

# Assessment, Monitoring and Targets

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At Key Stage 3 (Years 7 and 8) all students follow a common curriculum: English, Mathematics, Science, French, German, Design Technology, History, Geography, PE, Art, Music, Drama and Religious Studies. ICT is taught through the medium of these subjects (with specialist teaching of ICT skills), as is Citizenship.

In Key Stage 4 (Years 9, 10 and 11) there is a balance of core and option subjects, leading to GCSE examinations in 11/12 subjects. All students also follow non-exam courses in Religious Studies, PE, Health Education, and ICT (further details are available in the Curriculum section).

## Target setting for Pupils

Pupil targets should be achievable, but also offer an appropriate degree of challenge to encourage pupils to achieve their potential. They should not be excessively onerous or lead to undue pressure and worry.

Pupils in KS3:

Targets will be set based on prior attainment at KS2. Ready reckoner sheets will be produced based on the attainment of pupils in preceding years at Thomas Mills High School. From September 2016 onwards all targets will be set using the 1-9 point grade scale

Pupils in KS4:

Targets will be set using data from the Fischer Family Trust (FFT)

The FFT model uses prior attainment, gender and month of birth to produce benchmarks. The benchmarks are based on the progress of similar pupils nationally. FFT also takes into account the performance of our school and other similar schools nationally. This all means that the estimates produced are based on sound data and give a genuine indication of potential outcomes for pupils.

FFT benchmarking will provide an end of KS4 grade score estimate. Though this is not a target, it will be used initially to determine a draft target for the end of KS4, building in an appropriate level of achievable challenge for pupils. Initial, draft targets set in the autumn term will be reviewed in the spring term. From September 2016 onwards all targets will be set using the 1-9 point grade scale.

Assessment plays a key role in pupils' learning at Thomas Mills High School. Pupils receive regular, interactive oral feedback from staff during lessons. Pupils' written work is marked on a regular basis with constructive, formative feedback to pupils including reference to targets and guidance on how to improve. Periodically pupils' effort will be acknowledged using the descriptors: Excellent, Good, Inconsistent and Unsatisfactory. Achievement will be indicated using National Curriculum level equivalents or GCSE grade equivalents, as appropriate..

Year 7 pupils sit (internal) Mid-Point (Mid-Key Stage 3) tests in the spring term.

Year 8 pupils sit (internal) end of Key Stage 3 tests in the summer term.

Year 9 pupils sit (internal) intermediate examinations in the summer term.

Year 10 pupils sit (internal) GCSE preparatory examinations at the end of the autumn term and (external) GCSE examinations in the summer term.

Year 11 pupils sit (internal) GCSE preparatory examinations in the spring term and (external) GCSE examinations in the summer term.

The results of these (internal) tests are reported to parents in the subsequent progress report.

Parents of pupils in Years 7-11 receive at least three progress reports a year. These indicate levels of effort, current attainment and progress towards target levels/grades for each subject. An annual report is produced in the summer term for years 7-10. These show more detail about the achievements of the pupil during the school year and will contain a selection of hand-written personal comments from teaching staff.

Report data is monitored closely by the Assistant Headteacher (Achievement and Progress) and the relevant Head of Year. Suitable intervention strategies are put in place for pupils who are not making the appropriate, expected progress to help them improve and achieve their potential.

In Key Stage 5; The Sixth form, the students choose from a range of option subjects. Further details are available in the Sixth form Section.

Individual subject targets are set at the beginning of the lower sixth year. These are based on the achievements of preceding Sixth Form Students and national 'Value Added' data related to the average GCSE score of each student. Golden targets give aspirational challenges to each student.

Students are regularly assessed to support their learning and progress. Assessment is given in the form of feedback in lessons, regular marking of written work and internal examinations. Assessment criteria and grades are related to final external grade outcomes with guidance for improvement.

Internal exams are held twice a year, in November and March to provide preparation for final examinations and clear progress indicators. The results of these exams are reported to parents in progress reports.

In the lower sixth students and parents receive four progress reports and a more detailed annual report, in the upper sixth there are three progress reports and a final leaving statement. The progress reports indicate current levels of attainment, application work produced and attendance matched against individual subject targets. The more detailed, annual report contains individual subject comments.

Report and examination data is closely monitored by the Head of Sixth Form to enable intervention strategies to be implemented.