



Assessment & Target Setting Policy

Policy Version			
Date	Document Version	Document Revision History	Document Author/Reviser
19.04.16	Version 1.0	n/a	Jayne Carmichael
31.10.17	Version 1.1	Update in readiness for Teaching & Learning Sub-committee approval – 14.11.17 – approval given	Jayne Carmichael

This policy will be reviewed every 12 months in light of local and Government legislation.

The Dunham Trust believes it makes a significant contribution in transforming children's life chances. Our aim and commitment is to transform schools into sustainable learning academy communities.

"We aim to ensure that, for everyone involved, excellence and equity become and remain a reality"

"They come this way only once so we should litter their pathways with quality experiences"

We believe that we are able to help our academies and their young people to aspire to and achieve success. To do this, we are committed to ensuring that every child and young person has a pathway to succeed that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for 'Improvement' are designed to ensure all academies are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the Trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve.
- provide a flexible approach to improvement that meets the needs of each Academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable.
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

The Trust has a responsibility to ensure the success of each academy by allowing every pupil to maximise his/her potential. As an academy sponsor there will be an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills.

Introduction

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. The Dunham Trust believes assessment should be thorough, manageable and relevant. Pupil assessment in The Dunham Trust is based upon gathering information, The Trust uses three main forms of assessment:

1. In-school formative

2. In-school summative
3. National standardised summative assessment – this includes:
 - Early Years Foundation Stage (EYFS) profile at the end of Reception
 - Phonics screening check in Year 1
 - National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

The Trust aims for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

The purpose of assessment is:

- To assist the teacher in the planning of learning through the curriculum in order to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- To assist teachers in target setting
- To assist the learner in the process of learning and to demonstrate what they know, understand and can do in their learning
- To assist the learner in recognising how to progress
- To assist the school in monitoring the effectiveness of teaching and learning and the success of curriculum delivery
- To summarise attainment for the Trust's Directors and Governors, parents, SLT, Key Stage Facilitators and Subject Leaders
- To ensure a consistent, frequently moderated, approach to judging children's attainment

Aims

Assessment is an integral part of:

- Raising the attainment of all pupils
- Promoting strong progress for all pupils
- Informing teaching and planning to meet pupil need, aspirations and interest
- Providing pupils with clear information to help them attain target levels and grades
- Informing pupils about their progress and set meaningful curricular targets to help them improve
- Involving pupils, their parents and carers in their progress by providing clear and meaningful information
- Providing schools within The Trust with useful information on whole school, cohorts and individual pupils.

The process of assessment is reviewed regularly and this review is supported by the Assessment School Development Plan which is updated on an annual basis.

Implementation

The assessment system is led by the Head of Operations for The Trust, who works closely with other school leaders across The Trust including: Early Years Foundation Stage Leader, KS1 Leader and KS2 Leader to establish a standardised and moderated system understood by all staff.

Information about individuals is restricted under our data protection policy to:

- School staff on a need-to-know basis, i.e. for the purposes of teaching
- The receiving school when pupils leave
- Professionals who work with the school for advisory purposes

Early Years

Observations and dialogue with parents, via face-to-face meetings, help to identify progress throughout the academic year and this is recorded in children's paper/digital Learning Journeys which record the appropriate age bands that a child has reached. The Reception profile is completed at the end of the Reception year.

Year 1-6 English and Maths

In order to help teachers make consistent judgements, the school has chosen to use 'Golden Codes' from SPTO, a framework, agreed and developed within The Dunham Trust schools, which outline clear age-related expectations based on the National Curriculum for:

- English (Reading and Writing, including spelling and grammar)
- Maths

Recording 'Golden Codes'

'Golden Codes' indicate how a pupil in a particular year group is progressing in a specific subject. They provide concrete evidence of performance and relate to specific subject knowledge and skills. They enable teachers to apply the standards consistently, because their judgements must be rooted in evidence. The 'Golden Codes' are:

W – Working Towards Age Related Expectations

M – Mostly Achieving Age Related Expectations

A – Achieved Age Related Expectations

Assessment is a continuous process carried out during the year, taking place in individual lessons (short-term) and in units of work (medium term).

It takes several forms, including:

- **FORMATIVE:** Teacher assessment of the child day-to-day. This affects and influences class teacher's planning as it is based on what the child has previously achieved. It is used to influence and determine the next stage in the child's learning.
- **EVALUATION:** This is the Formative Assessment which helps teachers evaluate their own teaching. It shows how effective different elements of the curriculum have been delivered and where modifications may be necessary
- **DIAGNOSTIC:** This is a more detailed version of Formative Assessment, which can help to identify and isolate specific problems individual pupils may have.

- **SUMMATIVE:** This is a summary assessment based on an individual child. It demonstrates where a child is, for example in terms of National Curriculum levels and test scores, at a particular time.

The management of assessment is based on a cyclical process model which includes Assessing, Planning, Evaluating, Recording and Managing. The school uses the following steps, strategies and procedures:

1. The sharing of learning goals/intentions with pupils –

- Explain clearly the reason for the lesson/activity in terms of the learning objectives
- Share the specific assessment criteria with pupils (verbally or written)
- Help pupils to understand what they have done well and what they need to develop

2. Clear success criteria – written/verbal -

- Written form in a pupils book/copied/stuck in
- Visual form a teachers whiteboard/working wall
- Verbal explanation to a class/group/individual

3. Using consistent feedback and marking strategies (please see marking policy) -

- Giving time to talk to pupils and teaching them to be reflective about the learning objectives/work/responses
- Self-marking, encourages pupils to see for themselves what they need to do to improve and discuss it with the teacher
- Peer-assessment, focusing on the learning intention of the task

4. Pupil self-assessment and peer assessment –

- Once pupils understand how to assess their own knowledge and the gaps in it they will have a clearer idea of how they can help themselves to progress
- Pupils will be taught what they need to learn and why – then actively assess their understanding, gaps in their own knowledge and areas they need to work on
- Pupils will be encouraged to clarify their own ideas and understanding of both the learning intention and assessment criteria while marking other pupils' work

5. Using effective questioning -

- Use questions to find out what pupils know, understand and can do
- Analyse pupils' responses and their questions in order to find out what they know, understand and can do
- Use questions to find out what pupils' specific misconceptions are in order to target teaching more effectively
- Use pupils' questions to assess understanding

6. Target setting -

- Targets are set in relation to specific learning goals
- Pupil encouraged to guide their own learning, with the teacher providing help where necessary/appropriate
- Pupils are given opportunities to be reflective, be supported to admit problems without risk to self-esteem and be given time to work problems out.

Organisation

- CLASSROOM ORGANISATION: In order to carry out meaningful assessments, the staff use a combination of whole class, group and individual assessments that will enable adults to spend quality time with those being assessed. A flexible approach is required and groups of children may be of mixed or similar ability. This management style allows the staff to make time and promote high level activities such as listening, observing, and questioning which will produce more questioning which will produce more effective evaluation.
- RECORD KEEPING: Class teachers planning and individual mark books/record books show the regularity of how the attainment of specific learning objectives is monitored. SPTO is regularly updated and supports class teachers in identifying individuals, groups and whole class strengths, weaknesses and inform future action to be taken. In addition the Core subjects are supported by end of unit assessments which further supports the summative, end of term, judgements of SPTO. This information is used to support class teachers in their preparations for parents' evenings.
- SUBJECT PORTFOLIOS: Subject portfolios with assessed work in Maths, English and Science are available across the Key Stages at all levels and are updated annually by pieces of work assessed and moderated by all staff at Key Phase meetings.
- CHILDREN'S WORK: In order to provide continuity from class to class, class Teachers pass up the pupils' latest exercise books to the next teacher. Individual teachers also keep records of any other diagnostic reading, spelling or comprehension test they may carry out on particular pupils.
- PUPIL PROGRESS TRANSITION MEETINGS: These are timetabled discussions that take place in the autumn term and are a conversation between previous and current class teacher in order to ensure continuity in pupil performance, attitude to work and behaviour. The school acknowledges that personal knowledge of each child is key and we should not only value that which can easily be measured.
- SUMMATIVE ASSESSMENT: The Trust administers Standard Assessment Tasks and Tests at the end of Key Stage 1 and Key Stage 2, according to the guidelines laid down by the DFE, as well as the Year 1 Phonics Screening test and the Early Years Foundation Stage Profile. Children in Years 3,4 and 5 complete non-statutory SATs toward the end of the academic year.
- TARGET SETTING: With the help of SPTOs end of term summative judgements all children have a clear progress measure, the Trust 'expects' progress of 3 Scale Points over each academic year for all children in school, from Nursery to Year 6. Progress is tracked termly and those children will fall above or below the school's expectations are highlighted and discussed at pupil progress meetings. These meetings involved the Assessment Team Leader, SENCO and Class Teacher and involve the analysis of individual, group and cohort performances.
- REPORTING TO PARENTS:
We recognize that, if children are to succeed in their education, parents will need to play a full part in their child's education. In order to secure this we:
 - Have an open door policy and ensure daily 'visible' contact with parents
 - Hold Open Evenings and Parental Interviews three times a year, during which parents are kept informed of rates of progress and we discuss how parents can support this progress at home

- Distribute annual reports to parents, targets are clearly identified, including information regarding pupils EYFSP, Y1, KS1 & KS2 SATs tests to R, Y1, Y2 and Y6 parents respectively
- Discuss the results of the non-statutory Standard Assessment Tests
- The schools within The Trust are currently building up digital ‘Learning Journey’s for all children. SPTOs Learning Journey allows teachers to build up a tapestry of qualitative evidence that will be shared online with parents once the trial in-house period is over.

Planning

- Long Term Plans: These were developed to cover the National Curriculum, to ensure the breadth and balance and provide continuity and progression.
- Medium Term Plans: Half-termly plans incorporate the school’s policies and programmes of study/units of work. They show learning objectives and identify any assessment opportunities within them.
- Short Term Plans: Teachers keep detailed weekly/daily plans for Mathematics and English. They show learning objectives, clearly differentiated activities, opportunities to challenge and the use of resources, including the deployment of adults. Against learning objectives teachers Class Teachers note strengths and weaknesses of individual pupils, make evaluations and reflect on the quality of teaching and learning that has taken place. Staff make assessment decisions on the who, what and when, before planning the next day’s work. Detailed weekly plans for the foundation subjects show activities designed to fulfill the stated learning objectives. They show whether differentiation is by task or outcome and if they are assessed. These activities are presented in a variety of ways, e.g. oral, pictorial, written, practical, thus providing a variety of outcomes, e.g. by doing, observing, talking as well as reading and writing.

Monitoring

The Assessment Subject Leader leads end of term pupil progress meetings with all classes.

Subject managers collect books to monitor and scrutinise work covered by individual classes in relation to the curriculum policy and scheme of work. They look at progression and continuity across ages and Key Stages as well as standards of presentation. Subject managers also collect samples of work from their own class to discuss with colleagues in staff meetings.

Subject managers look at planning during their non-contact time, to monitor coverage of the schemes of work and evaluate continuity and progression. Using the information gathered from these plans they then monitor work done in the classroom and make judgments on attainment and achievement within their respective subjects in relation to national and school expectations.

The subject manager also visits classes for further monitoring. During these visits/lesson observations, they focus on policies and planning in practice.

A lesson observation form is completed by the subject manager and a copy is given to the Headteacher along with the completed monitoring proforma. Additional lesson observations, carried out by other members of staff, are also shared with appropriate subject managers as a way of providing additional evidence, allowing subject managers to build a view of 'TYPICALITY' of their subjects.

Oral feedback from any classroom observation is given to the class teacher as soon as possible.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Teachers use assessments made within the classroom to set targets for individual pupil progression. If this progression becomes of a concern the child will be targeted for intervention/intensive support or be transferred to the special needs register (in consultation with parents and SENCO) and follow the school's policy for special needs. In the interim 'Intervention' or 'Intensive Support Strategies' are used where a group of children are targeted by the class teacher and referred to in class teachers' planning. These strategies are designed to 'boost' and 'target' individuals where progression has not been in line with the school's high expectations.

Target Setting

The Dunham Trust has the highest expectations for every child to make strong progress and achieve excellent results. The use of data and target-setting are fundamental processes, along with inspiring teaching, in helping to ensure that these expectations are met. Target-setting is the means by which the school identifies specific and measurable goals that help to improve the standards achieved by all pupils. Targets will relate to individual pupils, groups of pupils within classes, sub-groups of pupils across the school (in line with RAISEonline/ASP groups, if appropriate) or whole school populations.

More widely, target-setting also enables the school to ask some key questions about its performance:

- How well is an individual school doing compared with other local and similar schools nationally?
- How much added value do we make to pupils' progress at each key stage?
- What more should the school aim to achieve?
- What additional action is needed to make it happen?

Rationale

Our target-setting programme has each pupil at the heart of the process: our programme will be 'bottom-up': starting with the prior achievement and abilities of each child; ambitious but realistic targets will be set. Pupils are involved in the target-setting process and receive regular feedback from teachers through a range of strategies eg marking, oral feedback during lessons, this makes pupils aware of how they can improve their work and achieve their target/s.

Target-setting for our pupils 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 and helps them to become increasingly independent learners.

Through a programme of regular reporting and parents' evenings, parents will be given the information and skills needed to strongly support their children.

Class teachers will discuss the targets set for each child with senior leaders in school during termly 'Pupil Progress Meetings'. Senior leaders will ensure that the targets set are both realistic and equally, are sufficiently challenging. All of these targets will be collated and analysed to look at sub-groups such as Free School Meals, boys, girls, etc.

Individual School's Development Plan may contain a section on pupil targets with identified resources and support to help every child, sub-group or whole school cohort to achieve the ambitious targets set.

Targets set by the Dunham Trust will:

- Take into account each pupil's starting point for learning;
- Challenge each pupil to do better;
- Encourage pupils to discuss and review their progress with teachers regularly;
- Involve parents in their children's learning;
- Enable teachers to plan more relevant and inspiring lessons;
- Help governors to agree priorities and set ambitious targets for the school development plan;
- Help school leaders to make judgements about how well our school is doing when compared to all local schools and to similar schools nationally.

Schedule of data-collection, target-setting and communication

Group	Activity	When	Personnel
N – Y6	Class Profiles & Handover	End	Class Teachers

	meetings between class teachers	September	
N – Y6	Pupil progress meetings	End of each term – Autumn, Spring, Summer	Senior Leader Assessment Subject Leader Class Teachers Pupil Premium Mentor SENCO
N – Y6	Autumn Term & Spring Term Parents Evening	November March	Class Teachers Parents
N – Y6	End of Year Reports to Parents	July	Class Teachers Parents Senior Leaders
N – Y6	Class Profiles & Handover meetings between class teachers	End July	Class Teachers

Reporting Progress to Parents

In reporting attainment achievement at the end of the academic year, the following scale will be used within each year:

- Working towards Age Related Expectations
- Mostly Achieved Age Related Expectations
- Achieved Age Related Expectations

Reporting to Governors

The Local Governing Body of each school in The Trust plays a critical role in setting targets and closely monitoring the progress of individual pupils, classes, groups of pupils (as identified in RAISEonline/ASP and the Inspection Dashboard) and the whole school.

On a termly basis, following the collation of all pupil progress meetings, the local governing body of each school will be presented with a clear analysis of the school's progress. On an annual basis, the progress of schools in The Trust will be compared with other similar schools as defined by the Executive Headteacher, to ensure a more objective review.

Where necessary, Governors will participate in training which enables them to critically review and analyse this data.

Training and Professional Development

Staff will be encouraged to share and experience effective practice through a range of in-school and cross-Trust moderation activities. Moderation meetings take place termly. The purpose of these meetings is to:

- Ensure consistency both between and across year groups on achievement, this requires all staff to have a thorough understanding of the framework and what constitutes 'Beginning' work against 'Secure' work
- Support staff in developing high quality formative feedback
- Generate professional conversations between class teachers and all levels of leadership.
- Support staff in developing a thorough understanding of what the different standards of work, for example through regular sharing of expectations in planning meetings and the development of portfolios of exemplar work

Gifted and Talented

Key Stage Leaders provide opportunity for discussion, at Key Stage Meetings, of those learners who are learning at a greater depth. SPTO uses DFE-style 'Depth of Learning Ratings' so that a child's depth and application of learning can be taken into account when making assessments and judgements. This allows schools to demonstrate extra progress and higher attainment. Pupils on the Gifted and Talented register will be subject to the same assessment procedures as other pupils. In addition, children on the register will be highlighted on the school's in-house tracking system and will receive a Challenge Programme (personal education plan) which will be updated twice a year, involving parents and the use of pupil and adult learning mentors. At these review meetings the class teacher will provide feedback to parents and mentors on pupil performance against previous targets. New targets will then be set which will be shared with parents and other stakeholders.

Roles and Responsibilities

Pupils will, as they progress through the school:

- Be increasingly aware of their targets and how to achieve these
- Discuss their progress with their class teacher and subject/school leaders
- Work hard to meet their challenging but achievable targets
- Fully participate in extra support lessons if required

Class Teachers will:

- Use pupil data to set challenging and meaningful targets
- Help pupils to achieve their targets
- Discuss the levels they award with their pupils
- Use assessment and recording to inform their planning
- Complete reports on time
- Monitor pupils constantly and quickly identify those giving cause for concern
- Always challenge underachievement

Subject Leaders & Key Stage Facilitators will:

- Monitor staff in their teams to ensure that assessments are always completed accurately and on time
- After each assessment point and prior to the analysis of reports, moderate the levels submitted by their teams to ensure they are accurate
- Feedback to the Assessment Subject Leader/Deputy Headteacher on the moderation process
- Meet with their staff teams to reflect on the progress of pupils after each assessment point during directed time
- Ensure that all teachers have accurate records of pupils' progress

Assessment Subject Leader (Deputy Headteacher) will:

- Maintain the information management system to ensure that progress reports can be produced within the planned timetable
- Collate assessment data and present it appropriately for staff
- Produce summary statistics reflecting whole school and key pupil groups
- Produce reports for SLT, Governors and Subject Leaders after each assessment point
- Identify pupils who show progress which does not match their 'on-entry' data
- Identify pupil and key stage underperformance
- Produce reports for Governors
- Monitor the quality and completion of reports according to whole school policy
- Monitor and review this assessment and reporting policy

Parents/carers will:

- Attend all parents' evenings
- Carefully review all reports sent home and discuss these with their children
- Carefully review their child's pupil planner on a weekly basis and sign this to acknowledge that they have checked it

The Head of School/Senior Leadership Team will:

- Ensure the policy is adhered to
- Support staff through high-quality professional development and the Quality Assurance system to make effective use of the school's assessment system to inform their teaching
- Monitor standards in core and foundation subjects
- Analyse pupil progress and attainment, including individual and specific groups
- Prioritise key actions to address underachievement
- Report to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Provide training in assessment processes and appropriate software
- Provide opportunities for staff to identify their own training needs through the appraisal process

Governors will:

- Be responsible for being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Hold school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Monitoring and review

The implementation of this policy will be monitored by the Heads of School, who will make an annual report to the Local Governing Body of that school.