Glebe Academy

Target Setting and Assessment Policy

'Achieving Together'

Approved by the Governing Body of Glebe Academy
Chair of Governors: Mrs Kay Price
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Proposed Date of Future Review: May 2018

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Glebe Academy
Assessment and Target Setting Policy

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<u>Aims</u>

At Glebe Academy we are committed to giving all our children every opportunity to achieve the highest of standards. The aim of any assessment at Glebe Academy is to raise standards. This policy outlines what happens and when over the school year in relation to assessment and target setting.

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

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.

<u>Rationale for target-setting</u>

Target-setting is a significant strategy in our school for improving the children's achievement. We know that it will be effective only if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each child's starting point.

We involve the children in the target-setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. Target-setting for our children means that they have 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.

We inform parents about our target-setting process and our targets for their children. The parents have regular opportunities to talk about their children's progress towards their targets. This helps parents to identify the ways in which they can support their child with work and encouragement at home.

Each year, in our school development plan, we identify and prioritise targets. The targets that we set for our children help to determine these priorities. The actions that we then plan are linked to the children's targets. We thus ensure that our plans really will have an impact on our children's learning. Our governors are involved in reviewing the targets in our school improvement plan on a regular basis.

Principles of assessment and target setting are:
- Taking into account each child's starting point for learning

- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To share learning goals with children
- Lead to more focused teaching and learning
- Encourage children to discuss and review their progress with teachers regularly;
- To help pupils know and recognise the standards they are aiming for
- To challenge all children to do better;
- To raise standards of learning
- To identify children for intervention
- To involve and inform parents/carers of children's progress
- To complete a critical self-evaluation of the school achievement
- Help governors to agree priorities for the school development plan
- Help us to make judgements about how well our school is doing when compared with all schools and with similar schools.

Types of Assessment

At Glebe Academy we undertake two different but complimentary types of assessment: assessment for learning (formative assessment) and assessment of learning (summative assessment).

Assessment for learning (formative assessment)

Assessment for learning are opportunities which are a natural part of teaching and learning and are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Assessment for Learning strategies used at Glebe Academy include:
- Working walls
- Self and peer evaluation
- Discussion, talk and modelling
- Learning journey – children know what is next
- Marking - all work is marked in line with the school marking policy and children are aware of how to improve their work
- Learning challenge is shared and displayed at the start of every lesson for all subjects
- Differentiated success criteria is created and shared with the children so that they fully understand what they have to do in order to achieve the learning objective.
- Appropriate questioning techniques including use of Bloom's Taxonomy
- Plans are adjusted to meet the needs of the pupils, differentiating learning challenges where appropriate
- Set individual and challenging targets in English and Maths on a regular basis and discuss these with the pupils so that they are involved in the process
- Regularly share these targets with parents to include them in supporting their child's learning

- Parent conferences on a termly basis to inform parents of targets and expectations
- Observations of children during adult led and independent learning
- Incidental notes to reflect pupil's learning and learning styles

Assessment of Learning (Summative Assessment)

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers make these judgements based on evidence towards meeting individual skills from the curriculum.

Pupil performance and attainment is described in terms of age related expectations using the **'Glebe Point Score (GPS)'.** At Glebe Academy we have a half termly summative assessment system, so that we can track individual's progress and facilitate interventions when necessary. This summative assessment supports the on-going formative teacher assessments.

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Glebe Academy will include data from:
- Statutory tests – Foundation Stage Profile, End of Key Stage Tests, Phonics Screening
- Standardised Tests in years 3, 4 and 5
- Half termly assessments in Maths, Writing and Reading
- Online assessment tool recording formative assessment information.
- Regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class
- Half termly Pupil Progress Meetings with class team and Phase lead/Principal.
- Regular analysis of pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups, careful planning and implementation of interventions
- Parents continually informed regarding their child's on-going and end of year targets

To achieve this at Glebe Academy we will:
- Follow the Assessment cycle and update the data on a regular basis using DCPro.
- Use information to identify percentages of children working at each stage within a cohort.
- Analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able, those with special educational needs and those requiring accelerated progress.
- Set cohort targets for Maths and English and share information with Principal, Inclusion Leader, Subject Leaders, Phase Leaders and Governors.

- Work with colleagues within school and across schools to moderate and level writing every term.
- Analyse data at the end of the academic year to track 'value added' progress made
- Pass cohort data and analysis to next teacher.

Scaled Scores

From 2016, scaled scores have been used to report national curriculum test outcomes. The scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (ie the total number of correct responses) that equates to 100 might be different (though similar) each year.

The national standard and the scaled score will not be available until pupils have taken the tests and the tests have been marked.

The scale will have a lower end point below 100 and an upper end point above 100. The national standard will use 'scaling' to transform the raw score into a scaled score.

Interpreting scaled scores

A pupil's scaled score is based on their raw score; the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table. A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.

The typical characteristics of pupils at the national standard are illustrated by the test performance descriptors included in the 2016 KS1 and KS2 test frameworks. However, as with all tests, pupils can achieve their marks in a number of different ways. If a pupil achieves the national standard this doesn't imply that the pupil has mastered all of the knowledge and skills indicated in the test performance descriptor. Headteachers will need to report the pupil's scaled score and whether or not they met the national standard. The old national curriculum levels are not relevant to the new national curriculum. However, in order to provide schools with some indication of the new standards, equivalence in a broad sense has been indicated. At KS1 the national standard will roughly equate to an old level 2b. At KS2 this will roughly equate to an old level 4b. Otherwise levels and scaled scores will not be comparable

Assessment in EYFS

On entry to Nursery, our pupils are assessed to form a baseline level for all areas of learning. Observations and 1:1 assessments are used to collate this information in their own baseline assessment booklet. This information is inputted onto the school tracking system. Results are used to inform planning, set targets and aid early identification of special needs. On entry to Reception, our pupils will be assessed using the school's baseline materials, information from this will be recorded and used to inform planning, set targets and aid early identification.

During Nursery and Reception, children will be assessed using the EYFSP which is based on the teacher's on going observations and assessments in the three prime and four specific areas. Assessment information is recorded using 2Simple. Each half term, every child's developments and achievements are tracked and recorded on the school's tracking system.

In the **Early Years Foundation Stage** there are age bands that children are assessed against for all subject areas. Children progress through EVERY age band until they have met and exceeded the Early Learning Goals. At this point they then move onto the assessment grades on the next page. Information is also gathered in relation to Children's Characteristics of Learning. Parents are informed about their child's Characteristics of Learning throughout the year but it is formally recorded in their child's end of year report.

Birth-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months	Early Learning Goals (ELG)

In each age band children may be **Emerging-**_working towards this level_; **Expected-**_achieved this level_; **Exceeding-**_working beyond this level_

Expected scores by the end of each EYFS year, for all subjects, are as follows:

Expected at end of Foundation Stage 1 Nursery	Expected at end of Foundation Stage 2 Reception
40-60 months Emerging	Early Learning Goals Expected

Assessment in Key Stage 1 and 2

Key Stage 1 and 2 using the **'Glebe Point Score'.** This uses the end of year expectations for each year group and split them into 6 steps as follows:
- **SX.1**- Early experiences of that learning stage
- **SX.2**- Emerging in the end of year expectations.
- **SX.3**- Developing understanding and experiences of end of year expectations.
- **SX.4**- Secure in the majority of the end of year expectations.
- **SX.5**- Secure in most/all the end of year expectations and is able to use and apply their knowledge and skills confidently.
- **SX.6**-Secure in all the end of year expectations and is able to master and apply their knowledge and skills in a wider range of settings with confidence

Under the old levels system children who were exceeding might have moved into the next level. It is now expected that children who are in the exceeding bracket add more depth and breadth to their knowledge, and to have more opportunities to develop their using and applying skills. This is called Mastering. Only exceptional children will move into working towards the end of year expectations from the year above. Similarly, children who are

unlikely to be emerging at the end of the year may work towards the expectations from the year below.

The National Curriculum sets out expectations for each year group and children will be assessed against those every year, so a child in Year 4 will always be judged in the first instance against the expectations for the end of Year 4. At the start of each year group, the majority of children will be entering as they are being judged against the End of Year statements for a new year group. By using their professional knowledge and judgement teachers will know what the children can already do and what they think the children can achieve. They will then set a target as to where they think a child will be by the end of the Year. So, for example, an average child in Year 3 would start as S3.1 and would then be given an end of year target of S3.5 in order to be expected. Depending on pupils starting points their end of year targets could change to S3.4 OR S3.6 (Mastering). Few children will have a target from a higher or lower year group although this will occur if they are having the majority of their curriculum content from another year group, whether that be a year group above or below.

The tables below show the Glebe Grade Set for KS1 and KS2

	Grade set code		Grade set code
Stage 1 (Year 1 age related expectations)	S1.1	Stage 4 (Year 4 age related expectations)	S4.1
	S1.2		S4.2
	S1.3		S4.3
	S1.4		S4.4
	S1.5-*End of year expected level*		S4.5- *End of year expected level*
	S1.6		S4.6
Stage 2 (Year 2 age related expectations)	S2.1	Stage 5 (Year 5 age related expectations)	S5.1
	S2.2		S5.2
	S2.3		S5.3
	S2.4		S5.4
	S2.5-*End of year expected level*		S5.5- *End of year expected level*
	S2.6		S5.6
Stage 3 (Year 3 age related expectations)	S3.1	Stage 6 (Year 6 age related expectations)	S6.1
	S3.2		S6.2
	S3.3		S6.3
	S3.4		S6.4
	S3.5-*End of year expected level*		S6.5- *End of year expected level*
	S3.6		S6.6

The target-setting process
When children join our school, we make an assessment of their learning within the first 3 weeks, using the national Early Years Foundation Stage Profile. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and in groups of children. National and LA comparative data allow us to identify the

expected levels of achievement for these children in the national tests at the end of Key Stage 1. We record these expectations in our pupil profiling system.

At the end of each year, the child's class teacher forecasts the age related expectations that s/he expects each child to reach at the end of the Key Stage. In Key Stage 1, this will be for reading, writing, SPAG, Science and Mathematics. In Key Stage 2, this will be for Reading, Writing, SPaG, Mathematics. We base this forecast on the child's current performance, on assessment and other data, and on the teacher's own knowledge of the child's rate of progress during the year. The teacher then considers what the child could possibly achieve, beyond the forecast, if appropriately challenged.

Teachers discuss with the Principal and phase leaders the targets they have set. We make comparisons with the performances of the top 10% of schools; in order to ensure that the targets that we set do offer a real challenge.

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 become more ambitious year after year; they must reflect the ability of the cohort, and challenge at the appropriate level.

Teachers use the targets set for each child to develop classroom activities that are designed to help children to meet their targets. Teachers will take account of these targets when planning work for different groups of children.

Every half term, we offer opportunities for the children to review their progress with the teacher.
The progress the children are making forms part of the discussion that teachers have each term with parents.

<u>Target-setting data for 2017 and beyond</u>
All pupil targets are set based on whether pupils will meet expected age related standard or whether they will exceed this. Using our approach to 'Life without Levels' individual pupil targets have been set based on the number making good and outstanding progress as well as % reaching expected age related standard; for Year 2 and Year 6 – The National Standard. We use a range of information in our target-setting process. We expect teachers to be familiar with:
   • Raise on-line information
   • Fischer Family Trust contextual value-added data;
   • Assessments and from 2016 National Standard scores for seven- and 11-year-olds;
   • Summative assessment throughout the school
   • The Early Years Foundation Stage Profile
   • Nursey and Reception baseline
   • End of year curriculum expectations

All children have a target of expected or more than expected progress.
Children's expected, good and outstanding steps are as follows:

FS1 Requires Acceleration 2 steps and below	FS1 Expected 3 steps	FS1 Good 4 steps	FS1 Outstanding 5 steps and above
FS2 Requires Acceleration 3 steps and below	FS2 Expected 4 steps	FS2 Good 5 steps	FS2 Outstanding 6 steps and above
KS1 and KS2 Requires Acceleration 5 steps and below	KS1 and KS2 Expected 6 steps	KS1 and KS2 More Than Expected 7 steps and above	

Therefore a child in Year 2, who starts the year at S2.2 and ends the year on S3.2, has made 6 steps progress which is underlined expected progress. If they ended the year at S3.3, it is 7 steps progress which is the equivalent to more than expected progress.

Individual targets for children in Reading, Writing and Maths
All pupils have individual targets for basic skills which can then be applied across all subjects.
Children to have 3 targets for each of the 4 areas:

Reading	Writing	Written Maths	Mental Maths

Targets are sent home at least half termly and placed on green card at the back of each child's journal for parents to see and support learning at home. Each pupil has a yellow English target card which has personalised targets for Reading and Writing on their desk to refer to throughout the day and a blue Maths target card which has personalised targets for Written and Mental Maths.
Target cards are ticked and dated by staff as part of the reviewing and marking process when evidence is seen. Once we have sufficient evidence across all subjects to indicate a pupil has achieved the specific target new ones will be set. These targets should be visible to pupils in all their lessons to enable them to take an active part in realising when they are evidencing they are working towards meeting their personal targets.

When marking individual pieces of work in books there must be a target acknowledgement **at least once a week** for each area using the code for the target, e.g R1-Reading target 1. During fix it time, when children see they have met a target, they can be supported by an adult to write the date in the target box .

Evidence is recorded by staff (pupils to be involved) using the following key for where the evidence can be found for the specific target:

- *E = English book*
- *M = Maths book*
- *J = Journals (reading comments)*
- *R = Response To Reading books*
- *S = Spelling/Phonics book*
- *I = Independent Write books*
- *L = ILP book*
- *G = Guided reading notes*

If children have met all 3 targets in a subject, new ones will be set.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Glebe Academy we will:
- Use Rising Stars; NFER materials to benchmark and moderate pupils in accordance with the guidance
- Use Half termly staff meetings to moderate Reading, Writing and Maths assessments
- Moderate work through planning and book scrutinies, feeding findings back to members of staff
- Participate in moderation schemes across a network of schools and collaborative learning networks.

Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

At Glebe Academy we will:
- Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process;
- Provide parents with half termly targets for Reading, Writing, Maths and Mental Maths alongside their end of year targets for each subject
- Provide parents with a summative assessment grade
- Provide parents with half termly 'Attitudes to Learning'
- Provide an end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Inform parents on a half termly basis if their child has an APPlan (Accelerating Progress Plan) in place to accelerate progress in key areas.
- Discuss pupil progress at the request of parents by appointment.

Roles and responsibilities

Governing Body
- Evaluation of Impact
- Hold the Principal to account
- Whole school overview record
- Summary of attainment and progress for each cohort and significant groups

Principal
- Ensuring that decisions made and agreed are carried out
- Highlighting areas for improvement and allocation of resources
- (staff/materials/training/accommodation etc)
- Holding staff to account through performance management and appraisal
- Ensure targets set lead to improved performance/ rise in attainment

Phase Leaders
- Formulate the school's assessment policy in consultation with the Principal, staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment cycle
- Maintain the tracking data and consult with all staff about the targets set
- Highlight pupils who have made no progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and cohort targets
- Ensure targets set lead to improved performance/ rise in attainment

SLT
- Monitor the performance in their team
- Monitor the performance of vulnerable groups
- Analyse and report on attainment and progress in their team for SLT
- Highlight areas of strength to celebrate and weakness to support
- Moderate and address issues arising from mismatch between data/pupil books/observations etc
- Hold teachers to account for performance in their team.

Teachers
- Operate within the assessment time frame
- Meet or exceed the targets set for each child
- Record and analyse pupil/ group results
- Highlight areas to celebrate and to address ready for pupil progress meetings

- Prepare for pupil progress meetings
- Plan for timely intervention where needed, deploy staff effectively and report impact
- Record results ready for input onto the Tracker
- Aware of the impact of their performance upon the whole school
- Communicate with parents on a regular basis to inform them of their child's targets and progress

Monitoring and review

This policy was agreed by Governors: May 2017

This policy is monitored by the governing body, and will be reviewed in three years, or earlier if necessary.