Data, Recording and Reporting Policy

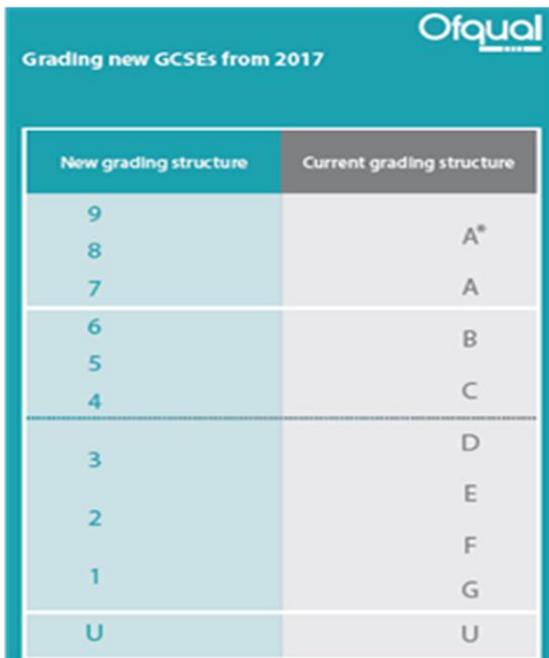|	
Written By	Assistant Head - Data & Timetable
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Data, Recording and Reporting Policy

<u>Data and Recording</u>

Changes to GCSE content and the reporting of student progress has led to changes in the monitoring and reporting of KS3 and KS4 data. This policy will address the changes put in place.

Assessment underpins our understanding of student progress and so is a vital tool in tracking student achievement ensuring that support is put in place early and that stretch and challenge are available in lessons to enable all students to reach their target and aspire beyond. Data generated from the assessments that take place during the school year then informs the whole school target setting and ensures we monitor and support our students as accurately as possible.

Headlands School has in response to 'life after levels', adopted a new KS3 assessment policy. This is based on individual departments assessment criteria which then links to the general criteria of 'emerging', 'developing', 'secure' and 'excelling', in terms of how well they are understanding and performing against the assessment criteria in each subject.

KS4 assessment is based on the new 9-1 GCSE scale (see fig 1 below).

Fig 1: 9-1 scale

When a student reaches Year 10 and Year 11 they will be studying their GCSEs (and L2 BTEC equivalents). A grade 4 is classed as a standard pass and the same proportion of students who previously achieved a grade C+ will now achieve a Grade 4+. Grade 5 is classed as a good pass. The new Grade 7 is equivalent to the old grade A and a grade 9 is a new standard above a grade A* which only 2-3% of the country will be awarded.

Teachers of KS4 classes will be expected to record a current working grade for each student, this means: *"If the student were to sit the GCSE exam at this stage, this is the grade I would expect them to achieve right now."* a professional judgement based on current assessment. Along with this, teachers will also provide a predicted grade, and this means: *"In my judgement the student is currently expected to achieve a grade …at the end of KS4"* – a professional opinion, based on evidence of assessment.

Every student will have a GCSE aspirational target range based on their prior attainment at KS2. *(see fig. 2 below)* We have 2 KS2 systems in place; the legacy NC levels where 4b was the average KS2 level and the new scaled scores ranging from 80 to 120 where 100 is classed as the average score. Using these average KS2 scores as a baseline we have devised a GCSE Aspirational Target Range for each student. For example, a student with a KS2 score of 100 (or 4b in legacy NC levels will have an aspirational target in the range of grades 5 to 7. These target grades will be shared with the students so they know what to aim for.

**Flight Path 'new' KS2 scaled scores	Flight Path 'legacy' KS2 NC level	GCSE Aspirational Target Range
80-<83	2	3 to 5
83-<86	3c	4 to 6
86-<89	3b	4 to 6
89-<92	3a	4 to 6
92-<98	4c	5 to 7
98 - <104	4b	5 to 7
104-<106	4a	5 to 7
106-<110	5c	7 to 9
110-<115	5b	7 to 9
115+	5a	7 to 9

Fig 2 – Aspirational Target Range

At the 3 data collection points, the results will be analysed and using aspirational targets, students at risk of underachieving will be identified to put interventions in place to help them get back on track. Sisra Analytics is a program that is used to analyse the data by SLT, Heads of Department, Class teachers and any other staff who have an input into the progress of the students at school. The analysis summary is produced by the Assistant Headteacher and then shared with Governors in the learning and progress meeting.

An assessment calendar is devised at the start of each year which shows the timings and deadlines for assessments to be sat, marked and moderated. When this is done teachers need to input the students' data onto Sims assessment mark sheets. The Sims assessment mark sheets have been specially tailored to fit Headlands School's assessment criteria, flightpaths and target grades. Formulas have been created in Sims behind the scenes to generate colour codes when data is inputted. Staff will have a strict deadline of when the data is to be entered by. It is the Heads of Departments' responsibility to check the data for their own subject areas and identify any potential errors and gaps in the data. This information is then checked again by the data

team and then reports are created for individual conversations between students and SLT and then sent home to parents via email at the end of each term.

Reporting

We value our partnership with parents and reports are one way of ensuring that parents have clear information about both pastoral and academic matters in relation to their child. Reports to parents do not replace our regular dialogue with them. Any parent with a query or concern is always invited to contact the school and to discuss this with the appropriate staff in accordance with the guidelines provided for parents. Throughout the academic year we report to our parents in the following ways:

Parents' evenings are held at least once during the school year to give parents the opportunity to meet their child's teachers and to discuss a student's progress. In addition to this, we have a pathways evening for students and their parents to prepare them for KS4 and KS5 option choices. This is an opportunity for students and their parents to learn more about subjects on offer at KS4 and KS5. We also have an open door policy where a child's progress can be discussed at all times of the school year, by booking an appointment with the appropriate staff member. The pastoral team are available to talk through any concerns that parents may have.

Progress Reports are provided three times during the school year at the end of each term. The report will display the latest pastoral information, such as attendance and punctuality data, reward stamps, negative comments etc. along with the academic progress data for that term. These reports are sent home via email using the Sims 'In Touch' system.

The KS3 (Years 7-9) progress report will report assessment data in the form of the criteria: emerging, developing, secure and excelling in terms of progress in each subject.

The KS4 (Years 10-11) progress report will report in terms of GCSE/BTEC assessment criteria using the 9-1 scale or the BTEC grading (Distinction* - Pass). Teachers will report a current working grade and a predicted grade.

On all year reports there will be a KS4 aspirational target range based on their KS2 results in reading and Maths. This target range has been calculated based on national estimates and expectations of similar students across the country. The target range is aspirational as we want students to be supported and challenged throughout their school experience and therefore achieve their full potential.

When reports have been generated, every student in the school meets with a senior leader (3 times a year) to discuss their progress across all subjects and this allows students to talk about any problems in lessons they may be experiencing and the Senior leader can help and offer advice. This is also an opportunity to set targets for students to work towards for their next progress report. The senior leader can put in place any interventions that may be necessary at this point.