



St Anne's School and Sixth Form College

Target Setting and Assessment Policy

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1. INTRODUCTION

At St. Anne's School and Sixth Form College, students are assessed using a variety of means. We assess daily to deliver lessons that meet the needs of the individual. Formative assessment measures small steps of progress linked directly to our diverse curriculum. Our motto is "We all Achieve" and skilled teaching and support staff work with our young people to ensure that they are challenged, supported and meet developmental and educational targets

2. TARGET SETTING

Targets are set by teaching staff at the beginning of each academic year. These are set using prior performance and staff knowledge of the individual. These targets are reviewed and reported on for data collection purposes three times a year. Pupils / Students who exceed their target are set a higher target as soon as it has been achieved. This is monitored and reviewed by the teacher and head of department.

Current assessment level, mid-point and End of year achievement assist teachers to triangulate assessment and achievements

Previous performance data, work scrutiny and lesson observation feedback are collated and compared to the target to ensure that it is rigorous and challenging.

The school does not use National Curriculum age related aspirations to set targets due to the context of the school and the large percentage of students who are working below this level. Instead, we provide a target which is challenging, motivating and encourages students to achieve.

3. EYFS

The school uses a variety of assessment tools. EYFS use the Early Excellence baseline assessment on entry to the school. This is then supported by Evisense through Bsquared, allowing work to be assessed through the 7 developmental areas and early learning goals.

4. KS1-KS4

Most students between KS1 and KS4 use the Bsquared assessment tool to record progress against P Levels and NC levels.

This is currently under review after the decision to withdraw NC and P levels nationally, although the school is choosing to use them whilst the assessment system changes to age related learning statements.

Supplementary to this, KS3 & 4 students who follow an external course pathway are assessed against the criteria needed to achieve their qualification.

5. KS5

Use of data, teacher knowledge and students' interests are used to assess the most appropriate targets relating to awards, qualifications and work experience. Throughout the courses the students are continually assessed by staff to ensure they are on target to achieve the awards and qualifications.

6. SCERTS

Students with autism and complex communication are piloting the SCERTS programme, and as such have their own designated tracking system around Social Partner, Learning partner and Conversational partner statements. This system was created internally and is held on the school server. Identified cohorts of students are using this system to monitor progress against their individual SCERTS targets.

7. SENSORY CURRICULUM

Students following our Sensory curriculum are assessed against developmental targets linked directly to the curriculum via specific areas of learning. These are communication, social, sensory, motor skills and life skills. Students are assessed regularly against their individualised targets.

8. MOST ABLE

At St Anne's, we recognise that students vary greatly in ability, and as such, adapt our curriculum to meet their needs. We identify our Most Able students using our performance data. These students are nationally identified through KS2 testing. This is not applicable in our setting, but we highlight those who are our highest attainers in Reading and Number. This list is circulated to all staff at the start of the year to allow for appropriate challenge to be set, and written into the targets of our TLR holders who are also our subject specific leads.