



Assessment and Tracking (STARS)

Introduction

The assessment and tracking of pupils' attainment, progress, and approach to learning is important in order to help pupils understand, develop and fulfil their academic ambitions. Successful teaching and learning are underpinned by the use of these educational data to inform reflection, dialogue, planning, and intervention.

The regular measurement of pupil learning and attainment in Years 1 to 13 involves Academic and Pastoral staff via **STARS (Student Tracking And Review System)**.

EYFS specifics

In the **EYFS**, Tapestry, the online learning journal, is used to assist with the tracking of pupil progress and attainment against the Early Learning Goals. This is used alongside paper-based, one-to-one assessment.

Junior School specifics

In **Years 1 to 6**, assessment and academic tracking through STARS is coordinated by the Junior School Deputy Head Academic, in partnership with the Junior School Heads of Section, Junior School Head of Inclusion and Enrichment, and the Junior School Maths and English Co-ordinators when appropriate. STARS is reviewed in sections on a weekly basis to monitor pupil progress and for early identification of any academic concerns to ensure that provision is put in place as soon as possible.

Senior School specifics

For **Years 7 to 13**, STARS is overseen and coordinated by the Senior School Deputy Head Academic, in partnership with the Assistant Head (Director of Studies), Heads of Section, Assistant Head (Inclusion and Enrichment) and Heads of Department. The achievement and progress of pupils of all abilities and learning needs is monitored and reviewed to support the fulfilment of potential.

As part of subject Schemes of Learning and Assessment (SoLAs) **Heads of Department** organise twice termly common assessments for the tracking and support of pupil progress in their own subject area. Once termly these data are reviewed centrally by Senior Leaders. **Pastoral leaders** coordinate and support academic and pastoral interventions when cross-subject complexities require it, and especially when transition thresholds are at risk of not being met. The **Assistant Head (Director of Studies)** facilitates this analysis and intervention through the provision of data and guidance on its interpretation as needed. The **Assistant Head**

(**Inclusion and Enrichment**) and the SEND, EAL and ES Coordinators support and inform interpretation and response to academic data.

St Dunstan’s College’s overall Assessment Cycle is summarised below

Year	M1	M2	L1	L2	T1	T2
1	Learning Score	Attainment Score	Learning Score		Learning Score	Attainment Score
2	Learning Score	Attainment Score	Learning Score		Learning Score	Attainment Score
3	Learning Score	Attainment Score	Learning Score		Learning Score	Attainment Score
4	Learning Score	Attainment Score	Learning Score		Learning Score	Attainment Score
5	Learning Score	Attainment Score	Learning Score		Learning Score	Attainment Score
6	Learning Score	Attainment Score	Learning Score		Learning Score	Attainment Score
7		Learning Score	Attainment Score	Learning Score	Learning Score	Attainment Score (End of Year Exam) Full Report
8	Learning Score	Learning Score	Attainment Score	Learning Score	Learning Score	Attainment Score (End of Year Exam) Full Report
9	Learning Score	Learning Score	Attainment Score (Benchmark)	Learning Score	Learning Score	Attainment Score (End of Year Exam) Full Report
10	Learning Score	Attainment Score	Learning Score	Attainment Score	Learning Score	Attainment Score (End of Year Exam) Full Report
11	Learning Score	Attainment Score (Trial Exam)	Learning Score	Attainment Score (Benchmark) Full Report		
12	Learning Score Platform Test	Attainment Score (Benchmark)	Learning Score	Attainment Score (Benchmark)	Learning Score	Attainment Score (End of Year Exam) Full Report
13	Learning Score Platform Test	Attainment Score (Benchmark)	Learning Score	Attainment Score (Trial Exam) Full Report		

Assessment Definitions (see also our steering guide to Academic Language)

- **Attainment Score** = A grade reflecting current attainment based on the most recent common assessment.
- **Learning Score** = A number reflecting a pupil’s overall approach to learning since the previous Learning Score (see our guidance document on Learning).
- **Platform Test** = An in class timed assessment of key knowledge, terminology or skills early in a course, not necessarily linked to public examination mark schemes.
- **Benchmark** = An in class timed assessment that marks and moderates responses against the relevant part of a public examination mark scheme.
- **Trial Examination** = A formal, off timetable, period of internal examinations designed to replicate as far as possible the full public examination experience.

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