



# Oaklands School

"The best for all, the best from all"

## Understanding Assessment and Measuring Progress at Oaklands school



## **Assessment**

Assessment enables us to track student progress accurately, to design future learning, to adjust provision and to review expectations and learning flight paths.

Every learner needs to know how they are doing, what they need to do to improve and how to get there.


Accurate assessment is essential to securing and measuring pupil progress. At Oaklands we pride ourselves on using assessment that encompasses all facets of our students' development.

### ***How do we measure progress?***

At Oaklands school we measure progress using the Oaklands Standards.

### ***What are the standards?***

They are a ladder system of recording progress against the National curriculum. Example -

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- Standard 4 – Greater than 50% of Standard 4 = GCSE grade 1
  - Standard 3
  - Standard 2
  - Standard 1
  - Pre – standard P8 (subject specific study below standard 1)
  - Pre – standard P7

Each area of the curriculum is divided into standards

Each Standard has been devised using guidance from the National Curriculum, published resources endorsed by the Department of Education and expertise from similar schools using the Onwards and Upwards progress tracking software system.

### ***How do the standards work?***

Each standard is made from a series of "I Can," statements. As students make progress, percentage points are added to the standard they are working at.

Example –

- I can draw recognisable letters of the alphabet
- I can write my name with correct letter formations

- I can read what I have written

The statements are different for every subject.

The revised content of the National Curriculum prevents easy comparison with the old National Curriculum levels hence the standards do not cross match with the old National Curriculum, for example a standard two will contain elements of what was a Level 2 and many elements of Level 3.

### ***How do we determine a student's pathway or flight path using available external data?***

We use the Key stage 2 assessment data from our feeder primary schools to set a pathway target. To do this, we use the Department of Education's Secondary accountability measures document, that is published annually. In this document, a table is produced that shows the provisional attainment 8 averages for each KS2 prior attainment group based on the most current examination data from state-funded mainstream schools, with English and maths counted twice. (Attainment 8 - is calculated by adding together pupils' highest scores across eight government-approved school subjects.) The information in this table guides us on setting a suitably challenging pathway for all of our students as we can compare the progress expectation from students with similar starting points.

As students progress at Oaklands, their flight path can be increased to reflect their progress in a subject area.

How we interpret this information is shown in the diagram in appendix B.

Appendix A shows how all the different elements of data are combined.

### ***How do we measure progress across all subjects using internal data?***

During the first half term of a student joining Oaklands, we assess students within each subject area to gain a baseline assessment from which we can measure progress. Formative and summative assessment processes are used to determine this baseline and an Oaklands' standard is determined for every student in every subject.

We know from the department of education's document – Secondary accountability measures, that good progress means that our students need to make at least 40% progress in each subject each year within our

standards. (We have calculated this from the English and Maths estimates in this document, which gives a grade estimate based on a Key stage 2 fine level.)

We can then measure the amount of progress a student is making and make a judgement on this progress. The judgements we use are shown in the following table.

Progress judgment	Colour assigned to the progress judgment in our reporting system	Progress required for each progress judgement
Outstanding	Lilac	60% Increase in a standard (20% per term)
Good	Blue	50% Increase in a standard (16.7% per term)
Expected	Green	40% Increase in a standard (13.3% per term)
Concern	Yellow	Below 30% in a standard (10% per term)

### ***How do we know our judgments are sound?***

To ensure a robust assessment system, judgments on progress will continue to be moderated both within departments and with other schools wherever possible.

The secondary accountability document is released annually and will also guide our judgements on progress.

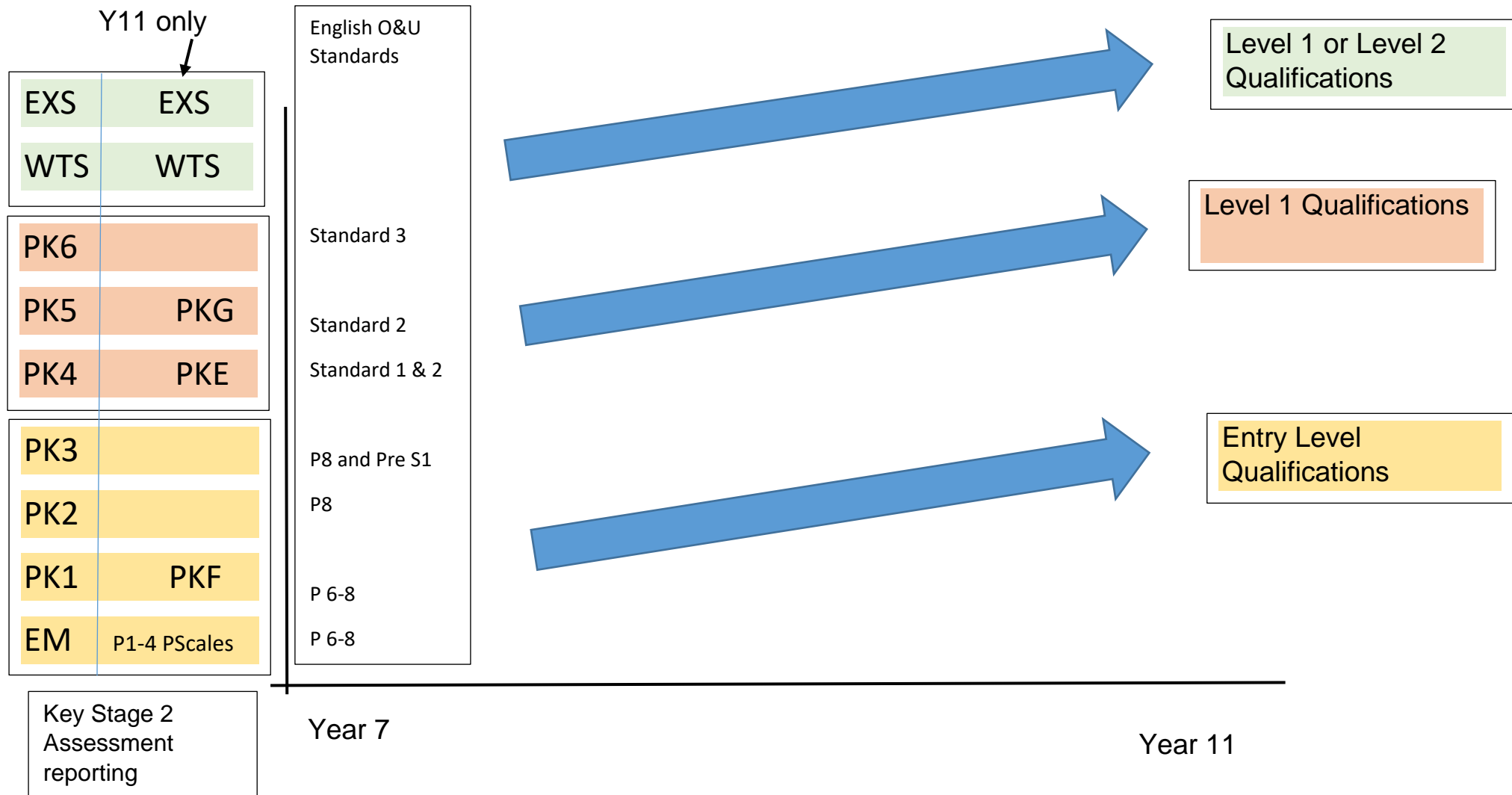
## Appendix A - Student Target Pathways

The following table summarises the information we gather to make an initial flight path plan for each student. As students progress at Oaklands their flight path can be increased to reflect their progress in a subject area.

	Key Stage 2 information from Primary School		October Assessment at Oaklands for new Y7 Students	To Make good progress -
Subject	KS2 2016/2017 and 2018	KS2 2019 Onwards	Baseline Verification using Oaklands' Standards	Accreditation Expectation at Oaklands
<b>English</b>  Key Stage 2 Assessment for students working below the test standard	P Scales	Pre-Key stage Standard 1	Pre-Standard 1 and Standard 1	Entry Level
		Pre-Key stage Standard 2		
	Foundations of the expected Standard PKF	Pre-Key stage Standard 3	Standard 1	Entry Level
	Early Development of the expected Standard PKE	Pre-Key stage Standard 4	Standard 2	Functional Skills level 1
		Pre-Key stage Standard 5 - Working towards the KS1 expected Standard	Standard 2	Functional Skills level 1
	Growing development of the expected Standard PKG	Pre-Key stage Standard 6 -Working at the KS1 expected Standard	Standard 3	Functional skills Level 1
		Scaled Score >99	Standard 3/4	Functional Skills Level 1/2
<b>Mathematics</b>  Key Stage 2 Assessment for students working below the test standard	P Scales	Pre-Key stage Standard 1	Pre-Standard 1 and Standard 1	Entry Level
		Pre-Key stage Standard 2		
	Foundations of the expected Standard PKF	Pre-Key stage Standard 3	Standard 1	Entry Level
	Early Development of the expected Standard PKE	Pre-Key stage Standard 4	Standard 1	Entry Level
		Pre-Key stage Standard 5 -Working towards the KS1 expected Standard	Standard 2	level 1
	Growing development of the expected Standard PKG	Pre-Key stage Standard 6 -Working at the KS1 expected Standard	Standard 2	level 1
		Scaled Score >99	Standard 3 and above	GCSE level 1
<b>Science</b> - Key Stage 2 Assessment for students working below the test standard	Has Not Met Standard - HNM	Has Not Met Standard - HNM	Pre-Standard 1 and Standard 1	Entry Level
			Standard 2	Level 1 Award
			Standard 3	GCSE

# Making Good Progress – Annex B

We can also show this information in a chart form



**Information Key for the chart Appendix B (October 2022)** - The following information clarifies the information on the chart above.

### **Key Stage 2 Information from Primary school**

The pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.

Our current Year 11 were assessed using the Interim Pre-Key Stage Standards

PKF – Foundations of the Interim Pre-Key Stage Standard

PKE – Early development of the expected standard

PKG – Growing development of the expected standard

In 2022 Year 7 and Year 10 when they joined were assessed using the final version of the Pre-Key Stage Standards

The students are assessed on the following standards -

- Standard 6 (working at the KS1 expected standard)
- Standard 5 (working towards the KS1 expected standard)
- Standard 4
- Standard 3
- Standard 2
- Standard 1