

(1) What is assessment?

(a) Assessment is a daily activity:

“.....Most day to day assessment in primary and secondary schools is informal, frequently a seamless part of the process of teaching and learning.”
‘Assessment and Learning’ *Ted Wragg 1997*

(b) Assessment comes in many forms:

“Assessment is the judgement teachers make about a child’s attainment, based on knowledge gained through techniques such as observation, questioning, marking and testing.” *OFSTED*

(c) Effective assessment is a prerequisite of high standards in Teaching and Learning:

“If all students in a class are working at an appropriate level and the work is pitched correctly, the assessment must be good” *Ofsted Inspector*

(d) Assessment is *for* learning:

Assessment of children’s achievement should lead to the teacher asking, “What does this child/these children need to learn now in order to make improvements and progress?” (*Jeanne Mundy*)

(2) The purpose of assessment:

The four main purposes of assessment are as follows:

- Formative (e.g. continuous Teacher Assessment) – recognising pupil achievement/progress, planning next steps, setting targets.
- Summative (e.g. SATs) – recording overall pupil achievement in a systematic way against identified criteria.
- Diagnostic – pupil strengths/weaknesses – appropriate help/guidance given.
- Evaluative – feedback on specific teaching methods / policies / organisation / INSET.

The school recognises the value of each of these uses of assessment and their overlap, and has consequently developed systems that allow these purposes to be fulfilled. However, research shows that an improvement in *the formative use of assessment information* has the highest recorded impact on student achievement of any researched classroom intervention. We therefore propose the following as foundational principles in our understanding and practice of assessment:

a) **Assessment should be fully integrated into classroom activities, starting with planning.** (effective in-class assessment enables the teacher to identify any gaps in students’ learning, provide feedback to students and use the information to plan subsequent lessons)

b) **A variety of assessment methods should be an integral part of departmental schemes of work.** (The methods used should be varied in order to allow for bias associated with specific types of assessment)

c) **Assessment should be “fit for purpose” and draw on a wide range of evidence** (much informal assessment, based on unwritten teacher observations, can provide as valid an insight into areas of student difficulty and potential solutions as more formal written assessment methods)

d) **Students should be fully involved in the process.** (this may be through self and peer assessment, enabling students to set their own targets, sharing assessment criteria with students, building into lesson plans some student response time to written and oral feedback, and so on)

e) **Assessment should reveal what students have already studied** (future planning will target areas of weakness and build on areas of strength).

Assessment should:

- Identify – Targets for improvement
 - Inform – class organisation, planning, reports to parents and governors, target setting
 - Diagnose – strengths and weaknesses
 - Feedback – matching learning activities, sharing judgments with the students
 - Measure – evidence individual achievement
 - Confirm – general impressions of performance
 - Evaluate – knowledge and skills
 - Monitor – learning programmes
 - Comply – statutory requirements, align school assessments with national standards
 - Motivate – teachers and students
- (Jeanne Mundy)

3. Consistency and Accuracy:

The assessment methods used should be as valid and reliable as possible while still being manageable within the constraints of school life.

“Teachers and students need to have confidence in each other if teaching and learning is to be effective. If teachers know that the statistical evidence, which they accumulate on the assessed performance of students, both individually and collectively, is both valid and reliable, it gives them greater confidence in the classroom. If this evidence is to be valid, it must be accurate. It is essential that teachers in the same subject department do not work in isolation from, nor independently of, each other. It is imperative that levels of achievement are comparable for all children and that all teachers know the difference between, say, level 4 and level 5 in a particular Attainment Target. If this evidence is to be reliable, it must be consistent. It is necessary for teachers in other departments to be operating within a common framework of principles and strategies.”

F Ravel: “Managing & Recording Assessment” SHA.

It is also important to be consistent so that students and parents know what the assessment system means for them.

Outcomes:

- Each department will conduct a baseline assessment of each student in Year 7 within the first four weeks of the school year; a ‘broad-brush’, impressionistic assessment at the very start of students’ careers at SPW, the baseline assessment provides an idea of the broad National Curriculum level at which each student is operating in each subject. This level will then constitute the baseline from which subsequent progress will be gauged. As time progresses, it will be the baseline against which we measure the value we have added.
- The baseline assessment, along with national achievement expectations provided for each student based on their Key Stage 2 SATs results, are used to inform a minimum level of attainment that each student should achieve by the end of the academic year (throughout Key Stage 3). Progress is monitored by a comparison between the predicted level and the achieved level (in terms of the National Curriculum and SPWCS departmental levelling systems).
- Group reading tests will be conducted at the beginning of Year 7 to identify reading ages. Targeted students (between 20 – 30% of the year group) will undertake a Diagnostic Reading Analysis to provide data on reading ages, comprehension skills and strategies to promote further development. Data will be used to assist planning, differentiation and as part of the ‘Learning Conversation’ (target setting) process.
- N.C. levels and their descriptions will be displayed in every classroom (preferably translated into student-friendly language), with particular emphasis on progression routes (how to get from one level to the next).

- Key Stage 3 Student Planners contain National Curriculum levels and descriptors for the core subjects in student-friendly language. Focusing on English (Speaking and Listening; Reading; Writing), Mathematics (Using and Applying Mathematics; Numbers and Algebra; Shape, Space and Measures; Handling Data), Science and ICT (Finding Things Out; Developing Ideas and Making Things Happen; Exchanging and Sharing Information; Reviewing, Modifying and Evaluating My Work), particular emphasis is placed on progression routes (how to get from one level to the next).
- Each department will maintain a Key Stage 3 portfolio, which gives an example of work at each level of each Attainment Target. (This could include video recordings of practical work). These portfolios should be moderated annually at dedicated Department meetings. National standards in each level and samples of student work are available for all subjects at ‘www.ncaction.gov.uk’.
- Departments will ensure that at least one department meeting per term has standardising as part of the agenda. A variety of activities will be used to ensure that teachers have the same understanding of the standards and that quality assurance procedures are in place.
- KEY STAGE 3 National Curriculum levels (using sub-level descriptors) will be collected once a term from every teacher for each class they teach. Levels which represent significant underachievement or exceptionally high achievement (based on previous attainment), should be highlighted RED or GREEN respectively, for appropriate intervention / reward by HOD, tutor, HEAD OF YEAR or others as appropriate. To allow for differentiation within a level, the following sub-divisions should be used: **5a, 5b, 5c** (5a being the *highest* and 5c the *lowest* sub-category; “b” signifies a solidly characteristic level, while “a” shows that the student sometimes achieves higher levels and “c” indicates that they are not yet secure at this level).
- Moderation of GCSE coursework will be done during Years 10 & 11 in order to ensure that the marks given are both consistent and to the correct standards.
- Annual reports to parents include National Curriculum levels and GCSE predicted grades / current attainment as appropriate.

4. Record Keeping:

Although teachers retain a lot of information about student attainment and progression mentally, records need to be kept in order to monitor and plan ahead, inform others and demonstrate that we have carried out our statutory responsibilities.

- All teachers maintain electronic registration, which details attendance and punctuality to lessons.
- SPWCS has a whole-school system of assessment for learning. At Key Stage 3, departments plan half-termly units of work which include opportunities for

assessment, progress and review (this provides students with clear targets for progression set by both the teacher and student in light of measurable performance data). Information is stored centrally and forms the basis for HoD monitoring of departmental progress and SLT line management of quality of provision.

- In addition, departments have agreed systems of record keeping which are implemented by the staff. These records demonstrate attainment, progress, effort and homework. They may also record other relevant data, such as presentation, working with others, meeting deadlines, oral contribution and targets.
- Each Department has effective systems for transferring relevant assessment data between teachers.
- The format of the annual report to parents provides the opportunity for teachers to relay information on current attainment and progress.

5. Communicating Assessment:

(a) To students: Students need to be given feedback on learning in ways that they can understand. To judge whether or not assessment findings have been effectively communicated, the key question is: Does the student understand what he or she needs to do next in order to progress, in response to the assessment feedback?

Outcomes:

- All staff use the school marking policy (see Appendix 4).
- Students are aware of the marking policy and are helped to understand the feedback given.
- Learning objectives are shared with students, and marking/feedback is explicitly linked to learning objectives
- Students will have the opportunity to meet with a specified link-teacher for a shared and considered conversation where targets are set by both the student and teacher (See Appendix 5). Information gleaned from this one-to-one meeting between individual students and their tutor (on a regular basis, working towards an annual review) will be made available to teachers and parents (supporting the continuation of the ‘conversations’ both in the classroom and in the home; encouraging students to think about future targets and the strategies that will help them to fulfil current ones). Targets from all subjects are available to the specified-link teacher in advance of the ‘learning conversation’; departmental targets feed into the wider ‘learning conversation process’.
- Each student has targets set with them in each subject at least once a year. Where possible these will be negotiated with the student.

- Each student has the opportunity to review her/his targets each term, with her/his Tutor, HEAD OF YEAR, or a member of the Year Team Support Staff, during tutor time or PSHE lessons.

(b) To other teachers: When students move to a new teacher it is vital that sufficient information is transferred to allow for appropriate progression. In addition to this, information needs to be available for other teachers with a legitimate interest in the progress of the student. This could be HEAD OF YEAR, Tutor etc.

Outcomes:

- KEY STAGE 2 data is made available to all staff as soon as is practically possible.
- All relevant teacher assessment records are transferred between teachers when an individual moves class and when a class changes teacher, and made available for Tutors, HEAD OF YEAR etc., should they ask to see them.
- KEY STAGE 3 average points scores are made available to staff teaching KS4 students, to aid the setting of target grades.
- Teachers receive information on reading ages and diagnostic reading assessments (where appropriate) for Year 7.

(c) To parents: Parents must receive a report at least once a year as stipulated by the DfES. Parental support is vital in helping to raise the achievement of our students. The parents are more able to help if they have adequate information in an understandable form.

Outcomes:

- The following reports are produced:

Year 7:	Autumn Term: Interim reports given to parents verbally. Summer Term: Written report for parents.
Year 8:	Spring Term: Written report for parents.
Year 9:	Spring Term: Written report for parents. Summer Term: Report on Teacher Assessment and SAT results.
Year 10:	Summer Term: Written report for parents.
Year 11:	Spring Term: Mock exam results / predicted grades reported Progress Files issued. Summer holiday: GCSE results notification.

Reports will primarily consist of an achievement statement, a N.C. level / GCSE predicted grade or current attainment grade and one or more target statements. Grades will also be given for other important aspects of students' work: progress, effort, behaviour, homework, communication and social skills, punctuality, organisation and time management.

(d) To other schools: When students transfer between schools it is important to send sufficient information in order that progression is maintained.

- The main school file for each student contains a copy of their latest Tutor Report and a copy of a summary sheet which details the statements awarded on the 5 point scale for the common report criteria. In addition, it will have the level of work for Key Stage 3 students and an approximate grade or grade range for Key Stage 4 students. A copy of the Year 9 end of Key Stage Report will also be included, where appropriate. This file is sent to the new school.

6. Target Setting and Action Planning.

In part, target setting (specifically targets which pertain to attainment in each particular subject area) will come from the teachers. However, students need regular opportunities to reflect upon their strengths and weaknesses, to recognise their talents and to shape their aspirations. The development of the reflective student will lead to independent learners and, consequently, higher achievers.

Outcomes:

- Students will have targets for each subject.
- Students will make action plans in their Student Planners during registration and/or PSHE lessons.
- Students will discuss their general progress with their Tutor and set generic targets during their ‘Learning Conversation’ meetings on a regular basis. Targets will be under regular review

7. Progress File:

The Progress File is a process to support students with their learning, personal development and career planning.

The Progress File is introduced to students in Year 9, continuing in Years 10 and 11. It is delivered primarily through Citizenship/PSHE lessons and registration periods. There is a “Getting Started” booklet for Year 9 and a “Moving On” booklet for Years 10 and 11 (There are two further booklets – “Widening Horizons” for 16-19 year olds and “Broadening Horizons” for adults).

In addition to the work booklets, all students receive a ring binder in which to keep their working documents and a slim folder for selected documents that they may use for presentation purposes.

The Progress File is intended to help motivate, raise achievement and enable students to make better, more informed choices. It is just one part of a holistic approach to learning and needs to be used in an integrated and flexible manner to be of most benefit to students. A CD is available for Tutor use, containing all the user guides and additional resources that can be adapted and printed as appropriate to suit the particular needs of the Tutor Group.

It is important to recognise that the Progress File is not a summative document nor is it simply a portfolio or record of evidence. The Progress File is designed to enable students to plan and manage their own learning and develop the basic skills to:

- **Reflect** upon their strengths and weaknesses
- **Review** their progress
- **Recognise** their potential
- **Identify** realistic goals and targets
- **Record** their achievements
- **Present** themselves effectively

When used properly, the Progress File should make students better equipped to:

- identify their strengths and weaknesses, skills and qualities;
- recognise, evaluate and record their progress and achievements;
- manage their own learning, personal and career development planning;
- set SMART goals and targets;
- make effective and sustained transitions within and between education, training and working life;
- present their attributes effectively, relevant to their future education, training and career goals;
- recognise the people who can provide guidance and support.

8. Use of Statistical Information:

“In the past schools have made little use of the statistical information that their assessments have generated. However, OFSTED’s emphasis on measurable outcomes, and the work that has been done on value added measurement, has turned the school’s records into a potentially rich source. It should, for example, be possible to measure improvement quantitatively through the use of statistics as well as qualitatively through the development of profiles. In this instance one measure supports, and adds weight to the other.” *Principles of Assessment part 6 - Managing Schools Today*

Outcomes:

- Relevant statistical data will be made available for all staff to access and use, in an intelligible format
- Report data will be analysed statistically and used by teachers to focus their delivery and meet appropriate needs.
- The analysis of data available will be used at all levels of line management meetings with the emphasis on raising achievement.

9. EAL, SEN & DSB Assessment Procedures:

External requirements have led to a variety of assessment procedures within the EAL, SEN and DSB departments. Teachers need to be aware of these procedures and how they are used to enhance learning.

Outcomes:

- Staff become aware of the EAL, SEN and DSB assessment procedures.

10. Primary/Secondary Transfer Procedures:

Due to the large number of feeder schools, information arrives in a variety of forms and at different times, making the collation and distribution of data in a useable format a difficult process. There is an obvious need to ensure that this information is digested into a useable format as quickly as possible in order that continuity and progression be established for Year 7.

Outcomes:

- Staff receive a summary of end of Key Stage 2 Teacher Assessments and SAT levels in a useful and intelligible format.
- Staff receive the SAT exam papers which were completed by the students.
- Teachers of Year 7 are given relevant data when they meet to discuss the groups during Year 7 meetings at the beginning of the year.

11. Mid-term Admissions:

Due to our large mid-term admission rate it is important that we establish strategies for ensuring that pupils settle into the school and make adequate progress.

Outcomes:

- The Induction Mentor asks transferring schools to send all records available, including specific subject records where necessary. This enables the Head of Year to place the student within the most appropriate tutor group.
- New students spend a day with the Induction Mentor who gives them a tour of the school, timetable information and explains how they use their Student Planner. The Induction Mentor also gives them some basic English and Maths assessments. This is then communicated to all of the new student's class teachers.
- New students will be seen and given a detailed assessment of their English language capabilities by a member of the EAL department during the first week of their arrival.

12. Rewards:

Years and Departments have their own reward systems to encourage and celebrate student success.

The central school rewards system works as follows:

- All staff will be issued with 150 pre-printed merit/praise cards per term. (We anticipate that all these cards will be used up in the course of the term, resulting in the recording of some 10,000 merits per term). These cards will contain the name of the member of staff, and will be numbered.
- The awarding member simply writes the student's name on the card and, if s/he wishes, the reason for the award.
- The student passes the card to his/her Form Tutor.
- The Form Tutor places the cards in the box in the General Office.
- Data will be recorded in the same way as we record referrals.

Merits accumulated will trigger the following rewards:

- First merit (Y7 only) Letter of commendation sent home.
- Third merit Letter of commendation from the Headteacher and an invitation to congratulate at a weekly meeting of students to be commended in the Headteacher's Office.
- Fifth merit Certificate of achievement presented in Assembly.
- Tenth merit A St Paul's Way Community School pen.
- Fifteenth merit A £5 book token.
- Twentieth merit A £5 gift voucher.
- Thirtieth merit The offer of a residential trip.

13. Success Criteria:

The main aim of this policy is to raise achievement. Therefore, the main success criteria must be improved student performance at the end of Key Stage 3 and Key Stage 4. Targets are set at KEY STAGE 3 and Key Stage 4 annually by the Governors' Curriculum Sub-Committee with advice from the Local Education Authority.

14. Monitoring & Evaluation:

Regular monitoring is essential to ensure that all aspects of the policy are being implemented consistently. Evaluation is needed to make judgments on the impact of assessment on learning and to suggest methods of improvements.

- Line managers will monitor all aspects of this policy relevant to their area of work. This will happen both on a day to day basis and at their regular line management meetings.
- Monitoring of assessment should take into account the fact that some subjects' day-to-day assessment practice will tend to be more oral than written, because of the nature of the subject.
- Evaluation occurs annually. This is be organised by the SLT member responsible for assessment and will involve all staff students and parents where appropriate.

Appendix 1: The 10 Principles of Assessment *for Learning* (according to the DfES)

Assessment for Learning:

- is part of effective planning;
- focuses on how students learn;
- is central to classroom practice;
- is a key professional skill;
- is sensitive and constructive;
- fosters motivation;
- promotes understanding of goals and criteria;
- helps learners know how to improve;
- develops the capacity for self (and peer) assessment;
- recognises all educational achievement.

Appendix 2: Assessment *for Learning* Strategies:

Teacher assessment activities can be broken down into several interconnecting strands, with the first four providing the greatest challenge for individuals in their classrooms. These are:

- day to day assessment featuring a range of questioning styles, observation and discussion, feedback and links to planning for differentiated activities in the next step for learning;
- providing effective oral and written feedback;
- Student self / peer assessment;
- Judging levels of attainment;
- Reporting to parents.

Sharing learning intentions with students has been found to improve:

- concentration on tasks, effort and willpower to finish work;
- quality of work;
- behaviour (especially reducing time-wasting);
- discussion between children in the lesson;
- self and peer evaluation skills.

Appendix 3: Assessment and planning:

(from the “Framework *for* Assessment in Tower Hamlets Secondary Schools”)

Assessment *for* Learning should be linked to and support all stages of planning:

- Short term (lesson planning)
- Medium term (schemes of work)
- Long term (Key stage plans)

Short term assessment and lesson planning:

This consists of day-to-day assessment activities in the classroom used to fine-tune student groupings and activities, such as task setting, observation, questioning, marking and feedback. Teachers may make rough notes in a mark book or planner, but formal recording is rarely necessary, as the information is used immediately to help students overcome difficulties.

Medium term assessment and planning schemes/units of work:

This is related to the broad-ranging cumulative aspects of a subject that are built up over time, informed by end of unit assessment, individual and group target setting and evaluation of progress. Departments should decide how and when to assess students’ attainment at the same time as they plan schemes of work. Departments should plan an overview of assessment in KEY STAGE 3 and check that students experience a balance of assessment activities over time. Medium term assessments are crucial as they feed into planning the next units of work. IEPs set out targets for learning for SEN students. The formative processes of the Progress file are also a medium term assessment activity. A school should ensure it offers students a balanced range of assessment activities over the year.

Long term assessment:

This usually happens mid point or at the end of a school year and is linked to reporting to parents, passing information on to receiving teachers at the start of the next year or transferring records to another school/college. Assessment information is likely to be derived from tests or formal tasks and it used to keep the school under review. The personal statement and individual action plan of the Progress file are part of this work.

Appendix 4: Marking Policy:

Marking varies between departments. The inherent differences between subjects will of necessity mean different working arrangements when it comes to marking. The school policy seeks to clarify the *purpose* of marking, focussing on effective outcomes, rather than on dictating specific procedures to be used. However, a degree of consistency across departments in the marking of written work may well be useful to students, and some of the basic conventions used for this purpose are included below as appendix 5.

Marking must be fit for purpose. The purpose of the marking should be clear both to the teacher and the students. This means that it will usually relate to the learning objectives, which will have been explicitly shared with students at the outset of the piece of work. Sharing of success criteria with students before they embark on a piece of work is also good practice, and marking should be consistent with the criteria given to the students.

Not every piece of work needs to be marked! Provided that clear explanation is given to the students of what is being done, it may be appropriate to apply a range of assessment strategies to work which has traditionally been subject to detailed teacher marking, such as:






- student self-assessment, using criteria related to NC levels translated into student-friendly language (monitored by the teacher);
- peer assessment, as above;
- selective marking, where 1 or 2 aspects of the work are assessed using written feedback, relating to the learning objectives shared with the students at the outset;
- oral feedback.

Teachers need to use their scarce time as effectively as possible. Repetitive and detailed marking in the traditional sense may be a less productive use of teacher time than some more creative responses to student work. The important thing is that the assessment informs the day-to-day planning of *teaching*, and that the feedback has a positive impact on student *learning*.

*Teachers are encouraged to write **comments only** on students' work.* Research has shown that where there is a grade *and* a comment, students will tend to ignore the comment. Where the comments are carefully thought through, giving students SMART targets, and a classroom culture is developed where students expect to respond to comments on their work, students at all levels will tend to make more rapid progress than where such assessment principles are not observed. Giving feedback of this kind, which communicates to the student the next step that s/he should take in a positive and inspiring manner, is a skill which takes time to develop, and it is recommended that departments find ways of proactively sharing good practice in this area.

Pages 8 and 9 of *Working Inside the Black Box* by Black & Wiliam et al. offer some useful suggestions concerning marking – their key point is that the *quality* of marking feedback is what counts, not the *quantity*.

Appendix 5: Marking conventions

- sp** Spelling mistake (sometimes spelling mistakes will be underlined with a straight line)
- P** Punctuation error
- NP** New paragraph needed. (Sometimes, // will show you where you need to start the new paragraph)
-  Word missing. If you need to add a sentence, or more ideas, your teacher will add a comment.
-  A wavy line means that the meaning is not clear, or could be better expressed.
-  Good
-  Very good
-  Look at this

Appendix 5: Learning Conversations **Learning Conversations (target setting) - 2007-8**

The first cycle for the new style learning conversations is due to take place in the summer term with Years 8 and 10

Year 8 beginning 17th May
Year 10 beginning 12th July

Facilitation

Training will be given on how to use the new system in advance and each tutor will be issued with a laptop for the task.

Learning Conversation week will involve the tutors being off timetable at certain times and members of their form will be given an appointment by tutors. The appointment slot will be for a 10 minute 1:1 session. Tutors will brief tutees of the conversation content during in form time so they are well informed before the appointments begin.

Conversation aims

The aim is to give students and teachers the time and space needed to achieve a very much shared and considered conversation where targets are set by the student and tutor together. There will be a maximum of 10 targets set and no less than 5 in each session. These targets will be the outcome of each learning conversation and will be logged into each time students and tutors meet. A column will be available to note down if targets are being achieved during subsequent sessions.

Dissemination

The information gathered from the conversations will be recorded on the tutors' laptops then collated by the School's Data Manager. The information will then be made available to teachers and parents so that the conversations continue both in the classroom at in the home. This will encourage students to think about their next targets as well as fulfilling the current ones.

L. Mason

Appendix 6: Reports

Grades will be given for the following categories:

- Progress (& achievement)
- Effort
- Homework
- Behaviour
- Communication skills
- Punctuality
- Organisation & Time Management
- Previous target(s) – which will be specified as met, partially met, carried over, etc

Current and previous N.C. levels will also be included.

In addition a target or targets will be set. These may be created by accessing central or departmental statement banks, but if these are used it is important that the comments are specific and varied enough to cater for the individual learning needs of the full range of students. Targets should, as far as possible, be SMART (see Appendix 7 below), and negotiated with the students, such that the target-setting process and the targets themselves become a driving force for student progress, not just a report-filler!

Subject targets and other report information will be used by tutors to help set overall targets at the target-setting session which will closely follow the Parents' Evening.

Appendix 7: SMART targets

Useful targets will be SMART:

Specific
Measurable
Achievable
Relevant
Timed

SPECIFIC: The target must be as definite as possible, thus avoiding ambiguity.

MEASURABLE: The target will be expressed as an end result not as a process or an activity; e.g. '...to produce a report' rather than '...to evaluate a scheme'.

ACHIEVABLE: The target lies within the ability and the authority of the appraisee. Sufficient thought must also be given to the time allowed for the activity.

RELEVANT: The target must focus on an essential/core part of the work and not on any peripheral activity.

TIMED: The target will have as an integral component the dates for completion. This will not only focus the mind and effort of an already busy person but will assist in ensuring that the target is achievable.

Whilst it may not always be possible to achieve all of the above, and many good targets may not fulfil all 5 criteria, these are useful principles, which when correctly applied, will significantly improve the effectiveness of the target setting process.

The following are some not very SMART targets (written by students, not teachers; the intention may well be appropriate, but all of them could be phrased much more effectively);

- Improve writing
- Read more books
- Improve behaviour
- Get better at work
- Write neatly
- Listen to teachers
- Concentrate more
- Get fit
- Come to school
- Pass GCSEs
- Find ways to build on success
- Go to a good college

The following are better (though some still have room for improvement...):

- Read **X** number of books by (set time)
- Gain **X** number of merits by (set time)
- Aim for no detentions by (set time)
- Practise handwriting **X** times a week
- Write out spelling corrections (**X** times)
- Attend homework OoSHL classes in **X** subject(s)
- Write all homework in planner and complete on time
- Improve punctuality to school, lessons (specify target)
- Use/organise Homework Diary/Personal Planner
- Catch up on homework by (set time)
- Work harder by doing **X, Y, Z**
- Organise/bring (specified) equipment
- Ask questions when you don't understand.
- Put more time into homework (specify amount)
- Read every evening for 15-30 minutes
- Approach a member of staff (named) for help with **X, Y, Z**
- Read more widely (different authors/genres, fiction and non-fiction)
- Know (specified) times tables/formulas by (set time)
- Meet coursework deadlines (set time)
- Improve presentation of work (by ...)
- Understand NC level and know what is expected at next higher level

Some suggestions for effective target- setting:

- Link targets to N.C. levels and descriptors, so that fulfilling a particular target moves a student up a level or sub-level, in the particular aspect or skill area highlighted.
- Give students a range of targets from which to select, and negotiate their most suitable target with them.
- Ask students to write their own target(s) using the written feedback comments you have put on recent pieces of written work, and/or oral feedback you have given about practical work. Assist the students to turn these into SMART targets where necessary.
- In practical subjects – keep a written note of informal oral targets given to students in the course of your lessons, and use them as the basis for more formal targets when needed.

Appendix 8: Deaf Support Base Assessment, Recording & Reporting

Assessment:

The deaf students are assessed alongside their hearing peers in all main school assessments:

- NFER tests
- Progress tests
- Subject based examinations
- KEY STAGE 3 SATs
- GCSEs
- Details of their results are recorded in the DSB Value Added File.

DSB Assessments:

Within the DSB we monitor the students' development of receptive and expressive language. The Specialist Speech and Language Therapist uses the following tests to assess each student annually:

- **The British Picture Vocabulary Scale (BPVS)**, which assesses reception of vocabulary levels in spoken language.
- **Test of the Reception of Grammar (TROG)**, which assesses the understanding of grammar in spoken language.
- **The Social Use of Language Programme (SULP)**, which assesses the ability to communicate with peers. This programme is only used with one group per year, and therefore not all deaf students are annually assessed.
- Examples of written work and speech (on video) are collected to enable us to assess the development of expressive language levels as well.

The results of the assessments are kept in the Value Added File to which all DSB staff have access. The language levels are also added to the students IEPs so that mainstream staff have access to this information, to inform their planning.