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# QUEEN'S CRESCENT SCHOOL

## ASSESSMENT AND TARGET SETTING POLICY

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### 1. Rationale for learning

Assessment should show clearly what a child knows, understands, can do and what they need to do next.

- Teacher assessment should have clear aims and inform future teaching.
- It should be part of the teaching and learning process.
- Children should know what is expected of them, what they are being assessed on and what they need to do to improve.
- Assessments should be recorded in a clear and concise way to inform future planning.
- It should involve looking at the “whole child”, their personal and social development, attitudes to work and each other.
- It should focus upon learning processes as well as intended outcomes.
- It should identify strengths.
- It should identify targets for improvement.
- It should be used effectively to raise standards of attainment and achievement.
- It should provide information for the school on cohort progress as well as individual progress.

Records should:-

- Provide data and information such as for SEN on individual's strengths to be used in multi agency assessment and areas for improvement, as well as, data for LA and government initiatives.
- Be clear, concise and easy to maintain.
- Be easy to interpret.
- Show what an individual child has learnt and understood and is able to do.
- Give information about where the children are working in relation to the expectations of the national curriculum.
- Indicate next target for learning for the child.
- Be accessible to parents and children.

### 2. Aims and objectives

Teachers have a responsibility to ensure:-

- That they know and use assessment data to support pupils progress, the development of a cohort and subject areas.
- That they are clear about the objectives of what pupils are to learn and make regular provision for assessment which is related to these objectives.
- Use of their professional judgement in making assessments and in devising their own manageable, assessing and recording strategies.
- That assessment for learning opportunities and target setting processes are an integral part of their planning

- That they are able to monitor the progress of pupils successfully and judge the effectiveness of their teaching.
- That they work with colleagues to moderate their judgements about pupil's work.
- That they are able to assign an SPTO Golden Code and Greater Depth judgement in reading, writing, maths and science based on evidence from the SPTO NC2014 ongoing assessment grids.
- That they provide pupils with effective feedback to support their learning.
- Provide feedback to parents and give guidance on the child's strengths and areas for development.

### 3. Types of Assessment

There are two types of Assessment – Formative and Summative. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

**Formative Assessment** provides the teacher with an analysis of a child's performance (strengths/weaknesses), which therefore, informs future planning. This can be an informal part of each lesson to check understanding and give the teacher information which will help to adjust day to day lesson plans. The NC2014 grids from SPTO provide particular support in this area.

**Summative Assessment** provides the teacher with a Golden Code, level, grade, score or reading age, by which the child can be compared with his/her peers and individual progress monitored (e.g. NFER reading tests, national assessments) Each even term these judgements are discussed at target setting meetings with the Headteacher. This enables individual as well as cohort progress to be monitored and realistic but challenging targets to be set for future improvement. Teachers will also draw upon their class record of attainment against key objectives and supplementary notes and knowledge about their class to produce a summative record.

Long Term Assessments will take place towards the end of the school year to assess and review pupil's progress and attainment. These are made through compulsory National Curriculum tests for pupils in year 2 and 6 and supplemented by other summative tests for year 3-5.

Accurate information will then be reported to parents and the child's next teacher.

### 4. Finding out about pupil progress and achievement

To make a judgement about the progress and achievements of individual pupils and groups of pupils a school needs to do three things:-

1. Find out about what pupils know and can do when they first begin at the school by using a Foundation Stage baseline assessment.
2. Find out about pupils' progress in the classroom.
3. Compare pupils' achievements in different ways using school, local and national data.

From this information appropriate targets for future learning can be set. These targets are individual, class, cohort and school.

## 5. Setting targets

Target setting is a vehicle by which standards can be improved.

### A. LA targets

Annually it is agreed between the LA (through discussion with the school SIA) and the school to set challenging but achievable targets based on Fischer Family Trust (FFT Aspire)) High band in Key Stage 2 English and Maths:

- Percentage achieving the National Standard or above in English and maths
- Proportion achieving expected progress in English and maths
- Percentage of Pupil Premium achieving the National Standard or above in both English and maths
- Proportion of Pupil Premium achieving expected progress in English and also in maths

### B. School targets

From Y3, based on Y2 SAT results, teachers use FFT Aspire High band targets to work towards over the key stage based on the individual child's target. These are included on the Pupil Tracker.

Teachers review previous assessment information to make predictions, having looked at end of KS2 FFT targets and assess the class and cohort progress in relation to these predictions. They may put in place interventions at class or cohort level so that the children can achieve what is expected of them.

School progress and attainment targets are laid out in the Statement of Expected Progress document.

### C. Group and Pupil targets

Teachers use the NC2014 grids in Pupil Tracker to help set appropriate group and individual targets to support progress.

Effective target setting enables pupils to improve their learning as they will know where they are now, where they need to be and how they are going to achieve their goal. This motivates the children as they are able to take responsibility for their own learning. This is done across the school from FS2 to Y6 using an agreed approach appropriate to that year group.

## 6. Reporting to parents

- Annual reports are given out to parents in Term 3 with a summary report in Term 6. The reports inform parents of their child's attainment in comparison to the National Standard, progress and attitudes to learning. It allows them to understand what the child needs to do next to improve their learning.
- Also reported are summative assessments at Y2 and Y6 (SATs) that have taken place and whether their child is working at the age appropriate expectation, above or below. Children's targets for future learning are also shared in the annual report in Term 3 so that parents can help their child make the difference to their learning over the next part of the year.
- Teacher's meet with parents three times a year to discuss their child's ongoing progress at parent's evenings.
- Parents of children with special needs are informed of their child's needs and future targets through My Plans or My Support Plans these are regularly shared and updated.

- If parents or teachers have concerns about progress or wish to share information about children's success they meet with parents informally between the parents meeting dates.

## **7. Approaches to Assessment**

### **A. Assessment Procedures**

- Staff meetings, key stage meetings or unit meetings are held where the staff can assess and make judgements about pupils learning (e.g. moderation of writing).
- At the end of Terms 2, 4 and 6, teachers make assessments of the children's progress in reading, writing, maths and science. They enter the data on to Pupil Tracker. The program then enables the teachers and SLT to track progress and assess this progress against end of KS2 targets, and in KS1, the school's individual target for the pupil.
- The use of the Pupil Tracker enables teachers, SLT, subject leaders and SENCO to track progress in order to identify if pupils are achieving their potential. Interventions can then be put in place for any child, especially vulnerable children, causing a concern.
- In weekly planning, assessment opportunities are identified through assessment for learning questions.
- Teachers set targets for their pupils through their marking. (See Marking policy)

### **b. Statutory Assessments**

SATs are carried out in Y2 and Y6. Teachers administer them in line with national guidance. Parents receive information about their child's achievement in the annual report. The school forwards information on the children's achievement to the appropriate authorities and at Y6 the child's next school.

Phonics Screening is carried out in Year 1 in line with national guidance.

## **8. Equal Opportunities and children vulnerable to under Achievement**

We are aware of the need to monitor for under achievement by using our data to establish whether there are any significant trends, for example, in gender, race or disadvantaged pupils. This is done by analysing SATs results in more detail using Raise Online, Fischer Family Trust data, Year 5 test analysis etc. We also monitor carefully and may provide additional support to children who for particular reasons may be vulnerable to under achievement, especially those in receipt of Pupil Premium.

Reviewed ..... September 2016

Signed.....

Mrs J Hawkins,  
Headteacher

Signed.....

Mrs R Dimech  
Chair of Governors

