Assessment and Target Setting Policy

Policy Details	
Policy Title:	Assessment and Target Setting Policy
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Owner:	Senior Director: School Improvement
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Rationale

Our mission is to support all pupils so that they can flourish at school and be successful in their lives. Our approach to assessment and target setting is critical to achieving this and informs part of the ***Intelligent Insight*** strand of the 'Haberdashers' Model of School Improvement: Excellence Framework. It enables us to know if our curriculum and our teaching are having an impact.

This policy is one of our aligned policies. This means that some parts of it are standardised across the Trust and in other areas this policy sets out the principles that will govern the policies set in each school. Our approach to target setting and to summative assessment as a Trust is standardised. Taking this approach enables us to have greater confidence in the reliability of pupil progress information and it allows us to moderate, identify trends, share best practice and support each other to be as strong as we can be. However, the most powerful form of assessment is that which is taking place every day in our schools – formative assessment. This policy sets out the importance of high-quality formative assessment in each school, but does not specify a particular approach. The approach to formative assessment will be school-specific as it is integral to the curriculum and teaching policy of each school.

Scope

The intended scope of this policy is for all schools within the Haberdashers' Academies Trust South.

Aims

The purpose of this policy is to outline our principles for stakeholders across our schools and describe in more detail those parts of our approach which are standardised (i.e. our approach to summative assessment). By doing this we aim to ensure that:

- our approach to assessment is robust and understood by stakeholders across the organisation, so that they each know what they need to do to implement it;
- our target setting process is transparent and informed by evidence.

Common Assessment Principles

1. Our approach to assessment is driven by the intention to know and understand where pupils are at with their learning in the specified curriculum domain.
2. We avoid the deficit narrative – pupils starting points are their entry points to the curriculum.
3. We have high aspirations for every learner; our use of baseline and national data enables us to ensure we are consistently striving for the highest standards in relation to our pupil outcomes.
4. Our assessments act a tool to evaluate the intended impact of our curriculum delivery. The data produced is then triangulated with evaluations of curriculum, pupil work and pupil voice to shape our next steps.
5. To support the design of assessment, clearly defined Curriculum Related Expectations (or end points) are determined, in accordance with national curriculum requirements.
6. Formative assessment is a fundamental aspect of our curriculum enactment. The Haberdashers' Principles provide a framework from which to develop formative assessment protocols.
7. Summative assessments are measuring performance at a point in time; they are not static! By their nature, summative assessments are cumulative and test the breadth of knowledge acquired across the curriculum.
8. The Trust summative assessments will be standardised, through robust moderation and standardisation processes. The data provided will give schools a benchmark from which to analyse their own performance.
9. Following assessments, pupils will receive timely feedback in line with each school's 1 assessment policy. That feedback should be both specific and focused to ensure pupils know how to improve.
10. Leaders will receive training to support the design of summative assessments.

Implementation

Formative Assessment

High quality formative assessment is a vital and integral part of teaching practice and necessary for effective learning to take place.

Formative assessment includes a range of formal and informal assessment approaches that are used by teachers during the learning process to modify teaching and learning activities to improve student attainment. Formative assessment is built into the curriculum plans to identify gaps in knowledge. Marking and feedback policies within each school will also support formative assessment protocols. The aim for formative assessment is to enable teachers to shape their curriculum in light of what pupils know and remember. Our Haberdashers Principles for teaching provide a framework for formative assessment practice.

Each school will (in its own assessment policy) set out its approach to formative assessment. It will explain how:

- the school will ensure that all teachers are clear about what they are expected to do and have the skills they need;
- leaders in the school will assure themselves that high-quality and impactful formative assessment is happening.

Summative Assessment

Summative assessments within our Trust are cumulative assessments which ascertain a pupil's subject knowledge and application across the subject domain.

As a Trust we define a minimum requirement for Summative Assessment:

- At EYFS, the summative assessment takes the form of an end of year assessment in accordance with the national framework.
- At Key Stage 1 and 2, there are two summative assessments a year.
- At Key Stage 3, there is one summative assessment annually, at the end of the academic year. Schools are encouraged to undertake a second summative assessment internally. Schools also undertake an annual KS3 reading assessment to assess chronological reading ages.
- At Key Stage 4 and 5, there are a minimum of two summative assessments annually.

Each year the Trust maps an assessment calendar which outlines the timelines of the assessments which schools are required to take. Schools are encouraged to organise an additional summative assessment at Key Stage 3 and may choose to add additional assessment points into their school calendar. This flexibility allows leaders to determine the most appropriate points in the curriculum sequence for summative assessment to take place. The school assessment policy will explain the ways in which the Trust's approach to summative assessment will be conducted (as well as any additional summative assessment they will carry out.)

For the majority of assessments, the summative assessments are standardised across the Trust. This means that subject experts have agreed a common approach to that summative assessment, and that quality assurance has taken place. These assessment windows are accompanied by standardisation and moderation processes.

Pupils who have recently joined our schools will be expected to complete the planned assessments so that their teachers have a clear understanding of their starting points and can plan accordingly. Where pupils are absent for an assessment, they will complete the assessments on their return.

For the Primary phase, assessments in each of Phonics, Reading and Mathematics are standardised across our schools and the tests that are taken are agreed in the summer term in preparation for the following year.

For the Secondary phase at Key Stage 4), assessments are standardised in English, Mathematics, Science, History, Geography and MFL and in English and Mathematics at Key Stage 3. Where summative assessments are not standardised, teachers will work collaboratively across the Trust to set assessments that are quality assured by senior leaders. Details of the data entry can be found in the appendices.

All secondary schools also undertake a reading assessment in KS3, at the start and end of Year 7, and at the end of Years 8 and 9. This allows schools to assess and analyse reading ages across the phase, and plan effective reading interventions.

Assessments in the sixth form are not currently standardised and these are set by subject leaders at each school. Moderation across the Trust takes place where appropriate.

In all phases, outcomes from summative assessments will be shared with parents/guardians and will be clear and easily understood.

Target Setting

Our target setting process aims to ensure that we maintain the highest aspirations and ambitions for our pupils.

Within each school, leaders are responsible for setting ambitious targets for pupils to reach by the end of the academic year. Targets set for each pupil will always be challenging and realistic because they are based upon evidence. Whilst evidence can include previous assessment outcomes, they will include Fisher Family Trust estimates where available. FFT provides estimates for the top 20th and top 5th percentile of performance for similar pupils in most subjects. CATS assessments are also used where helpful.

Teachers work collaboratively with leaders to review the targets and progress toward them. If a pupil is regularly exceeding their target then this will be reviewed and may be adjusted by the class teacher or school leaders provided this is evidence based.

Pupil targets are used to inform the broader School and Trust targets, but school level targets will not necessarily be the same as the sum of all pupil targets. To ensure that school targets are informed by evidence we subscribe to Fisher Family Trust (FFT20 is our starting point) and use the FFT20 estimates to inform the targets that are set for the following academic year. For some schools we will use FFT5 estimates as our starting point. These are reviewed through the School Improvement accountability framework, including the 'Keeping In Touch' meeting which takes place between the Principal, Senior Directors, the Chair of the LGB and the CEO each term and the Local Governing Body meetings.

Targets are set in the preceding summer with initial discussions at the KIT3 meeting. They will be confirmed in the first KIT of the new year and then shared with LGBs. They are presented to Standards Committee once finalised.

Communication

- This policy is available at all times on the Trust website and the Habs Hub for stakeholders to view and refer to.
- Through leadership and executive meetings, the aims of our work will be shared through verbal updates, reports and will allow us to fulfil our commitment to the Haberdashers' Model of School Improvement.
- The delivery of assessment and target setting will be led by the Data and Insight team, School Improvement team and School Leaders.

Monitoring and evaluation

To ensure that our assessment and target setting practices meet our requirements school leaders will monitor the impact of this work through termly KIT and LGB meetings.
In addition, the data is reviewed at Trust and Standards Committee meetings by our Trust Board.

This work is monitored through the Insight and Analysis Annual Plan in addition to supporting school Annual plans. This policy will be reviewed in July 2027 and then after it should be reviewed every year.

Related documents

- Examinations Policy
- Trust Standardised Assessment Calendar
- Haberdashers' Model of School Improvement
- Trust Privacy Notices

Appendix 1: Data Drop Information

The following information should be entered by the class teachers. Middle leaders and Assessment leaders are responsible for ensuring the quality of information entered is accurate. Schools may choose to collect additional data at these entry points (e.g. in the form of Question Level Analysis, or Behaviour for Learning grading).

Information produced is collated by the Trust, following the information entry. The 'Data returned' dates on the Trust assessment calendar indicate when this information is available to schools.

Year	Information Entered	Information Produced
R	Performance relative to Early Learning Goal (ELGs) and overall Good Level of Development (GLD).	EYFS baseline Attainment against ELGs and GLD Standard reached
1	Bryant Scores (decoding) Phonics Score	Decoding scores Phonics standard
2	Bryant Scores (decoding) Fluency Scores (Summer Term only) SATS Test Paper – raw marks	DAF scores Scaled Score Standard attained/Grade Progress Score
3	Bryant Scores (decoding) Automaticity Scores Fluency Scores Raw mark	DAF scores Attainment Score
4	Raw mark	Attainment Score
5	Raw mark	Attainment Score
6	SATS Test Paper – raw marks	Scaled Score Standard attained/Grade Progress Score (no progress scores for 2024 or 2025)
7	Raw mark	Attainment Score
8	Assessment Percentage (Out of 100%)	Progress Score
9	Chronological reading age	KPIs – Pupil performance relative to starting points. (On track)
10	Tier entered (if applicable)	Grade obtained
11	Raw Mark – For the Paper Assessment Percentage (Out of 100%) Assessment Grade	KPIs – Pupil performance relative to starting points. KPI's – Attainment relative to national benchmarks.
12	Teacher Assessed Grade (predicted outcome)	Grade Obtained

13		VA Score KPIs – Pupil performance relative to starting points. KPI's – Attainment relative to national benchmarks.