



Assessment, Recording, Monitoring and Reporting Policy

Policy created:

Policy first adopted:

Signed Chair of Governors:

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Assessment, Recording, Monitoring and Reporting Policy

Rationale

Assessment at Oak Grove College refers to all the activities undertaken by teachers and students that provide information that can be used to modify the teaching and learning activities in which they are involved.

Assessment is the key to the promotion of our students' learning. Planning, teaching, assessment and record keeping strategies when looked at as a whole, form a complete 'jigsaw' which creates an environment where students and teachers work towards high achievements.

Principles

- The assessment policy is built on our whole school approach to teaching and learning
- Assessment is both formative and summative
- Systems and processes are manageable and useful
- Planning is led by learning intentions not activities
- Assessment involves a whole range of activities and strategies
- Assessment involves both the students and their parents/carers
- Assessment includes achievement beyond the National Curriculum
- Achievement is to be celebrated both during the lesson and at other opportunities. (assemblies, phone calls, merits, school star)
- The individual needs of our students is paramount, we are not constrained by monitoring systems.

Aims

- To provide up to date information about the attainment of individual and groups of students
- To provide a record of student progress
- To assess the readiness of students for future learning - to inform planning
- To identify patterns over time - useful when students learn in very small steps
- To provide a basis from which to set targets for improvement
- To promote rigour and pace
- To assess the progress of specific groups of students - such as students with similar backgrounds, need, and gender
- To assess the need for additional, specialist support
- To help motivate students and staff
- To provide information to discuss with parents
- To provide information for other teachers

Who we are assessing for:

- Students
- Tutors
- Subject teachers
- Subject Leads
- Pastoral Leads
- Parents and carers
- SLT
- Governors - Federation and Management Committee
- External Bodies - e.g. LA, Ofsted, Examination boards
- Other professionals

Formative Assessment

This is the day to day, on-going assessment at Oak Grove College which is based on how well our students fulfil the learning intentions, staff providing feedback and involving students in the process of improving their own learning.

Good formative assessment will:

- Enable the active involvement of students in their own learning by providing effective feedback (and feed-forward) which closes the gap between present performance and future targets.
- Promote student self-esteem through a shared understanding of the learning processes and the routes to improvement.
- Enable the staff to adjust teaching taking account of continual assessment on how students learn.
- Provide information which can be used by staff as they plan for individual students.

- Enable continuous reflection on what students know now and what they need to know next (feedback).

A wide range of formative assessment takes place at Oak Grove College. These include:

<ul style="list-style-type: none"> • <i>Questioning</i> • <i>Peer assessment</i> • <i>Self-assessment (3 stars and a wish, traffic lights, thumbs up-thumbs down)</i> • <i>WALT and WILF (sharing success criteria)</i> • <i>WWW and EBI</i> • <i>Skills checklist</i> • <i>Observations and subsequent feedback</i> • <i>Intensive interaction</i> • <i>Use of individual whiteboards</i> • <i>Symbol support</i> 	<ul style="list-style-type: none"> • <i>Photos and annotation</i> • <i>Recording on OneNote</i> • <i>Homework</i> • <i>Marking using formative codes for level of support given</i> • <i>Post it notes</i> • <i>Recording of student activity or speech on iPad</i> • <i>Cloze activities</i> • <i>ICLP targeted questioning</i> • <i>Pupil presentations in plenary</i> • <i>Discussion around progress books</i>
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Marking

Marking is the key to raising achievement. It can be carried out individually with the student, giving them verbal feedback and recording the discussion. It can also be carried out in groups, and in some cases students can annotate part of the work themselves.

Each department has their way of working with this though below are some general guidelines that should be followed:

Marked work should include:

- One learning intention
- The date
- The initials of the person marking the work
- The level of support provided
- Feedback or comment - written or visual
- Next steps where appropriate
- The work should not generally be levelled unless it is for a specific assessment activity

Quality of Work

Questions to ask yourself:

- Is the work presented at an appropriate level for the student and clearly linked to their starting point?
- When comparing it with the files of other students in the class, does it show differentiation?
- Does the work clearly evidence the work the student is doing?
- Does the work presented clearly show progression?

How planning links with formative assessment

Effective planning provides an essential framework which facilitates learning and therefore provides a basis to assess progress.

- Long term planning - shows coverage and progression providing an overview of the whole curriculum for each year and or need group. Provides learning aims.
- Medium term planning - includes the learning intentions. Having taught the scheme, the teacher reviews it, considering how far the students have fulfilled the learning intentions. A copy of the scheme of work can be annotated showing where adjustments need to be made next time round.
- Short term planning - this is a working tool. It includes a breakdown of the learning intentions, including differentiation. These are annotated to show where pupils need further reinforcement and who needs extending further.

Summative Assessment

This is used to establish a baseline from which to measure progress, to highlight strengths and weaknesses to assist planning and to monitor the effectiveness of teaching.

It is also used for measuring and comparing student progress, to inform planning and to inform target setting - individual, class and whole school. In addition, it is used to provide information at transition times - such as moving to another class or school.

Staff use assessment frameworks that have been devised across individual subjects and curriculum areas taking account of evidence of achievement in a range of contexts. Moderation procedures are in place to ensure consistent practice.

Core Subjects - English and Maths

Over the course of the year there are three assessment periods (**AP1, AP2, AP3**). Students are baselined in Year 7 and targets (**MQ, UQ**) are set for the end of KS3 and KS4 based on the target setting standards shown in Appendix C.

Year 9 students are set an **Exam Prediction Target** based on their end of Year 9 summative results. This is based on the Exam Prediction Target setting table as shown in appendix E.

At the end of each assessment period KS3 staff submit **attainment information**, a **behaviour for learning** grade and a **target level** for the next assessment period.

KS4 is the same with the addition of an **Exam Progress Grade** to monitor progress towards the Exam Prediction Target.

For English this is for Reading, Writing, Speaking and Listening.

For Maths, this is for Number, Calculation, Algebra, Statistics and Geometry.

Science, Computing, Drama, Music, Art

Over the course of the year there are three assessment periods (**AP1, AP2, AP3**). Students are baselined in Year 7 and targets (**MQ, UQ**) are set for the end of KS3 and KS4 based on the target setting standards shown in Appendix C.

Year 9 students are set an **Exam Prediction Target** based on their end of Year 9 summative results. This is based on the Exam Prediction Target setting table as shown in appendix E.

In KS3, staff submit **attainment information** and a **behaviour for learning** grade at the end of each assessment period.

KS4 is the same with the addition of an **Exam Progress Grade** to monitor progress towards the Exam Prediction Target.

Physical Education (PE)

Over the course of the year, PE data is collected in 6 periods to coincide with the rotation of activities each half term. PE staff give an average level of the two activities each term and submit this as their attainment data.

Students are baselined in Year 7 and targets (**MQ, UQ**) are set for the end of KS3 and KS4 based on the target setting standards shown in Appendix C.

At the end of Year 9, students are set an **Exam Prediction Target** based on their end of Year 9 summative results. This is based on the Exam Prediction Target setting table as shown in appendix E.

In KS3, staff submit **attainment information** and **behaviour for learning grade** for the assessment period.

In KS4, this is the same, in addition an **Exam Progress Grade** is also given to monitor progress towards the Exam Prediction Target.

Humanities - Geography, History, Religious Education

Over the course of the year Humanities data for KS3 is collected for individual subjects twice over the year. This is to coincide with the rotation of subjects within the KS3. At KS4, data is collected in line with the assessment periods (AP1, AP2 AP3).

Students are baselined in Year 7 and targets (**MQ, UQ**) are set for the end of KS3 and KS4 based on the target setting standards shown in Appendix C.

At the end of Year 9, students are set an **Exam Prediction Target** based on their end of Year 9 summative results. This is based on the Exam Prediction Target setting table as shown in appendix E.

In KS3, staff submit **attainment information** and **behaviour for learning grade** for the assessment period.

In KS4, this is the same, in addition an **Exam Progress Grade** is also given to monitor progress towards the Exam Prediction Target.

Technology Subjects – Outdoor and Practical, Design Technology and Food Technology
At KS3, technology operates on a rotation with student accessing two of three options each term. Assessment data is collected at the end of each term in line with this rotation. At KS4, data is collected in line with the assessment periods (AP1, AP2 AP3).

Students are baselined in Year 7 and targets (**MQ, UQ**) are set for the end of KS3 and KS4 based on the target setting standards shown in Appendix C.

At the end of Year 9, students are set an **Exam Prediction Target** based on their end of Year 9 summative results. This is based on the Exam Prediction Target setting table as shown in appendix E.

In KS3, staff submit **attainment information** and **behaviour for learning grade** for the assessment period.

In KS4, this is the same, in addition an Exam Progress Grade is also given to monitor progress towards the Exam Prediction Target.

Personal Development

PD is a compulsory subject across KS3 and 4. Students are graded in five areas of PD at the completion of each period of study. The initial grade given becomes the baseline for assessing student progress. As the PD assessment system is unique, it is not yet possible to compare these level directly against other subjects.

Staff submit **attainment information** and a **behaviour for learning grade** for the unit.

Option Subjects KS4 – Media Studies, Performing Arts, Spanish, French

For specific KS4 subjects, students are baselined either based on their Year 9 levels or in Year 10 as part of a teacher baseline. KS4 (**MQ, UQ**) and **Exam Prediction** targets are then set based on this baseline. Over the course of the year there are three assessment periods (**AP1, AP2, AP3**).

Staff submit **attainment information**, a **behaviour for learning grade** and **Exam Progress grade** for each assessment period.

Koa/Animus

Both Koa and Animus have a summative assessment cycle at the end of each term that fits in with planning for next steps of progress for individual students. There are three cycles in an academic year in line with the other subject areas across the whole of the college. Progress recorded in line with the assessment framework is entered into the progress

review sheets. The baseline score for the assessment focus areas in each of the four curriculum areas in Koa, and two of the four areas in Animus are entered, along with the points of progress made by the student and a review of this progress. The average progress made by each student in each curriculum strand and as a whole is calculated, as is the average for each cohort.

For further detail refer to Koa and Animus Curriculum documents.

6th Form - Core Subjects

Over the course of the year there are three assessment periods (*AP1, AP2, AP3*). Student baseline is their accreditation achieved in Year 11 and targets (*MQ, UQ*) are set for the end of KS5 on the target setting standards shown in Appendix D.

Progress is measured using progress in accreditation. For English staff submit *attainment information, a behaviour for learning, exam progress grade and target level* for the next assessment period in Reading, Writing, Speaking and Listening.

For Maths, staff submit an *Exam Progress and Behaviour for Learning grade*.

Reporting

The reporting process ensures that evidence of achievement is disseminated to the appropriate audiences. The information may be used in a variety of ways but at the heart of it is the focus on achievement and raising standards.

Reporting to Parents

Individual Core Learning Plan (ICLP) for English and Maths

As part of the cycle of the three assessment periods, students will be set targets in the areas of Reading, Writing, Speaking, Listening and Numeracy. These are recorded on ICLPs, which also detail the strategies that will support the students in achieving these. At the end of each assessment period these are reviewed by the core subject teachers and new targets are set for the next assessment period.

Individual Medium Term Plan (IMTP) for Koa and Animus

The IMTP is a detailed 'Individualised Medium Term Plan' that is centred on the individual. It maps their progress objectives in each curriculum area and how the range of experiences they have on their timetable contribute to these progress objectives. These documents are reviewed and sent home to parents each term as well as being used in MDT meetings/AR/PEPs etc. We believe that this individualised planning will allow for opportunity for the student to be more fully engaged in learning that is relevant to their needs, and ensures that progress is tracked throughout all the experiences they have within the curriculum.

Individual Practical Learning Plan (IPLP)

In each of the subjects covered by Practical and Vocational Learning - Cooking / Catering, Design and Technology (DT) and Outdoor and Practical Learning (OAP) - teachers are required to complete an Individual Practical Learning Plan (IPLP) for each student. The IPLP records the level of the student at the outset of either a term or unit of work. This will depend on whether they are taught on an ongoing basis as one of their options in Key Stage 4 and 5 or as part of the practical subjects rotation in Key Stage 3. They will also be given a target linked to the area of work they will be covering (in OAP learning is subdivided into three areas: Horticulture, Construction and Creative, with students specialising predominantly in one of these). At the end of each term, teachers review students' progress towards their target, making notes based on their observations and assessment, and invite students to comment on their own progress which is also recorded, as appropriate. They also note the level at which the student is working at the end of the term or unit and have a discussion with the student about the next steps for learning. This is used as a basis for the next round of target-setting.

Annual Reviews

The Annual Review of the students' Education and Health Care Plans (EHCP) is part of the SEN Code of Practice. Family and professionals involved with each child meet to report on the progress made towards meeting the objectives of the EHCP each year. This report is separate from the report on academic achievement.

As well as a review of the EHCP, this meeting is also a time to discuss progress and wider issues including transition and attendance. In some cases, these are also held as Multi-Disciplinary Team meetings. The annual review report is the responsibility of the class teacher.

Annual Reports

The annual report is sent to parents in the summer term and is used to outline the educational and social experiences and achievements of the students. This also includes pastoral reports from the class tutor and head of family group.

Informal Home/School Communication

For some students it is appropriate for the class teacher to write notes in the home/school book about the students' experiences and achievements during the day/week. Teachers also report informally via telephone or email communication.

Meetings

The following meetings are scheduled every year:

- Annual Review Meeting
- Two parents' evenings
 - Autumn term - Pastoral Meetings
 - Spring term - Subject Meetings

In addition, we also hold two other parents' evenings to support the key transition stages of students' time at Oak Grove College.

- Year 9 Options Evening
- Transition Evening for Year 11 and Sixth Form.

If the college has concerns about a student, staff are encouraged to invite parents/carers to a meeting. Heads of family group must be informed in such cases and may wish to attend.

Monitoring, Evaluation and Review

The success of assessment, recording and reporting in the college is monitored and evaluated in a number of ways:

- Through whole school, departmental and subject self-assessment, focusing on student progress and achievement.
- By monitoring the patterns of behaviour to be better placed to intervene when necessary.
- By ensuring that the systems in place are working effectively.
- By talking to students, parents and other parties interested in the progress made within our school.
- By measuring achievement - both quantitatively and qualitatively.
- Through the target setting process - both whole school and individual.

Whole School/Department/Subject Analysis

After each assessment period, analysis reports are produced which detail progress towards MQ and UQ targets for each subject. These allow further analysis which is shared with subject leads to support them in the use of data to inform planning and intervention.

In Koa and Animus, the baseline score for the assessment focus areas in each of the four curriculum areas in Koa, and two of the four areas in Animus, are entered, along with the points of progress made by the student and a review of this progress. The average progress made by each student in each curriculum strand and as a whole is calculated, as is the average for each cohort.

In addition, each subject can be broken down into class groups, and progress made by individual students to support class teacher in their planning of lessons.

This also provides further analysis by looking at whole school, KS3/4 and year group progress.

Lesson Plan Monitoring

Throughout the year, these are scheduled to enable subject leads to monitor and review the planning that takes place across the school. This is to ensure consistency and review how assessment information is used to inform planning.

Achievement

At the end of each academic year, achievement data is used to explore progress made by students in accreditation relative to their starting points. In Year 11 this is based on Year 9 levels, and in the 6th Form this is based on Year 11 achieved accreditation. See appendix D and E for further information.

For Koa students, attainment is based on a continuum which maps progress in terms of the levels of support, fluency and generalisation.

Many of our students sit ASDAN qualifications (Personal Progress, Personal and Social Development and Employability) and these run across year groups and need areas. An accumulation of credits is tracked for each student over the course of their time at Oak Grove College, and this helps determine if they are on track to gain either an award, certificate or diploma at either Entry Level 1, 2 or 3.

Behaviour for Learning (N/A to Koa/Animus)

The behaviour for learning analysis enables the college to identify subject areas where students are doing well, and use this information to share strategies for individual students across the school. For example, student A has a poor record of behaviour in the majority of their subjects, however in Science they are doing well. Are there strategies used in this lesson that can be shared with others to enable student A to be successful in other areas?

Moderation

At Oak Grove College, we use moderation to ensure the consistency of teachers' judgements and to identify and resolve any differences.

There are different layers of moderation at Oak Grove College and these include:

- Subject Moderation
- Whole School Moderation (Work Scrutinies)
- External Moderation (including moderation done for external accreditation)

Subject/Curriculum Area Moderation

Each subject/curriculum area will moderate a range of work across the year, normally coinciding with the collection of assessment data. Staff will work in groups to discuss and agree levels based on a sample of students' work across the school.

The sample chosen should reflect the range of levels across the subject.

Materials needed:

- agreed sample of students' work
- assessment framework for the subjects
- subject moderation files for reference as appropriate
- a record of the meeting to note the students reviewed, any differences (in levelling) identified and the final decision following in-school moderation.

How the sample of evidence is to be reviewed:

You will need to set up a meeting to ensure that:

- the evidence in each sample is reviewed by at least two teachers
- any disagreements with the initial assessments made are identified, recorded and acted upon
- sufficient time is allowed for discussion to compare judgements and record and resolve any disagreements
- there is provision for outstanding disagreements to be resolved by the lead teacher for the subject chairing the meeting
- teachers have access to the relevant standards files for reference and to resolve differences.

Where only two teachers are involved, the arrangements for reviewing students' work are likely to be straightforward. Where larger numbers of teachers are involved, reviewing the sample will need to be carefully planned.

If changes need to be made to assessment data centrally, this needs to be communicated with the Assistant Head responsible for assessment, and a note added to SIMS to detail why the changes have occurred.

Whole School Moderation

The purpose of whole school moderation is to check the consistency of work across the school and subjects to ensure that judgements are accurate and students are having similar experiences across subjects. These are scheduled into the calendar and focus on particular groups of students.

External Moderation

External moderation is done in many ways across different groups of schools. This is important to allow us to compare our judgements across a range of different schools and also promotes the sharing of good practice. This also enables us to work with our feeder schools, so that when students are admitted to Oak Grove College, we have a good understanding of the assessment systems used by them to feed into our baselining of students.

Examination Board Moderation

Some exam boards make an annual visit to ensure that the accreditation process is carried out correctly. There are also moderation visits to ensure that teacher assessment is accurate against the level descriptors. Coursework marked by teachers is also sent off for moderation during the exam period. This varies depending on the exam board used for individual subjects, but adds another layer of moderation to the practices carried out in school.

Responsibilities

AHT will:

- Ensure a consistent and high quality approach to assessment, recording, monitoring and reporting.
- Ensure that summative data is collected and analysis made at the end of each assessment period throughout the academic year.
- Summative data is shared with subject leads and discussions around this to support them in planning and interventions.
- Create and update databases to support staff in monitoring progress and therefore inform planning.
- Produce progress reports for students at the end of each assessment period.
- Maintain and update marksheets for data collection and ensure that progress can be accurately tracked using this system.
- Produce ICLPs and individual student reports.
- Produce summary reports for Governors and external professionals.
- Report to Standards and Provision Committee on the progress of students at Oak Grove College.

Subject Leaders will:

- Assist the AHT [ARR] with Student Assessment and take a lead in their subject area on Assessment / Recording / Monitoring / Reporting to ensure there is an effective system for recording and reporting student progress, as well as analysing and using the data for use in College improvement.
- Organise, monitor and evaluate effective student data collection in relation to their subject area and in the case of English and Maths including ICLPs. Then to monitor

the reporting procedures to ensure contributions from their staff teams are both accurate and appropriate.

Subject teachers will:

- Use both summative and formative assessment to guide their teaching.
- Summative including national tests, national accredited courses with coursework submitted, formally assessed pieces of work against national criteria, end of module tests, end of assessment period recorded levels inputted into SIMS and whole college (except Koa and Animus) submitted pieces to help support both Literacy and Numeracy across the curriculum initiatives.
- Formative assessment should be purposeful and include comments towards targets, suggesting ways forward, verbal feedback, peer assessment, plenary discussion and annotations (see Table on page 4).
- IMTPs are produced by teachers in Koa and Animus for individual students.

Students should:

- Wherever possible work towards achieving progress against their target levels.

Parents should:

- Work in partnership with the College by attending parents' evenings, contributing to home/school books and encouraging completion of homework when provided.

The Headteacher will:

- Ensure that the policy is implemented and report to the Management Body.
- Carry out statutory duties with regard to assessment, recording and reporting as defined by the DfE.

The Management Committee will:

- Carry out statutory duties with regard to assessment, recording and reporting as defined by the DfE.
- In partnership with the relevant members of staff, monitor the effectiveness of the policy.

Appendix A - Glossary of Terms

Assessment Periods (AP1, AP2, AP3) - Data collection is done in three assessment windows and these are replicated in SIMS as result sets:

- Autumn Term (AP1)
- Spring Term (AP2)
- Summer Term (AP3)

Attainment Information - This is the teacher assessed level for a particular subject.

Behaviour for Learning grade - The behaviour for learning grade enables us to track behaviour across subjects. Descriptions for each grade are:

A - A student whose attitude to all aspects of learning is consistently positive and these attitudes have a good impact on a positive climate for learning as well as the progress the student makes. They follow instructions willingly and thoroughly showing initiative and independence in learning and incidences of low-level disruption in lessons are rare.

B - A student whose attitude to all aspects of learning is not always consistent. They usually engage in lessons but they occasionally need reminding to keep on task or follow expectations.

C - A student who struggles to maintain focus in the lesson and need frequent reminders to remain on task. They may lack engagement in the lessons and constant disruptions have an impact on other students' progress.

Exam Prediction Target - this is a predicted target based on their attainment at Year 9. For this 6th Form this is based on their achieved accreditation at Year 11.

Exam Progress Grade - this is a teacher assessed level on what they think the student would currently achieve in their exam.

Target Level - this is the target set for ICLPs and is usually calculated at 1 sublevel higher than their last attainment level.

WALT and WILF - Acronyms to use as part of formative assessment, 'we are learning to' and 'what I am looking for'.

WWW and EBI - Acronyms to use as part of formative assessment, 'what went well' and 'even better if'.

Appendix B - Summary Table of Assessment Data Collection Periods

KS3	English Maths Science ICT/Computing Drama Art Music	3 assessment periods over the year. Baseline Y7 in September, AP3 - September/October AP1 - January AP2 - May
	PE/PD/Humanities	6 assessments periods in line with teaching of units over half terms. Baseline Y7 in September except PD
	Technology Subjects	3 assessment periods in line with rotation of subjects. Baseline Y7 in September - Outdoor and Practical by Autumn Half term.
KS4	English, Maths Science ICT/Computing Drama Art Music Food Technology Design Technology Performing Arts Outdoor and Practical	3 assessment periods over the year. Exam Targets set in September, AP3 - September/October AP1 - January AP2 - May
	PE	6 assessments periods in line with teaching of units over half terms.
6 th Form	English and Maths	3 assessment periods over the year. Targets set from Y11 achievement. AP3 - September/October AP1 - January AP2 - May
Koa	All curriculum areas	3 assessment cycles. Baseline score in specific area along with points of progress at the end.
Animus	All curriculum areas	3 assessment cycles. Baseline score in specific area along with points of progress at the end.

Appendix C - Target Setting Table - KS3/4

Y7 Baseline	KS3		KS4	
	MQ	UQ	MQ	UQ
P4-6	2 sub/sublevels	3sub/sublevels	3sub/sublevels	6sub/sublevels
<i>Example P4c</i>	P4a	P5c	P5c	P6c
P7-8	3 sub/sublevels	5 sub/sublevels	6sub/sublevels	10 sub/sublevels
<i>Example: P7c</i>	P8c	P8a	1cc	1bb
1cc and above	3 sublevels	5 sublevels	6 sublevels	9 sublevels
<i>Example: 1cc</i>	2cc	2ac	3c	4c

The above table's rationale is based on the National Progression guidance, which we have adjusted to take into account small steps of progress including sub-levels and sub/sub-levels. It is the agreed expected progress for students working in the Upper Quartile (top 25% nationally) and the Median Quartile (middle 50% nationally), taking Upper Quartile to mean 'Better than Expected Progress' and Median Quartile to mean 'Expected Progress'. The table shows the expected progress that the students should make from their Year 7 baseline to their level at the end of Year 9 and Year 11.

Appendix D - Target Setting Table - 6th Form

In the 6th Form we use accreditation to enable us to show progress for students in core subjects. Targets are set based on the table below and will vary depending on the course that students are enrolled on.

Subject	Y11 Achievement	1 Year Course (UQ progress)	3 Year Course
English	P7-P8	E1	E1
	E1	E2	E2+
	E2	E3	E3
	E3	Level 1/units achieved at this level	Level 1
	Level 1	Level 1/2	Level 2
Maths	P7-P8	E1	E1
	E1	E2	E2+
	E2	E3	E3
	E3	Level 1/units achieved at this level	Level 1
	Level 1	Level 1/2	Level 2

These progression levels were agreed through consultation with 6th Form staff, subject leads and members of SLT. The rationale for this is as follows: The levels are a continuation of the rate of progress from the Key Stage 3 and Key Stage 4 progression guidance for Upper Quartile figures.

Appendix E - Exam Prediction Target Setting Table

Attainment at Y9	Exam Prediction Grade
P8b	E1
1c	E2
2c	E3
3c	GCSE 1 / Level 1
3a	GCSE 2 / Level 1
4c	GCSE 3 / Level 1
5c	GCSE 4 / Level 2
5a	GCSE 5 / Level 2
6c	GCSE 6 / Level 2
6a	GCSE 7 / Level 2
7c	GCSE 8 / Level 2
8+	GCSE 9 / Level 2

The table above outlines how our Exam Prediction Target is calculated based on students' prior attainment at the end of Year 9. This is based on the assumption that a student will continue to progress throughout KS4 at rate of progress set out in appendix C.

Appendix F - Exam Achievement comparison to levels

Exam Achievement	GCSE Old	RSL/BTEC	Equivalent Level
Entry 1			1
Entry 2			2
Entry 3			3
Level 1 / GCSE 1	G		3a
Level 1 / GCSE 2	E/F	L1 Pass	4b
Level 1 / GCSE 3	D/E	L1 Merit	5a
Level 2 / GCSE 4	C	L1 Distinction	6a
Level 2 / GCSE 5	B-	L2 Pass	7a
Level 2 / GCSE 6			8a
Level 2 / GCSE 7	A	L2 Merit	EP
Level 2 / GCSE 8	A*		EP
Level 2 / GCSE 9	A**	L2 Distinction	EP

These are based on information the DfE have released and research by the Fischer Family Trust, and is not entirely accurate as the intervals between grades is different in the new GCSE system compared to the old system. Other evidence has been drawn from the work done by Ingots which can be found here - <https://theingots.org/community/frameworks>

Appendix G - Thresholds for RAG system in analysis of Data

Below are the thresholds we use when analysing data. We are looking for 80% of students to make MQ (expected) progress and 25% to make UQ (better than expected) progress - these have been agreed based on the work of Progression Guidance.

MQ	0-64%	65-79%	80-100%
UQ	0-14%	15-24%	25-100%

Bibliography

The assessment at Oak Grove College has been a culmination of work that draws upon recent research, reviews papers and DfE guidance. Listed below are the links to these:

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