Assessment and Tracking Policy

King's College London Mathematics School

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Monitoring and review

	Name	Date	Role
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KCLMS is committed to promoting both student learning behaviours and learning skills that go beyond grade achievement, and also to the consistent and robust tracking of progress against target grades.

Overview

Students at King's **M**aths School work with three grades.
- Their "K" (Kinetic) grade, which is the current level (according to AS/A2 standards) at which they are working. This is updated approximately half-termly, as and when students sit assessments in all subjects.
- Their "M" (Minimum expected) grade, which is the mean grade achieved in each subject nationally at AS/A2 (as calculated by ALIS) by students with the same average GCSE points score.
- Their "S" (Superior target) grade, which is aspirational, but calculated using baseline data. In most cases, this is taken by looking at the mean and median grades achieved by students with similar baselines (GCSE and CABT) and then picking the most ambitious of these. Performance in end of year 12 exams is also taken into account when setting S grades for year 13. Where possible, the S grade is always at least one grade higher than the M grade (in AS Computing and Economics, the maximum achievable grade is an A grade, so some students have this as their M and S grade). In all subjects, the S grade is always A*, A or B.

"K" Grades
Y12 and Y13 sit formal assessments at four points during the year, before sitting end of year examinations in the summer term. These assessments are benchmarked against AS and A2 standards, hence student performance is robustly benchmarked against these standards.

"M" Grades
Students are briefed in an assembly and the source of these M grades is explained. Emphasis is placed on "minimum expected" – we expect our students to be at least "average" when compared nationally. It is clear to students that achieving their M grade in any given subject means that they are reaching the mean standard expected nationally based on their GCSE profile.

"S" Grades
Students sit the ALIS CABT during year 12 induction. In the same assembly as mentioned above, the calculation of S grades is explained: in general, we expect our students to be "better than average" and thus S grades provide them with aspirational targets in each subject. For those with a low GCSE average, there can be a significant difference between M and S grade and hence it is clear that we are aiming high. Those with good GCSE's see

that the "average" grade is often an A; S grades encourage them to aim for A* where possible.

End of year examinations

At the end of year 13, students sit public examinations in their A2 subjects. At the end of year 12, students sit AS examinations in Computing or Economics, and internal examinations in all other subjects. These examinations are benchmarked against AS and A2 standards, but are prepared and marked by KCLMS staff. Performance in these examinations is used to inform decisions regarding year 13 and, in particular, predicted grades.

Tracking achievement and progress

Progress is tracked **lesson by lesson** by the explicit sharing of learning objectives (usually in the form of "purpose and product") and the measurement of their completion. These are based on departmental schemes of learning and teacher knowledge of individual student longer-term targets as well as progress across recent lessons. Teacher feedback is provided in class verbally and often also in writing. There is a school-wide feedback system in place.

Progress is tracked **week by week** by homework and by in-class exercises that are designed to demonstrate that students have understood and grasped the key knowledge and skills for the topics being studied. Teacher feedback is provided verbally and/or in writing. Data from regular assessments are collected by classroom teachers; departments meet to discuss targeted support strategies where assessments indicate slower than expected rates of progress.

KCLMS tracks students' progress **longer term** by analysing the data from the formal assessment points. At any given assessment point, we compare the proximity of students' K grades both to their M grades and S grades. How close to the minimum expected grades are they, and how close to their aspirational targets?

These assessments are set in each AS/A2 subject and are designed to be cumulative – each assessment covers all material taught to date. K1 assessments usually last 45 minutes (one lesson); K2 and K3 extend to 60 or 90 minutes (and thus fit into one double lesson). Early in the third term, K4 assessments in the form of full mock exams occur; students have further opportunities to sit timed papers as necessary in order to show progress ("K4+") before sitting their examinations.

By analysing data across two consecutive assessment points (or more) we view rates of progress towards both M and S grades. Across assessment points we examine the movement of the K grade towards both the M grade and the S grade.

Excellent achievement and progress are identified and celebrated after each assessment point. The reasons for such levels of performance are analysed and inform future planning.

In each subject, and across all subjects, we establish the following:

Achievement Tracking:
- % of students achieving each lettered grade (A*, A, etc.)
- Cumulative percentages
- Students not yet reaching B or better

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Progress Tracking:
- % of students achieving above M or S grade target levels.
- % of students achieving at M or S grade target levels.
- % of students achieving below M or S grade target levels; how far below is also calculated in each individual case
- % of students whose movement between assessment points is towards or away from those targets, or at stasis (though note that consecutive B grades, for example, can indicate that progress has been made since the amount of material assessed has increased)

The data are analysed on the basis of student progress and achievement across the following categories:
- Academic Groupings: Subject, Class (and teacher).
- Pastoral Groupings: House, Tutor Group (and tutor).
- Contextual filters including: attendance rates, gender, BME, EAL, NPHHE, CB and SEN(D).

School Targets

Governors set targets for the academic progress of the school as a whole. They do this through the Education Committee, at its first meeting of the academic year following analysis of the student body's prior attainment. The Education Committee will set quantitative targets as follows:

- Year 12
  - % of A*/A grades in end of year exams needed for the school to sit at the top end of the ALIS value added tables
- Year 13
  - % of A*/A grades in end of year exams needed for the school to sit at the top end of the ALIS value added tables, and of the DfE tables published in the following January
  - A destinations target that varies from year to year, but that is based on all students, regardless of background, progressing to a suitably competitive university course or equivalent

Using progress data to provide targeted support

Teachers support individual, as well as whole class, progress, challenging all students to make rapid progress based on their own individual levels of current achievement and their own individual targets. This is informed by the data gathered at assessment points.

Classroom teachers have up-to-date records of every student's K, M and S grades as part of their class profiles. That information is used to inform lesson planning and individual feedback. After each assessment point these profiles are updated accordingly to inform the next point of planning. Seating plans are reviewed after each K assessment point.

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Where data from any assessment point reveals that any individuals or groups in the school are progressing slower than anticipated, or not at all, targeted support strategies are agreed and implemented, and their outcomes evaluated.

- After the first and second assessment points the emphasis of targeted support is for those whose K grades are lowest in their subject areas.
- After the third and fourth assessment points, targeted support is focused on those who are deemed unlikely to make expected progress (that is, those who are not on track to reach their M grade). These students will be identified by looking at the progress of their K grades achieved at the assessment points over the academic year to date.

The primary responsibility for devising targeted support strategies for any given student resides with their classroom teacher in that subject. Classroom teachers adapt planning and feedback to student targets and rates of progress, to maximise the latter.

Following each assessment point, the Assistant Head will, as part of their analysis of the assessment data, compile a list of students who require targeted support for each of the core subjects, and will share this list with the rest of the SLT for review.

The Assistant Head tasks Lead Teachers (Subject) to devise support strategies for these students: usually these take the form of "recap" and "renew". Weekly recap sessions enable students to be taught material that they appear not to have comprehended fully, whilst renew sessions provide students with an opportunity to work through exercises with teacher support readily available.

All students meet with their tutor to discuss their academic progress and to set targets for the next cycle. Students who require targeted support in multiple areas are identified by Lead Teachers (Year) and are usually required to attend a progress meeting. This discussion produces an action plan. Parents or carers may be invited to attend this meeting if there is not a Parents/Carers Consultation Evening scheduled in the near future.

A Parents/Carers Consultation Evening will be held at KCLMS twice each year for each student. These will be held following the first or second assessment point in the Autumn term, and following the third assessment point in the Lent term. At consultation evenings, tutors will discuss progress and targets for improvement with parents/carers and their child, who will also attend.

Recording and Reporting

K, M and S grades are recorded centrally on Sharepoint by (and for) teachers; students and parents/carers receive a printed grade sheet after each K assessment point.

Lesson-by-lesson progress will not usually be recorded. Week-by-week progress will always be recorded by subject teachers, in their own locally stored marksheets. Longer-term progress will always be recorded on a central spreadsheet.

Wider Outcomes

In consultation with students and staff, the school has identified a set of skills and qualities that we would like our students to possess. These skills are referred to as Communication, Collaboration, Independence, Organisation; we also encourage our students to be Healthy and Well-rounded.

At each K assessment point, teachers provide Green-Amber-Red ratings for each student on the first four skills listed above, referring to a central set of criteria that is used by all. As part of the data analysis that happens at these points, the Lead Teacher (WO) tracks skills progress and the Lead Teachers (Year) identify students who, for example, have several Red or Amber ratings. This data informs any tutor discussions and is used in progress meetings. If certain skills appear to be lacking, students may be directed, for example, towards a suitable club or society that will provide them with the opportunity to develop this skill outside the classroom.

Attendance at one or more weekly club or society is compulsory for all students: at KCLMS we believe that the opportunity to develop interests and skills beyond the curriculum is important and contributes to becoming a Well-rounded individual: these clubs can certainly also support one's academic development. Registers are taken at clubs, and tutors, with the support of the relevant Lead Teachers, discuss club attendance with their tutees. The Lead Teacher (WO) also co-ordinates a comprehensive speaker programme and all students in year 12 attend a key-note speech each half term. Attendance at one other talk per half term is compulsory for all students in both years.

In order to encourage students to be Healthy, all are timetabled to take part in a sporting activity once a week. Students are then encouraged to take part in further activities in their own time. The school offers a wide variety of activities (table tennis, football, mixed martial arts, climbing, walking, running and basketball) and consults with students on a regular basis to see whether there are any other sports that would prove popular.

A variety of other metrics are used to support students in other areas of the school curriculum. In all cases, those designing these are encouraged to think "what is the purpose of these sessions?" and then "how can I demonstrate progress towards meeting this purpose?"

In Personal Development, students often self-assess against the skills listed above and set targets based on these, whilst in Problem solving sessions, students receive Green-Amber-Red ratings for their tenacity, flexibility and communication skills.

For literacy, baseline assessments and GCSE results are used to identify those with specific needs and support is provided for them. More details of this can be found in the Literacy Policy. For those undertaking an EPQ in year 13, regular progress meetings enable tracking and target-setting. In year 12, students working towards the King's Certificate receive Green-Amber-Red ratings for the skills listed above as well as specific feedback on their progress at regular intervals.

Students sitting "super-curricular" examinations, such as STEP or MAT papers, are supported via timetabled extension sessions and small-group support as appropriate.

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All pertinent data should be accessible by the tutor: in Academic Mentoring sessions, they can then discuss not only a tutee's progress and achievement in the core subjects, but can also set targets that relate to wider outcomes and that will support the student's journey towards independence and adulthood. Much of this data is also shared with Parents/Carers alongside K assessment results.