



**The Khalsa Academy Wolverhampton – A Khalsa Academies Trust School**

# Target Setting, Assessment and Reporting Policy

**This policy is applicable to The Khalsa Academy Wolverhampton**

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## 1. Rationale

- To provide reliable and meaningful information that informs parents/carers of their child's progress and achievement.
- A policy which is closely linked to improving the academy's learning and teaching.
- To inform teachers of gaps in students' knowledge, understanding or skills that need to be addressed through further teaching.
- Inform school leaders about the progress of individual students and groups of students to ensure equality of opportunity and to help them strategically plan to improve student outcomes.
- To provide leaders with information that is rigorous and robust and that can be used to support teacher performance management and professional development.
- To produce recordable measures which can demonstrate comparison, at Key Stage 4 and 5, against expected standards and reflect progress over time.

## 2. Key Stage 3

We recognise that:

- A knowledge rich curriculum assesses the accumulation of knowledge over time
- Knowledge and skills need to be assessed over time – there will be areas in which students acquire mastery quickly and areas where they don't
- As a result of the above, progress cannot be viewed as linear
- All stakeholders desire an understanding of areas of strength and areas for further work in relation to the curriculum. Therefore, any reporting should be able to pinpoint these as a tool to maximise learning.

The descriptors below will be used in each data drop:

Descriptor	Explanation
Unsecure knowledge, understanding and skills	Mastered less than 50% of content
Moving towards secure knowledge, understanding and skills	Mastered between 50% - 85% of content
Secure knowledge, understanding and skills	Mastered in excess of 85% of the content

We define 'mastered' when the following criteria are met:

- Knowledge is retained and secure in long term memory
- Students are able to apply knowledge as skills
- Knowledge can be transferred and applied as skills in contexts relevant to other topics of study
- Please note that a student can only receive a rating of secure if **ALL** content covered up to that data drop has been mastered.

Parents will receive their child's data in the format below. Accompanying this will be an outline of the topics/content studied prior to each data drop. The 'Topic' rating will consider the pupil's mastery of specific content that the curriculum focuses on prior to the data drop. The 'Overall' rating will be cumulative judgement based on how secure they are on all of the topics/content covered up to a specific data drop.

Subject	DD1 Topics	DD1 Overall	DD2 Topics	DD2 Overall	DD3 Topics	DD3 Overall
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### KS3 Example

Subject	DD1 Topics	DD1 Overall	DD2 Topics	DD2 Overall	DD3 Topics	DD3 Overall
History	Moving towards secure knowledge, understanding and skills	Moving towards secure knowledge, understanding and skills	Secure knowledge, understanding and skills	Moving towards secure knowledge, understanding and skills	Secure knowledge, understanding and skills	Secure knowledge, understanding and skills

For DD1, the student has mastered in excess of 50% of the history content but not exceeded 85%. This demonstrates that this topic needs revisiting in order to secure the knowledge in long term memory

For DD2, the students has mastered the content for the content covered post DD1 and up to DD2. However, the DD1 topics are not yet secure in long term memory, hence the DD2 Overall rating remains at a 'Moving towards secure'.

By DD3 all topics and content are now secure.

## 3. Key Stage 4 and 5

### Summative Assessment

There will be 3 key summative assessment points (4 for Year 11) during the course of the academic year, in addition to formal mock examination data which will also be shared with all stakeholders. The key summative assessment will be cumulative in nature – not just assessing a set amount of content or a topic but where possible, it should assess all coverage to that point. Where this is not possible, class based assessment combined with interleaving will be used. This ties in with our curriculum design, in which interleaving, recall and retrieval are key cornerstones.

Whilst classwork, homework and formative assessment remain important, any reported data must correlate with the key summative assessment.

### Data Reporting System

#### Pre-Data Drop:

- Teaching staff complete formal assessments
- Subject Leaders collate assessment raw marks/grades in departmental trackers
- Internal moderation to take place and be evidenced using TKAW proforma

#### Data Drop:

Understanding the Data Entered:	
Grade	What this grade means
5-	75% likely to gain a 5. 25% chance of a 4.
5	100% secure at this grade
5+	100% secure at this grade with 25% chance of achieving a 6.

- Reduces grade inflation
- Allows us to pinpoint students at risk/in the most need of intervention
- Allows security at grade thresholds

#### Post Data Entry:

- Subject Leaders cross reference the data drop with the summative assessment data
- SLT to spot check the data
- Data Analysis and SLT/Department led intervention
- Departmental Review Meetings
- Parents to be sent their child's grades following each Data Drop

## 4. Key Stage 4 Target Setting

Student targets are set using their KS2 results for the core subjects of Mathematics and English (reading).

Students without KS2 data will have targets derived from baseline test results to determine student percentile placement.

All students are targeted to make exceptional progress against national averages in their final GCSEs (or equivalent qualifications). These targets have been created using the guidance from the DFE Ready Reckoners.

A basic snapshot of GCSE targets based on KS2 average scaled scores can be seen below (please see Appendix 1 for our detailed GCSE Flight Path and further information on non-GCSE Target Grades).

Average KS2 Scaled Score	80 - 91	91 - 97	98 - 103	104 - 109	110 - 116	116 - 120
Target Grade	3	4	5	6	7	8/9

## 5. Key Stage 5 Target Setting

KS5 grades have to be based on KS4 outcomes, as per the DFE guidance on Post 16 accountability measures

All students are targeted to make exceptional progress against national averages in their final Level 3 qualifications. These targets have been created using the guidance from the DFE Ready Reckoners, following an analysis of the released grade distributions.

A basic snapshot of A Level target grades based on KS4 average attainment can be seen below (please see Appendix 2 for our detailed A Level Flight Path and further information on non-A Level Target Grades).

Average KS4 Grade	0 – 5.99	6 – 6.99	7 – 7.99	8 - 9
Target Grade	C	B	A	A*

## 6. Appendix 1: Key Stage 4 Flight Paths

### GCSE Flight Path

KS2	KS2 fine level	Y10 DD1	Y10 DD2	Y10 DD3	Y11 DD1	Y11 DD2	Y11 DD3	Y11 DD4	End of Y11 Target
80 - 91	2.5 - 3.7	1-	1	2-	2	2+	3	3+	3+
92	3.8 - 3.9	1	1+	2	2+	3	3+	4-	4-
93 - 96	4 - 4.3	1+	2-	2+	3-	3	4-	4	4
97	4.4	2-	2	2+	3-	3+	4	4+	4+
98 - 99	4.5 - 4.6	2	2+	3	3+	4	4+	5-	5-
100 - 101	4.7 - 4.8	2+	3-	3+	4-	4	4+	5	5
102 - 103	4.9	2+	3	4-	4+	5-	5	5+	5+
104	5	3-	3+	4	5-	5+	6	6-	6-
105 - 107	5.1 - 5.2	3-	3+	4	5-	5+	6	6	6
108 - 109	5.3	3-	3+	4	5-	5+	6	6+	6+
110 - 113	5.4 - 5.5	3	4	5	6-	6+	7-	7-	7-
114 - 116	5.6	3+	4	5	6-	6+	7-	7	7
117 - 118	5.7	4-	4+	5+	6	7-	7+	8-	8-
119 - 120	5.8	4-	4+	5+	6	7-	7+	8	8

### Non GCSE Flight Path

KS2	KS2 fine level	Y10 DD1	Y10 DD2	Y10 DD3	Y11 DD1	Y11 DD2	Y11 DD3	Y11 DD4	End of Y11 Target
80 - 96	2.5 - 4.3	L1P-	L1P	L1P+	L1M	L1D	L2P-	L2P	L2P
97-107	4.4 - 5.2	L1P-	L1P+	L1M	L1D	L2P	L2M-	L2M	L2M
108 - 116	5.3 - 5.6	L1P	L1M	L1D-	L2P-	L2M-	L2D-	L2D	L2D
117 - 120	5.7 - 5.8	L1P	L1M	L1D	L2P	L2M	L2D+	L2D*	L2D*

## 7. Appendix 2: Key Stage 5 Flight Paths

### A Level Flight Path

	YEAR 12			YEAR 13			
Average KS4 Grade	DD1	DD2	DD3	DD1	DD2	DD3	Final Target
0 - 5.99	U	E-	E+	D	C-	C	C
6 - 6.99	U	E	D	C-	C+	B	B
7 - 7.99	E	D	C	B-	B+	A	A
08-Sep	E	D	C	B	A	A*	A*

### Level 3 Subjects Flight Path

	Year 12			Year 13			
Average Grade	DD1	DD2	DD3	DD1	DD2	DD3	Final Target
0 - 5.99	U+	P-	P	P+	M-	M	M
6 - 6.99	P-	P	P+	M	D-	D	D
7 - 7.99	P-	P	P+	M	D-	D	D
8 - 9	P	P+	M-	M	D	D*	D*



