Ashfield Girls' High School

"Each different. Each talented. All valued."

Effective Use of Assessment Data Policy

Author(s)	Mr Paul McClintock Vice-Principal (Curriculum)
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Executive Summary

The Effective Use of Assessment Data Policy outlines how Ashfield Girls' High School uses assessment data to track pupil progress, to set targets, to identify pupils for further support and to inform teaching and learning. The school uses performance data to assist in school self-evaluation. Performance data can be readily used by school in making judgements about the relative performance of our pupils and to diagnose their strengths and weaknesses.

One of the core elements of the school's success in raising achievement is a robust focus on tracking and monitoring individual and groups of pupils' progress and achievement. At the core of our school development plan is the effective use of data in self-evaluation and planning for improved outcomes for pupils.

Research shows the difference that can be made at pupil, school and system level through the effective use of data, for example in setting high expectations, identifying underachievement and intervention, informing decisions on resource allocation and in monitoring, evaluation and benchmarking performance. There is also a need to promote and share good practice in the effective use of data in teaching and learning, classroom intervention and monitoring of pupil progress.

The Effective Use of Assessment Data Policy should also be read in relation to other school policies including the Curriculum, Teaching, Learning, Assessment and Reporting Policy, the Literacy Policy, the Numeracy Policy, the Quality Assurance of Internal Written Assessments Policy.

Section A (Aims of the Policy)

The aim of this policy is to ensure an effective system that uses assessment data to promote better teaching and learning through:

- Performance management

- Monitoring the effectiveness of initiatives and strategies

- Challenging expectations of staff, pupils and parents

- Transitions and transfers, particularly transitions between key stages within schools

- Identification of pupils' achievements and setting of targets

Section B (Legislative Context and Linked Policies)

Assessment data provides information that has a key role in helping schools to improve outcomes. Knowing how pupils are performing allows the school to undertake informed self-evaluation and set meaningful and challenging targets in its School Development Plan. Pupil level information also allows schools to plan for improvements in individual classes, year groups and then at school level.
As indicated in the Department of Education's "Every School a Good School" – a policy for school improvement – assessment data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.

The Education and Training Inspectorate (ETI) – are directed by the Department of Education and offer advice and support to schools relating to the measures of inspection used by the Department of Education. Each school has a District Inspector who works with the school to bring about improvements in outcomes for learners. The ETI also inspect schools against the measures of inspection used by the Department of Education as outlined on the Inspection and Self-evaluation Framework (ISEF). The focus of any inspection will be related to curriculum, teaching, learning, assessment, reporting and safeguarding.

Linked Policies

Curriculum, Teaching, Learning, Assessment and Reporting Policy

Literacy Policy

Numeracy Policy

Special Educational Needs & Disability Policy

Related Documents

Count, Read: Succeed A strategy to improve outcomes in literacy and numeracy
https://www.education-ni.gov.uk/sites/default/files/publications /de/count-read-succeed-a-strategy-toimprove-outcomes-in-literacy-and-numeracy.pdf

Every School a Good School A Policy for School Improvement
https://www.education-ni.gov.uk/sites/default/files/publications/de/ESAGS%20Policy%20for%20School%20Improvement%20-%20Final%20Version%2005-05-2009.pdf

The Inspection and Self-Evaluation Framework (ISEF)
https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/the-inspection-and-self-evaluationframework-isef-effective-practice-and-self-evaluation-questions-for-post-primary_1.pdf

Section C (Policy and Procedures)

The review of literature clearly shows the crucial importance of the use of data to improve teaching and learning in education. Data are the key to continuous improvement. We all use data, all the time, to get a fix on what is happening and what it tells us about what we should do.

A teacher will have their own professional records of learner assessments recorded in their 'mark book'. The learner in Key Stage 3 will be provided with an Academic Planner to record their performance in the four standardised assessments. The School Information Management System (SIMS) is a central digital recording system for pupil data. Standardised Assessments 1-4 will be recorded in SIMS. The purpose of recording this data is to monitor individual learner performance in standardised assessment tasks. The standardised data will then be used to inform both the interim and annual report to parents.

High quality data is key to monitoring performance. It allows us, as a school, to ask important benchmarking questions as a means of identifying areas for improvement. The confirmed effective use of school assessment data will also contribute towards our capacity, as a school, to improve and to ask key questions such as:

How well are we doing?

How do we compare with similar schools (all girls, non-selective)?

How well should we be doing?

What does the value-added data tell us about pupil progress?

What more can we aim to achieve?

What must we do to make it happen?

School self-evaluation is informed by effective monitoring and pupil tracking across subjects, year groups and key stages. Ashfield Girls' High School will need to examine contextual factors such as free school meals and type of special educational needs in order to make judgements regarding the progress and performance of individual cohorts of pupils.

Ashfield Girls' High School also needs to be able to place their overall and subject level performance into the range of appropriate contexts provided by NI benchmark information, provided by Fischer Family Trust (FFT). Only then can we begin to make coherent judgements about performance and identify ways to raising achievement.

Where do we find Comparative data?

Two important analysis tools are FFT and CCEA. School can use FFT data to examine trend attainment, contextual and value-added data.

Types of Assessment Data used by Ashfield Girls' High School

A. **Progress Test in English (PTE)** – this is a series of tests of English for pupils from age 5 to 14. These tests combine a test of English skills (spelling, grammar and punctuation) with a test of reading comprehension based on a narrative and linked non-narrative text.

B. **Progress Test in Mathematics (PTM)** – this is a standardised assessment of pupils' mathematical skills and knowledge. PTM assesses two dimensions of maths learning:
   (i) mathematical content knowledge (Curriculum Content Category)
   (ii) understanding and applying mathematical processes through reasoning and problem solving (Process Category)

PTE and PTM standardised assessments will help the class teacher track the progress of individual pupils and allow the Vice Principal (Curriculum), Literacy Co-ordinator and Numeracy Co-ordinator to compile an essential database of English and Mathematics attainment which, over time, will become an invaluable record of how particular cohorts have achieved and progressed.

Both PTE and PTM provide a standard age score (SAS). The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of pupils of the same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

GCSE indicators in PTE and PTM assessments provide a reliable indicator of future performance in GCSE English and GCSE Mathematics and can be used for target setting, progress tracking and measuring value added. The GCSE indicators in the assessment reports are derived from the statistical relationship between PTE / PTM scores and GCSE results and are based on an analysis of scores from a large sample of schools and pupils. The indicators are updated regularly to reflect the changes in national GCSE attainment. A pupil's actual attainment in GCSE will be affected by external factors, including effort and motivation but because the test is established as a good predictor of subsequent attainment, PTE and PTM results indicate what can be achieved.

At Ashfield Girls' High School PTE / PTM level 10 data is obtained from our feeder primary schools to assist with creating our Year 8 Fast Track class. The following PTE / PTM assessments are carried out in our school:

PTE and PTM (Level 11) in August of Year 8

PTE and PTM (Level 12) in June of Year 8

PTE and PTM (Level 13) in June of Year 9

PTE and PTM (Level 14) in June of Year 10

C. Internal Assessment Data

There are four summative tracking assessments carried out throughout the year for each year group.

Tracking 1 (Years 8-14) held in October

Tracking 2 (Years 8-14) – Winter exams held in December

Tracking 3 (Years 8, 9, 10, 11 & 13) held in February

Tracking 3 (Years 12 & 14) held in March

Tracking 4 (Years 11 & 13) held in Spring Term

Tracking 4 (Years 8-10) held in late May

D. Cognitive Abilities Test Fourth Edition (CAT4) – this assesses how well a pupil can think about tasks and solve problems using a range of different questions. Some tasks involve thinking about shapes and patterns (Non-verbal Reasoning), some use words (Verbal Reasoning) or numbers (Quantitative Reasoning) and finally, some questions are answered by thinking about shape and space together and imagining a shape being changed and moving (Spatial Ability).

Why does Ashfield Girls' High use CAT4?

It can provide teachers with information that, along with other information forms the basis for discussion about how best pupils can learn and reach their potential in school. CAT4 does not require any prior knowledge and pupils cannot 'learn' how to answer the questions in CAT4. It is therefore a good test because everyone starts at the same place.

The abilities tested in CAT4, such as spatial ability, may be difficult to demonstrate in the classroom, so the test allows teachers to know a pupil's ability in such areas. CAT4 contributes to setting targets and allows a pupil's progress to be monitored. CAT4 data will help teachers decide about the pace of learning that is right for the pupil and whether they need to be challenged or given additional support and in which areas of the curriculum.

CAT4, unlike an English or Maths test, is not a test of what pupils have learnt. It tests what they can do in areas that are known to make a difference to learning and achievement.

E. Level 2 and Level 3 External Examination Data

On an annual basis, external examination data is uploaded by the school's Examination Officer and assistant. Key data at Level 2 includes:

% 5+ A* - C
% 5+ A* - C (including English Language and Mathematics)
For the full set of Data – see **Appendix 1**

Key Data at Level 3 includes:
% 3+ A* - C
% 3+ A* - E
% 2+ A* - E
% 1+ A* - E
For the full set of data see **Appendix 2**

All data at Levels 2 and 3 is checked by the Vice Principal (Curriculum), Examinations Officer and assistant Examinations Officer. Each curriculum department carries out a self-evaluation of their standards attained. This includes to what extent do the standards achieved by pupils compare against similar schools (all girls, non-selective) over the past three years.

- How do pupils with free school meals (FSM) achieve compared to pupils with non FSM
- Do pupils with SEN (Stage 3) achieve their potential?

F. Pupil Attitudes to Self and School (PASS)
PASS is an all-age attitudinal survey that helps Ashfield Girls' High School gain an insight into the mindset of pupils and remove any obstacles that are impacting negatively on attainment. PASS is undertaken twice per academic year (Nov and May).

Why does Ashfield Girls' High use PASS?
- PASS helps inform teaching strategies and intervention programmes to raise standards of attainment and pupil wellbeing.

- It helps tackle challenging behaviour, by identifying early those most at risk of developing behavioural problems in the future.

- It is an ideal resource for addressing attendance issues.

- It helps identify and support emotionally vulnerable young people and those with possible mental health issues.

- It provides an objective means to aid communication with parents, carers, external agencies and other professionals supporting young people.

PASS can provide evidence of pupils' perceptions of the school and their learning experience.

The Nine Standardised Measures

PASS provides standardised measures for:

1. Feelings about school
2. Perceived Learning Capability
3. Self regard
4. Preparedness for learning
5. Attitudes to teachers
6. General work ethic
7. Confidence in learning
8. Attitudes to attendance
9. Response to curriculum demands

Value-added

Value-added in education concerns the relative progress pupils make in a school from one stage of education to another compared with the progress of other pupils with similar attainment at the start of the period. Value-added can refer to individual pupils or to a cohort of pupils in a school. Value-added assessment is a way of analysing test data that can measure teaching and learning. Value added assessment measures whether a pupil, subject or group kept pace, lagged behind or performed better than expected when compared with pupils with similar scores in the baseline assessment.

Value-added (from Year 10) is calculated and presented in the following template:

At AGHS, pupils with average Stanines 5-9 achieved x % A* - C

At AGHS, pupils with average Stanine 4 achieved y % A* - C

At AGHS, pupils with average Stanines 1-3 achieved z % A* - C

Section D (Roles and Responsibilities)

Board of Governors
The Board of Governors have responsibility for the strategic direction of the school. All decisions relating to significant changes in curriculum and assessment are taken by the Board of Governors. The Board of Governors will ratify, monitor and review the aims and direction as set out in the Effective Use of Assessment Data Policy.

Vice Principal (Curriculum)
The Vice-Principal (Curriculum) is the Chair of the School Improvement Team – Effective use of Assessment Data. The Vice Principal (Curriculum) has overview of whole process. The Vice Principal (Curriculum) is responsible for uploading online CAT4 assessments respectively and generating reports and spreadsheets which will be disseminated to HODs.
External examination data is uploaded by the school's Examination Officer and assistant. The Vice Principal (Curriculum) creates spreadsheet which is disseminated to all teaching staff.

Heads of Department
Head of Department (HOD) to use PTE/PTM data to assist with setting targets in their subject area. Class teacher to record accurately the assessment score on SIMS marksheet and checked by HOD. Head of Department to use CAT4 data to assist with setting targets in their subject area.

Literacy and Numeracy Co-ordinators
Literacy and Numeracy Co-ordinators are responsible for uploading online PTE and PTM assessments respectively and generating reports and spreadsheets.
Literacy and Numeracy Co-ordinators are responsible for analysis (including Standard Age Scores, stanines and GCSE predictions) of PTE and PTM scores and disseminating to class teachers.

Heads of Progress
Head of Progress (HOP) to monitor tracking scores and carry out interviews / phone calls with parents where necessary.

Pastoral Support Co-ordinator and Assistant Heads of Progress
Pastoral Support Co-ordinator is responsible for uploading PASS surveys for each year group (twice per academic year).
Pastoral Support Co-ordinator to work with Assistant Heads of Progress to analyse PASS data and implement appropriate interventions.
After completion of second PASS survey, Pastoral Support Co-ordinator and Assistant HOPs to analyse impact of interventions.

Class Teacher
Class teacher to record accurately the assessment score on SIMS marksheet and checked by HOD.

Pupils

Pupils will recognise the importance of assessment and use their scores to help them set targets for their Learning Journals.

Parents

Parents should be aware of the contents of this policy (and linked policies). Encourage and support their daughter in setting targets using assessment data to assist them with this process.

Section E (Consultation, Communication, Monitoring and Evaluation of the Policy)

This policy has been developed in consultation with governors and staff, including the Effective Use of Assessment Data – School improvement Team.

A copy of the Effective Use of Assessment Data is available on the school website at https://www.ashfieldgirls.org/

The Vice Principal (Curriculum), along with the Effective Use of Assessment Data Team are responsible for monitoring the policy. The policy will be evaluated and reviewed in line with any new DE directive or circular or any new processes or procedures decided upon by the Data Team.

Appendix 1

Performance Table for Level 2

Number of Candidates

Achieving 7+ A*-B including English & Mathematics

Achieving 7+ A*-B

Achieving 7+ A*-C including English & Mathematics

Achieving 7+ A*-C

Achieving 5+ A*-C including English & Mathematics

Achieving 5+ A*-C including English & Mathematics excluding equivalences

Achieving 5+ A*-C

Achieving 5+ A*-C excluding equivalences

Achieving 5+ A*-E

Achieving 5+ A*-G

Achieving 5+ A*-G including English & Mathematics

Achieving 1-4 A*-C

Achieving 1-4 A*-G

Achieving 1+ A*-C

Achieving 1+ A*-G

Entered for 5+ GCSEs

Entered for GCSE English & Mathematics

Achieving A*-C GCSE in English

Achieving A*-C GCSE in Mathematics

Candidates aged 15

Candidates aged under 15

Total number of Entries

Average number of GCSEs per candidate excluding equivalences

Average Score per Entry

Students excluded from PI Cohort

Appendix 2

Performance Table for Age 16+

Number of Candidates

Achieving 2+ A*-C

Achieving 3+ A*-C

Achieving 3+ A*-C excluding equivalences

Achieving 3+ A*-E

Achieving 2+ A*-E

Achieving 1+ A*-E

Students excluded from PI Cohort

Challenging girls today;
creating women of value in the future