

Ealing Independent College

Assessment, Progress, Target Setting, Tracking and Reporting Policy

The logo for Bellevue, featuring the word "bellevue" in a lowercase, sans-serif font. The letters "bellevue" are colored in a gradient from blue on the left to pink on the right.

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Annual Review

Vision: To provide an excellent education that opens doors to top universities and allows each and every one of our students to reach their true potential.

Mission: We are committed to shaping young minds and futures through outstanding teaching in a supportive and enriching learning environment.

Core Values: Our mission is expressed through core values that form the guiding principles of everything we do at Ealing Independent College, whether that be academic support, student welfare and guidance or extra-curricular activities within the College community.

At Ealing Independent College we aim to:

- **Inspire and encourage**
- **Build confidence**
- **Develop mind and character**
- **Support and guide students on their path to success**

‘Ofsted will expect to see evidence of pupils’ progress with the inspection informed by the school’s chosen pupil tracking data.’

Sir Michel Wilshaw

Rationale

Using assessment to measure progress is an integral part of the process of teaching and learning.

Its main purposes are:

- To provide students with a knowledge of their strengths and weaknesses so that they can develop strategies to improve their performance with increasing confidence and independence.
- To provide teachers with evidence of students’ progress in order to identify strengths and weaknesses so that appropriate curriculum targets can be set in teaching and a range of learning styles can be employed for individuals and classes.
- To provide parents with meaningful and accurate information about what students know, understand and about how they are progressing in relation to expectations.
- To provide the College with information which will enable the College to:
 - Set targets for individuals, for cohorts and the whole student body
 - Monitor progress towards these targets and evaluating the school’s effectiveness.

In order to constitute effective assessment, leaders and teachers must ensure that:

- It has a clear purpose which is understood by students and teachers

They know why they are doing it and what it is going to be used for

- The skills or knowledge required are understood by students and that they are able to make constant reference to relevant information

They know what they have to learn, practice and revise, and have the resources to do this

- Sufficient time is given in lessons to discuss assessment criteria or the outcomes of assessment. In order that students reflect on their work, helping them to know what they are doing well, and to identify explicitly what they need to do next to improve their performance.

A review of what's in the assessment and how it will be marked along with an explanation of how they have done, what their progress has been and what the next step is

- It allows pupils to reflect on their progress by allowing them to compare their on-going attainment with their targets set by their teacher.

Expectations of progress at each point are made clear and this is reflected in grade predictions. This is tracked over time.

- It is fully integrated into the teaching and learning process within the schemes of work. Every member of staff must input assessment scores into the Universal Spreadsheet, Exams results spreadsheet, and, where necessary, the ISAMS database.

The assessment is a normal part of the teaching process.

- It is structured and rigorous. Small, formative assessments must lead to summative, "graded" mock examination assessment at the end of each term.

From the assessment, there may be several over the term, a Prediction will be arrived at for each student and recorded. Each person in a department must know exactly how to arrive at the Prediction and every person in the department should be doing this in the same way.

- Explicitly stated targets for improvement are provided through day-to-day marking and more formal assessments.

The student knows exactly what they need to do to get better

- It is monitored within the Department so that common standards are assured.

Marking is moderated and checked to make sure everyone is doing the same and reaching the same results

- It is used both by the subject staff and the Head of Department to identify which students are making good progress or poor progress against expectation and appropriate action is taken.

You use assessment to check if a child is working to their ability and do something about it such as praise, set targets for improvement, refer/action intervention

- It is used at all levels to identify strengths and weaknesses in teaching and learning and appropriate action is taken.

Staff will adjust their lesson planning to deal with any identified problems from day to day. Staff will adjust schemes of work to take account of under-achievement in particular areas of their subject. They give advice and support to staff where there are clear differences in results between comparable groups.

- The involvement of parents is encouraged by communicating their child's progression and what he/she needs to do to make further progress by using Short Term Interim Reports containing Targets and Predictions, Termly Reports, planners, marking and letters/emails/phone calls home.

Communication routes are exploited fully and properly

Measuring Progress - Methods of Assessment

All assessment should enable students to know precisely what they have done well and what they need to do in order to improve and progress. Assessment needs to be linked to the work so that students know what aspects of their work will be assessed, how this will be done, and what their role in the process is. Regular assessment should be carried out in two ways:

- Homework – varied tasks to expand knowledge and skills in the subject, (at least once per week) – see the **Teaching and Learning Policy** for more guidance.
- Class Tests – measurable assessments indicating knowledge or skill retention (at least once per fortnight) graded as a percentage.

Teachers need to be aware of the variety of assessment methods available to them and to choose the type of assessment which:

- Will enable students to demonstrate what they know and can do in their subject;
- Is most suited to the requirements of the content and the needs of the students;
- Is most likely to enable students to evaluate their own work and understand what they have achieved, what they need to do next and how to go about it.

With this in mind, both the method of assessment and also the feedback given are crucial.

Methods of assessment

- Oral assessment

Talking and listening to students is central to effective teaching, learning and assessment. It may take the form of brief questioning in class or a longer discussion with individuals or groups about a particular piece of work or module.

- Written assessment

This may take the form of a test, formal examination, open book, seen questions, or extended piece of work requiring research, investigation and co-operation with others. This as with others may only be one aspect of the assessment, which requires a range of methods to show a student's full achievements.

- Practical assessment

This may require a student or group of students to demonstrate their achievements either through live performance or their solutions to a specific problem or task.

- Peer assessment

Peer assessment engages students with the work in hand and is beneficial for all involved. Students learn to assess the work of others and so to assess their own. Real learning takes place when assessment is constant and integrated by the students themselves. By exchanging work in pairs, sharing work in groups and contributing to plenary sessions in class, students learn the skills of self-assessment, which are essential to progress.

- Self-assessment

All assessment should aim to enable students to reflect on their learning. Self-assessment is supported by all other forms of assessment and should have a central and explicit place in teaching and learning. Self-assessment is only effective if the teacher participates, to ensure that students are developing the skills to assess their strengths and weaknesses accurately and effectively.

Feedback

If assessment is to be effective then proper feedback is essential. It may take several forms but in each case:

- The purposes of feedback, both oral and written, must be clear to all those involved – teachers, students, and parents. These purposes should be reflected consistently in any school policies or guidance dealing with learning and teaching.
- The provision of feedback is a shared, two-way activity. It should aim to encourage dialogue and develop the self-assessment skills of learners. Teachers mark work in red pen, and students respond in green.
- To be effective, feedback must be focused, it will often comprise of 3 elements: *exactly* what the learner has done well, what they have been less successful in doing and an indication of how improvement can be made.

Methods of feedback

There is no single right or wrong way to provide feedback. The strategy used should be appropriate for the purpose and context of the work. It may draw on one or a range of possibilities:

- Oral feedback

Oral feedback is one of the most effective ways of helping students to assess their own work in process, to evaluate what they have completed and to set appropriate targets for improvement. Acting upon feedback comments needs to have an incentive – students need to know how they benefit by responding – “what’s in it for me?” Plenary sessions during and at the end of lessons provide an important feedback opportunity. Students should be reminded of the learning objectives in the lesson and encouraged to reflect on their progress towards them.

- Written feedback

This may be in the form of a larger report or day to day marking. Feedback of this type is less effective if it only includes marks or grading. Comments on work are much more effective alongside marks rather than grading alone. When work is marked teachers should ensure that students have a clear understanding of precisely what they have done well and of what they need to do to improve. They should respond to this in writing in order to embed the learning process.

- Practical feedback

The use of demonstrations and modelling of outcomes is an important part of providing feedback. Sharing exemplar material before and after work is done can be extremely effective.

- Peer feedback

Peer feedback is extremely powerful as students value very much the opinions of their peers in terms of their ability. However this is only effective if the teacher monitors, to ensure that students are developing the skills to assess their strengths and weaknesses accurately and effectively.

- Self-feedback

By evaluating their own performance accurately they begin to set their own goals for improvement and future work and discussions should be more focused not only by the teacher but also by the student knowing what he/she wants. The ability of students to understand requirements for improvement independently is perhaps the most effective way to ensure progress.

Target Setting

“The best argument for implementing target setting processes is that they work.”

Great Expectations: Setting Targets for Students, Martinez, 2001

The evidence for this comes from two main types of research – large-scale international reviews of educational research on effective teaching and small-scale case studies mainly from England. In particular, the large-scale studies emphasise the importance of:

- Interventions that impact directly on the experience of learners (Wang *et al*, 1993)
- Ongoing reviews and feedback on student progress associated with remedial actions (Creemers, 1994; Bosker and Scheerens, 1997)

- High teacher expectations of students (Bosker and Scheerens, 1997)
- Formative assessment (Black and Wiliam, 1998)

Essentially, there are three models for target setting:

- Quantitative – where targets are measured through statistical data
- Qualitative – where targets are not measured through statistical data.
- Combined – a combination of the two methods above.

Because of the unique nature of the College and the wide and varied backgrounds of our students, a combined approach is the best fit, taking into account past performance and the results of CAT4 tests sat during induction day or as part of the admissions process, but also monitoring progress regularly and consistently across the student body in terms of attitude to work. There is no scientific process to target setting, as students are viewed as individuals, rather than a range of numbers. However, guidelines are in place to determine principles.

A-Level target grade setting:

In September, students sit baseline assessment tests (CAT4 by GL Assessment) which will provide individualised, multi-faceted learner profiles. This takes both qualitative and quantitative measures into account, and enables baseline readings, predictive scores and chances graphs for target setting. The 'if challenged' target should always be favoured as the potential target grade. This provides an initial layer of data from which relevant targets can be set for each student, whilst contributing to the accuracy of targets set by the Head of Department and Principal.

Targets should always take the form of being achievable and aspirational but also with the mentality that they can certainly be met, and, where possible, exceeded.

GCSE Target Setting:

Due to the fact that GCSE students at the College come from a wide variety of backgrounds, a wide range of data is again used. Past reports from students who join from another institution set baseline requirements, and another layer of data is added when students sit, in September, CAT4 tests. As in A-Level, targets are always set with the student as an individual in mind.

A-Level or GCSE Intensive students:

The College always takes the position that value should be added to existing grades, and targets will always be set which exceed the current grade of a student who comes to the College to retake A-Levels or GCSEs. Students again sit the CAT4 tests, which provide a 'most likely' and 'if challenged' grade - with the 'if challenged' grade being favoured as the target.

Key features of a successful target setting system:

As pointed out in a study performed by Martinez in 2001 on this area, the College tries to meet the best practice criteria for implementing, ensuring motivation and monitoring closely:

Implementation

- Large-scale initiatives need to be driven by senior managers and need a dedicated co-ordinator (Principal)
- Students need to retain ownership of their targets and these need to be reviewed at least once per term
- Data concerning prior attainment (GCSEs) is sometimes under-recorded by schools, so institutions setting targets may need to do their own data collection.
- Target setting requires hands-on management that celebrates students' success and is prepared to challenge existing practices.
- Systems and procedures are required to underpin all aspects of target setting for managers and teachers.
- Leaders should be committed to target setting and monitor its implementation.

Ensuring motivation

- The emphasis should always be on minimum targets that learners should be able to achieve and may be inspired to exceed.
- Even the most reliable predictions are not ordained by fate! Targets are based on past performance that cannot be changed, but future performance can.
- Targets will need to be kept under review and raised in the light of student progress, class assessments etc.
- Where quantitative approaches can be employed, learners need to be given their targets as early as possible.
- As far as learners are concerned, the focus is not the comparison between their individual performance and that of the group or class, but rather on their own progress and what steps they need to take to achieve their intended goal.
- Learners are generally interested in predicted grades; learners with poor or moderate predicted grades tend to be reassured and stimulated, rather than put off or demotivated.
- Targets need to be communicated sensitively; if the message received is 'you're only an E', the effect will be the opposite of that intended.
- Targets and progress towards such targets provide the basis for a very focused exchange with learners and their parents.
- Realistic targets are much more useful to learners than 'encouragement' targets.
- Parents need to be made aware of target setting processes at the earliest opportunity.

Close monitoring

- All targets, including targets based on the most robust quantitative approaches, are provisional, tentative and need to be kept under review.
- Although target setting is premised on data, one of its most important aspects is the relationship between the learner and their personal tutor who knows them, champions their interest and liaises closely with subject teachers and trainers.
- Formative value added methods challenge tutors to become diagnosticians: to determine how learners can develop and demonstrate their skills and to identify the specific actions that individual learners need to take.
- Targets help to identify students at risk of underperforming in a specific subject or in all subjects.
- Targets encourage a reflective approach: using targets effectively involves ongoing reflection about the appropriateness of teaching, training strategies and curriculum design.

An assessment tracker is provided to students electronically to track progress against Targets.

Measuring Progress - Tracking

One key purpose of assessment is to use the data it provides to set and monitor progress towards our informed targets. Assessments should provide:

- A student with information about the progress they are making towards achieving or exceeding their targets.
- Parents with information about their son/daughters progress towards their targets, which will encourage their involvement in monitoring and encouraging progress.
- Teachers with information, which will help them in preparing suitable work to ensure students, meet or exceed their targets and also in explaining to students what they must do to improve.
- Personal tutors and mentors with information by which they can guide and advise students.
- Leaders with information about how groups of students are doing and which individuals need additional attention or to be singled out for praise.
- Leaders with information about how classes and cohorts are performing in relation to expectations.

All classes within the College feature on the 'Universal Spreadsheet' for GCSE and for A Level, that is, a document shared across all staff showing subject targets, and clear monitoring of how they are progressing with respect to these targets, both in regular assessment, cumulatively averaged in a 'Months Mark' grade, and in end of term exams, in a summative manner. The spreadsheet contains details of each subject, along with a student performance against targets. Student Targets are set by the class teacher in collaboration with their Head of Department, and then ultimately with the Principal, who will measure targets set across subjects. Student baseline test results also inform the target setting process in ensure they are challenging yet attainable. These are then measured throughout the term in class assessments, and then in the end of term mock examination period.

Targets are then reviewed during the review period following these mock examinations, with a higher target awarded where merited. Targets are moved down only when intervention has been completely exhausted through Subject, and, where necessary, Global Reports and only with permission from the Principal, in collaboration with the Senior Management Team.

This forms the basis of the qualitative aspect of our approach within the combined system, which is aimed at generating an aspirational environment amongst all students.

Surname	Forename	TG	Predicted Jan	Predicted Jan	Grade	Effort	Grade	Effort	Grade	Effort	Grade	Effort	Grade	%	Grade	Effort	Grade	%	Grade	Effort	Grade	Effort	Grade	Effort	Paper 1	Paper 2	Paper 3	Overall	Grade	%	VA vs TG	VA vs Easter
Aubi	Abubakar	B-	B	5	B	2	B	2	B	2	D	10%	5	2	20%	D	C	2	C	2	C	2	C	2	29	30	27	86	5	36%	0	2
Cakaroglu	Aren	C-	C	3	D	3	D	3	D	2	D	14%	3	2	59%	C	C+	1	C+	1	C+	1	C+	1	53	55	54	162	4	68%	0	0
Chauahan	Riten	A	A	8	A*	1	A	2	A	2	B+	46%	7	2	55%	B+	A	1	A	1	A	1	A	1	60	61	55	176	8	73%	1	2
Decosta	Luke	C	C	4	D	3	D	4	D	2	D	18%	3	4	24%	D	ABS	4	ABS	4	ABS	4	ABS	4	52	45	40	137	3	57%	-1	-1
D'Unienville	Fabien	A	A	7	A*	1	A	1	A	1	B+	43%	6	1	48%	B+	B+	1	B+	1	B+	1	B+	1	50	51	36	137	7	57%	1	1
El Hajj	Edward	B+	B	5	A	1	B	1	B	1	C	21%	6	1	41%	B-	B+	1	B+	1	B+	1	B+	1	37	48	41	126	6	53%	0	1
Nazari	Pejman	B-	B	5	C+	1	B-	1	B	1	D	18%	4	1	16%	D	D	2	C	2	C	2	C	2	16	29	19	64	4	27%	-1	1
Patterson	Sophie	B-	B	5	B+	2	B+	1	B	1	D	6%	4	2	24%	C	D	3	ABS		ABS		ABS		16	25	27	68	5	28%	0	1
Rassull	Nali	B+	B	5	B	2	B	2	B	2	B-	29%	6	1	59%	A	B	2	B+	2	B+	2	B+	2	70	60	49	179	8	75%	2	1
Vu Hong	Duc	A*	A*	7	A*	1	A	1	A*	1	B+	37%	7	1	69%	A	A*	1	A*	1	A*	1	A*	1	43	57	34	134	6	56%	-2	-1
Kheireddine	Sandra	C	C	4			C	3	C+	2	D	18%	4	1	37%	B-	B	2	B	2	B	2	B	2	44	44	42	130	6	54%	2	1
																									43	46	39	127	5.6	45%	0.18	0.72
																																8

Figure 1: The Universal Spreadsheet

Blue indicates that a student has exceeded their target

Green indicates that a student has met target

Amber indicates that they are one grade below target

Red indicates two grades or more below target

The quantitative approach is an ongoing process measuring the student's attitude to learning and is monitored by the Personal Tutor, who, when matters arise, opens a dialogue with the student in question during the registration period (2.00-2.10pm daily), escalates intervention to a parental meeting, or to the involvement of the Principal.

The 'Card System' is the basis for monitoring student progress and attitude to learning.

Tracking of students is recorded on ISAMS, with rewards (Gold Cards) distributed for excellent test results or homework efforts, or a demonstration of an exemplary attitude to learning.

Gold Cards are reinforced by Personal Tutors during registration meetings where praise is given to students who have gained these rewards.

Gold Cards also help to form a basis for decisions on prizes at end of term awards ceremonies.

Figure 3 – Gold Card example

Your tutee Sara Maki has been given a Yellow Card

Reward & Conduct Manager - Record Authorised
The following student has been given a reward and conduct record which has now been authorised. Displayed below is an overview of the information.

PASTORAL TUTOR - The Yellow Card record has been authorised by graham.shaw on 11 February 2016 [10:56].

Awarding Teacher: Dr Shaw
Pupil: Sara Maki

Record Date: 11/02/2016
Record Category: Good Test result

Record Description: 81% (A*) for test on Chapter 7 ("oxygen and oxides"). She has highly focused in class which has resulted in an extremely high level understanding of this topic.

Sanctions are also recorded in this manner, and then followed up by Personal Tutors, and reported back to parents.

Red Cards act as a request to a Personal Tutor to confront an issue which has arisen. Sufficient intervention strategies should be put in place to rectify matters. Red Cards are generally distributed for poor behaviour, a lack of homework, non-attendance lateness, or academic underperformance which raises concerns.

Figure 5 – Red Card Example

Your tutee Liam Margieson has been given a Red Card

Reward & Conduct Manager - Record Authorised
The following student has been given a reward and conduct record which has now been authorised. Displayed below is an overview of the information.

PASTORAL TUTOR - The Red Card record has been authorised by graham.shaw on 08 February 2016 [16:55].

Awarding Teacher: Dr Shaw
Pupil: Liam Margieson

Record Date: 08/02/2016
Record Category: Poor test result

Record Description: 2% in test on the reactions of alkanes and alkenes. Liam will need to vastly improve the quality of his independent learning if he is to avoid these extremely poor test results.

Graduated process for student underperformance

The College has strong principles that each student should be engaged with as an individual, that students will be progressing at different levels at different points throughout the year, that staff work hard to support students but may not have all of the answers, and that where problems exist, it is important to be both transparent and honest, and to intervene with continued action following an agreed process.

To that end, where a problem with student underperformance arises, the College will undertake the following graduated process:

Stage One: Teacher notes an underperformance

Reasons for this underperformance are identified, whether they be due to attendance, punctuality, poor attitude towards work or inadequate levels of effort in terms of homework or assessments. This is reported to the subject Head of Department, the student's Form Tutor, reporting in a staff meeting and will prompt a heightened two week performance monitoring period by the teacher in question.

Stage Two: Continued underperformance in a single subject area

Either the student in question continues to underperform, or makes progress which impacts poorly against their target grade in one subject, when compared to their progress in other subjects. In this instance, the Head of Department and teacher meet with the student, and report the outcome of the meeting to the Principal, Form Tutor and parents of the student. A subject report is formulated for monitored progress tracking over the next fortnight, with progress for each lesson recorded for analysis by the Head of Department and the Form Tutor.

Stage Three: Lack of Action on recommendations set out in Subject Report, or underperformance in multiple subjects

In this instance, a meeting is arranged with the following present: Student, parents, Vice Principal, Principal, Form Tutor and relevant Heads of Department. A 'Global Report' is formulated with targets, and monitored daily by either the Principal or the Vice Principal.

Stage Four: Global Report does not show improvement

Student, with their parents, meet with the Principal and Vice Principal to discuss terms for continued place at the College.

Reporting

Reporting is an integral part of the process of Assessment, Marking and Target Setting. Its main purposes are:

- To provide students with a knowledge of their strengths and weaknesses so that they can develop strategies to improve their performance with increasing confidence and independence
- To provide parents with meaningful and accurate information about what students know, understand and can do, and about how they are progressing in relation to expectations.

Reports Should:

- Be based on the assessment, marking and target setting processes.
- Summarise attainment.
- Highlight achievement.
- Inform future learning needs.
- Be written in a personalised manner, using constructive and appropriate language with sufficient detail.
- Judgements should be based upon clear evidence

Reporting is conducted in a variety of ways at the College:

- Communication with parents, as and when incidents arise (in the case of Red Cards or serious incidents)
- Brief, regular interim reports from Personal Tutors
- Parents Evenings – Two per year – which deal mainly with academic progress across subjects
- Formal Termly reports

The Formal report contains a report from the Personal Tutor, along with a subject report.

The Tutor Report contains details on:

- Gold and Red Cards
- The amount of tutor periods missed
- A review of the progress of the student to date
- An analysis of the student's approach to his/her studies

The Subject Report contains details on:

- Attendance and Punctuality
- Target grade
- Mock examination result
- Test and Homework scores
- A comment on general progress
- A specific, detailed comment on assessment

Figure 6 – Formal Personal Tutor Report



Personal Tutor Report

Student:	[REDACTED]
Tutor:	Mr Allan Cairns

Red Cards:	
Blue Cards:	4
Yellow Cards:	14
Tutor Periods missed:	0

Progress review

Riyal has had an excellent term. A close analysis of mock examination results, which were tremendous across the board, would indicate that she has worked at a consistently high standard over the last three months, and revised for the exams in an appropriate manner. Homework is regularly handed in on time, or in some instances, early and a great deal of care is taken into ensuring that test scores have been consistently strong, with many Yellow Cards being awarded to her. Her scores were particularly impressive in Maths and the Sciences. It is important that she adheres to these extremely high standards throughout the rest of the academic year.

Approach to studies

I have been very impressed with Riyal's mature approach to her studies. Her attendance over the past term has been exemplary, along with a superb punctuality record. Riyal is always polite around College, helpful and keen to improve herself. Her behaviour in lessons is good, and she acts as an excellent example to her peers in the Intensive GCSE group. If she continues her current work ethic, she should perform well in her GCSE exams. I was very pleased to see her success in the creative writing competition, and she can take great pride in the fact that she will now be a published author.



Figure 7 – Formal Subject Report example



Subject Report: Biology

Student: [REDACTED] Group: Gint Bio Tutor: Elizabeth Wilde

Lessons missed:	0
Lessons late:	0

Target grade:	A*
Mock result (%):	85
Mock result grade:	A*

	Attainment	Effort
Homework 1	A*	1
Homework 2	A*	1
Homework 3		
Homework 4		
Homework 5		
Homework 6		
Homework 7		
Homework 8		
Homework 9		
Homework 10		
Homework 11		
Homework 12		

	Percentage	Grade
Test 1	88	A*
Test 2	94	A*
Test 3	94	A*
Test 4	91	A*
Test 5	81	A*
Test 6	80	A*
Test 7	81	A*
Test 8	77	A

General progress

Riyal has continued to make fantastic progress over the term scoring A* grades in almost all of the tests this term - a terrific result. She is extremely well focused in class and clearly pushes herself very hard to learn and understand all of the content required for the examination. She is in a very strong position to achieve the top grade in the summer examinations and can use the next few weeks to help fine-tune her answers. Further practice questions can be downloaded from my website lizchare.co.uk.

Feedback on assessment

Riyal performed particularly well to achieve 86% and 83% in papers 1 and 2 respectively. To achieve A* grades in both papers is extremely encouraging. Her paper 1 revealed that a little more revision of the circulatory system and the single circulatory system of fish would be beneficial a little more practice of "describe an experiment" questions. Her paper 2 revealed a little more attention should be given to the topic of conditions needed for seed germination.

