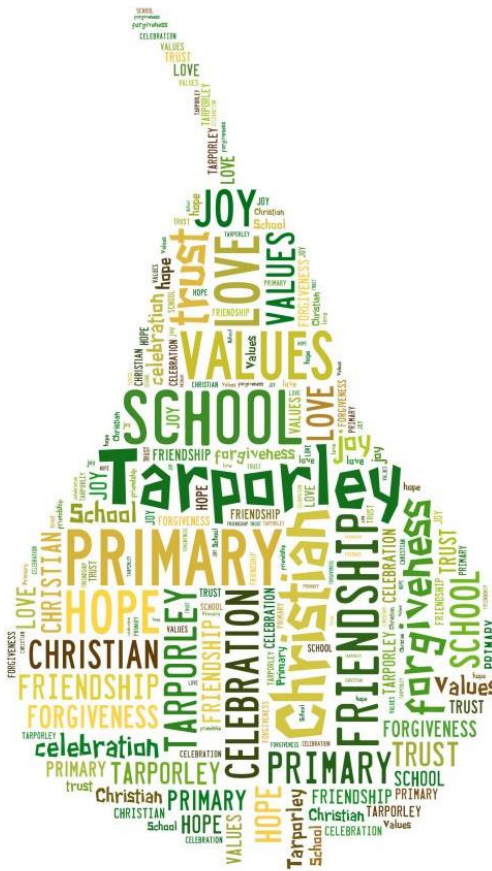


TARPORLEY CE PRIMARY SCHOOL

Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 4-11. As a Church school we hold our Christian Values at the heart of everything we do. These are: **LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, and JOY & CELEBRATION**



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

Assessment & Target Setting Policy

TARPORLEY CE PRIMARY SCHOOL
ASSESSMENT / RECORDING AND REPORTING POLICY

Rationale

- All forms of assessment should lead to the raising of standards.
- Assessment is an integral part of the teaching and learning process.
- Assessments are manageable and useful for future planning.
- Parents are well-informed of their child's progress.
- All procedures for assessing, recording and reporting should be with the involvement and for the benefit of the child.

Intentions

- To be consistent throughout the school.
- All procedures are manageable and useful.
- Procedures should identify strengths and areas for development and indicate progress.
- Assessment are made to inform planning and so enable teachers and children to set targets for future progress.
- To help evaluate the effectiveness of our teaching.
- To enhance transfer between classes and school.
- To provide information on the school's attainment for staff, parents, governors and the local authority / SIP (school improvement partner) / Diocese / Ofsted.
- To keep parents informed of Key Stage assessments and teacher assessments through parent progress evenings and the end of year report.

Guidelines

Formative Assessment

We define this as a teacher's continuous assessment of children's stage of ability / progress which is part of everyday classroom practice. At the start of all new areas of learning, teachers plan to assess the levels of skill and knowledge before proceeding with that area. This formative assessment enables teachers to plan more effectively. This can be done by oral questioning or written work.

Planning

Short Term

Throughout the week, teachers evaluate the lessons delivered and progress made in English, Mathematics, Science and foundation subject areas. These evaluations show individual and group strengths and weaknesses.

These weaknesses will then inform the planning of future lessons. These evaluations are recorded by the class teacher in whatever way they choose.

Medium Term

Assessment opportunities are planned to assess whether learning has been 'sticky' and pupils are using their learning in different subject areas as well as making links in their learning.

Marking

With the marking of work children's skills are being assessed against the context labels used and improvements set in line with the school's marking policy. Specific guidance is given in our Marking Policy.

Summative Assessment

This is recorded assessment through teacher assessment or formal statutory / non-statutory tests. All results of these assessments are recorded on Insight by the class teacher. End of Key Stage Teacher Assessments in KS1 and KS2 are recorded as specified, reported to CWAC and published on the school's website.

Data Collection Points & Pupil Progress Meetings

As assessments are ongoing and continuous, the school arranges for the summative assessment to be collected and analysed three times per year. These data collection points will be followed up with pupil progress meetings with the Headteacher / Deputy and SENCO.

Targets

Target setting is a significant strategy in our school for improving the achievement of children. It will only be effective 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 for learning. We refer to these targets as our pupils' next steps.

Regular feedback and consistent approaches to marking from teachers makes children aware of how they can improve their work and achieve their next step. Target setting for our children means that they have to make decisions about their own learning and engage further in their learning and progress. This helps children learn more effectively by making clear what it is they need to do next in order to improve.

Each year, we identify end of year attainment targets for individual pupil progress using FFT data and in consultation with colleagues who know the children well. The ambitious targets we set for our children help determine the priorities within our school improvement plan. The actions that we then plan link to targets that we have set for our children. This ensures that what we plan really will have an impact on our children's learning.

Group \ Individual Targets

Targets are shared with children via their context labels and in our written marking or verbal feedback.

Process of target setting

Ongoing

Teachers use their knowledge of the class to develop classroom activities that are designed to enable children to meet their targets. Teachers' planning will take account of this when identifying work for different groups of children.

Teachers use LO (learning objectives) as targets in all curriculum areas so children know what these are.

The Foundation Stage Profile is used in the Reception class as a means of ongoing assessment. The information given is analysed when the children start in Reception and the profile is updated regularly using the online learning journey Tapestry.

Termly

In line with the Pathways to Write planning, we ensure appropriate opportunities for extended writing. Teachers mark and assess writing supported by Insight. Written work is moderated during staff meetings on a termly basis. Staff use observations, questioning and pupils' books to assess attainment.

Teachers also provide information to show how many children are on/not on track to meet their end of year target. This is discussed at pupil progress meetings.

Currently Year 1 pupils participate in a phonics check, Year 4 pupils complete a multiplication check while Year 2 and Year 6 children participate in SATS. Targets are set at the end of each academic year and these are monitored closely each term to identify any children that are not on track and how these children are supported through pupil progress meetings with the Headteacher or Deputy Headteacher and the SENDCo.

Recording

Formative assessment is ongoing and is recorded on Insight. Summative assessments are recorded on Insight at the appropriate data collection point.

Reporting

Parents are invited into school on three occasions during the year. Once in the Autumn, Spring and at the end of the Summer term if they wish to discuss their child's annual report. Work is available for parents to see in the Autumn and Spring meetings. A written annual report to parents is provided for each child in the Summer term. Those children in Year 2 and Year 6 will also receive their SATS results, children in Year 1 will receive their phonics test results and Year 4 pupils will receive their multiplication scores. SATS results for Year 2 and 6 are published on the school's website. Parents may at any time during the school year make an appointment to discuss with the class teacher their child's progress and are encouraged to approach the school at any time should they have questions or concerns around progress and attainment.

Governors

During the Autumn Governor's meeting, the previous year's SATS results will be discussed and issues raised.

High School

Individual record sheets and Year 6 SATS results will be forwarded to the appropriate High School.

Other Schools

On transfer to another school, the child's individual records shall be forwarded.

Monitoring

This policy will be reviewed every 3 years.

Reviewed: Summer 2022

Appendix

- Target Setting July (in collaboration with current teacher) then Sept with HT
- Parent Progress meeting 1 October
- Data Collection Point December
- PP & SEND Targets December
- Parent Progress meeting Feb half term
- Data Collection Point March (final week of Spring term)
- PP & SEND Targets April
- Statutory Assessments May
- Phonics Test & Multiplication Tests June
- End of Year Reports July
- Data Collection Point July
- PPP & SEND Targets July (with receiving teacher)

Assessments should be on going and summative assessments completed by the data collection point.