



Staff Member Responsible:	VPE
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## **The Gilberd School**

### **Target Setting, Assessment and Reporting Policy**

#### **Aims and Principles**

The key aim of the school is that every child will achieve their full potential. The Target Setting, Assessment and Reporting Policy helps to provide students, teachers and parents/carers with an accurate picture of student progress over a given academic year and throughout the duration of their time at The Gilberd. In conjunction with our Marking and Feedback Policy, it aims to help students know what they are doing well and what they need to do to improve. This knowledge gained will be used by teachers to inform teaching and help inform interventions, working with students and their parents/carers.

#### **Relationship to other policies**

This policy should be read alongside other policies of the school, particularly:

- Feedback Policy
- Teaching and Learning Policy
- Homework Policy

#### **Roles and Responsibilities**

##### **Governors**

The Governing Board is responsible for:

- Ensuring that the leadership of the school is effective in monitoring and developing target setting, assessment and reporting procedures across the school.
- Having an overview of local and national developments which affect target setting, assessment and reporting of student progress to parents/carers.
- Having an understanding of the current assessment model and the impact this has on student progress and whole school standards of achievement.

##### **The Headteacher and Senior Team**

The Senior Team is responsible for:

- Reviewing the target setting, assessment and reporting policy annually and making changes in response to any local and national initiatives that will maximise student progress and achievement. Keeping up to date with local and national assessment changes.
- Monitoring the impact of ongoing assessment on student achievement and progress and adapting as necessary in order to maximise these.
- Ensuring that a robust data collection system, personnel and assessment calendar are in place to support Target Setting, Assessment and Reporting.
- Having a broad understanding of assessment models used by the departments that they line manage.
- Using assessment data to analyse the effectiveness of subjects in raising achievement.

- Using assessment data to identify patterns of attainment and progress between different year groups, vulnerable groups and subjects and teachers.
- Using assessment data to triangulate the performance of Subject Leaders and teachers within the Performance Management process.

### **Subject Leaders and Curriculum Leaders**

It is the responsibility of the Subject Leaders to:

- Monitor overall assessment of student progress and achievement in their subject area and report findings to ST Line Managers as outlined in the school calendar.
- To design and implement Schemes of Work which include opportunities for both formative and summative assessment and ensures student progression within the subject, based on GCSE standards.
- Ensure that assessments are regularly moderated for consistency and accuracy across the subject area.
- Monitor the impact of assessment procedures on the standards of student achievement and progress across the subject and plan and oversee intervention for both groups of, and individual, students as required.
- Be responsible for the overall system of assessment within their subject area, ensuring that deadlines are met and data is accurately input into Go4Schools.
- Act upon any parental feedback following the report cycle.
- Ensure that the Target Setting, Assessment and Reporting Policy is adhered to by staff.

### **Heads of Years**

It is the responsibility of the Head of Year to:

- Monitor overall assessment of student progress and achievement within their year group and report findings to ST Line Management as outlined in the school calendar.
- Plan and oversee intervention for both groups and individual students from the year group as required and monitor its impact.
- Ensure that end of year written reports are completed accurately and on time and are distributed to parents/carers, as per the assessment calendar.
- Act upon any parental feedback following the report cycle.
- Ensure that the Target Setting, Assessment and Reporting Policy is adhered to by tutors.

### **Teachers**

It is the responsibility of all teachers to:

- Assess student progress and achievement in line with the school's assessment calendars and in line with departments Marking and Feedback Policy.
- Moderate assessments as directed by Subject Leaders, to ensure consistency and accuracy across the subject area.
- Plan suitable in class intervention strategies for those students making less or more than expected progress / those with poor Learner and Homework Profiles.
- Ensure that end of year written reports are completed accurately and on time, if they are form tutors.
- Act upon any parental feedback following the report cycle.
- Fulfil the demands of the Target Setting, Assessment and Reporting Policy.

### **Procedure and Organisation**

#### **Target Setting**

##### **Context**

Targets at KS3 and KS4 are set using the Key Stage 2 SATS scaled scores. Targets are challenging and aspirational for all students. In Year 7 students are given a flight path linked to their scaled score.

### KS3 Assessment - Student Flightpath

Skills and / or grade based assessment

			9
		Mastering +	9 - 8
	Mastering +	Mastering +	7 - 6
115 + above	Mastering +	Securing	5 - 4
110 - 114	Securing	Developing	3 - 2
106 - 109	Developing	Obtaining	1
98 - 105	Obtaining	Accessing	
83 - 97	Accessing		
82 + below			

KS2 average English and Maths Score	Year 7	Year 8	GCSE
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For the 2020 and 2021 cohorts, in the absence of KS2 SATs data due to Covid 19, students' future targets will be set using CATs tests scores.

Students are made aware of their target grades when they begin their GCSE Studies.

#### Year 7 Data and Setting

Key Stage 2 information arrives in the summer term and targets for the new Year 7 cohort are set soon afterwards. The data manager ensures that this information is set up in SIMS and Go4Schools, ready for the beginning of the new term. This information is also used to help inform setting in those subjects that are set in years seven and eight. For the 2020 and 2021 cohorts, KS2 teacher assessment, CATs data and internal assessment data will continue to inform setting and target setting.

#### Assessment in Years 7 and 8

When work is assessed by the teacher, students receive formative feedback linked to a flightpath. This ensures that students pay attention to the next steps for improvement.

All subjects complete at least **two** annual summative assessments which are assessed in line with the criteria of students' flight paths. The flightpaths reflect the knowledge and skills required to progress smoothly to GCSE studies. Assessments are made accessible, where necessary, with additional scaffolding of questions or using more simplistic topics or tests

These summative assessments have flightpaths recorded and are used to judge the standards of work being reached by the students. Clear and justified flightpath boundaries are used that reflect the difficulty of the work and ensure that where a flightpath is awarded in Year 7 and 8 at the same level, the quality of work produced is the same. These assessments are moderated within departments before flightpaths are submitted and reported home.

Several other assessments take place during the year. These may be summative, covering a range of topics studied or be formative only. A subject may do as many additional assessments as it feels are beneficial.

#### Assessment in Years 9, 10 and 11.

The assessment calendar for Years 9, 10 and 11 requires data to be collected at regular and timely intervals (see Reporting in Years 9, 10 and 11 for details).

The assessments carried out use GCSE criteria and mark schemes. Students receive, where

appropriate, current attainment grades for work completed in books and tests. These assessments are moderated within departments before grades are submitted. Tests are used in both a summative and formative way. CAGs are used to support teacher forecasts. It is made clear to parents that a forecast is not a guarantee of a grade. Forecasts can go up or down and are more accurate the nearer it gets to the end of a course.

### **Reporting in Years 7 and 8**

The assessment calendar for Years 7 and 8 requires data to be collected at regular and timely intervals. Parents receive a report on their child's progress twice a year.

*Students and their parents/carers at The Gilberd School in Years 7 and 8 receive the following in their reports:*

- Aspirational target flight path
- Current flight path
- Learner profile
- Homework profile

Each subject area uses assessment data to give students a current flight path.

Teachers also report on how the students are approaching their studies. (See appendix for the profile scales).

All staff who teach a class are expected to have an input into the grade and profiles assigned to students.

In Years 7 and 8 these Learner Profiles play an important role in deciding interventions for students.

### **Reporting in Years 9, 10 and 11**

*Students and their parents/carers at The Gilberd School in Years 9, 10 and 11 receive the following in their reports:*

- GCSE target grades.
- Current attainment grades.
- Forecast grades for the end of their course. These can go up or down over the course and are not a guarantee of that grade.
- Learner profile.
- Homework profile.

All staff who teach a class are expected to have an input into the grade and profiles assigned to students. Staff are expected to discuss their forecast grades with another teacher to ensure they are well founded and accurate.

## **End of Year Reports**

End of Year reports are designed to provide parents/carers and students with useful feedback on how students are doing. The Form Tutor is responsible for compiling these.

The information sent home includes:

- Academic attainment and attitude to learning
- Behaviour
- Organisation, homework and uniform
- Attendance and punctuality
- Contribution to school life

The aim is to provide constructive feedback that will allow the students to move forwards and to recognise their achievements. Language used should always be constructive and encouraging.

## Appendix 1

**Sample Assessment and Reporting Calendar** (Note: this is subject to change each year).

Wk	A/B	Week	Assessment Deadline	
1	A	01-Sep		
2	B	08-Sep		
3	A	15-Sep		
4	B	22-Sep		
5	A	29-Sep		
6	B	06-Oct		
7	A	13-Oct	Y10 Assessment	
8	B	20-Oct	Y10 Assessment	Y11 MFL Mock Orals
9	A	03-Nov	Y9 HP/LP	
			Y7 Assessment	
10	B	10-Nov	Y7 Assessment	
11	A	17-Nov		
12	B	24-Nov		
13	A	01-Dec	Y11 Mocks	
			Y10 RE Mock	
14	B	08-Dec	Y11 Mocks	
15	A	15-Dec		Y11 PE Practical Week
16	B	05-Jan		
17	A	12-Jan	Y8 Assessment	
18	B	19-Jan	Y8 Assessment	
19	A	26-Jan	Y9 Assessment	Y11 Food Practicals
20	B	02-Feb	Y9 Assessment	Y11 Food Practicals
21	A	09-Feb		
22	B	23-Feb	Y10 Assessment	Y11 MFL Mock Orals
23	A	02-Mar	Y10 Assessment	Y11 Drama Practical (P)
24	B	09-Mar	Y11 Core Mocks	
25	A	16-Mar	Y11 Assessment	
26	B	23-Mar		Y11 Music Solo Perf (P)

Wk	A/B	Week	Assessment Deadline	
27	A	13-Apr		Y11 Dance Practical (P) Y11 German Orals
28	B	20-Apr	Y7 Assessment	Y11 German Orals (P) Y11 Art Exam (P) Y11 Textiles (P)
29	A	27-Apr	Y7 Assessment	Y11 French Orals
30	B	04-May	Y9 RE Mocks	
31	A	11-May	Y8 Assessment	
32	B	18-May	Y8 Assessment	
33	A	01-Jun	Y9 Assessment	
34	B	08-Jun	Y9 Assessment	
35	A	15-Jun		
36	B	22-Jun	Y10 Mocks	
37	A	29-Jun	Y10 Mocks	

(Accurate at time of going to print)

## Appendix 2

### Homework Profile - KS3 and KS4:

(Accurate at time of going to print)

- **6:** Student is always responsible for making sure homework is completed, handed in on time and well presented. Homework is always detailed and often demonstrates creativity and flair. Student frequently demonstrates resilience, and consistently searches out and uses a range of learning materials demonstrating resourcefulness and independence in the face of all tasks and in particular the most challenging. Spelling, punctuation and grammar are always checked carefully, and the student always acts on the advice of previous teacher feedback.
- **5:** Student is responsible for making sure homework is completed, handed in on time and well presented. Homework is detailed and is beginning to demonstrate creativity and flair. Student is beginning to show the ability to search out and use a range of learning materials, demonstrating resourcefulness and independence in the face of most tasks. Spelling, punctuation and grammar are checked carefully, and the student regularly acts on the advice of previous teacher feedback.
- **4:** Student is usually responsible for making sure homework is completed, handed in on time and well presented. Homework is completed to a generally satisfactory standard and is sometimes detailed. Student has demonstrated the use of a range of learning materials showing independence and resourcefulness. Spelling, punctuation and grammar are checked, sometimes carefully, and the student usually acts on the advice of previous teacher feedback.
- **3:** Homework occasionally shows some detail and is completed to a satisfactory standard though it is evident that they need support and regular reminders to complete homework at school and at home. Although the student is aware of the need to take responsibility for homework being completed and handed in on time, the occasional homework detention is required. Homework is not always presented with evidence of checking the spelling, punctuation and grammar.
- **2:** Student rarely takes responsibility for homework being completed and handed in on time or for being well presented. Homework is not detailed or completed to a satisfactory standard. Student needs considerable support to complete homework at school and at home. Homework detentions have been fairly frequent.
- **1:** Student does not take responsibility for homework being attempted or handed in. Student requires significant input before attempting homework at school and at home. Homework detentions are a weekly occurrence despite the support offered.



## Appendix 3

### Learning Profile - KS3 and KS4:

(Accurate at time of going to print)

- **6:** The student is always highly motivated, independent and resilient. They persevere until they succeed, even when faced with a high degree of challenge. The student takes responsibility for their own learning and when appropriate, is mindful of previous feedback when accomplishing new tasks. The student displays a love of learning and has a strong desire to succeed. They learn with creativity but pay close attention to the accuracy and quality of their written communication.
- **5:** Student is well motivated, is developing independence and perseveres with most things, even when they are difficult. The student takes responsibility for their own learning and is mindful of previous feedback when accomplishing new tasks. They often display ambition to succeed. They learn with creativity but pay attention to the accuracy and quality of their written communication.
- **4:** Student is usually well motivated and works effectively with support and guidance. They can persevere with some tasks for satisfactory periods of time, asking for help and having another go when things are difficult. The student usually makes use of feedback provided when accomplishing new tasks. The student is taking more responsibility for their own learning and is usually prepared to learn though can very occasionally lose motivation or resilience. The student recognises the importance of accuracy and the quality of their written communication, which is generally good.
- **3:** Student can be well motivated though can need considerable support and guidance at times. Student is beginning to persevere with some things for short periods of time and is aware of the need to take responsibility for their own learning. Whilst feedback is provided, the student does not always make effective use of this to improve work. The student can require occasional reminders to stay on task. There are also occasions when the accuracy and quality of their written communication falls below expectation.
- **2:** Student is not well motivated, needs considerable teacher input and control and rarely sticks at things, particularly when they are difficult. Student rarely takes responsibility for their own learning and is rarely ready to learn. Feedback provided is infrequently used and as a result, progress is slowed. Student's behaviour may often be inappropriate and the ISR may have been used to protect other students' learning. The accuracy and quality of their written communication is below expectation.
- **1:** Student has little or no motivation and even with considerable teacher input and control, rarely cooperates or sticks at things. Student is unwilling and unprepared to learn and takes no responsibility for their own learning. Student does not attempt to use feedback to improve work. Student's behaviour can be disruptive, often preventing others in the class from learning. They are frequently removed to the ISR.
- **Abs:** Student has not attended enough lessons to make a judgement.