



Assessment & Data at Myddelton College

Preface

The Myddelton College Assessment & Data Policy outlines how we intend to measure and monitor the progress of students at the College. It sets out how we use progress and attainment data in order to inform our teaching and curriculum planning. It describes how we will baseline student attainment upon entry to the college and how we intend to measure the impact of our teaching and curriculum strategies on the students. Finally, it explains our approach to both formative and summative assessment and how we will make use of and report assessment data with both students and parents.

Aims

The aims of assessment at Myddelton College are summarised below

Assessment should:

- Help students to understand how to improve their work and how to make progress.
- Inform students about the progress they are making.
- Help students identify areas for development.
- Allow teachers and leaders to adequately monitor and track student progress.
- Help teachers and leaders identify and plan for appropriate intervention.
- Inform parents, guardians and agencies about the progress their child is making.

- Allow Estyn and other outside organisations to make informed judgements about the school.
- Allow school leaders to benchmark their progress internally between departments and externally against both national standards and other high achieving schools.

Additional Considerations

- Assessment should be highly focused on formative (assessment *for* learning) as oppose to summative (assessment *of* learning).
- Student data needs to be reliable and externally verifiable.
- Data need to be accessible and presented in a way that can be easily used and understood by students, parents and staff.
- The College will receive limited KS2 baseline data due to a large range of UK feeder schools and having a large international cohort.
- The college will have a number of students studying with us for shorter time periods as temporary students.

Context

As an Independent School that attracts students from all parts of the UK as well as internationally, our students will have had a diverse range of experiences prior to them joining us. A large proportion of our students will not follow the traditional route into College at Year 7 but will join us at any number of entry points at any given time during the school year. In addition, a smaller number of our international students will be present for a fixed time period which may be as short as half a term.

The usual measure of a secondary school's performance is the progress made by a student from KS2 through to the end of KS4 and in order to measure this a large amount of KS2 assessment data is passed on from a student's primary school to their secondary school. Our diverse intake means that a large proportion of our students will not bring any KS2 data with them, and any attainment data students do bring with them is likely to be diverse and difficult to effectively measure across a whole cohort. As a result of this we need to establish an effective way of measuring all students' current attainment or developed ability upon entry to the College

Pre-Entry Assessment

As Myddelton College recruits many international pupils to all age groups the process of assessing potential pupils can be slightly varied to that of local British pupils.

The assessment method for potential international pupils runs as follows:

- **School reports / references** – these are required to gain an impression of a pupil, when in a foreign language we ask for a translation from the school or from the educational agent with whom they applied to the school.
- **Entry Tests** – Maths, English written exams and Non-Verbal Reasoning tests are issued to pupils joining us from Year 10 and above. These can be done on a visit to Myddelton College, at their current school, or with the educational agent.
- **Interview** – We interview all pupils who wish to join Myddelton College, either on a visit to Myddelton College, in country when one of the Myddelton International Team is travelling, or on Skype.

Myddelton does not base the offer of a place at the College purely on the academic potential or ability of a pupil but looks at each pupil individually to see how they can contribute to the College Community as a whole. The English test results and the interview are important to analyse and advise the pupil on how best to prepare for study in the UK; this usually involves a recommended period of study in a UK language school prior to starting at Myddelton College.

With local pupils all prospective pupils of any age must come to the school for a taster period. In this time when they are with us at the school they will do a Maths and English examination. For entry into the Sixth Form the College will look at prospective GCSE (or equivalent) results and reports.

Baseline Attainment Data

All students will sit a baseline assessment upon entry to Myddelton College. The package of assessments we will use will be provided by the Centre for Evaluation and Monitoring (CEM) based at Durham University. The suite of assessments we will be using are all computer-adaptive and adjust the difficulty-level of questions to match each pupil's developing ability, giving an entirely individualised and tailored assessment. Typically, the assessments begin with a reasonably easy question for a pupil of their age. Their response then determines the difficulty-level of the next question. An added advantage of computer-adaptive assessments as opposed to traditional entry assessments is that they are more: enjoyable, age-appropriate, engaging and crucially provide the College with more accurate and individualised data about each student.

The MidYIS assessments provide an individual Pupil Record that presents information about how a student fared in each section of the assessment. The data provided allows teachers and school leaders to compare a student's performance across the sections of the MidYIS test and relative to national norms.

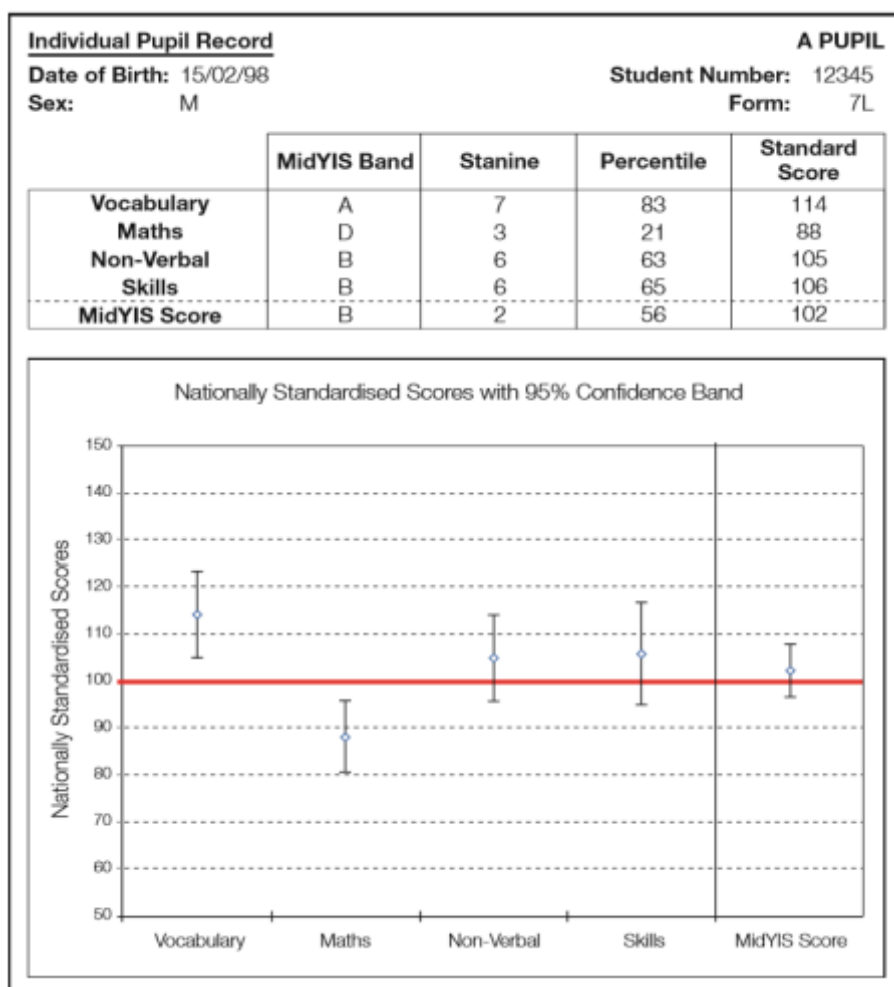
Pupils are assessed in four key cognitive areas which research shows are linked to later academic outcomes:

- Vocabulary – word fluency and understanding.
- Maths – logical thinking, manipulating numbers and numerical concepts.
- Non-verbal – ability to recognise shapes, match patterns, apply spatial awareness and visual intuition.
- Skills – proofreading, perceptual speed and accuracy.

The following four pieces of information are provided for each pupil in each of the four MidYIS subsections, as well as an overall score:

- MidYIS Band: Each of the four MidYIS Bands (A to D) includes 25% of the nationally representative sample. Band A represents the top 25% and Band D the lowest.
- Stanine: One of nine divisions of the normal distribution of MidYIS scores where Stanine 9 is the highest.
- Percentile: Percentage of the nationally representative sample scoring less than this student.
- Standardised Score: Score standardised against a nationally representative sample, where the sample mean is set to be 100 and the standard deviation is 15.

Figure 1 – Individual Pupil Record Example



Source: *Centre for Evaluation and Monitoring, Durham University.*

Students joining the College in the Lower School will take a MidYIS assessment within the first fourteen days of their arrival. The MidYIS assessment measures developed ability (students underlying potential) rather than achievement based on the previously taught curriculum for students aged 11-14. This means that it is a more accurate indicator of a student’s underlying ability as it is largely curriculum free. Therefore, this minimises the impact of variables such as, weak teaching or poor curriculum planning at their previous educational establishment. MidYIS gives measures of pupils’ underlying potential, and their strengths and weaknesses across four sub-scales: Vocabulary, Maths, Non-verbal and Skills. This data provides a good predictor of later academic achievement and provides a baseline for value-added studies. Crucially it provides most likely grades at GCSE for each individual subject allowing us to track this back to their starting point and monitor progress throughout their time at the College.

Students joining the College in the Middle School or toward the end of Year 9 will sit the YELLIS assessment within 14 days of their arrival. YELLIS is a baseline assessment specifically

designed to measure performance, potential and attitude of students in the Middle School or Year 10 and 11 (age 14-16) but it can be taken early (at the end of Year 9) to help teachers identify student strengths and weaknesses which can aid planning and set appropriate targets before students begin their GCSE course. Similar to MidYIS it measures student performance across four sub-scales: Vocabulary, Maths, Non-verbal and Skills. Like MidYIS it provides most likely grades for each individual subject at GCSE allowing us to monitor and track their progress.

When students join the Senior School they will sit the Post 16 assessment provided by CEM, 'The Advanced Level Information System' assessment (ALIS). This provides reliable data to predict exam outcomes subject by subject at Post 16. ALIS also provides a unique attitudinal assessment which reveals each individual learner's approach to education and provides a breakdown of attitudes, aspirations and expectations.

Star Reading Test

It is our aim that upon entry to the College all students will sit a Star Reading Test in order to assess their reading age. This will be used to ensure teachers provide material at a suitable level for students to access. Our reading programme will then aim to enable students to improve their reading age so it is either in line or above their chronological age. Star Reading tests will be repeated each year.

Literacy and Numeracy Assessment

As part of our commitment to embedding the Literacy and Numeracy Framework across the curriculum, Myddelton College will participate in the National Literacy and Numeracy tests. The first tests will be available for KS3 students during the Summer Term of our first year of operation 2016/17. This data will be used by departments to inform their planning of lessons and support of students. Students will sit the National Literacy and Numeracy tests as part of their end of Year College exams.

Tracking Progress

The CEM suite of assessments will provide students with 'most likely grades' for each of their academic subjects. The data provided gives a percentage chance of a student achieving each particular grade. The grade with the highest percentage chance becomes their 'target' grade. (The term target grade is never used with students as it can suggest a limitation or an upper barrier, instead we use the term 'most likely grade').

As an independent school, students should be expected to achieve at least one grade above their MidYIS prediction. Therefore, the 'most likely grade' presented to students and reported to parents will be one grade above their MidYIS prediction. The college will keep

an internal record of their actual MidYIS predictions to use when comparing against national standards and competitor schools.

We need to track back from their MidYIS prediction to their starting point at the College so that we can create a flight path that enables us to evaluate progress and attainment at several points during each academic year. To do this we will use points scores. KS3 Levels and GCSE grades are each awarded a point score (APS) as indicated in the table below

Figure 2 – Average Points Score Table

Qualification	NGF Level	Point Score
KS4		
GCSE A*	Level 2	58
GCSE A	Level 2	52
GCSE B	Level 2	46
GCSE C	Level 2	40
GCSE D	Level 1	34
GCSE E	Level 1	28
GCSE F	Level 1	22
GCSE G	Level 1	16
KS3		
KS3 Level 8		45
KS3 Level 7		39
KS3 Level 6		33
KS3 Level 4		27
KS3 Level 3		21
KS3 Level 2		15

National Expected Progress (EP) is 3 levels from end of KS2 to end of KS4. This is widely accepted to be approximately 13 points (APS).

For example, a student who Joins us in Year 7 on a level 4 is likely to achieve a C grade at GCSE. (Level 4 = 27 points. C grade = 40 points. The difference between the two is 13 points) Therefore if we tracked MIDYIS back from the GCSE predicted grade to Year 7 it will give us a level they should be at by the start of Year 7 which is approximately 13 points difference.

As an independent school we should be looking to make above expected progress (AEP). A student who attend Myddelton College should get at least one grade higher than their MidYIS prediction which equates to 19 points (APS) progress from the end of KS2 to the end of KS4.

Therefore, if we enter in their MidYIS AEP grade for the end of KS4 (MidYIS +1 grade) and track back 19 points it gives us a starting point (or where they should in theory be at the end of KS2). Assuming linear consistent progress* students will make approximately 4 points (APS) progress each school year. Using the tracking table below we can suggest what their attainment should be at a variety of staging posts from KS3 through to KS4. We can then use this table to assess if a student is making above, at or below expected progress toward their most likely grade at any assessment point in the school year.

**Progress is rarely consistent and linear and therefore this should not be used as the only benchmark of progress but it is an important tool to help us monitor student progress.*

Figure 3 – Progress and Attainment Tracking Table

% Score	End of KS2	APS KS2	Year 7	Year 8	Year 9	Year 10	Year 11	APS KS4	APS Progress
90	6a	41	7b	8c	8a	A2	A*1	60	19
85	6b	39	7c	7a	8b	A3	A*2	58	19
80	6c	37	6a	7b	8c	B1	A*3	56	19
75	5a	35	6b	7c	7a	B2	A1	54	19
70	5b	33	6c	6a	7b	B3	A2	52	19
65	5c	31	5a	6b	7c	C1	A3	50	19
60	4a	29	5b	6c	6a	C2	B1	48	19
55	4b	27	5c	5a	6b	C3	B2	46	19
50	4c	25	4a	5b	6c	D1	B3	44	19
45	3a	23	4b	5c	5a	D2	C1	42	19
55	3b	21	4c	4a	5b	D3	C2	40	19
35	3c	19	3a	4b	5c	E1	C3	38	19
30	2a	17	3b	4c	4a	E2	D1	36	19
25	2b	15	3c	3a	4b	E3	D2	34	19
20	2c	13	2a	3b	4c	F1	E1/D3	32	19

Assessment Cycles

Students will sit internal summative school assessments at three points during the academic year. This will be at the end of the Autumn Term, end of the Spring Term and end of the Summer Term. Core departments (English, Maths and Science) may decide to collect and record summative data more frequently (half termly) as they have significantly more contact time with students than the other departments. This decision will be made by the individual Head of Faculty.

The assessment cycle will follow the 'Mastery Curriculum Model' where students will spend a period of time learning new information and developing new and existing skills. This will be followed by a revision / consolidation week, the actual assessment week, and then most importantly, a review week. The assessment week will always take place during the penultimate week of term and the review week will take place during the last week of term.

The review week is the most important part of the assessment cycle as it informs students how to improve their work thus guaranteeing an improved performance in the next assessment cycle. Students will not receive any summative feedback on their assessment until they have reviewed their formative feedback and acted upon it. Assessments are rendered ineffective if a proper structured review of the piece of work does not take place. Without a review an assessment simply signposts a student's current attainment and does not inform them and allow them to practise how to progress to the next level of attainment.

Summative Assessments


Students will undertake two summative assessments each term. The first is a 'best fit judgement' based on their performance over the entire unit of work. The second is a 'snap shot' judgement based on the assessment of one piece of work (an essay, test or similar) taken at the end of the unit of work.

The on-going summative assessment will provide students with a percentage score based on how well they have met the success criteria for that particular unit of work. This information will be collected and submitted centrally once each term. Each subject is responsible for ensuring students have access to the success criteria prior to them starting the unit of work. An example of this can be viewed in Figure 4. Students are given a score of one to four for each of the success criteria and from this a total percentage score can be calculated. Figure 3 shows how these percentage scores correlate with KS3 levels and GCSE grades. (A level grades match up to the percentages in the same way as Year 11 GCSE grades). The unit assessment sheets can be completed by the teacher either at the end of the unit of work or as an on-going exercise. It allows students to very clearly see their areas of strength and areas for development in each of the criteria. This process works best if the student is involved in some way in deciding the score for each success criteria.

The end of unit 'snap shot' assessment will be sat by students during the school assessment week and will be graded using a National Curriculum Level (Lower School), GCSE grade (Middle School) or A Level grade (Senior School). This grade is not communicated to students or parents (see reporting of data) but is recorded internally to allow teachers, school leaders and outside agencies to verify and monitor both progress and attainment.

The end of unit assessment is given back to students with corrections, targets and an Olympic Medal colour. During review week students make corrections and improve the piece of work. No grade is given to the student so that their focus is on how to improve and not on what has already been achieved. The Olympic Medal colour and percentage from the on-going summative assessment allows students to orientate themselves if required.

Figure 4 – An example of the on-going summative unit assessment sheet



Year 8 Unit 1

Can the population of the world continue to grow?

Unit Key Questions

- How fast is the population of the world growing?
- Where does everybody live?
- Why is the population structure of the UK different to that of India?
- Has the first person to live until 150 already been born?
- Was China right to have a 'One Child Policy'?
- Is it possible to control population growth?
- What do we do with all of the old people?
- Should we allow people to move to Britain?
- What does the future hold for the world's population?

Assessment

Criteria		1 Review	2 Fair	3 Good	4 Expert
1.	I can produce and analyse a choropleth map				
2.	I can explain the concept of the population explosion				
3.	I can draw and annotate population pyramids				
4.	I can give arguments for and against population policies				
5.	I can discuss solutions to the population crisis				
6.	I can discuss the issues surrounding an ageing population				
7.	I can explain the difference between a push and a pull factor and give good examples of both				
8.	I show an understanding of the issues surrounding asylum				
9.	I can make informed predictions about future population projections				
10.	I can confidently locate case studies on a map				
11.	I am able to write a persuasive argument				
Total	/44	Percentage		Progress	

Formative Assessments

Formative assessment is assessment for learning. It should help the student to understand how to make progress and should enable them to have a clear picture of what it is they need to achieve.

Success Criteria

At the start of each unit students should be aware of the success criteria: what they are expected to be able to do at the end of the unit. Success criteria should be used throughout the unit of work and for individual tasks as appropriate. Where it is not possible to use success criteria, modelling should be used to show a student what success in a particular piece of work looks like.

Teacher Assessed Work

A piece of work should be marked in detail every 4-6 lessons (this equates to once per fortnight for non-core subjects and once per week for core subjects). No grades or summative comments such as 'Good' should be awarded or presented to students when formatively assessing a piece of work. The work will be marked using either the acronym **PIL** (**P**ositive comment, suggestion for **I**mprovement and **L**iteracy feedback). Or the acronym **PIN** (**P**ositive comment, suggestion for **I**mprovement and **N**umeracy feedback). Students should be set at least one target that informs them how to progress their learning or move that piece of work forward. A summary of how this should be presented is outlined below and figure 5 shows an example of how this will look in a students work space.

- Targets and extended corrections will be highlighted in a yellow box (T)
- Teachers will mark in **red**
- A comment will be made on either Literacy (L) or Numeracy (N)
- Students need to respond to that feedback in **green** (S)

Figure 5 – An example of feedback in a students work space

Example

P - You have described the concept of development in a very clear and easy to understand way.

I - You have identified lots of accurate development indicators. Which do you think is the most important development indicator and why?

L - Earth is always written with a capital E. Sp - development

I think % access to clean water is the most important development indicator because without clean water people become ill, this means less people can work and more money is spent on healthcare and as a result the country has less money and therefore cannot improve other aspects of their country like education.

Sp - development development development

Self-Assessment & Peer Assessment

It is important that students have opportunities to self-assess and peer assess each other's work. It involves them taking responsibility for assessing their work against a set of pre-defined assessment criteria. Both types of assessment encourage students to take control of their own development and their own learning and it is a crucial part of our programme to develop fully autonomous independent learners. Transferring the assessment process to students for specific pieces of work also has the added advantage of increasing student motivation and engagement in their own learning.

Students need to be carefully guided, trained and supported in how to give effective feedback and they must always be given clear assessment criteria with which to mark both their own and each other's work.

In order to signpost examples of both peer and self-assessment in their workspace, all work marked in this way will be completed in **blue ink**

Responding to Feedback

In order for marking and assessment to be effective, students must engage with feedback and act upon it. Teachers will build in time for this as part of their planning. Responding to feedback will be a regular 'DO NOW' activity at the start of lessons.

Literacy Marking

All teachers are teachers of literacy and have a responsibility to develop student's ability in this core curriculum area. An effective way to do this is to ensure that all formatively assessed work is also marked for Literacy. A whole school approach to marking for literacy has been developed and is to be consistently used across all subjects.

Literacy Marking Guidelines

- Spelling errors should be indicated in the margin with an **Sp** code (when appropriate) and the word underlined. The correct spelling of this word then needs to be written out three times by the student in **green pen** at the end of their work. As a general rule, no more than four words should be highlighted in each piece of work and teachers should focus on subject specific vocabulary, high frequency words and the most commonly miss-spelt words.
- Punctuation and grammar errors should be indicated in the margin or within the main text with the appropriate code (figure 6).

Figure 6 – Whole School Literacy Marking Codes

Mark (in the text)	Margin (Code in the margin)	Means (Meaning of code)
Underline or circle	Sp	Incorrect spelling (The correct version should be written out at the end of the piece of work for the student to copy out three times)
Circle		Find and insert the missing punctuation or error
P/	Para	Paragraphing error
underline	p/g	Punctuation or grammar error (phrase underlined)
		Divide this word into two words
	g	Revise the use of grammar in this sentence
^	^	Missing letter or word needs to be inserted
?	?	Unclear meaning / clumsy expression

Reporting Progress to Parents/Guardians/Agencies

Students will receive a total of three school reports each year that will be issued and sent home electronically during the final week of term. A template of what these reports will look like can be viewed in Appendix 1.

The report will contain information about attendance and punctuality as well as progress data and targets from each of the subjects they are studying. Each report will contain information about the curriculum studied during the term and a written overview from the students' form tutor about their attitude to learning and involvement in wider school life. Figure 7 shows an example of how progress data is reported by each subject on an end of term report.

The College does not report KS3 levels as experience suggests that parents and students do not fully understand these levels and how they relate to GCSE grades. We have also made the decision not to provide a running commentary each term and each school year as to what attainment level or GCSE grade a student has reached. The reason for this is primarily because it detracts from the core purpose of reporting assessment which is to help the student answer these two questions

1. Have I made sufficient progress?
2. What do I need to do to improve further?

From Year 7 we simply report most Likely GCSE Grades at the end of Year 11 (based on our above expected levels of progress) and an Olympic Medal colour (Bronze, Silver, Gold) to indicate if they are making below, expected or above expected progress. The percentage score from their 'best fit' or ongoing summative assessment will be reported along with the Olympic Medal colour. A SMART target will also be reported for each subject area.

At each lesson rather than simply marking a student as present on the register, they will be given a mark for their attitude to learning. This will range from 1 meaning a poor attitude to learning to 5 meaning that the student has become a fully autonomous learner that lesson. This will be reported termly along with the attainment and progress data. On their reports students will receive their year to date average score for attitude to learning in a specific subject and also a termly attitude to learning score. Providing both scores allows teachers, students and parents to see if attitude to learning has remained constant, improved or decreased each term.

Figure 7 – An example of an end of term report

Progress Report Example

Subject	TEACHER COMMENT	MOST LIKELY GRADE	PROGRESS
ENGLISH	Teacher comment about curriculum content taught Teacher comment about student performance Teacher set target	B	
MATHS	Teacher comment about curriculum content taught Teacher comment about student performance Teacher set target	C	
SCIENCE	Teacher comment about curriculum content taught Teacher comment about student performance Teacher set target	B	

Parents Meetings

The parents and guardians of all **new** students will be invited to attend a traditional style parents evening at the end of the third half term. During this evening parents and guardians will have the opportunity to speak with all of the teachers who currently teach their child as well as have the opportunity to meet with other key staff at the College

Appointments

Other than for students new to the College, we will not hold traditional parent’s meetings. We feel that traditional parent’s meetings are often rushed and parents are provided with lots of information in a very short space of time and this does not allow teachers or parents to discuss any issues in a productive way. Therefore, we will instead encourage an ongoing dialogue between parents/guardians and teachers.

We will also welcome requests for meetings from parents which could take place either face to face or via skype. If parents request a meeting to discuss generally how well their child is doing, then they will meet with the academic tutor. If they have specific issues or would like to discuss progress in a specific subject area, then they can arrange a meeting with either the subject teacher or the Head of Faculty. If they wish to discuss more general curriculum and wellbeing issues, then a meeting can be set up with a member of the Senior Team.

Monitoring Data

After each assessment cycle the Head of Academic will provide each Head of Faculty (HOF) with a data pack for their curriculum area. Each subject, under the direction of the appropriate Head of Faculty will complete an 'Evaluation of Teaching and Learning' document (ETAL). This ETAL provides opportunity for teachers to analyse assessment data and identify any students who may needed to be targeted for intervention. It also provides an opportunity to evaluate teaching, learning and assessment at the end of each term.

Figure 8 shows a blank example of a subject ETAL

The Head of Academic will collate all of the subject ETAL documents and compile a termly report for the Headteacher and Executive Board Members about attainment and progress across the school.

Figure 8 – Template of a Department ETAL



Department Evaluation of Teaching and Learning

	Analysis and successes	Planning / Interventions / key actions for Spring Term
Progress and Attainment Data Analysis		
A Review of the Quality of Teaching and Learning		
A Review of Marking and Formative Assessment.		
Review of DDP		

Appendix 1 – Report Template



Spring Term Progress Report

Student Name: A.N. EXAMPLE

Year Group: 7 David

Progress Report Example

Subject	TEACHER COMMENT	MOST LIKELY GRADE	PROGRESS
ENGLISH	Teacher comment about curriculum content taught Teacher comment about student performance Teacher set target	B	
MATHS	Teacher comment about curriculum content taught Teacher comment about student performance Teacher set target	C	
SCIENCE	Teacher comment about curriculum content taught Teacher comment about student performance Teacher set target	B	