



Embed confidence; fuel ambition

Assessment Handbook

Target setting, tracking and reporting

2021/22



Contents

	Page
1. The Lawnswood Way	3
2. The Assessment Cycle	4
3. The Assessment Schedule	5
4. The Assessment Calendar	6
5. Whole School Principles:	7
• Student targets	
• Reporting	
• Headline packs	
• Key cohorts	
• Head of Year reports	
• Class teacher review	
6. Key Stage 3	9
7. Key Stage 4 & 5	11
8. Quality Assurance	12
9. External Data Sources	13
• Raise online	
• L3VA	
• Oxford Analytics – L3 Headstart Report	
• FFT Aspire	
• SISRA	
10. Self-evaluation	14
• Appraisal	
• Standards reviews	
• Performance data	

The Lawnswood Way

Effective assessment is integral to the teaching and learning process. The identification of a student's strengths and areas for development should take place within every lesson, and be used to inform planning, differentiation and feedback by the teacher.

It is expected that each class teacher regularly gathers information from formative assessments, that have been scheduled by subject areas at the start of the year, and that this information is recorded on the subject trackers. Individual student data should be recorded at least every 9 lessons, and this information should be accessible by all staff in the school and used in the following way:

- To allow class teachers to monitor the impact of their teaching and adapt their approach accordingly
- To allow for periods of re-engagement in order to plug gaps in knowledge
- To allow for whole school support and intervention by subject leaders, heads of year, year managers, teaching assistants, HLTAs
- To allow for informed predicted grades to be generated each term
- To allow subject leaders and SLT to monitor the progress made by students directly and support teachers where progress is below expected.

Whole School Data will not be gathered just for the sake of it, and will not always be grade or level data. Any information gathered must serve at least one of the following purposes:

- Inform planning and intervention in order to accelerate progress
- Report to parents about student progress

All information gathered about student progress should be shared and discussed with the students themselves, so that they are aware of how to make improvements. Peer and self-assessment are key tools, and students must be explicitly trained in how to do this effectively so as to have a direct impact on progress.

Target data will be treated with caution, and a variety of tools will be used to support students in setting meaningful targets, that support the development of a growth mindset.

All students are supported to achieve, at least, in line with students nationally at all key stages. It is the teacher's role to evaluate the student's current position and provide the necessary interventions in lessons to support all students to achieve the highest possible outcomes, regardless of special educational need or circumstance.

Standards are maintained by a consistent and rigorous approach to line management, appraisal, data collection, quality assurance and self-evaluation.

CPD is provided to support assessment and the CPD model has been developed using research evidence such as that gathered through the National Leadership Programmes, the Sutton Trust Report and the work of Hattie and Dweck.

The Assessment Cycle

Across all key stages a similar approach to assessment is employed, that involves a cycle of self, peer and teacher assessment. Work is marked following the core principles of PINS:

Positives – *Teacher highlights what the student is doing well*

Improvements – *Teacher highlights key improvements*

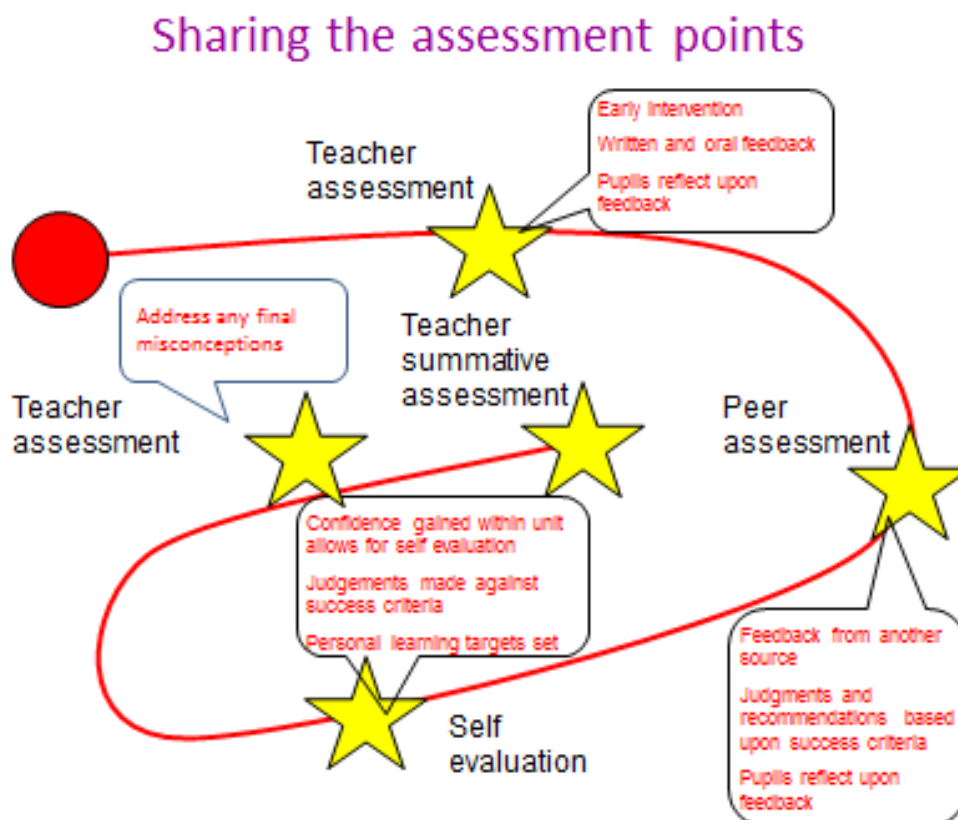
Next steps – *Teacher provides a direct instruction to the student*

Show me – *Student responds to the instruction in green pen.*

The Assessment Schedule

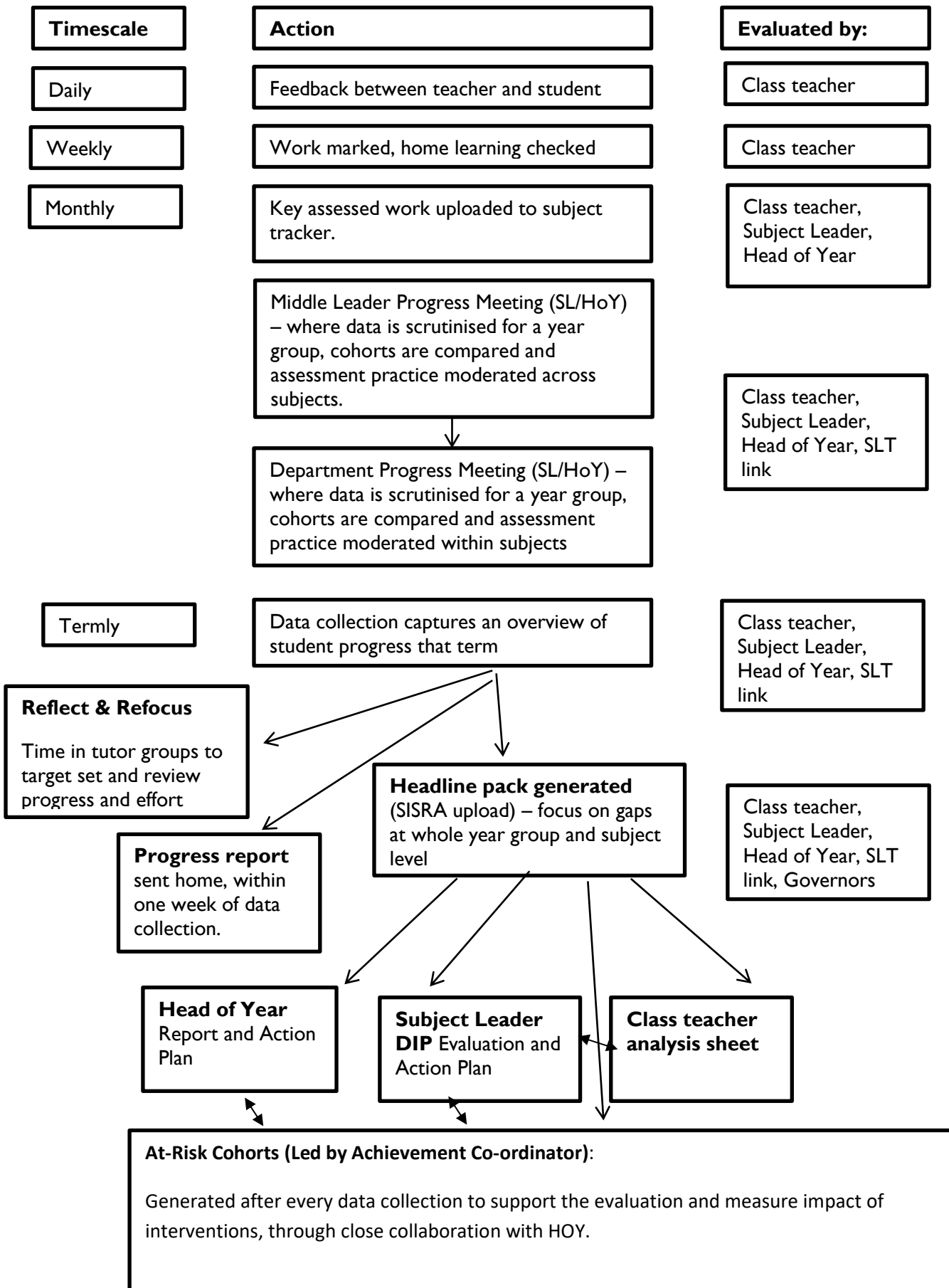
Every subject follows a detailed calendar of scheduled assessments in addition to regular smaller assessed tasks. In principle, schemes are planned following the model below, as students are supported to understand how assessment supports the learning process.

The Assessment Journey



The Assessment Schedule

The model below provides a summary of a typical timescale, this will vary slightly depending on the year group and subject. At every stage direct action and intervention is expected.



Assessment Calendar

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Week	
Sept	wild about LWD					Induction week		1 1	
						Lessons begin		2 2	
						FOYF interviews?		DCI - UCAS pred	3 1
		PTE,PTM	PTE,PTM			FOYF interviews?			4 2
Oct	Settling in							5 1	
						DCI	DCI - Effort only	DCI	6 2
									7 1
Nov								8 2	
		PCE						9 1	
	PTE, PTM							10 2	
			DCI					11 1	
	DCI & TR	DCI			Mocks	Target setting	Mocks	12 2	
Dec				DCI	Mocks		Mocks	13 1	
								14 2	
Jan	Reading tests	Reading tests	Reading Tests	Reading test	DC2	in-class assessment	DC2	15 1	
					PCE			16 2	
			Options Eve				DC2	17 1	
				Target setting		PCE	PCE	18 2	
Feb				Target setting week	6th form Interviews			19 1	
			PCE		6th form Interviews			20 2	
				DC2				21 1	
Mar			DC2					22 2	
		DC2		PCE	Mocks		Mocks?	23 1	
	DC2							24 2	
		PCE			DC3	DC3	DC3	25 1	
								26 2	
Apr									
								27 1	

					FOYF Interviews					28	2
May	PCE				FOYF Interviews					29	1
										30	2
					DC3	DC4/Exams ?				31	1
						Exams?				32	2
Jun	Exams	Exams				Exams		Exams		33	1
						Exams	Mocks	Exams		34	2
			Exams		Reading test/Exam	Exams	Mocks	Exams		35	1
	Reading tests/DC3	Reading tests/DC3			Exams		FOYF			36	2
July			Reading tests/DC3				Work exp/DC4			37	1
					DC4					38	2
										39	1
										40	2

PTM/PTE –
Progress in
maths/English
GL Assessment

DC – Data
Collection

TR – Tutor
Report

PCE – Parents’
consultation
evening

Orange box =
Commitment
Week

Pale blue =
Confidence
week

Whole School Principles

Student Targets

Estimated grades generated by L3VA transition matrices (KS5), FFT Aspire (KS4), and CATs (KS3) are used to generate expected progress outcomes across all key stages, in line with national outcomes. These estimates are used to evaluate teacher, subject and whole school performance both in reporting to Governors, standards reviews and the appraisal process.

However, students interact with these estimates in order to generate aspirational student targets during Year 10 and Year 12. This usually takes place in the second term of the academic year.

Student Progress File

All teaching staff use these estimates, alongside cohort information to generate a class context sheet, that is placed in their student progress file, which is present in the lesson and supports planning/ seating plans etc. We have introduced Class Charts and this is now fulfilling much of the functionality of this file, in addition we are uploading key data onto Provision Mapping, so that teachers have access to the maximum amount of information possible to support their planning.

Reporting

A Progress Report is sent home to parents on a termly basis. The report provides information about the progress being made towards targets and the level of engagement of their child through the Lawnswood effort grades that are issued with each report:

The school has high expectations of student effort. Research suggests that students make progress when they show characteristics of great learners.

We rate student's effort with these expectations in mind:

3	Meets or exceeds our expectations for effort all of the time
2	Meets our expectations for effort most of the time
1	Meets our expectations for effort some of the time
0	Has not met expectations for effort, but we are confident that this can improve

Key Stage 3

Lawnswood School seized the opportunity provided by the new National Curriculum, and fully embraced Life after Levels.

All students at Key Stage 3 are assessed following these core principles:

- Success criteria must be clear and shared with students and parents
- The development of thinking skills and metacognition must be valued in all subject areas, and planned for in schemes of work
- Work must be regularly assessed and feedback provided and acted upon
- Assessed work must be moderated to ensure consistent approaches both within subjects and across subjects
- Levels/grades will NOT be shared with students, all feedback will be qualitative and provide clear 'next steps'
- Scheduling of units of work must allow for periods of re-engagement and intervention
- Students must be aware of the progress they are expected to make and how to move beyond that in every subject
- Reporting to parents must support greater dialogue and understanding of their child's performance and next steps
- Students must be able to move through the scheme at varying rates to ensure that all are challenged and make rapid progress.

Expected progress

Cognitive Ability Tests (CATs) are completed by all students upon arrival at Lawnswood School and these are used to generate estimated GCSE outcomes for each subject.

The results from these assessments, along with reading scores and key stage 2 outcomes (when available) are shared with parents during Settling-In Evening in Year 7.

The data is used to generate a Student Profile, of data which is stored on SIMs, and it is this student profile that teachers use to decide whether a student has made the expected level of progress from their individual starting point.

Monitoring progress

As teachers work through the scheme of work they complete a variety of assessment tasks, these are marked and students are expected to respond to the feedback.

Subject leaders moderate the assessment results and support staff in deciding what outcomes are expected for students from different starting points. A full rationale of the approach taken by each subject is available, and a detailed tracker is maintained in each subject area for all key stage 3 classes.

Data collections

Prior to each data collection information on the subject tracker is used to decide how much progress a student has made across the taught units in that subject. Each child is assigned the following descriptors to indicate the progress they have made in terms of acquiring the expected knowledge, skills and application.

- Developing (D)
- Meeting (M)
- Exceeding (E)

Developing. This student will require extra support if they are to meet their expected GCSE grade in this subject.

Meeting. This student is on-track and making expected progress in this subject.

Exceeding. This student is making more than expected progress and is likely to achieve a higher GCSE grade than expected.

A report is generated for each student, showing their progress across the three strands, in each of their subjects (Appendix I).

Informing parents of the curriculum offer

Schedules and success criteria are shared with parents at the start of each term, via the website: <https://www.lawnswoodschool.co.uk/the-curriculum/>

Exercise books show clear evidence of success criteria, assessment and outcomes. Parents are encouraged to look at these regularly. The Assessment Journey is used to provide a consistent approach.

Tutor report – sent home with first data capture in Year 7, provides a qualitative statement about how the student has settled in and the progress they are making.

Termly progress data and effort grades.

Parents' consultation evening – whole school and an additional evening for students needing extra support.

End of year exams in every subject. Results inform the final data collection.

Video explanation of the report is provided on the website.

External assessment

The GL Assessment, Progress in English and maths assessments are used at the start of Year 7, 8 and 9 to evaluate the impact of teaching on progress in these two key areas.

Key Stage 4 & 5

Expected progress / student targets

All students must make progress at least in line with FFT 50 estimated grades (KS4) and L3VA top 25 estimated grades (KS5), the student's individual targets are set in discussion with the student, teachers and parents during the spring term or Year 10 and 12.

KS4

Students in Y10 and Y11	CATs estimates of GCSE outcomes and current progress data are used as the baseline for a discussion between teacher and students. A more aspirational target can be set by students, and this will be used for reporting to parents.
-------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Targets are then uploaded onto SISRA, FFT Aspire and SIMs, to ensure that marksheets are up to date.

Monitoring progress

Subject trackers contain regular assessment scores, and these feed directly into the termly data collections.

Year 11 have additional data exports, direct to SISRA, as shown in the assessment calendar.

Data collections

Current and predicted data is collected for each student in each subject.

Current data - which will be a summary of the on-going assessment recorded on the SUBJECT TRACKER throughout the term.

Predicted data – the grade that the student will achieve at the end of the key stage, if they continue to work in the way that they are doing currently. The grade predicted needs to be realistic, based in evidence, and moderated by the subject leader.

Reporting

Termly reports are sent home to parents, which include the student target from data collection 2 onwards in Year 10 and 12. (Appendix 2)

Quality Assurance

The Assessment Schedule (page 5), shows the embedded practice of moderating and quality assuring all data gathered.

In addition the quality of data gathered during data collections is analysed as below:

Data QA – Commitment Week

During commitment week, a deep analysis and moderation of data provided is carried out by SLT and the HoY for that particular year group. See Appendix 3.

An 'At-risk' cohort of students is selected in line with our SIP priorities, and assigned to a member of SLT. These students are interviewed with regard to one or more subjects, the lessons are visited, teacher spoken to and subject tracker analysed to evaluate the data being gathered and reported. See Appendix 4 for an example of the questions asked. An action plan is developed following the data QA exercise and shared with subject leaders.

The outcomes of these QA exercises feed directly into the SEF.

External Data Sources

In order to ensure that the data we use is as valid and up to date as possible, the school uses a variety of external data sources and software. Below is a summary of the programmes used.

Programme	Main use	By whom	When
ASP & IDSR	Self-evaluation Results comparisons Question level analysis Inspection dashboard	SLT/Governors Middle leaders	November/January
L3VA Report	Self-evaluation	SLT/Governors Middle leaders	November
FFT Aspire	Self-evaluation Checking KS2 data Generating expected progress estimates. Target setting – Y10 Student profiles	SLT/Governors All teaching staff Students SLT/SL/HoY	November/January September February Ongoing when concerns arise
SISRA	Data analysis – KS4 Student intervention	All teaching staff	After each data collection.
Oxford Analytics Headstart Report	Self-evaluation & student intervention	SLT/Governors/SLs	KS5 results day Mock results analysis

Performance Data

Unvalidated data is usually published in November, and would normally form a key part of the self-evaluation process. However, results day information has to be analysed quickly and headline packs generated that allow for some initial analysis to take place.

We are conscious that it is impossible to accurately calculate Progress 8 scores, and that it is very risky to do so, so data reported after the key stage 4 exam results are in will take the format of the usual Headline Packs and a summary will be provided for Governors.

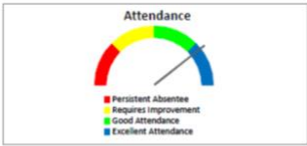
Appendix I – Exemplar KS3 Report

Attendance & Punctuality

What does 'Good Attendance' mean?
 • is 90% good attendance?
 • what does 90% actually mean?

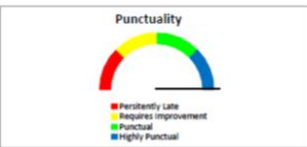
90% attendance = 1/3 day missed every week! Once school year at 90% attendance = 4 weeks of learning missed! Over 5 years of school = 1/3 school year missed!
 From September 2015, 90% is also the threshold for persistent absence.

For children and young people to work towards achieving their potential, attendance needs to be above 95%.




Sessions present (out of 324)	318
Sessions lost due to absence	6
Overall Attendance %	98.1%

Punctuality



Sessions present (out of 324)	318
Sessions lost due to lateness	0
Overall Lateness %	0.0%



LAWNSWOOD SCHOOL

Headteacher: Mrs J Bell

Y7 Report June 2017

Anna Kippen 7CWR

Prior Attainment Key Stage 2

	English	Maths
Key Stage 2	117	106

Lawnswood Baseline Assessment

	Verbal	Non-Verbal	Quantitative	Mean
CATs Results	139	121	117	121

Progress

Subject	Knowledge	Skills	Application
English	Meeting	Meeting	Meeting
Maths	Exceeding	Exceeding	Developing
Science	Meeting	Meeting	Meeting
Geography	Exceeding	Exceeding	Exceeding
History	Meeting	Meeting	Exceeding
French	Meeting	Exceeding	Meeting
Spanish	Meeting	Meeting	Meeting
Art	Exceeding	Exceeding	Exceeding
Drama	Meeting	Meeting	Meeting
ICT	Meeting	Meeting	Meeting
Music	Meeting	Meeting	Exceeding
PE	Meeting	Meeting	Meeting
EPR	Exceeding	Exceeding	Exceeding
Technology	Meeting	Meeting	Meeting

Key	
Developing	Progress in this subject has been below expected rates, given this student's starting point. Opportunities will be provided to revisit the work and support given to help them catch up.
Meeting	Progress in this subject has been good, given this student's starting point.
Exceeding	Progress in this subject has been rapid and this student has made exceptional progress from their starting point.

Effort grades across the curriculum

The school has high expectations of student effort. Research suggests that students make progress when they show characteristics of great learners.

We rate student's effort with these expectations in mind:

3	Meets or exceeds our expectations for effort all of the time
2	Meets our expectations for effort most of the time
1	Meets our expectations for effort some of the time
0	Has not met expectations for effort, but we are confident that this can improve

Subject	Effort Grade
English	3
Maths	2
Science	2
Geography	3
History	3
French	3
Spanish	2
Art	3
Drama	3
ICT	3
Music	3
PE	3
EPR	3
Technology	3

Commendations received since September 2016

Great learners communicate well; they enjoy reading, listen carefully to others, put effort into writing and can share their ideas with others.	5
Great learners show commitment; they are self motivated and know that effort means progress. They take responsibility for their own learning.	71
Great learners are curious; they are interested in finding out about new things. They explore issues or problems from different perspectives.	2
Great learners show confidence; they are not afraid to 'fail' and try again. They have self-belief and trust in their own efforts.	3
Great learners are creative; they choose from a range of strategies to tackle problems. They try out alternatives and follow through on ideas.	3
Great learners collaborate; they know that working with others helps to develop everybody's understanding. They show consideration for others.	6
Great learners celebrate learning; they engage actively with learning and reflect on their own successes. They look for positives and evaluate their experiences.	18

Appendix 2 – Exemplar KS4 Progress Report

Attendance & Punctuality

What does 'Good Attendance' mean?

- Is 90% good attendance?
- What does 90% actually mean?

90% attendance = 1 day missed every week! Once school year at 90% attendance = 4 weeks of learning missed! Over 5 years of school = 1/3 school year missed!
From September 2015, 90% is also the threshold for persistent absence.

For children and young people to work towards achieving their potential, attendance needs to be above 95%.

Sessions present (out of 208)	198
Sessions lost due to absence	10
Overall Attendance %	95.2%

Punctuality

Sessions present (out of 208)	198
Sessions lost due to lateness	10
Overall Lateness %	4.8%

Headteacher: Mrs J Bell

Y10 Report March 2017

Aaron Hussain 10TDI

Prior Attainment Key Stage 2

	English	Maths
Key Stage 2	4	4.35

Lawnswood Baseline Assessment

	Verbal	Non-Verbal	Quantitative	Mean
CATs Results	81	80	97	86

Progress

Core Subjects	Current Grade	Predicted Grade	Student Target
English Language	2	5	5
English Literature	2	5	5
Maths	2	4	4

EBACC Subjects	Current Grade	Predicted Grade	Student Target
Combined Science	3.3	3.3	4
Geography	3	4	5

Open Subjects	Current Grade	Predicted Grade	Student Target
Art	3	3	4
Computer Science	2	2	4
Product Design	E	D	D

Effort grades across the curriculum

The school has high expectations of student effort. Research suggests that students make progress when they show characteristics of great learners.

We rate student's effort with these expectations in mind:

Grade	Description
3	Meets or exceeds our expectations for effort all of the time
2	Meets our expectations for effort most of the time
1	Meets our expectations for effort some of the time
0	Has not met expectations for effort, but we are confident that this can improve

Subject	Effort Grade
English Language	2
English Literature	2
Maths	2
Combined Science	1
Geography	2
Art	2
Computer Science	2
Product Design	2

Commendations received since September 2016

Great learners communicate well: they enjoy reading, listen carefully to others, put effort into writing and can share their ideas with others.	0
Great learners show commitment: they are self motivated and know that effort means progress. They take responsibility for their own learning.	0
Great learners are curious: they are interested in finding out about new things. They explore issues or problems from different perspectives.	0
Great learners show confidence: they are not afraid to 'fail' and try again. They have self belief and trust in their own efforts.	0
Great learners are creative: they choose from a range of strategies to tackle problems. They try out alternatives and follow through on ideas.	0
Great learners collaborate: they know that working with others helps to develop everybody's understanding. They show consideration for others.	0
Great learners celebrate learning: they engage actively with learning and reflect on their own successes. They look for positives and evaluate their experiences.	1

Appendix 3 – Curriculum QA Exemplar Questions

Quality Assurance – Year X Data Checking

Curriculum QA – Year 11

November 2021

Student	Student Target	Predicted grade Y10DC4	Attitude to learning in class (LO, SV, TV)	Quality of written work (incl comment on evidence of progress, impact of feedback) (WS, SV, TV)	Impact of home learning on progress (WS, SV, TV)	Student awareness of current level of knowledge and next steps (SV, TV)

Teacher Voice

To what extent is the teacher planning the curriculum to meet the needs of the students? Is it clear how progress is planned for and how prior learning is supporting current learning?

HOF Voice

To what extent does the curriculum design/scheduling and scheme support student progress? Is there evidence in the books?

Appendix 4

The Standards Review Process – NB in the absence of external exams, this process was replaced by a moderation of CAGs which took place in Summer 2021.

There will be a post-mock standards review in January

Class teacher

Completes a proforma summarising outcomes for each of their 2021/22
Yr11, 12 &13 classes

NB: The Subject leader will also analyse their own classes and the review meeting will be held with their SLT link.

Class teacher – report to Subject Leader

SLs hold a 30 minute review meeting with each class teacher to talk through the results and collate common strengths and areas for improvement. (Upload to Bluesky, to inform final appraisal mtg)

Subject Leader – report to SLT

SL produces a summary report using all of the information gathered, and presents this to the Headteacher and Deputy Headteachers at a formal meeting held in the first four weeks of term.

SLT

Findings from the results review period are used to inform the whole school SEF and SIP

Report to SLT

All subject leaders will be expected to report to the SLT at a pre-arranged time

Appendix 5 – Class teacher analysis sheet (Gaps)

GAPS ANALYSIS										
	Overall	Boys	Girls	PP	Non PP	EAL	SEN	LAP	MAP	HAP
Class Difference between prediction and target	-2.7	-4.4	-0.9	-3.7	-1.9	-3.7	-3.0	-12.0	-3.0	-0.6
Subject Difference between prediction and target	-1.1	-2.4	0.0	-1.6	-0.7	-2.1	-4.0	-12.0	-1.7	0.3

COMMENTARY
 Action Steps (please provide a specific action plan to address any gaps in the progress of key cohorts, and any individual underperforming students):

Additional Support required:

Predicted	Student Target	Predicted Grade	Student Target	Points Difference
A*	A	58	52	6
A*	A	58	52	6
A	A	52	52	0
A*	A	58	52	6
C	A	40	52	-12
A*	A	58	52	6
C	A	40	52	-12
A	A	52	52	0
A	A	52	52	0
A	A	52	52	0
C	B	40	46	-6
A	A	52	52	0
B	A	46	52	-6
B	A	46	52	-6
A	A	52	52	0
A	B	52	46	6
A	A	52	52	0
B	B	46	46	0
A	A	52	52	0
B	A	46	52	-6
C	A	40	52	-12
A	A	52	52	0
C	B	40	46	-6
A*	A	58	52	6
A	A*	52	58	-6
B	B	46	46	0
D	A	34	52	-18
A	A*	52	58	-6
E	B	28	46	-18

NG STUDENTS

Forename	Surname	Predicted	Student Target	Predicted Grade	Student Target	Points Difference
		C	A	40	52	-12
		C	A	40	52	-12
		C	A	40	52	-12
		D	A	34	52	-18