



**A place to shine ...**

***Let light shine out of darkness and God's light shine in our hearts***

***2 Corinthians ch4, v6***

### **Target Setting and Assessment policy**

Consultation that has taken place	October 2020
Date formally approved by governors	October 2020
Date policy became effective	October 2020
Review date	October 2021
Person responsible for implementation and monitoring	Mrs Dawn Day and Mrs Rachael Gibson
Other relevant policies	Marking and Assessment Policy All Curriculum/Subject Area Policies

***'The plans of the diligent lead surely to abundance'  
(Proverbs 21 verse 5)***

## **Rationale**

Our aim at Central Walker Church of England Primary School is to create a happy, safe and secure environment in which all children develop academically, emotionally, socially and spiritually.

Learning should be matched to the child's current needs and ambitious targets set for improvement.

## **EYFS**

*Children should be:*

- Assessed on entry to Playgroup.
- Assessed on entry to Nursery.
- Assessed on entry to Reception.
- Assessed termly throughout EYFS.
- Assessed on current National Standards at end of EYFS.

*Data should be:*

- Recorded on Learning Ladders.
- Reported to the Local Authority (as required by the Government).

EYFS Phase leader and Year 1 Teachers should meet for 1 day at the end of the Summer term to transfer EYFS data to learning ladders.

## **KS1**

Class teachers to work with phase leader to set ambitious progress and attainment targets to ensure children meet or exceed national expectations.

*Children in Year 1 should be:*

- Assessed in RWInc on entering Year 1, and at planned points throughout the year.
- Assessed on current National Standards in the Phonic Assessment Test.

*Children in Year 2 should be:*

- Assessed in RWInc at planned points throughout the year.
- Assessed in the Salford reading test at planned points throughout the year.
- Assessed on current National Standards in the Phonic Assessment re take test.
- Assessed on current National Standards in the KS1 SATs.

*Progress*

- In KS1 expected progress in Y1 and in Y2 is to achieve at least expected or at least 90 points by the end of the year in all areas (see Learning Ladders progress key).

## **LKS2**

- Attainment from KS1 SATs should be the baseline for children on entry into LKS2.
- On entry into Year 4, targets are based on the end of KS1 results alongside end of Year 3 attainment; interventions must be put in place where children are falling behind.
- Class teachers to work alongside phase leader to set ambitious progress and attainment targets to ensure children meet or exceed national expectations.

*Progress*

- In LKS2 minimum progress in Y3 and Y4 will be to achieve at least expected or at least 90 points by the end of the year in all areas (see Learning Ladders progress key).

## **UKS2**

- Attainment from KS1 SATs should be the baseline for children on entry to UKS2. This should be looked at alongside end of Year 4 achievements and interventions put in place for children who are falling behind.
- On entry into Year 6, targets are based on the end of KS1 results alongside end of Year 5 attainment; interventions must be put in place where children are falling behind.
- Class teachers to work alongside phase leader to set ambitious progress and attainment targets to ensure children meet or exceed national expectations.
- Unless identified as SEND and having p scale assessments at the end of Year 2, by the end of Y6, no child should achieve less than expected in the KS2 SATs.

## Progress

- In UKS2 minimum progress in Y5 and Y6 will be to achieve at least expected or at least 90 points by the end of the year in all areas (see Learning Ladders progress key).

Year Group	Progress Measures - Targets
Playgroup	Based on entry data
Nursery	Based on entry data/entry to playgroup
Reception	Based on entry to Playgroup/Nursery data
Year 1	Based on end of Reception data
Year 2	Based on end of Reception data
Year 3	Based on end of KS1 data
Year 4	Based on end of KS1 data
Year 5	Based on end of KS1 data
Year 6	Based on end of KS1 data

Current Y3 – Y6 based on KS1 results in old NC	
P scale	SEND or above
1c, 1b	Emerging or above
1a, 2c, 2b	Expected or above
2a, 3	Exceeding

## Pupil Progress and Tracking

### Early Years:

Assessment is ongoing throughout the year and tracking is used to inform planning. Staff use the 'Development Matters' curriculum guidance and assessment is in relation to the age bands in this document. Summative Assessment takes place at the end of each half term and further needs and interventions are planned from the outcome of this.

### Year 1 – Year 6:

Half Termly data captures will take place on Learning Ladders at the end of every half term.

Assessment weeks will be identified at the beginning of every academic year.

These weeks will be organised by the Phase Leaders for each phase, alongside the Maths and the English leads.

A dedicated staff meeting will be time for teachers to update their data trackers. This will be followed up by a pupil progress meeting with their Phase Leader. Following the Assessment week in the Spring and Summer, there will be a staff training day to include data update, analysis, interventions and performance management. Pupil Progress will be discussed during Performance Management meetings, to ensure all pupils and all pupil groups are making expected progress or better.

Prior to the meetings class teachers must ensure that they update/complete the following:

- Learning Journals and EYFS trackers
- Learning Ladders – to track and show progress for all children and all groups of children. (These must also be printed off onto A4 or A3 sheets.)
- Learning Ladder Analysis Cohort Performance print out.
- Class Cohort Data Sheets
- Pupil Concerns must be added into the relevant folder on CPOMs – this should be ongoing and updated every Friday.

During the meetings, the above documents must be shared with the Performance Manager, who will discuss progress, concerns and interventions.



**Guide for assessing children - terminology**

**(Appendix to Target Setting & Assessment Policy)**

<b>Old end of KS2 level</b>	<b>FFT Grades</b>	<b>Learning Ladders</b>	<b>% achieved</b>	<b>Central Walker</b>
Below level 3	B (Below)	Significantly below	below 20% KPI	Below
3c/3b/3a	W (Working Towards)	Below	20% - 50% KPI	Target Expected
4c/4b	N (National Standards)	On Track	All KPI Plus 50% - 90%	Expected
4a/5	A (Above)	Above	All KPI Plus 90%+	Target Greater Depth
6	M (Mastery)	Significantly above	All objectives	Greater Depth

**Table showing the correlation between Old NC Levels, New CW categories,**

**Fisher Family Trust – Aspire bands and Learning Ladders**

## Learning Ladders – Progress and Attainment

EOY Attainment Key		
0 - 70		Below
70 - 90		Target Expected
90		Expected
100	0-50% GD	Target Greater Depth
100	50-100% GD	Greater Depth
(EG. Attainment = Expected points added onto year group eg Year 1- 192, Year 2 – 292)		

Attainment Key						
Autumn		Spring		Summer		
0 – 20		0 – 50		0 - 70		Below
20 - 29		50 – 59		70 - 90		Target Expected
30 - 33		60 - 69		90		Expected
>33	0-10% GD	>69	0-30% GD	100	0-50% GD	Target Greater Depth
>33	10-100% GD	>69	30-100% GD	100	50-100% GD	Greater Depth
(EG. Attainment = Expected points added onto year group eg Year 1- 192, Year 2 – 292)						

Progress Key			
Autumn	Spring	Summer	
0 - 19	0 - 49	0 - 84	Significantly Below
20 - 29	50 - 59	85 - 94	Below
30 - 39	60 - 69	95 – 104	On Track
40 - 50	70 -79	105 -114	Above
>50	>80	>115	Significantly Above

When completing Learning Ladders, three ticks must be achieved:

1 - Support

2 - Independent

3 – Apply

<b>Pre-Nursery</b>				
	<b>Baseline</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Well below</b>	8-20 or less	8-20 or less	16-26 or less	16-26 or less
<b>Below</b>	16-26 or less	16-26 band or 22-36e	22-36 e/d	22-36 band
<b>Expected</b>	22-36e	22-36d	22-36s	30-50e
<b>Above expected</b>	22-36 d+	22-36s+	30-50e+	30-50d+

<b>Nursery</b>				
	<b>Baseline</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Well below</b>	16-26 or less	16-26 or less	22-36 or less	22-36 or less
<b>Below</b>	22-36 or less	22-36 band or 30-50 e	30-50 e/d	30-50 band
<b>Expected</b>	30-50e	30-50d	30-50s	40-60e
<b>Above expected</b>	30-50d+	30-50s+	40-60e+	40-60d+

<b>Reception</b>				
	<b>Baseline</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Well below</b>	22-36 or less	22-36 or less	30-50 or less	30-50 or less
<b>Below</b>	30-50 or less	30-50 band or 40-60e	40-60e/d	40-60 band
<b>Expected</b>	40-60e	40-60d	40-60s	ELG
<b>Above expected</b>	40-60d +	40-60 s+	ELG+	Exceeding