



## Southcote Primary School. Policy for Target Setting, Assessment and Recording.

### **Introduction.**

This policy was drawn up at a Management Meeting in 1993, revised in 1997, 2001, 2005, 2007 and 2010.

The SLT agreed that there was a need to consider work/life balance for staff in the light of Remodelling Training and the team focussed on how assessment could be manageable and time used efficiently.

The team had to ensure that legal requirements were fulfilled and procedures followed are accepted good practice.

The drafts of the policy were discussed with staff and governors.

### **Planning.**

For planning purposes staff use the English and Maths Primary National Strategy. We have a cross curricular approach to teaching foundation subjects and these driven from the National Curriculum.

English and Maths medium term and weekly planners are produced. These show objectives, success criteria activities, resources and organisation and opportunities for children and staff to evaluate and assess. Plans are annotated daily to take account Assessment for Learning.

Cross curricular cycles are created for Y5/6, Y3/4, Y1/2 and Foundation. These work on a two year rolling programme. Objectives are chosen using the National Curriculum. Termly themed cycles are produced and then medium term planners for themes or subjects are produced depending on the emphasis of the term. The objectives and activities take into account whenever possible, the ethos of Excellence and Enjoyment, Every Child Matters, inclusion and personalised learning.

## Assessment and Pupil Tracking for English and Maths

Teachers keep their own record of children's work as appropriate to ensure formative assessment and progression. Children's books are kept for at least 1 year as evidence and as an aid to summative assessment.

Southcote has an established pupil tracking system where assessment data is collected and analysed termly. This data is then used to inform future planning.

Foundation Stage children have their individual profiles and also are tracked using P scales in English and Maths.

We have an assess and review on the second to last week of each term. On these weeks the following assessments take place.

| <b>Term</b> | <b>Reading Assessment</b>                  | <b>Writing Assessment</b>  | <b>Maths Assessment</b>      | <b>Phonic Assessment</b>   |
|-------------|--|--|------------------------------|----------------------------|
| Term 1      | Benchmark and Teacher assessment using APP | Teacher assessment using APP and several unaided pieces of writing | Teacher assessment using APP | Read, write inc assessment |
| Term 2      | Benchmark and Teacher assessment using APP | Teacher assessment using APP and several unaided pieces of writing | Teacher assessment using APP | Read, write inc assessment |
| Term 3      | Benchmark and Teacher assessment using APP | Teacher assessment using APP and several unaided pieces of         | Teacher assessment using APP | Read, write inc assessment |

|        |  |  |                              |                            |
|--------|--|--|------------------------------|----------------------------|
|        |  | writing  |                              |                            |
| Term 4 | Benchmark and Teacher assessment using APP | Teacher assessment using APP and several unaided pieces of writing | Teacher assessment using APP | Read, write inc assessment |
| Term 5 | Benchmark and Teacher assessment using APP | Teacher assessment using APP and several unaided pieces of writing | Teacher assessment using APP | Read, write inc assessment |
| Term 6 | Benchmark and Teacher assessment using APP | Teacher assessment using APP and several unaided pieces of writing | Teacher assessment using APP | Read, write inc assessment |

The results are use to:

- Select intervention groups
- To identify children with special needs
- To identify Able, Gifted and Talented children
- To identify trends of progress in gender and ethnic groups
- To track individual children's progress
- To track progress of children in target/intervention groups
- To identify strengths and weaknesses in teaching and learning
- To aid future planning (including differentiation)
- To identify value added and average point score
- To monitor vulnerable groups i.e Free School Meals, attendance

The data is entered onto the pupil tracking system and each class teacher completes a termly analysis grid of their class grouping and meets with the SLT to

discuss priorities and CPD needs for the forthcoming term. An individual action plan for each group is drawn up.

Intervention Programmes are monitored by the SENCO and each TA meets with SENCO or head to analyse effectiveness of the intervention and to action plan for the next term.

### **Stranded Assessment Grids (SAGs)**

All foundation subjects, Science, ICT and R.E have stranded assessment grids which teacher highlight at the end of the themed cycle if they have been teaching that subject. By the end of the year all SAGs are completed and handed to the next teacher. SAGs show above average children, average and below average attainment. SAGs are used to then aid planning for the next term and academic year. This ensures coverage of all attainment targets and strands in the National Curriculum.

### **Individual Targets Setting.**

All children have individual targets for Maths and English these are stuck into their English and Maths books and as the children achieve their targets they are highlighted. Teachers also display differentiated group targets for each unit work on their working wall. Targets are shared with parents during the formal parents evening in October and also in the written end of year reports.

Special needs pupils who are School Action Plus and above will have their own Individual Education Plan which is reviewed regularly with the child and parent.

Pupils will also receive feedback and individual targets for improvement through marking.

### **Year Groups Targets.**

In the first term of the Autumn teachers set targets (considering previous results) allowing for value added. (%and numbers)

They also make predictions for end of year and end of Key Stage and end of year 4. It is expected that KS1 children will make a levels progress per academic year and KS2 children will make two sub levels progress per academic year. We also use Fisher Family Trust data to set targets based on the top twenty five percent of schools. This is all recorded on the pupil tracking data. Bi-termly teachers set targets for achievement by the end of Christmas, April and July.

### **Reporting to Parents**

Parents are given the opportunity to discuss their children's progress at any time during the year on request. We offer three opportunities for parents to discuss their child's progress with the class teacher.

Autumn: parents are given formal appointments between 3 pm and 6pm on 2 evenings.

Spring: children 'invite' their parents to see and discuss their work after school between 3pm and 4.30 over two evenings.

Summer: after the written reports have been received parents request an appointment

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|-------------|-----------|-------------|
| Signed      | L Telling | HEADTEACHER |
| Date        | July 2010 |             |
| Review Date | July 2012 |             |