

Formative assessment at The Whitby High School

In years 7-9 progress is tracked using a 9 point scale using the 'Doddle' assessment system. The system is based around a flight path model. Flight paths are created by projecting from KS2 data towards FFT20 targets for GCSE. For a middle ability student with a KS2 score of approximately 100, roughly one step (grade) of progress is targeted per year. Other flight paths, for more and less able students, are built around slightly less or more than one step of progress per year.

Assessment of current attainment takes place against a set of 'step descriptors' either using Doddle on line tests, teacher assessment or other forms of assessment. Students' performance against each descriptor is RAG rated for security. This data is used to generate PLCs (personal learning checklists) which identify what students can and can't do. This information is used to inform future lesson planning.

Doddle assessment data is shared with students and parents via online access and students and parents can use the extensive support materials to address the areas of weakness identified.

Data collection

In years 7-9, staff take the live assessment data from Doddle and apply their professional judgement to make a professional prediction for the students' attainment at the end of the year. This data is collected via SIMS Assessment manager.

Each grade is reported as a fine grade, which denotes the level of security of the grade e.g. 4A is a secure step 4 while 4C is an insecure step 4. This fine grading is used to inform our intervention activities for students who are not yet secure at a particular step.

Two hour moderation sessions are built into the school calendar prior to each data collection to allow subject leads to discuss and moderate data with their colleagues. All assessment grades are entered into SIMS assessment manager and then uploaded to our data analysis software: SISRA. The production of target grades and the maintenance of our SISRA system is performed by a data manager.

Numerical step data is not shared with students or parents/carers. Instead, students receive written or verbal feedback on how they can move forward with their learning. Parents receive interim reports 3 times a year which detail if students are making or exceeding expected progress.