may have arisen in the summative assessment.

Teachers can use this time (both Assessment and Review Week) to diagnose any areas of weakness that persist and address them before they take their students onto the next topic. An assessment that tells a student they have failed to master aspects of the term's work, but gives them no chance to do anything about it, is essentially useless. Review Week allows students to compare their own performance in their assessments with the desired standard. They can then spend the final week of

term closing any gaps. It also gives students an opportunity to set meaningful goals for the coming term.

The effectiveness of Review Week is, in large part, down to the quality of feedback students receive. Much more detail about what makes effective feedback can be found in the Marking and Feedback section below, and the academy's Marking and Feedback policy.

In Review Week, teachers can use lesson time to address common misconceptions and students will receive their assessment scripts back. The priority for this week is for students to reflect on their progress and understand their next steps as opposed to solely focusing on the summative grade or percentage they have been given. As we all know, extensive evidence shows that given constructive feedback and a grade, students will always defer to the grade, and pay little attention (if any) to the feedback designed to help them improve:

> "*Study after study has found that students - from elementary school to graduate school, and across cultures – demonstrate less interest in learning as a result of being graded…Thus, anyone who wants to see students get hooked on words and numbers and ideas already has reason to look for other ways of assessing and describing their achievement.*"[1]

Lessons in Review Week should be planned carefully to meet the needs of all students. (This is obviously always the case, but can be much more difficult when students need to work on so many different topics at the same time.) Differentiation is therefore paramount. It would be inappropriate, for example, to have a student who scored highly on their photosynthesis assessment to be working on this again simply because others on her table need to.

Most valuable for students will be review activities or lessons that help them to see the benefit of their work or assessments, and teach them what they need to do to improve.

At the end of the review week, all KS3 students should have their results written in their student planner. At KS4, assessments must be kept safe and organised to use again before more formal exams. Any work they have done to address their 'gaps' should also be evident and to ensure this, students should use GREEN PEN (see the KAA Marking Policy for more details).

[1] Alfie Kohn, HIGH SCHOOL MAGAZINE, March 1999 - *(Benware and Deci, 1984; Butler, 1987; Butler and Nisan, 1986; Grolnick and Ryan, 1987; Harter and Guzman, 1986; Hughes et al., 1985; Kage, 1991; Salili et al., 1976).*

3. Designing Assessments

At KAA the design and creation of all internal assessments is the responsibility of the individual subject leader. Training and support will be provided, and it is hoped that all middle leaders will be experts in creating their own in-house assessments that underline the elements of deep learning covered with the students. In time, we expect every department to have at least one member of staff (ideally the Head of Department or 2 i/c) who has experience of marking national exams. This is essential for us to become assessment experts.

KS4 and 5 assessments will take very different forms depending on the demands of each subject. Much of the assessment material will be taken directly from the exam boards, however when designing smaller internal assessments subject leads should apply the same general principles as those applied to KS3 – detailed below.

- KS3 summative assessments twice a year, at the end of the Autumn term and End of Year exams, in all subjects. These are 'deep marked' and the results are entered into SIMS. *Note: All subjects may well choose to assess at the end of the Spring term in addition to this. However, data will not be collected on SIMS.*
- There are two assessment points for Year 10, including the End of Year Exams. Departments can also choose to assess at the end of the Spring term, but as with KS3 data will not be collected on SIMS.
- There are two formal assessment points in Year 11 – a full set of Mock Exams in December and another in March – followed by the formal GCSE exams in May and June.
- There are five major assessment points over the two-year A Level courses (three in Year 12 and two in Year 13). These are in addition to the formal A Level exams in May and June for Year 13.

Some guidelines on designing assessments:

- They should test students' understanding of the key curriculum concepts and principles in the scheme of work, and not merely look at superficial recall of information. This links to the idea of students becoming 'experts' in each subject discipline, covered in detail in the KAA T&L Handbook.
- All assessments should look forward to the GCSE /A Level exams our students will sit when they reach the relevant year. However, termly and End of Year KS3 assessments should focus on assessing core knowledge and skills developed over that scheme of work rather than mimic a GCSE/A Level style paper.
- Assessments should never be overly predictable or formulaic. Instead, they should encourage students to apply the knowledge they have been given to new, unseen problems. Excessively predictable tests should be discouraged as they lead to inflated results and will not help students adapt and perform in external exams.
- KS4 and 5 assessments should also provide staff with the ability to predict final GCSE/A Level grades. These are given as 'Forecast Grades'. Forecast Grades are not published to students, but instead used for internal analysis purposes.

KS3 End of Year Exams

It's important to note that the KS3 Sum2 assessment is very different in nature to the in-year assessments that come before it. Specifically:

- It is called the 'End of Year Exam', not Sum2 assessment.
- It is a longer test – typically 45 minutes to 1 hour. Some subjects may want to use several papers.
- From Year 9 onwards these are taken in the exam hall under formal exam conditions. For Years 7 and 8 these will take place in classrooms but under a more formal set of conditions than the previous assessment point earlier in the year. This process of having formal, end of year exams from Year 7 onwards ensures students become accustomed to the routines of GCSE and A-Level long before they get there.
- The end of year exam is a 'catch-all' test which examines students' understanding of the whole year's curriculum content. This means it provides us with an accurate measurement of what the student has mastered during the academic year, and allows us to make the correct decision over their pupil groups and targets for the coming academic year.

Training and support on designing robust, meaningful end of year exams (and in-year assessments) will be provided on an ongoing basis.

It is worth noting here that there are lots of ways to assess student understanding. Here we are discussing more formal assessments (as per the assessment cycle – see below), however, assessment should form part of every lesson you teach, and almost every curriculum interaction you have with students. Good questioning and use of exit tickets, quick tests, knowledge quizzes, deliberate practice, student presentations and so on, are all valuable forms of assessment. For more details on these and other strategies, please refer to the Teaching and Learning Handbook.

Mapping Assessments

Although each assessment cycle at KAA is discrete, and the content being assessed in the end of cycle assessment should be the material taught within that cycle, the assessments should build on each other. Each subject lead should draw up a **curriculum map** for each year group to ensure that key concepts are being re-visited in the way they need to be in order to ensure deep learning across key stages. For example, this RE KS3 RE assessment map doesn't just randomly place the individual topics into each assessment, it contains a gradual development of multiple choice, short answer questions and extended response questions, interleaving content from across the year and Key Stages.

For reference in the tables below; Year 7 content, Year 8 content, Year 9 content

	Year 7 AUT2	Year 8 AUT2	Year 9 AUT2
Section A	Religion& Society 6 multiple choice 1. Which of the following is not a religious rite of passage? 2. Why is Eid ul-fitr celebrated? 3. What does censorship mean? 4. Which religion is the charity 'Tearfund' associated with? 5. What is the name of the Jewish place of worship? 6. Who is the current leader of the Buddhist community?	Creation (Y7) 3 multiple choice 1.Which of the following is the first book of the Torah and Old Testament? 2.How many stages did God create the world in, according to the Quran? 3.According to Jews and Christians, what was Adam from?	Islam (Y8) 2 mark 1.Define tawhid.
Section B	Hinduism 6 marks 1. What does polytheism mean? 2. Name all three of the Trimurti. 3. What does pacifism mean? 4. Give a Hindu teaching supporting pacifism. 5. What is Hindu prayer called? 6. What does Santana Dharma mean?	Judaism (Y7) 4 marks 1.Give one reason Moses is important. 2.What does covenant mean? 3.What was moral message of the Story of Babel? 4.Why do Jewish people fast during Yom Kippur?	Christianity (Y7)5 mark 1.Describe Christian beliefs on parables.
Section C	Hinduism 8 marks 1. Explain Hindu beliefs on the afterlife.	Christianity (Y7) 8 marks 1.Explain Christian beliefs on the life of Jesus.	Discrimination (Y9)8 mark 1.From two different religions or two religious traditions, explain attitudes to prejudice and discrimination.
Section D	Religion& Society 10 marks 1. 'Society needs religion.' Discuss this statement. (10 marks)	Dharmic Faiths (Y8) 15 mark **1.**Dharmic faiths are all the same.' Discuss this statement	Relationships (Y9)15 mark 1.'Sex outside of marriage is always wrong.'

	Year 7 SPR2	Year 8 SPR2	Year 9 SPR2
Section A	Dharmic Faiths 6 multiple choice 1. How many Gods do Sikhs believe in? 2. What religion was Guru Nanak? 3. What is the name of the supreme God in Hinduism? 4. What does Santana Dharma mean? 5. What four sights did the Buddha see? 6. Which of the following is one of the 8 fold path?	Religion& Society (Y7) 3 multiple choice 1. What does extremism mean? 2. What does reconciliation mean? 3. What is censorship?	Christianity (Y7) 2 mark 1. Define baptism.
Section B	Religion& Society 6 marks 1. What is Just War Theory? 2. Give two ways religion is good for society? 3. Give an example of extremism. 4. Name one religious rite of passage. 5. What is the name of the place of worship in Judaism? 6. Give an example of censorship.	Christianity (Y7) 4 marks 1. Name a parable from the Bible. 2. Name a miracle performed by Jesus. 3. Define resurrection. 4. Why is Christmas celebrated?	Relationships (Y9) 5 mark 1. Describe religious beliefs on contraception.
Section C	Religion& Society 8 marks 1. Explain religious beliefs on discrimination.	Islam (Y8) 8 marks 1. Explain the significance of the five pillars of Sunni Islam.	Islam (Y8) 8 mark 1. Explain the significance of the Shahada.
Section D	Dharmic Faiths 10 mark **1.** 'Dharmic faiths are all the same.'	Afterlife (Y8) 15 mark 1. 'There is no life after death'	Sanctity of Life/ Good and Evil (Y9) 15 mark 1. 'Humans should never end life.'

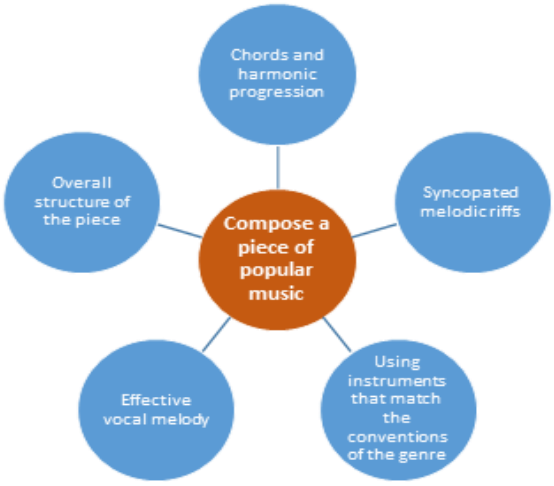
	Year 7 SUM2	Year 8 SUM2	Year 9 SUM2
Section A	Sikhi 6 multiple choice 1. What is the name of the initiated Sikh community? 2. Which of the following is not one of the 5Ks? 3. Who was the first Sikh guru? 4. What is the name of the Sikh holy book? 5. What does sewa mean? 6. Which of the following is not a one of the 8 fold path?	Dharmic Faiths (Y8) 3 multiple choice marks 1. Which of the following is the ultimate aim for Hindus? 2. What is one Sikh teaching on equality? 3. Name one of the 8 fold paths.	Relationships (Y9) 2 marks 1. Define divorce.
Section B	Hinduism 6 marks 1. What does pacifism mean? 2. Give one reason many Hindus are vegetarian. 3. Name a female deity. 4. What is the Hindu prayer ritual called? 5. Name a Hindu festival. 6. What is moksha?	Islam (Y8) 4 marks 1. Give an example of greater jihad. 2. What % is zakat? 3. What does tawhid mean? 4. Why do Muslims throw stones at pillars during Hajj?	Discrimination (Y9) 5 marks 1. Describe Christian and Muslims views on racism.
Section C	Buddhism 8 marks 1. Explain key Buddhist beliefs and teachings.	Afterlife (Y8) 8 marks From two different religions or two religious traditions, explain attitudes to prejudice and discrimination.	Sanctity of life (Y9) 8 marks 1. Explain religious views on the sanctity of life.
Section D	P&E 10 mark 1. 'God does not exist.'	P&E (Y8) 15 mark 'God does not exist.'	Good and Evil (Y9) 15 marks 1. 'Evil and suffering proves God does not exist.'

When writing assessments…

Good assessments are linked directly to the curriculum being taught. They provide students with the opportunity to use the knowledge / content / skills they have been taught in a way that is authentic to the subject discipline. Bambrick-Santoyo puts it clearly when he says with good assessment it is not *'teaching to the test, but is testing the teaching'*[2]. If students have been taught in a way that is true to the 'whole game'[3] of the subject, then the assessment should require them to operate in a way that is true to the 'whole game'. Maths is a good example of this – most would agree that playing the 'whole game' of maths means solving problems, not simply reciting facts or memorising a body of knowledge. Therefore, a good maths assessment will require the students to solve meaningful problems in a complete way. It will ask the students to decode the problem, decide on the relevant method, apply techniques accurately and interpret the results. If teachers teach in a way that prepares the students to do this, and the assessment demands that they do this properly, then the teacher is 'teaching to the test' in exactly the right way.

A good assessment should provide 'bright lines' that the medium term plan can follow. **In order to do this, we need to write our SoW by working backwards from the end point.** Start by writing the assessment, then completing the assessment yourself – literally – to the desired standard. When you have done that, you can deconstruct this overall end product into its constituent parts. This should tell you what the students will need to know / be able to do, in order to complete the assessment.

Take an example from GCSE Music: The assessment is for students to compose a pop song – an original piece that fits the conventions of 'popular music'. By composing your own song first (to the specific standard you want your students to reach) you will realise the individual building blocks of this eventual, overall outcome.



This unit of work is five weeks long, with three lessons a week, so you spend 3 lessons on each of these areas. **Because the planning process started from an understanding of the overall end product you can be confident that all the key ingredients of the outcome are being covered.**

[2] Paul Bambrick-Santoyo, Leverage Leadership – page 34
[3] See the T&L Handbook for a detailed discussion of the 'whole game'

4. Tracking Student Progress – KS3 KAA Bands

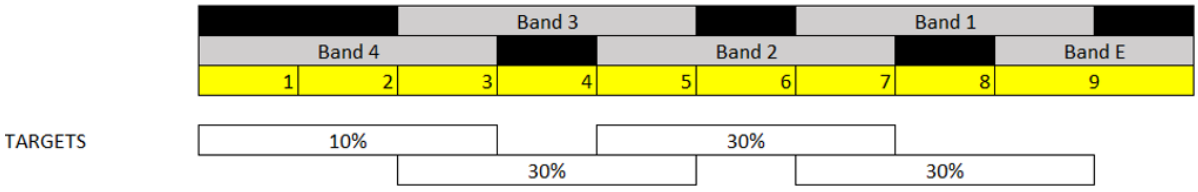
Tracking student attainment and progress is, of course, essential. At KAA, all Key Stage 3 students are given an attainment band target in each of their subjects.

Setting Minimum Expected Bands

At KAA, we set targets using a number of different inputs to guide us, including but not limited to:

- KS2 SATS results – these are usually the best indicator of KS4 performance that we can use, particularly for our Year 7 students.
- Cognitive Ability Tests (CATs) – all Year 7 students sit CATs in Autumn 1 which we use to enhance our knowledge of students' abilities on entry to the academy.
- New Group Reading Tests (NGRTs) – all Year 7 students sit CATs in Autumn 1 which particularly helps us to allocate students into the correct morning reading groups, as well as helping to measure reading levels against the national average.
- End of Year Data – for our Year 8 and 9 students we will also use the information from the end of the previous academic year to inform target setting.
- Teacher Feedback – particularly useful for our Year 8 and 9 students is feedback, which we will take into account, particularly if there are some discrepancies between the other data above. Similarly, we can use feedback from a primary school teacher if it is provided to us.

From this information, our students are then allocated a Minimum Expected Band. Broadly speaking, in most subjects the bands are allocated with a fixed number of students getting specific bands in each subject as per the diagram below:



The 30% of students that we predict to achieve the best in any given subject are allocated a Minimum Expected Band 1, with the next 30% of students allocated Band 2, the next 30% allocated Band 3 and the final 10% allocated Band 4. (Note: In the Performing and Creative Arts, the allocations are usually 15%, 20%, 30%, 35%).

The bands broadly map forward towards particular expected grades at GCSE such that Band 1 is for students aiming for Grades 7 to 9 in a given subject, Band 2 is for students headed towards Grades 5 to 7 and so on, as per the diagram above.

The percentage of students we place in each Minimum Expected Band may change year-on-year as our results fluctuate over time. Ideally, the percentages should reflect the expectations we have of departments so that these become stronger indicators of performance at the end of Year 11.

In addition to the Minimum Expected Bands of 1 to 4, there is one additional band that a student can achieve in their assessment: Band E (Exceptional Performance). This is reserved for any student that is in the top 5% of students in a particular assessment and broadly maps forward to a Grade 9. This is in line with the aims for Grade 9 to map to the top 5% of the population at GCSE.

The KAA Band Model – a worked example…

The following example shows how the model can work for a typical student.

On entry, Sam Smith's KS2 results are broadly in line with most other students. As a result, in most subjects they are projected to have an expected band of Band 2 or 3. However, they are a gifted sportsperson and their primary school has highlighted this to KAA leading to us placing this student into Band 1 for PE to set expectations higher in this area.

After completing their assessments, they achieve the following results:

Kensington Aldridge Academy

Year 7 Autumn Term Report **2020-21**

Name: Smith, Sam

Form: 7AN2

Tutor: Miss E. Demuth

Attendance

As of 17th December 2021:

Present: 90.0%

Lates: 5

Every student is expected to come to school everyday and on time. All students should aim for 100% attendance and anything under 96% is unsatisfactory. There should be no unauthorised absences.

As of 17th December 2021:

Commendations: 8

Detentions: 28

KAA@Home Merits: 11

Subject Teacher	Year 9 Expected Band	Spring Result (%)	Spring Band	Effort Grade
English Miss I. Stevens	Band 3	48	Band 3	A
Maths Ms A. Osman	Band 3	55	Band 2	B
Science Mr H. Bell	Band 3	47	Band 3	B
Art Ms N. Marks	Band 2	56	Band 2	B
Computer Science Miss H. Shoib	Band 2	65	Band 2	B
Dance Mr R. Dunning	Band 3	35	Band 3	B
Drama Ms A. Miller	Band 2	44	Band 3	C
D&T Miss C. Agullano	Band 2	59	Band 2	A
Geography Ms N. Kruk	Band 2	64	Band 2	A
History Mr B. Aite-Ouakrim	Band 2	71	Band 2	B
MFL Miss F. Hahnefeld	Band 3	33	Band 3	C
Music Miss G. Cockell	Band 3	48	Band 3	B
PE Miss M. Kennedy	Band 1	80	Band 1	A
RE Mr R. Greenish	Band 2	51	Band 2	A

Notes:

- All subjects with a Spring Band in yellow, Sam has achieved their minimum band. For example, in PE they have achieved in the top 15% of students (as creative and performing arts subjects only have 15% of students achieving Band 1). In many other subjects (for example Computer Science), they have achieved a Band 2, meaning they were not in the top 30% of students on this assessment, but were in line with the next 30% of students.
- Sam has achieved a Band 2 in maths, which is better than their Minimum Expected Band, which is why the band is in green.

- They have achieved a Band 3 in drama, which is worse than their Minimum Expected Band, which is why the band is in red.
- Note that if a student achieves in the top 5% of the cohort, they will receive a Band E for exceptional performance and their band will be in green. This ensures that even if a student has a Minimum Expected Band of Band 1 in all their subjects, they still have something to work for that is 'above' their band.

What is the rationale behind the Banding Model?

The Banding Model is a new implementation for KAA, first introduced in 2021. This replaced an old system of targeting using percentages. One of the limitations of percentages as targets in each subject was that if a student had a particular percentage target in one subject compared to another, this did not always track to mean the same thing, as different subjects have very different requirements, sometimes for the same percentage target. For example, in maths, a student could have a target of 60% if they are a middle attaining student, whereas, in drama, 60% could be quite a high target. This meant that parents and students were not always able to compare which subjects they were doing well in.

The Banding Model having fixed percentages of students in most subjects helps for the following reasons:

- Comparison of subjects is easier: if a student has achieved a Band 1 in History and a Band 2 in Geography, they are better at history than geography, relative to their peers. This aids in decision making for GCSE Options.
- Allows for variance in the difficulty of assessments: under the old system of percentages being the target, if a particular assessment was very hard, then the whole cohort could fail to reach their target. This way approximately the same number of students can achieve different bands, regardless of the difficulty of the assessment.

This does carry its own set of problems though. If all the students in a cohort underperform on a particular assessment, how can a Head of Department or Classroom Teacher know if the same number of students will always achieve each band?

The answer is that teachers should be looking at the bands in conjunction with the percentage results, and furthermore, looking at the breakdown question-by-question if they feel this is useful. A direct comparison from one year to the next, if possible, can also be a good way to track whether teachers and learning are as effective as in previous years and whether a cohort has understood the content as much as we need them to.

KS4 Target Setting

Similarly to KS3 Minimum Expected Bands, a lot of our KS4 target setting is based on students' performance at KS2 in their SATs. However, with three years of progress made during their time with us, this gives us additional information to use.

Original target suggestions are made with a view to trying to get our school's progress 8 consistently higher. With our current Progress 8 figures of approximately +0.5, our targets for the students need to be such that if students were achieving these targets our academy Progress 8 figure would surpass this.

Combining the information from KS2, along with the performance of students throughout KS3 and these academy Progress 8 targets, allows the Assistant Principal in charge of data and the Data Team to establish minimum target grades. These are then shared with Heads of Department, who can

adapt these in cases where they know the targets are either unrealistic or need to be more stretched. It is really important for us at KAA to see this as a collaborative process in this way.

Accurate target setting is incredibly important at Key Stage 4. There are some key principles that guide our thinking:

- Targets are ambitious and based on what the top schools nationally are achieving in terms of academic progress. We would rather have targets that stretch us but which we don't always achieve, than play it safe and risk underestimating students' potential.
- Targets are set in consultation with subject leaders and not imposed from the top down. SLT advise targets (benchmarking against what the very best schools do) and then subject leaders use their own knowledge of the course and the individual student to agree an ambitious yet realistic target. Through this process of moderation targets can go both up and down (*they rarely fall and can never fall below minimum KAA expectations*).
- Simplicity is key: each student should just have **one target** for each subject each year.
- Clarity of communication is key: all parents and students should understand what their targets for each subject are, how they have been calculated, and crucially **what they need to do to achieve them.** Communicating the target is not an end in itself, it is a means / vehicle to give detailed and precise guidance in lessons about how a student can achieve that result across the various aspects of the syllabus.
- Our belief in a growth mindset and that intelligence and ability are not fixed; that we are most interested in progress, not attainment.

The table below shows the general target setting formula for English and Maths, using the Key Stage 2 result in that subject. This is adapted by adding in the knowledge we have of the progress students have made during Key Stage 3, but with an awareness that our Progress 8 score will be measured against Key Stage 2 data.

KS2 SATs	Mean CAT Score	Likely Year 11 Target	Likely KAA Band
80	<75 – 79	1	Band 4
83	80 – 84	2	
85	85 – 89	3	
88	90 – 94	4	Band 3
91	95 – 99	4	
93	100 – 104	4	
96	105 – 109	5	
99	110 – 112	5	
101	113 – 115	6	Band 2
104	116 – 118	6	
107	119 – 121	7	
109	122 – 124	7	
112	125 +	8	Band 1
115		8	
117		8	
120		9	

It is important to note here that targets are not completely static and can increase for individual students from one year to the next. This will depend on previous assessments and conversations between relevant subject leads and the Assistant Principal in charge of data. Ultimately the Principal is responsible for all student targets and accountable to the Board of Trustees and parents to ensure they are suitably ambitious and challenging.

KS5 Target Setting

KS5 targets are based on ALPS. Individual student GCSE (and other) results are inputted into ALPS which generates targets in the following format: AABB. These are then reviewed by HoDs in the light of their experience with the individual student and are given to students during Target Setting week in October. HoDs are encouraged to set ambitious but achievable targets (and may raise targets from ALPS, but never lower them), and to use ALPS Connect to inform this decision. ALPS Connect allows HoDs to see the effect achieving a higher or lower target would have on their overall ALPS score, therefore allowing them to judge if they are being sufficiently ambitious, or conversely over-optimistic in their targets.

Target Setting Timeline

The target setting process is done in 2 'waves'. Wave 1 takes place in early Sept and includes all targets that are straightforward to calculate (e.g. a Y8 student, whose targets largely roll forward from Y7, with some moderation based on the End of Y7 Exams). Wave 2 is immediately before Oct half-term in "**Target Setting Week**" and includes targets that require greater preparation (e.g. a new Y12 student or a Y10 student starting their GCSE course).

Aug	KS2 results are downloaded and **Y7 targets in EN and MA are suggested (by AP Data)**
Aug	KS5 students enrol and their KS4 results are submitted to ALPs
Aug	Students are grouped for the start of the academic year based on KS2/KS3/KS4 results and other general info
Sep	**Existing targets for Y8, Y9, Y11 and Y13 students are reviewed in light of the previous end of year exam data** **Updated targets are suggested by AP Data**
Sept	**Y7 EN and MA targets, and all subject targets for Y8/Y9/Y11/Y13 are sent to HoDs for consideration and clarification**
Sept	Subject teachers observe the classroom performance of students in Y10, Y7 and Y12 to inform remaining target setting
Oct	Y12 subject / course choices reviewed and any changes made
Oct	**In Y7 all remaining subjects (not EN and MA) decide on individual subject targets in consultation with AP Data**
Oct	**In Y10 and Y12 individual subject targets are decided by HoDs in consultation with AP Data (Y10 based on KS3 results, Y12 on ALPS data)**
Oct	**Target setting week – all End of Year Targets shared with all year groups** Some changes to pupil groupings based on new targets

The Language of Targets

Having aspirational yet achievable targets is incredibly important. There is a fine balance between motivating students to push themselves and demotivating students because they are continually *not quite* reaching their goals. To support this staff must be sensitive to the language they use around assessment. Conversations should be focused on effort and hard work, rather than natural talent and intelligence. Reminding students that we can all improve is central to our KAA 'growth mindset' philosophy (see the T&L Handbook).

At KAA assessment conversations are about the distance from the target, and whether students have met, exceeded or missed their minimum expected band. They are not about your absolute attainment (until the end of KS4 and 5).

Department tracking

At a department level, subject leads need to first of all make sure they (and all department staff) are fully informed of all student targets.

At the end of every cycle, teachers will be presented with data booklets at KS3 and access to 4Matrix for KS4 and ALPS for KS5. Subject leads should identify any large scale gaps in understanding and establish the intervention to address this. They should pay particular attention to the performance of different groups of students (for example PP, SEN, EAL, HA, and so on) ensuring clear action plans are created to help reduce gaps within these. Subject leads will discuss the assessment analysis with their line managers as well as their corresponding action plans. Subject leads will complete exam analysis after Autumn assessment point as well an End of Year Exam analysis. A template for this will be sent out nearer the time.

The only summative KS3 data that is entered in SIMS is a percentage value for each assessment for each student (plus an effort grade) which is then automatically converted into a band using the criteria mentioned above. At KS4 and 5 GCSE/A Level current performance and forecast grades are collected (as well as an effort grade).

Departments are expected to engage closely with assessment data and be strategic and creative in their response to it, this should be led and directed by subject leads.

For example:

- What misconceptions came from marking and moderation? Use these findings to plan 'Review Week' lessons and activities.
- Evaluate the SoW you just taught for strengths and weaknesses: What areas were covered well; what ideas/concepts did they not understand? What can we change for next year? (These need to be clearly identified in LTPs for future planning).
- Redeploy teaching assistants and co-teachers based on where need is greatest.
- Adjust seating plans.
- Parental contact. This can come in many forms: reward postcards, positive phone calls, meetings with parents where there is a real concern etc. One creative idea is to photocopy the actual assessment scripts of the 10 most underperforming students and post them directly to parents, along with a copy of the success criteria and a cover letter instructing them that their child should re-do the assessment over half term.
- How can we ensure students prepare even more thoroughly for the next assessment? Revision skills / booklets / HWs / displays / assemblies and so on...

Whole school tracking

Tracking at a whole school level mirrors tracking at a department level. In addition, however, across a year and at individual assessment points, we are able to calculate (for KS3) the average deviation from target for each student, for each class and for each subject area; and the proportion of students working at, below or above target. This provides us with powerful data on the proportion of students making different levels of progress. This will support SLT in providing staff training and

identifying areas of great practice, and areas where support is needed. A similar analysis is carried out at KS4 and 5, but using 4Matrix and ALPS to highlight levels of progress.

At all levels, we are careful to track the attainment (and consequent progress) of all sub-groups of students: Girls & Boys, Pupil Premium and Non-Pupil Premium, FSM, SEN, EAL, Hi/Mid/Lo attainers, and different ethnic groups.

Tracking 'effort grades' across subject areas, houses, form groups, gender, PP and so on, will provide powerful information on our students' attitudes to learning. This will be used to inform our approach to enrichment, rewards, sanctions, behaviour management and the general atmosphere of the school.

6. Moderation and Data Entry

Effective moderation does the following:

- Ensures that the results given back to students are accurate and fair
- Gives the data we report to students, parents and staff greater integrity
- Diagnoses issues/areas of underachievement, informing forward planning
- Provides feedback on the quality of assessments and the quality of curriculum planning
- Trains teachers – sharpening their understanding of relevant assessment criteria

Moderation should also take place externally. Each department should try to take as many opportunities as possible to compare their curriculum and assessments with other schools and organisations. Some opportunities will be created centrally, for example through our school partners and mutually beneficial arrangements with other schools – however, subject leads should look to find their own moderation opportunities as well. The results of any external moderation should be collated by the subject lead.

Data Entry

SIMS is our MIS (management information system). The deadlines by which staff should input their assessment data into SIMS are outlined in the Assessment Calendar above. For KS3 students, at the end of each assessment cycle staff will need to input a percentage for each student which will then be converted into a KAA Band. For KS4 and 5 students, teachers will need to enter estimated grades and predicted grades.

At the same time, staff will also need to enter an Effort Grade for each student, regardless of the key stage. This communicates to parents their child's attitude to learning and general effort in lessons and with homework. The effort grades are below…

A	Excellent effort
B	Good effort
C	Inconsistent effort
D	Poor effort

Some subject leads may have an internal departmental spreadsheet which should be regularly updated as well as SIMS. It is down to individual departments to decide exactly what data is held on these.