



ENSTONE PRIMARY SCHOOL

ASSESSMENT AND TARGET SETTING POLICY

Introduction

Assessment is an integral part of teaching and learning and National Curriculum statutory procedures. This policy outlines the purpose, nature and management of assessment in our school. Assessment of pupils' achievement involves all staff and all pupils. It includes academic, social, emotional and physical development.

Assessment will be both formative (to inform future planning) and summative (to provide a picture of a particular point in a child's development). Assessment will indicate strengths and identify areas for development. The outcomes from assessment will be used to monitor and evaluate the effectiveness of planning, teaching and learning. Regular, rigorous assessment will ensure continuity and progression for all children throughout the school.

Target setting is an important part of our school's practice. The primary purpose of target setting is to raise pupil attainment and achievement by providing a focus for individual improvement. Effective assessment will lead towards effective target setting for children's future progress.

The school's **Assessment and Target Setting Policy** is closely linked with policies on marking and reporting and will, at all times, follow the Equal Opportunities Policy.

Statutory assessment

Reception pupils will be assessed using the Early Years Foundation Stage Profile. The DfE baseline assessment will be conducted upon entry into Reception, according to current statutory regulations.

Year 1 pupils will sit the annual Phonics Check, in accordance with statutory regulations.

Year 4 pupils will sit the annual Multiplication Tables Check, in accordance with statutory regulations.

At the end of each Key Stage, a teacher assessment of attainment in core subject areas (reading, writing and mathematics) will be made against the current standards set by the DfE.

National tests (SATs) and teacher assessments will be administered in accordance with statutory regulations at the end of Key Stage 2.

At the end of Key Stage 2 the necessary transfer documentation for each pupil will be sent to his or her chosen secondary school in accordance with the Oxfordshire agreed transfer policy.

Secondary school placements for pupils with Education Health and Care (EHC) Plans will be considered and, where possible, secured in the summer term of their Year 5 or the autumn term of their Year 6. Additional assessments may be gathered for children on the SEND register and shared with the receiving school, as appropriate.

Internal (non-statutory) assessment

Pupils in all year groups will be assessed against age-related end-of-year objectives in reading, writing and mathematics. Evidence will be gathered throughout the year to build a personal profile of achievement. Evidence may be gathered in the form of annotated classwork or end of unit tests.

In addition to teacher assessments, pupils will sit PUMA maths tests and PiRA reading tests. The data from these, in the form of reading/maths ages and standardised scores will be used to track pupil progress and report to governors.

Pupils will be set annual targets for reading, writing and maths, using a system of “Working towards” (emerging), “Expected” and “Greater depth” (exceeding) to mirror the SATs outcomes. Termly pupil progress meetings will enable staff to examine data closely and intervene if pupils are not on track to meet their targets.

In Reception, on-going assessments will be carried out in line with EYFS guidelines and recorded in the children’s profiles. These assessments may be notes of observations, photos or written/drawn work by the child, as appropriate.

In Science, elicitation exercises will be used at the beginning and end of each topic, which will assess pupils’ understanding of key concepts and their progress throughout the unit of teaching. Assessments will also be made against pupil curricular targets for investigative work. Pupils will be judged to be either *emerging*, *expected* or *exceeding* against these age-related targets.

In Computing, History, Geography, French, Art, DT, RE and Music, pupils’ progress against end-of-year curricular targets will be recorded. Pupils will be judged to be either *emerging* or *expected* against these age-related targets. Similar assessments will be made against curricular targets in PE, which will be recorded in the pupils’ PE Passports, along with other records of their development and achievements in this subject area.

The information gathered from all subject assessments will feed directly into each child’s annual academic report to parents.

It is the responsibility of each class teacher to ensure that regular assessments are made according to the protocols outlined and that the results are used for tracking pupil progress, target setting and to inform future planning.

Pupils who move to another school will take with them their latest teacher assessment information for all subjects, plus any ongoing targets and records.

Other forms of target setting

Targets may also be set for children on the SEN register as part of the outcomes of their Pupil Profile or EHC Plan. These may be academic targets, physical development targets, social and emotional development targets, independence targets, or whatever is appropriate to meet the needs of the pupil.

Planning

Each member of the teaching staff will be familiar with the aims, objectives and content of the National Curriculum 2014, for the year groups they teach. The Reception teacher will be familiar with the EYFS Statutory Framework.

Assessment will be built in at the curriculum planning stage and will be reflected in long-term, medium-term and short-term plans. Effective ongoing assessment will inform future curriculum planning and facilitate individual target setting.

Process

Assessment will draw on a wide range of evidence, learning experiences and context. A variety of assessment techniques will be used, e.g. observation, questioning, evaluation, listening to discussions, marking written work and children's self-assessment. Teachers will use their professional judgement in deciding which combinations of techniques are most appropriate to the learning objective and task.

Assessment will involve the teacher sharing their observations about the child's progress with the child, the child's parents and with other members of staff as appropriate. This discussion might include what has been achieved so far, and where he/she might go from there in future target setting.

Children will be encouraged to assess their own work against their learning objectives and to consider progress towards targets.

Cross-class and cross-phase moderation will be undertaken both as in in-school exercise and also within the wider partnership of primary schools (Chipping Norton Partnership of Schools). This ensures continuity of approach and quality assurance of judgements.

Analysis of tracking and results

Teachers are responsible for maintaining class records of each pupil's progress in reading, writing and maths in terms 2, 4, 5 and 6 and for setting their next targets.

Key Stage coordinators and the headteacher analyse this tracking, producing reports highlighting both successes and any pupil or area which is causing concern.

Following end of year assessments, detailed analysis is made of each pupil's summative position and their progress over the year in relation to their targets.

Detailed analysis is made of EYFS, KS1 and KS2 data, comparing attainment and achievement with county and national figures. This begins in term 6 and continues into the following academic year with the publication of ASP.

EYFS profile scores are analysed on entry to Reception, again in December and in March and on exit from the Foundation Stage.

Responsibility

The implementation of the Policy is the responsibility of all teaching staff, overseen by the headteacher and senior leadership team.

Date Adopted: July 2022

Review Date: July 2025

Signature of Chair of Governors: *Devin Caswell*

Signature of Headteacher: *J. Mann*

ASSESSMENT TIMETABLE

Autumn (Term 1)	Ongoing updating of pupil curricular objectives tick sheets Early Years Foundation Stage Profile entry data
Autumn (Term 2)	Ongoing updating of pupil curricular objectives tick sheets Assessment week – reading, SPaG and maths tests Progress and targets for attainment by individuals analysed EYFS Profile updated

Spring (Term 3)	Ongoing updating of pupil curricular objectives tick sheets
Spring (Term 4)	Ongoing updating of pupil curricular objectives tick sheets Assessment week – reading, SPaG and maths tests Progress and targets for attainment by individuals analysed. EYFS Profile updated
Summer (Term 5)	Ongoing updating of pupil curricular objectives tick sheets End of Key Stage SATs (Year 2 and Year 6) End of Key Stage teacher assessments
Summer (Term 6)	Ongoing updating of pupil curricular objectives tick sheets Assessment week – reading, SPaG and maths tests Progress and targets for attainment by individuals analysed. EYFS Profile completed. Y1 Phonics Check Y4 Multiplication Tables Check SATs/Assessments analysed and compared with local and national data Targets set for following year