



POLICY & PROCEDURES FOR
ASSESSMENT, TARGET SETTING, RECORD KEEPING AND REPORTING.

Hey with Zion has a joint C. of E./ Methodist foundation and British values (democracy, mutual respect and tolerance, individual liberty and rule of law) and Christian values (trust, forgiveness, faith, honesty, love and friendship) permeate the school's ethos. All policies are applied within this value context.

RATIONALE:

This policy aims to:

- Outline the principles and procedures for the assessment, target setting record keeping and reporting process.
- Ensure that teachers and others have access to up to date information about the progress individual pupils are making in their class.
- Assist teachers in their task of helping pupils to progress, with the purpose of raising the overall standards of pupil achievement in school.
- Enable teachers to have a consistent and shared understanding of expected standards and targets set for their pupils which are explicit in teachers' planning, teaching and pupils' learning.
- To ensure procedures are in place that enable teachers to be fully aware of the social development and well being of the pupils in our care.

The principles outlined in this policy are: taken from the assessment and reporting documentation produced by the DfE. or current National and local guidelines on target setting; supportive of the Christian ethos of the school; in accordance with the every child matters agenda and the current equalities act.

Hey with Zion expects all pupils to meet (or exceed) expected standards for their age except where there are clear and reasonable explanations (e.g. S.E.N.D.) for not doing so. Where children are falling behind, or there is a sign of progress stalling, this is quickly discussed and extra support is provided. This extra support typically accelerates progress and so allows the child to keep up.

WHAT RECORDS SHOULD BE:

- fit for the purpose of: serving to help teachers, senior managers, parents and guardians track the progress pupils make.

- incorporated into routine processes of teaching, learning and assessing.
- manageable, concise and accurate.
- informative of pupils academic and personal progress.
- explicit in stating the 'next step' of learning and the aspirational targets set for pupils.

WHY RECORDS ARE IMPORTANT:

Effective records will enable teachers to:

- * track the progress of individual pupils or groups of pupils
- * identify patterns over time where there are many small steps in developing pupils' knowledge and skills
- * confirm end-of-year and statutory end of key stage teacher assessment
- * set individual and group targets for improvement
- * discuss pupils' progress with their parents (or others with parental responsibility) and other teachers
- * inform planning for future learning.
- * track the social development of pupils in our care through work completed in RE, PHSCE and SEAL.

HOW RECORDS BENEFIT LEARNING:

Effective target setting helps to:

- clarify planning
- focus on pupil performance
- underline school priorities
- aid school review
- make effective use of available resources.
- raise expectations of pupil achievement
- to ensure progression in emotional, social and spiritual development of pupils

WHO NEEDS THE INFORMATION?

Teachers want to know:

- * whether each pupil has learnt what has been taught
- * who needs more help or is ready for extension work
- * who is making better or worse than expected progress
- * whether all pupils, including those with Educational Health Care Plans (EHCP's), are meeting their learning targets
- * whether they need to refine any aspects of their teaching
- * whether there are social or emotional barriers to learning

Head teachers, Curriculum co-ordinators and Governors want to know:

- * whether different groups of pupils in the school are making appropriate progress
- * whether there are any major shortcomings or successes
- * whether the school is on track to reach its pupil attainment targets
- * how pupil attainment in the school compares with other similar schools
- * which aspects of the curriculum and teaching need to be strengthened

- * which pupils require social and emotional help in order to access learning

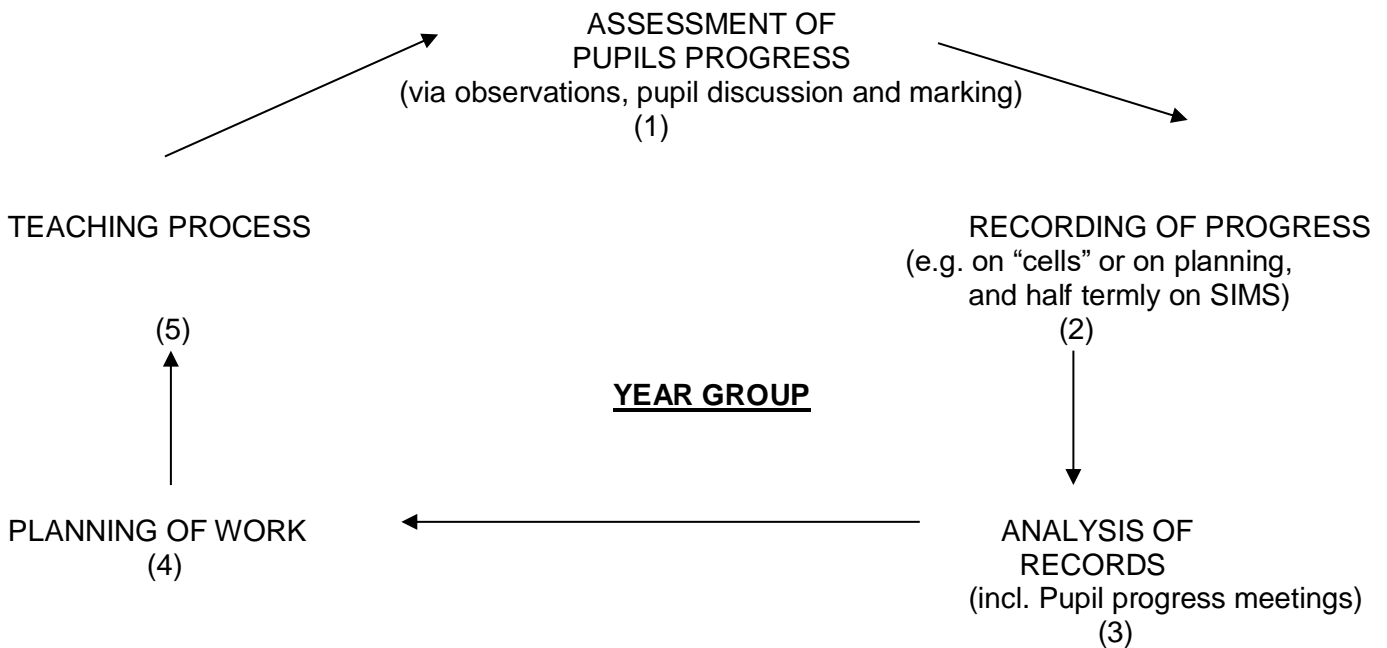
Parents want to know:

- * whether their child is making appropriate progress
- * whether their child is showing any major strengths or weaknesses
- * how their child is doing in relation to the class, and to other children of the same age
- * what they can do to help their child develop socially and emotionally.

Children want to know:

- * they are valued
- * they are succeeding
- * how they can improve their work

THE PLANNING>TEACHING> ASSESSMENT ANALYSIS PROCESS:



This process may be identified for individual year groups in tabular form within the assessment analysis procedures. The process simply highlights the essential stages of which each assessment must form a part.

Assessment of Pupil Progress:

- Ongoing assessment of pupils' progress in Reading, Writing, Mathematics and Science is recorded on individual pupil tracking sheets and "steps" in recorded on SIMs. Summative tracking sheets are being used for other subject areas.
- Staff meetings to moderate assessments against National Curriculum statutory requirements are held regularly.
- Formal assessment involves the administration of standardised tests including end of year tests and KS1 & KS2 assessment weeks held each February. Results of these tests are used to support teacher assessment.
- Teachers' assessments are scrutinised with SLT in Pupil Progress meetings each half term.

- Individual teacher assessments relating to National Curriculum statutory requirements are completed by the class teacher. These inform the end of year summative records.

1. **Analysis of Records:**

- a) The Senior Leadership Team carry out half termly analysis of pupil assessment records creating aspirational targets.
- b) Phase Leaders analyse the assessment results in conjunction with subject leaders and SLT.
- c) Individual teachers discuss priorities for action within half termly progress meetings with their phase leaders, and interventions are planned on account of assessed need.
- d) The Head reports to governors termly of pupil progress rates, and individual teachers' pupil progress is scrutinised annually at pay progression discussions.

2. **Actioned In Documentation:**

- a) The School Development Plan documents action to be taken as a result of assessment analysis at a whole school level.
- b) Documentation by subject leaders outlines actions taken in each cohort for each subject to reach the aspirational targets.
- c) Summative records are completed at the end of the academic year for all subjects, and are passed to the receiving teachers via detailed transition meetings.

Audience Reported To:

Governors - are informed of test results and are kept up to date with pupil progress rates throughout the year. The Curriculum, Standards and Ethos Committee analyses teachers' ongoing assessment records and conducts book scrutinies to confirm accuracy of records.

Parents - parents receive a Christmas, Easter and end of year report detailing their child's attainment, progress and effort and parents are invited to consultation evenings termly to discuss their child's progress.

Phase Leaders – analyse the whole school and individual class data half termly, monitor the children's books regularly and receive assessment details within this process. They oversee the development of specific actions to drive standards higher.

English and Maths leaders analyse the whole school and individual class data for their subject half termly, monitor the children's books regularly and receive assessment details within this process. They oversee the development of specific actions to drive standards higher.

Other subject leaders analyse the whole school and individual class data for their subject at least annually, monitor the children's books and receive assessment details within this process. They oversee the development of specific actions to drive standards higher.

Receiving Teacher - the documentation to be passed on at the end of an academic year includes assessments in order that teachers may be effective from the beginning of September.

Pupils - progress is reported to pupils by the teacher who identifies appropriate short term targets for pupils to complete in English and Mathematics ensuring pupils know their next step for learning and how to achieve it.

Tracker Plus points:

At October half term...

	Y1	Y2	Y3	Y4	Y5	Y6
Working at greater depth	17	20	23	26	29	32
Meeting expectations well	16.5	19.5	22.5	25.5	28.5	31.5
Generally meeting	16	19	22	25	28	31
A little below	15.5	18.5	21.5	24.5	27.5	30.5
below	15	18	21	24	27	30

At Christmas...

	Y1	Y2	Y3	Y4	Y5	Y6
Working at greater depth	17.5	20.5	23.5	26.5	29.5	32.5
Meeting expectations well	17	20	23	26	29	32
Generally meeting	16.5	19.5	22.5	25.5	28.5	31.5
A little below	16	19	22	25	28	31
below	15.5	18.5	21.5	24.5	27.5	30.5

At February...

	Y1	Y2	Y3	Y4	Y5	Y6
Working at greater depth	18	21	24	27	30	33
Meeting expectations well	17.5	20.5	23.5	26.5	29.5	32.5
Generally meeting	17	20	23	26	29	32
A little below	16.5	19.5	22.5	25.5	28.5	31.5
below	16	19	22	25	28	31

At Easter

	Y1	Y2	Y3	Y4	Y5	Y6
Working at greater depth	18.5	21.5	24.5	27.5	30.5	33.5
Meeting expectations well	18.	21	24	27	30	33
Generally meeting	17.5	20.5	23.5	26.5	29.5	32.5
A little below	17	20	23	26	29	32
below	16.5	19.5	22.5	25.5	28.5	31.5

At May half term:

	Y1	Y2	Y3	Y4	Y5	Y6
Working at greater depth	19	22	25	28	31	34
Meeting expectations well	18.5	21.5	24.5	27.5	30.5	33.5
Generally meeting	18.	21	24	27	30	33
A little below	17.5	20.5	23.5	26.5	29.5	32.5
below	17	20	23	26	29	32

At Summer

	Y1	Y2	Y3	Y4	Y5	Y6
Working at greater depth	19.5	22.5	25.5	28.5	31.5	34.5
Meeting expectations well	19	22	25	28	31	34
Generally meeting	18.5	21.5	24.5	27.5	30.5	33.5
A little below	18	21	24	27	30	33
below	17.5	20.5	23.5	26.5	29.5	32.5