

MEREWORTH COMMUNITY PRIMARY SCHOOL



ASSESSMENT AND TARGET SETTING POLICY

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Person with responsibility	Amanda Lavelle Head Teacher
Governing Body	FGB
Governing Body Signature and date	
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Chair of Governors <i>Signature and Date</i>	
Head Teacher <i>Signature and Date</i>	

Mereworth Community Primary School

Assessment & Target Setting Policy

1 Introduction

- 1.1** In our school we are committed to giving all our children every opportunity to achieve the highest of standards. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children.
- 1.2** Target setting also allows us to ask some key questions about the performance of our school. These are:
- How well are we doing?
 - How well should we be doing?
 - What more should we aim to achieve?
 - What must we do to make it happen?
 - What action should we take and how do we review progress?

2 Rationale for Target setting

- 2.1** Target setting is a significant strategy in our school for improving the achievement of children. It will only be effective if we remember that the child is at the heart of the process. The targets that we set are challenging and motivating, but realistic, and take into account each child's starting point for learning.
- 2.2** We involve KS2 children in the target setting process in core subjects through 1 to 1 discussions with the class teacher or another adult with responsibility for learning. Teachers give feedback in these interviews on previous targets and they make children aware of how they can improve their work and achieve their target. Target setting enables our children to make decisions about their own learning. This helps them learn more effectively by making clear what it is that they need to do next, in order to improve.
- The target setting cycle is continuous and updated regularly in Target Time.
- 2.3** We inform parents about the Target setting process and the targets for their children at Parents Evening, (November/March) where they have regular opportunities to talk about their child's progress towards his or her target. This helps parents identify the ways in which they can support their child with work and encouragement at home.
- 2.4** Each year we identify targets for school improvement within our School Action Plan. The targets are identified through analysis of performance, Gap Analysis and feedback from OFSTED, analysis which involves the opinions of parents, pupils, school staff and governors. School staff and governors of our school are involved in reviewing the targets of our School Action Plan on a regular basis.

3 Aims and objectives

3.1 In our school the targets:

- challenge all children to do better;
- take into account each child's starting point for learning;
- ensure children regularly discuss and review their progress with teachers;
- involve parents in their child's learning;
- help governors to agree priorities for the School Action Plan;
- lead to focused teaching and learning;
- help us to make judgements about how well our school is doing when compared to all schools and similar schools.

4 Process of Target setting

EYFS

- 4.1** Teaching staff will make observations of pupils in the Reception Class from their date of entry. Pre-school data will be used alongside Teacher Assessment to form a baseline level for each child using Development Matters by the end of Term 1. Ongoing assessment will take place with Development Matters being updated in line with the whole school each Term. Pupil Progress Meetings take place each Term to identify support needed for vulnerable groups to ensure pupils are making expected progress. We set targets for EYFS pupils and use the information to ensure all children are achieving their potential.

YEAR 1-6 and Casual Entries

- 4.2** When children in Year 1 - 6 join our school, we make an assessment of their learning within the first term of their schooling, using 21 Steps Assessment, Phonic Screening and where appropriate other assessment material. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and groups of children in the cohort. The LEA comparative data allows us to identify the expected level of achievement of these children at the end of Key Stage 1 & Key Stage 2 in the national tests. We record this on our Assessment Management System.
- 4.2** Attainment targets are agreed with the new receiving class teacher and reviewed at the end of the first term. Year 1 set the targets for their pupils at the end of Term 2 to enable the Teacher to make a baseline assessment against National Curriculum Criteria. We base forecasts upon the current performance of the child, upon assessment and other informed knowledge of the child's rate of progress during the year. The teacher then considers what the child could achieve when given an appropriate challenge. Using the 21 Steps assessment system we expect all our pupils to achieve the expected 3 Steps of progress by the end of the school year. This is monitored at the end of each term and in T2, T4 and T6. We also look at individual pupils for example; high achievers (end of EYFS/end of KS1) and SEN pupils to ensure attainment and progress targets set will enable each child to achieve "expected standards" in each subject.
- 4.3** Each teacher discusses the targets that s/he sets with the receiving class teacher and the Headteacher in the Term 6 Pupil Progress Meetings (PPM). We make comparisons with the performance of similar schools in order to ensure that the targets that we set offer a realistic challenge to the children.

- 4.4** School Targets for end of EYFS, KS1 and KS2 are shared with the governing body and the LEA. The governing body fully accepts that the targets that we set are based on the current attainment of each cohort of children. We do not necessarily expect targets to improve year on year. They must reflect the ability of each cohort and carry an appropriate level of challenge.
- 4.5** Teachers use the 21 Steps assessment system and targets set for each child to develop classroom activities that are designed to enable children to meet their targets. Teachers' planning will take account of this when identifying work for different groups of children.
- 4.6** Assessment takes place 6 times each year. The Head Teacher monitors progress against targets and opportunities to discuss progress and necessary support and intervention occurs at Pupil Progress Meetings held 6 times each year.
- 4.7** We produce a statement about each child's progress towards his or her targets as part of the child's annual report. We also provide parents with updates on their child's progress against targets (November, March & July). These form the basis of the discussion between parents and teachers.

5 Target setting data

- 5.1** In our school we use a range of information to support the target setting process. We expect teachers to be familiar with:

- Raise on Line
- MFSFT (local comparative data)
- national tests for seven and eleven year olds (SATS)
- optional national tests for Years 3, 4 and 5 (NFER/Rising Stars)
- CAT assessment data
- NVR & VR data
- 21 Steps Assessment
- National Phonics Screening Test (Year 1)

Reception staff are expected to be familiar with the Development Matters documentation.

This policy should be read alongside our School Assessment Policy.

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