



## **Data Check at Todmorden High School**

The purpose of assessment at Todmorden High School is to enable students to understand their strengths and areas for development which will allow them to move forward in their learning.

### **Starting points**

When students come to us from primary school, we look at two key pieces of data - their KS2 (Key Stage 2) SATS maths and English (reading) scores.

KS2 scores have a very strong correlation to how students perform at GCSE, though this performance is not a given or a limit. Not all students make linear progress, and it is to be expected that students will accelerate at different points in their education and will need to overcome barriers at different times.

We also recognise that, for some students, secondary school is a chance for a fresh start and they are capable of far more than their KS2 score suggests. We aim to support all students to make strong progress, but we see students as individuals and understand they may perform particularly well in certain subjects.

To expand on this information, students sit regular assessments that cover maths and reading. These assessments take place in September and again in the summer term of Year 7. The information from these assessments helps to highlight existing strengths in students' understanding and any gaps in learning that need to be addressed. Teaching strategies are then adapted to ensure that progress is made and any potential barriers to learning are removed.

### **Assessing without levels**

#### Key Stage 3

Nationally, levels have been removed in both KS2 and KS3, so we have developed a way of assessing students in KS3, without levels. The principles behind the approach are as follows:

- We want to let students and parents/carers know how their child is doing and what this would suggest they could achieve at GCSE.
- We don't want to limit what students think they can achieve, staff do not share 'targets' – we want to raise their aspirations and achievement.
- We want students to understand where they currently are in relation to where they started so they can see the progress they are making.
- We want to provide the students, parents and carers of a clear analysis of strengths and areas for development.

This approach is based on a Department for Education project that focused on the growth and threshold model.

#### Key Stage 4

Students are measured in accordance with GCSE grades (9-1) or Pass, Merit, Distinction or Distinction\* for non-GCSE courses, such as BTEC. Students are given a grade based on the work and assessments they have completed; this is the grade they would likely achieve if they continue to perform in the same way.



## **Growth Mindset**

In class, on a day to day basis, the focus of feedback is on how the students can improve and not on grades. Staff care deeply about our students and provide detailed feedback and specific homework to further extend students' learning. When students complete assessments, they are provided with strengths and areas for development with actions as to how they can improve. Students are also reminded of what they will be learning about next and where they can do pre-reading on this if appropriate. We provide feedback on attainment through reports at Data Check in order to provide an honest picture as to where our students are. It is important to remember this attainment is not fixed and can go up and down dependent on the student's attitude to learning (ATL).



## Threshold Description Table Key Stage 2

This table is created to give you an idea as to what KS2 scores suggests students should be aiming to go on to achieve through having an ATL score of 1. There is a very strong correlation between KS2 scores and GCSE results. A KS2 score of 100 is considered the expected standard on leaving primary school.

Threshold	KS2 score and projected grades
<b>Excelling</b>	KS2 score 110-120 If ATL 1, they are likely to achieve a 7+ at GCSE.
<b>Securing</b>	KS2 score 100-109 If ATL at 1, they are likely to achieve at least a grade 5/6 at GCSE.
<b>Developing</b>	KS2 score 95-99 If ATL at 1, they are likely to achieve at least a 4/5 at GCSE.
<b>Foundation</b>	KS2 score 80-94 If ATL continues at 1, they are likely to achieve at least a 4 at GCSE. If ATL is not at 1, they are likely to achieve less than a 4 at GCSE.

## Current attainment

This table is created to give you an idea as to what current attainment scores suggest students should be going on to achieve if they have an ATL score of 1.

Threshold	Description
<b>Excelling</b>	If ATL continues at 1, they are expected to achieve a grade 7+ at GCSE.
<b>Securing</b>	If ATL continues at 1, they are expected to achieve at least a grade 5/6 at GCSE.
<b>Developing</b>	If ATL continues at 1, they are expected to achieve at least a grade 4/5 at GCSE.
<b>Foundation</b>	If ATL continues at 1, they are expected to achieve at least a 4 at GCSE. If ATL is not at 1, they are likely to achieve less than a 4 at GCSE. <i>Where students consistently work at foundation, additional tracking will be put in place to ensure progress is made.</i>

A grade 5 is considered a strong pass at GCSE.

Teachers use the information that they have about the starting point of each student to help each student move up through the threshold – with the ambition being that all students can achieve Excelling.



## Appendix 1 ATL Grade Descriptors

When classroom teachers are awarding Attitude to Learning grades, they take effort homework, attendance and punctuality into account.

The ATL grade is with reference to attitude to learning seen since the previous data check. We want to promote fresh starts. The following criteria should be used to guide staff in using their professional judgement to award a grade.

Learner Level	Description	In Class	Overall Average
<b>ARCH (1) Learner</b>	These learners uphold the ARCH values of ambition, respect, care and honesty consistently.	Attitude to learning is exemplary.	They are over 99% positive on Class Charts and are best placed to unlock their unique potential.
<b>ARCH (2) Learner</b>	These learners uphold the ARCH values of ambition, respect, care and honesty the majority of the time.	Attitude to learning is good.	They are over 95% positive on Class Charts and are well placed to unlock their unique potential.
<b>ARCH (3) Learner</b>	These learners uphold the ARCH values of ambition, respect, care and honesty irregularly.	Attitude to learning is not consistently good.	They are only hitting 70% positive on Class Charts and there will have to be a distinct positive shift in order for them to unlock their unique potential.
<b>ARCH (4) Learner</b>	These learners are failing to uphold the ARCH values of ambition, respect, care and honesty.	Attitude to learning is rarely good.	They are below 70% positive on Class Charts and there will have to be a significant positive shift in order for them to unlock their unique potential.



## Frequently asked questions.

1. My child always achieved well in maths at KS2 but their first tracking point at Todmorden High School suggests they have gone backwards. Why are they underachieving?

*We believe that there is a very strong link between teacher expectation of what students can achieve and how they will then achieve. With this in mind, we annually review our KS3 curriculum based on GCSE papers and work with other secondary and primary schools to ensure it is challenging. Students with a high starting point at KS2 will then be assessed relative to this, when they join us so the criteria in Securing and Excelling thresholds will be deliberately ambitious.*

2. I am worried my child has a Foundation threshold.

*We want to be honest with our assessment of students. It would be unfair of us to give students a false impression of their performance in a subject, as that then wouldn't flag up to them that they had to improve. If a child is at Foundation due to SEND, we have additional tracking to ensure they are making progress within this band. Please speak to the SENCO for further information.*

3. Why can't my child be given a target?

*Whilst we can use data to look at how students usually perform at GCSE from a certain starting point, we don't want to use this to set them targets. The main reason is that we do not want to put a ceiling on their expectations of themselves – we want all students to believe that, with the right effort, they can excel.*

4. What does the current threshold mean (KS3 only)?

*This is the threshold your child is currently working at based on the assessment of all their learning up to this point. This may have been through an assessment which examined the skills and knowledge that they have learnt up to that point, or the average threshold they have attained through several assessments. Assessments cover a mixture of content and recently covered topics. Subjects, such as Art, are course work based at GCSE and therefore include teacher judgement at KS3.*

5. Why might my child's threshold change from one term to another?

*There are a number of reasons why this might be the case. Some key factors to consider:*

- *In some subjects e.g. PE, the content that is covered each term will be very different. For example, in term 1 a student might be doing gymnastics and find this quite difficult, however in term 2 they might be doing football and perform really well.*
- *As the years go on, students consolidate their learning in a subject and so make better progress. For example, in term 1, a student may not be at the required standard, as they are getting to grips with the topic/subject. However by term 2/3 they have had time to embed this learning and so their progress is better.*



- *We spend a great deal of time encouraging students to reflect on their effort. As they do this, and their effort improves, their progress should follow.*
- *The students may be close to a threshold boundary.*

6. My child has ATL scores of 1 but is not performing as well in drama and music. Why is this?

*For most students, there is a correlation between ATL and their progress, however, there may be exceptions to this. For example, a student with a high KS2 starting point may be making good progress in most subjects, but less than expected progress in drama and music. There might be a good reason for this e.g. they lack confidence when it comes to performance. Teachers will help them to develop this over the course of the year, but if you have any concerns about any specific subjects you can always contact the class teacher. If your concern is more general i.e. across three or more subjects, please contact our Deputy Headteacher for Data and Progress.*

7. I want to support my child in making more progress, what can I do?

*You can:*

- *Take an interest in their learning and ask them to share what they have been learning about.*
- *Check what home learning they have been set through Class Charts and try to ensure they have a quiet place to complete this. We appreciate some homes are very busy so we have a number of places at school where your child can complete their home learning if they need to.*
- *Ensure your child has the correct log on details for all online platforms used by subjects.*
- *Help your child find a reading book they enjoy.*
- *An outline of all subjects' schemes of work are on the website.*
- *If you are still unsure contact your child's subject teacher.*