

## **TARGET SETTING AND ASSESSMENT AT PLYMPTON ACADEMY**

The Academy understands the importance of setting aspirational targets to ensure that students are challenged to achieve their full potential and encouraged to aim high. GCSE grades are set as targets and assessments are carried out regularly during the year to enable robust progress tracking and appropriate intervention where necessary.

Students are set end-of-year 11 Minimum Expected Grades (MEGs) in each subject using the concept of expected progress from their starting point on entry to Year 7. Students are set targets based on the Department for Education's most recent expected progress table and adapted year on year where necessary to ensure that students at Plympton Academy make, and in many cases exceed, the amount of progress their peers make nationally. At A Level the challenge for all students is to match the achievements of the top 25% nationally.

Setting aspirational minimum expected grades helps us to create a culture of aspiration which contributes to significant and sustained improvements in student attainment. Our target setting methodology uses students' prior attainment in nationally assessed exams to calculate aspirational targets at the appropriate level. The target grades given are based on the achievements of students with similar prior achievement profiles which allows us to generate targets which are both challenging and achievable.

Regular assessment takes place in curriculum areas which supports the data that is shared with parents through our four data drops. Quality assurance, including staff training and moderation of key pieces of work, is led by Heads of Department within curriculum areas to ensure that the reported levels and grades are accurate and reliable. At GCSE and A Level, assessments are based on exam specification requirements, for example past exam papers.

Curriculum areas are encouraged to make use of links with other schools to enable external moderation of work at all key stages and validation of levels and grades.

We use a colour coding system to describe the learning behaviour a student is showing in order to achieve outstanding progress; the criteria that teachers use to assess students are set out below.

## Learning Behaviour

### **PURPLE (P)**

A student achieving purple can claim:

- I am always positive and work with excellent effort in lessons
- I always take pride in my learning and the presentation of my work
- I am always resilient and respond to challenges to the best of my ability
- I always work well independently and complete all classwork and homework
- I am aspirational, understand my current level of progress and am driven to improve
- I am always prepared and bring the correct equipment to my lessons
- I attend all of my lessons and am always punctual
- I am always polite and respectful to teachers, students and other adults
- I contribute to everyone's right to be heard and am a good listener
- I build positive relationships and never have a negative influence on others' learning
- I help to maintain a clean and safe environment
- I take responsibility for my own actions

### **GREEN (G)**

A student achieving green can claim:

- I am positive and work with a good level of effort in lessons
- I usually take pride in my learning and the presentation of my work
- I am usually resilient and respond to challenges to the best of my ability
- I usually work well independently and almost always complete classwork and homework
- I am aspirational, understand my current level of progress and know how to improve
- I am always prepared and bring the correct equipment to my lessons
- I rarely miss lessons and am always punctual
- I am polite and respectful to teachers, students and other adults
- I contribute to everyone's right to be heard and am a good listener
- I try to build positive relationships and rarely have a negative influence on others' learning
- I help to maintain a clean and safe environment
- I usually take responsibility for my own actions

### **AMBER (A)**

A student being awarded amber can claim:

- I am usually positive and work with a reasonable level of effort in lessons
- I sometimes take pride in my learning and the presentation of my work
- I am occasionally resilient and sometimes respond to challenges to the best of my ability
- I occasionally work independently and sometimes complete classwork and homework
- I know my current level of progress but must be more aspirational and strive to improve
- I am usually prepared and bring the correct equipment to my lessons
- I attend most of my lessons and I am usually punctual
- I am usually polite and respectful to teachers, students and other adults
- I am often passive and compliant in my learning
- I occasionally interrupt learning and can cause low level disruption (for example, I am spoken to during lessons for calling out)
- I do not always take responsibility for my actions
- I can have a negative impact on the learning of others

### **RED (R)**

A student being described as red can claim:

- I am rarely positive and often work with little effort in lessons
- I rarely take pride in my learning and the presentation of my work
- I am rarely resilient and rarely respond to challenges to the best of my ability
- I rarely work independently and complete classwork and homework
- I must be more aspirational and strive to improve
- I am rarely prepared and often fail to bring the correct equipment to my lessons
- I have poor attendance to lessons and am rarely punctual
- I am sometimes impolite and can be disrespectful to teachers, students and/or other adults
- I do not engage in learning
- I regularly display behaviour which interrupts learning

Once MEGs are set, teachers monitor students' progress using a variety of forms of assessment. This might include work done in class, homework, class tests or exams and any non exam assessments completed. The range of assessments used, alongside knowledge of the student's past achievements, will be used to form a Professional Prediction in the subject.

We track students using a flightpath of what we expect their learning journey to look like throughout Key Stage 3 and monitor students against these flightpaths using a colour-coded system.

Professional Prediction examples:

Purple	The student is on track to exceed their MEG in this subject
Green	The student is on track to reach their MEG in this subject
Amber	The student is slightly below where they need to be if they are to achieve their MEG in this subject
Red	The student is significantly below where they need to be if they are to achieve their MEG in this subject

**Tracking and Reporting Progress at Key Stage 4 and 5 (Year 9, Year 10, Year 11, Year 12 and Year 13)**

Once MEGs are set, teachers monitor students' progress using a variety of forms of assessment. This might include work done in class, homework, class tests or exams and any coursework completed. The range of assessments used, alongside their knowledge of the student's past achievements, will be used to form a Professional Prediction in their subject for each student.

The Professional Prediction will be a GCSE or A Level grade (or equivalent) along with an indication of how secure the likelihood of this grade is using either a letter or number as in the examples below.

Professional Prediction examples:

PP Assessment	Given all of the assessment data available, alongside knowledge of the student's past performance:
4a (C1)	The teacher is secure that the student will achieve a grade 4 and there is the possibility that the student will achieve a grade 5
4b (C2)	A grade 4 is considered the most likely grade the student will achieve and whilst the teacher is fairly confident this will be the grade they will reach, some form of intervention to secure it will be required
4c (C3)	The teacher believes that a grade 4 is achievable but the student is at risk of falling to the grade below unless steps are taken to put remedial action in place