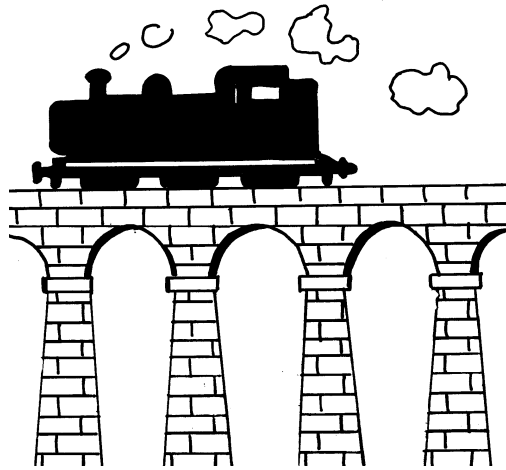


Chappel C of E (VC) Primary School



On track for success

Name of Policy	Target setting, assessment and reporting
Author	Julie Ingram
Discussed with staff	September 2014
Agreed by Governors	22 nd March 2016 21 st February 2017 6 th March 2018 26 th February 2019 24 th February 2020 24 th February 2021
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Chappel C of E (VC) Primary school

Target Setting, Assessment and Reporting Policy

Spring 2021

1. Rationale

The Target Setting approach underscores the four "big ideas" listed below of Assessment for Learning (AfL) which are promoted as good practice both by OFSTED and by experienced practitioners. Target setting is an essential step in the raising of attainment and the quality assurance process.

Learners learn best when:

- They understand clearly what they are trying to learn and what is expected of them
- They are given feedback about the quality of their work, and what they can do to make it better
- They are given advice about how to go about making improvements
- They are fully involved in deciding what needs to be done next, and who can give them help if they need it

The target setting process encourages the use of formative assessment to raise attainment e.g. sharing criteria with learners, peer and self assessment, quality feedback to pupils on learning.

This is in line with the school's vision and aims which are:

Our school is on track for success.

The Chappel school family nurtures independence and self-belief promoting a passion for learning so all aspirations are achievable.

At Chappel C of E (VC) Primary School we achieve this by

- **Promoting healthy hearts and nurturing enquiring minds;**
- **Encouraging the school community to feel welcome, safe and valued within a Christian ethos;**
- **Empowering children to be independent learners and contributing members of the community;**
- **Recognising parents and carers as essential partners in their children's development;**

Our curriculum

- **is varied, challenging and inspiring;**
- **builds upon first hand experiences;**
- **is rich, stimulating and relevant;**
- **enables children to enjoy learning**

Our Core Christian Values are

- Tenacity
- Faith
- Courage
- Respect
- Tolerance
- Compassion

2. Aims of the policy

The school aims to set targets that:

- Challenge all children to do better;
- Take into account each child's starting point for learning;
- Encourage children to regularly discuss and review their progress with teachers;
- Involve parents in their child's learning;
- Help governors to agree priorities for the School Improvement Plan;
- Lead to focused teaching and learning;
- Help us to make judgments about how well our school is doing when compared to similar schools in local and national benchmark groups.

3. Target Setting Process

Half termly targets are set as a result of assessments in both English and maths and at the end of each science unit of work. The class teacher highlights areas of learning the child has achieved and identifies two or three target areas to be covered by the teaching over the next six weeks (half term). The teacher sets work which will deliberately 'fill the gaps' in the child's learning as identified by the assessments. The results of the checks and assessments are colour graded so that children are aware of how well they are progressing, red being more progress required and green being good progress.

In addition to the academic checks pupil's attitudes to learning is graded and discussed with each child at regular pupil mentoring meetings. All children are encouraged to self-assess for attainment and attitude to learning as this helps the child to identify areas which they can improve on for themselves.

Pupil Progress is monitored half termly using the data held on Target Tracker. Pupils are expected to work within the stage which corresponds to their school year e.g. Year 1 children are expected to be working within stage 1. It is expected that children will make one sub-set's progress each half term, this will enable them to start the next academic year at the start of the next stage of assessment. Therefore 6 sub-sets progress is expected progress. Once a child reaches the s and s+ stages within their age band progress will be measured in terms of mastery. Mastery is recorded on Target Tracker when an objective has been mastered it will turn gold. Whilst this is not reflected in the child's rate of progress it can be monitored by reviewing the areas of the curriculum which have been highlighted gold.

End of Key Stage Targets, although no longer required to report these targets the school views it as good practice to set targets for all year groups. These targets are set using a combination of prior attainment, expected progress and knowledge of individual children. The targets can then be used as a measure to compare our performance against our

expectations and against schools in Essex and Nationally. We will be able to compare our performance with other schools using Target Tracker (which includes other schools within the Consortium) and performance at Year 6 will be judged in terms of children working at Age Related Expectations.

4. **Assessment**

Teachers use a combination of methods of assessment including formative and summative assessments to gauge how well a child is attaining. Formative assessment is used in the day to day teaching of the class in the form of differentiated questioning, task outcomes, discussions with children etc.

Summative assessment is used regularly in the form of regular checks and half termly assessments. The information from these assessments is used by class teachers to plan the next week or half term's work to ensure that any gaps in children's knowledge are filled.

At the end of years 2 and 6 the children sit SAT tests in reading, grammar spelling and punctuation and maths. Teacher Assessment is the only tool used to assess writing. Children in Year 1 also take the phonics check to ascertain if they have reached the required standard. Children in Year 4 will take the statutory multiplication check to ascertain their recall, at speed, of multiplication facts.

5. **Reporting**

Children are made aware of their targets termly through Pupil Mentoring meetings. The children discuss their work with the teacher and the next targets are selected by child and teacher so that the focus of work is clear for the next term.

Parents are invited to attend the Pupil Mentoring in the Autumn Term and the Spring Term. Targets are shared with parents and ideas for support at home are discussed. Parents are given a written copy of the current targets. In the Summer Term parents are given a written report of their child's progress over the year. They are offered the opportunity to come in and discuss any concerns, alternatively they are provided with a feedback form which can be completed and returned to school.

Governors are given termly reports by the head teacher detailing the progress children are making. These reports are discussed by the Curriculum Committee. In the Autumn Term the head teacher reports on the data available from Analysing School Performance (ASP) and the local intelligence comparing achievement at Chappel C of E (VC) Primary School with school in Essex and Nationally.

6. **Roles and responsibilities**

The Head teacher will ensure that

- There is a coherent strategy for the effective management of performance data
- Staff and governors receive training on the interpretation and use of data to inform their planning and pupil-centred target-setting
- Pupils' attainment and progress is tracked and monitored on a regular basis.
- At least one pupil progress target is agreed with each teacher as part of the performance management cycle

- Parents receive information about progress of their children against agreed targets each term either verbally at parent's consultation evenings or at the end of each academic year via the annual report.
- The governing body receives information on progress at the termly curriculum committee meetings to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress

Teachers will

- Gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring and evaluating progress
- Agree SMART targets and complete Assertive Mentoring pro-formas with each pupil for attainment and progress, attendance and behaviour
- Encourage pupils to assess their progress towards their targets, and help them to understand what they have to do to improve
- Report the progress of pupils against their targets to Subject Leaders at the end of each term.
- Report the progress of pupils against their targets to parents formally once each year and informally at least each term.
- Celebrate success in meeting targets using school reward systems

Pupils will

- Agree targets for improvement with teachers
- Assess their own progress and seek advice if they are unsure about what to do to improve.

The governing body will

- Develop the skills and knowledge it needs to enable its members to analyse and interpret data in order to make informed judgements when setting statutory targets, and in order to monitor and evaluate progress towards them
- Ensure that results are published on the website.
- Agree action with the Head teacher where progress towards agreed targets is below expectations
- Recognise and celebrate the effort and success of pupils and all staff.

Covid-19 arrangements

- All statutory assessments have been suspended for this academic year.
- Due to National School Lockdown parent consultations were carried out via Zoom meetings in the autumn term. They were not carried out in the spring term as the majority of pupils were using remote learning.
- Children's progress will be carefully monitored to ensure they regain lost ground and aim to make accelerated progress once they have fully returned to school.