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TARGET SETTING & ASSESSMENT

Responsibility - Excellence - Aspiration - Commitment - Teamwork

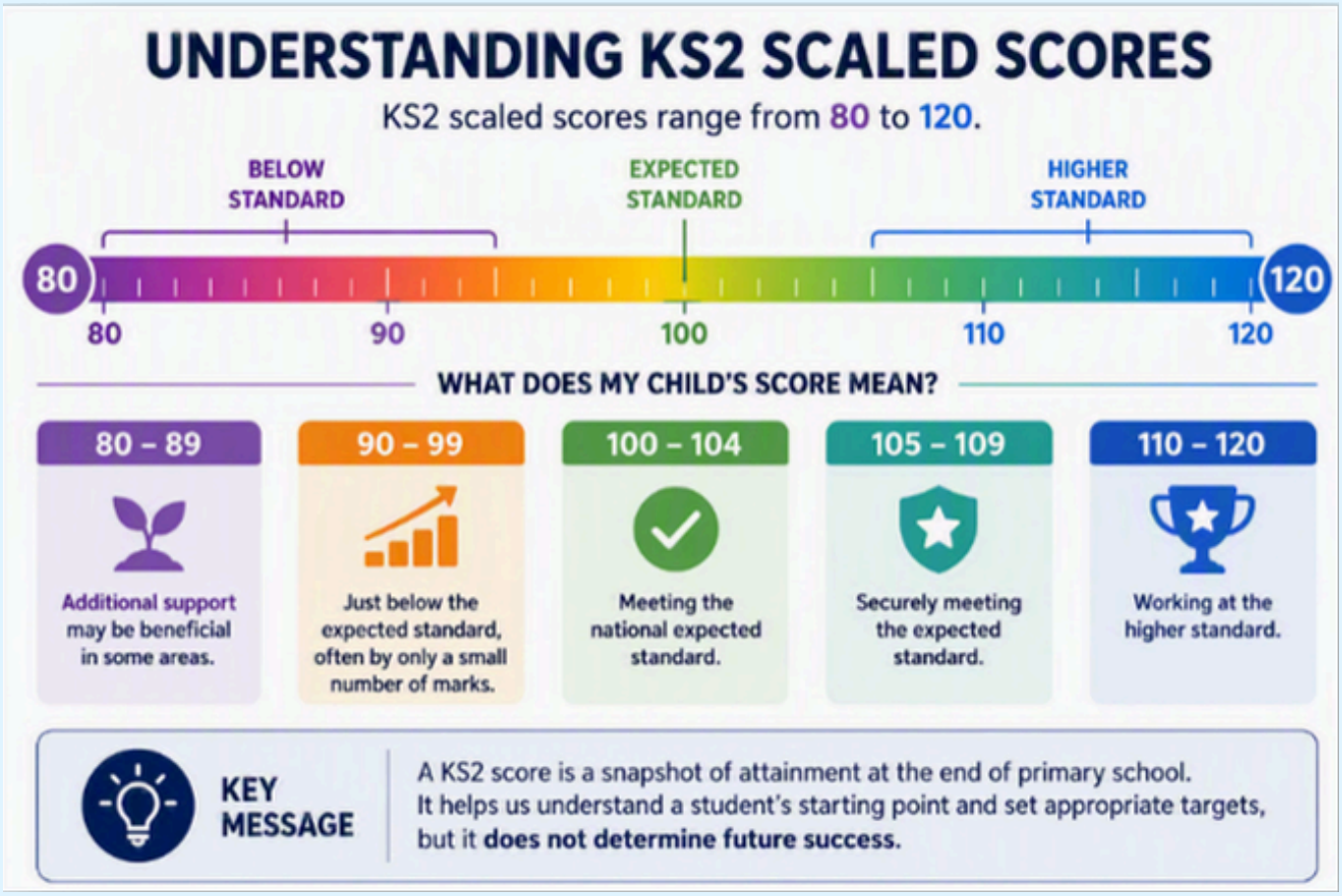
Starting Points: Using KS2 Prior Attainment

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When your child begins their journey at Salford City Academy, we believe it is important that parents and carers understand how we assess progress, set meaningful targets and report on achievement. This booklet explains how we use assessment information to support every student, monitor their development and ensure they are given every opportunity to achieve their full potential.

When students join us in Year 7, we receive information about their Key Stage 2 outcomes from primary school. These include their Scaled Assessment Scores (SAS) in:

- Reading
- Mathematics



A Scaled Assessment Score (SAS) is a standardised score used nationally to show how a student performed compared to the expected standard at the end of primary school. A score of 100 represents the expected standard, with scores above and below this indicating higher or lower attainment.

We calculate an average of these three scores to provide a broad picture of a student's attainment on entry to secondary school.

What Are Attainment Groups?

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Once we have calculated these average scores, we rank all students in the year group and divide them into five equal groups, known as Attainment Groups. Each group contains approximately 20% of the year group.

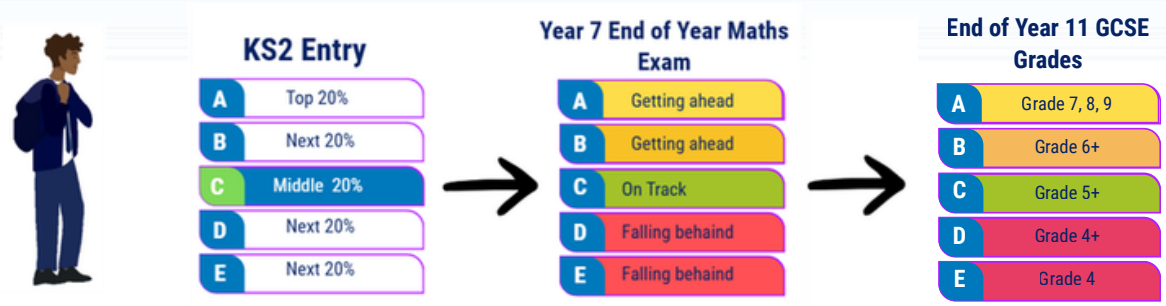
Attainment Group A	Attainment Group B	Attainment Group C	Attainment Group D	Attainment Group E
Top 20% of students	Next 20%	Middle 20%	Next 20%	Next 20%

This does not define a student's potential or place a ceiling on their achievement. Instead, it provides a useful starting point that allows us to measure progress fairly over time and help us ensure that students have achievable GCSE predicted grades that are in line with students nationally.

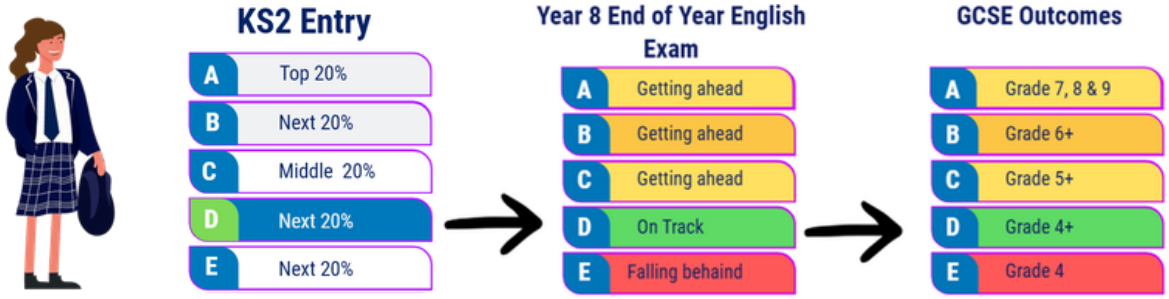
For example, if a student joins us in the top 20% of the year group, we would expect them to continue performing within that top 20% throughout their time at the Academy, or even improve further. Equally, if a student enters in a lower attainment group, we would want to see them maintaining or improving their position over time.

EXAMPLE:

Sammy joined SCA with an average KS2 score of **102.4**. This places Sammy in **Attainment Group C** for that year group. We would therefore expect Sammy to maintain performing in **Attainment Group C**, or better, for each assessment he completes throughout his time in school.



Alice joined SCA with an average KS2 score of **98.4**. This places Alice in **Attainment Group D** for that year group. We would therefore expect Alice to maintain performing in Attainment Group D, or better, for each assessment she completes throughout her time in school. We would aim for Alice to leave with a suite of Grade 4s in subjects at the end of Year 11.



How We Assess Learning

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By comparing assessment outcomes against starting points, we can quickly identify:

- Students who are making exceptional progress
- Students whose performance is declining
- Students who may need additional support or challenge

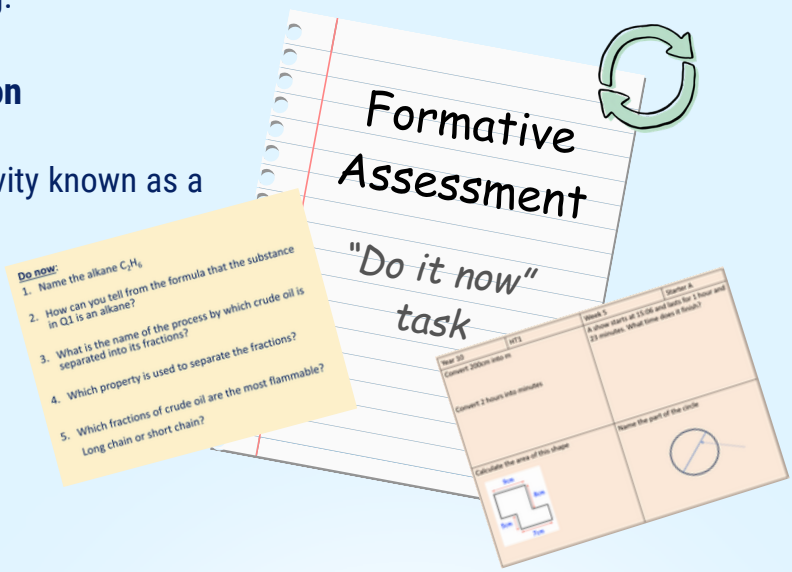
This enables us to intervene early and provide the right support at the right time. At Salford City Academy, we are passionate about ensuring every student fulfils their potential. Students who require additional support will receive targeted intervention and guidance whenever it is needed

How We Assess Learning:

Assessment is not just about tests. We use a combination of formative assessment (low stakes quizzes assessing knowledge gained over a short period of time – such as a lesson) and summative assessment (higher stakes, assessing a wider range of knowledge gained over time – such as End of Year exams) to build a clear picture of how well students are learning.

(1) Formative Assessment: Learning Every Lesson

Every lesson begins with an interleaved retrieval activity known as a "Do It Now" task.



These activities allow teachers to revisit:

- Knowledge from previous lessons
- Key vocabulary and terminology
- Knowledge from earlier topics
- Learning from previous years

This regular retrieval practice helps students strengthen their memory and retain important knowledge over time. Teachers use the information gathered from these activities to adapt their teaching and address any misconceptions quickly.



How We Assess Learning

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(2) Checkpoint Assessments

Throughout the year, students complete Checkpoint Assessments. These typically take place at the end of each term, or in some subjects at the end of each half-term.

Checkpoint Assessments measure:

- The knowledge taught during the current unit of study
- Skills developed throughout the term
- Key knowledge from previous topics



By revisiting previous learning, students benefit from repeated exposure to important concepts, helping them build a deeper and more secure understanding over time.

(3) Mid-Year and End-of-Year Assessments

In the following subjects:

- *English*
- *Mathematics*
- *Science*
- *Religious Studies*
- *History*
- *Geography*
- *Spanish*



Students complete nationally standardised assessments that are used across the United Learning family of schools. These assessments are completed in KS3:

- Mid-Year (January)
- End of Year (June)

We use Mock GCSE Papers in KS4 across all applicable subjects.

Because students across many schools sit the same assessments, they provide a strong indication of how students are performing compared to others nationally. These assessments also help us identify strengths, areas for development and any support that may be needed moving forward.

Supporting Students to Succeed

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We believe that preparation and practice are key to success. To help students perform confidently in assessments, we provide:

- Dedicated revision activities during form time
- Homework designed to strengthen knowledge recall and retention
- Regular retrieval practice in lessons
- Practice questions and assessment materials
- Targeted support and intervention where required

Our aim is not simply to prepare students for assessments, but to help them develop the knowledge, confidence and study habits that will support their success throughout secondary school and beyond. When we complete our assessments, we will look through every student to identify areas of praise and areas that may require support.

Criteria	Action
Above in every subject or Maintained in every subject baseline attainment group A	Breakfast with the Principal
Above for 5-7 subjects or Maintained for 5-7 subjects for baseline attainment group A	Positive letter sent home
2 or more below in an isolated subject	A member of staff will contact home to discuss how we can support getting back on track.
3 or more below in an isolated subject	
Below in 3+ different subjects	
Below in 3+ different subjects	A member of staff will contact home to discuss how we can support getting back on track.
Below by 2 or more in English and Maths	

Supporting Students to Succeed

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We will report to parents on summative assessments twice a year. Here is how we will report progress.

EXAMPLE REPORT:

Subject	Class Average %	Student A %	KS2 Baseline Attainment Group	Current Attainment Group	Progress Above/On/Below
English	74	70	B	C	Below
Maths	58	61	B	B	On
Science	67	72	B	A	Above
Geography	82	86	B	A	Above
History	51	49	B	B	On
ICT	47	47	B	B	On
Religious Studies	86	80	B	C	Below
Spanish	54	36	B	D	Below

We look forward to working in partnership with you to ensure your child thrives during their time at Salford City Academy!



Adam Gornall
Assistant Principal - Curriculum & Assessment

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