

Assessment, Recording, Reporting, and Target Setting Policy (refer also to the Marking and Feedback policy)

February 2005, Updated 2009, October 2010, September 2012, February 2017, September 2019



1. WE BELIEVE

The main purpose of Assessment is to enhance and enable learning.

Any assessment is only valid on the moment it is made. Like copper it tarnishes as soon as it is exposed to the air.

Assessment is however vital to ensure our teaching is as focused as possible and does not waste time or opportunity.

Assessment based on knowledge/facts is far less valuable than assessment of skills and processes however mind mapping and other activities (see Isabella Wallace) give valuable information to teachers as to where to pitch teaching and see how effective that teaching has been.

Children should be involved wherever possible in Self Assessment and to do this need to know what the targets are what the success criteria is and be able to practice recognising this.

Assessment during lessons should be ongoing and observed.

Differentiated questioning is a key part of assessment and wherever possible teachers should have a 'hands down' approach.

Mini plenaries/plenaries and talk partners are opportunities for children to verbalise their understanding. TAs should be gathering evidence in these sessions to inform teachers

Teachers should be teaching, observing, evaluating and assessing 100% of the classroom time. It is therefore perfectly acceptable during teaching time to observe a focus group, to 'flash mark', to complete assessments and to ask pertinent questions of a focus group.

2. AIMS

- To support pupils in their learning.
- To ensure that all pupils can make maximum progress.
- To ensure that lesson planning is effectively supported through relevant and reliable information on pupil progress.
- To avoid over burdensome bureaucracy.
- To inform pupils, parents, staff and governors of pupil progress at a relevant level.
- To ensure assessment is subject specific.
- To provide data in order to support effective analysis of the teaching and learning across the school.

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3. ASSESSMENT FOR LEARNING, MARKING and the PLENARY

The Accelerated Learning Cycle.

Effective assessment is a vital part of the Accelerated Learning Planning Process adopted by the school. Whereas lessons in Literacy and Numeracy follow their own planning models, the process of planning is based upon the same principals adopted in all other subjects and is explained in detail in the Effective Teaching and Learning Policy.

The key elements of assessment within the planning and teaching structure are as follows:

- **Connecting with previous learning.** Here teachers based on prior knowledge of attainment in previous units or lessons, reconnect pupils with the area of study. This initial opener to a lesson ensures that future learning is built upon the secure foundations of previous learning. For the brain to retain knowledge linkages must be made with other secure foundations of understanding. If gaps are present in this process, understanding will not be secure.
- **Brainstorming.** This is a useful assessment tool whereby pupils discuss briefly their prior knowledge. This information may be quickly gathered on a knowledge web, or via another form of collection activity (see Isabella Wallace). At the end of a session or unit of work this can be repeated to demonstrate progress made.
- **Pupils demonstrate their understanding.** After the input from the teacher, pupils should through their activities be able to demonstrate their understanding. It is important that pupils verbalise their learning and discoveries. The process whereby pupils verbalise such learning is vital in ensuring that pupils embed and secure the connections in the brain to enable them to retain their new skills and knowledge.
- **Plenary.** Essential at the end of every lesson, but equally valid at other times in the lesson, the plenary is a properly planned activity whereby the learning that has occurred is summarised and consolidated. The plenary will enable the teacher to quickly assess how effective the lesson has been. She should be able to ascertain whether the objective of the lesson has been met and which children have gaps in their understanding. This information should immediately inform the planning for the next lesson. Clearly some units of work are planned in blocks. The next lesson therefore may need some adaptation to ensure that the secure foundations remain. In most cases teachers will adapt the start of the next lesson to reconnect with the learning to enable the pupils to move forward. There may need to be further differentiation to meet the needs of pupils who are more able or have Special Educational Needs. Mini Plenaries should not however prevent the development of the pupils resilience and stamina in producing work over a sustained period.
- **Marking, including TA (target achieved).** Refer to the Marking and Feedback Policy for detail
- **Questioning.** Effective questioning is a key to successful assessment. Effective questioning must be a feature of all lessons. Questioning should enable pupils to demonstrate their understanding and should be clearly differentiated to suit the needs and levels of attainment of pupils. Questioning can be one of the most effective ways of individualising pupils' learning and for providing effective differentiation. Questioning is always most effective when teachers do not require

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students to put up their hands, but rather give the class thinking time of a few seconds before choosing the respondent. Even more effective is when the pupils have a few seconds to brainstorm with a partner prior to having to give an answer. Again by talking the students have to make connections in the brain. By not putting hands up they all have to be engaged. By working with a partner all students should have something to contribute even if it is the views of a partner, but even in this example they will have had to make some understanding of the concept. Questioning should not be superficial. It should probe and require increasingly deeper thought.

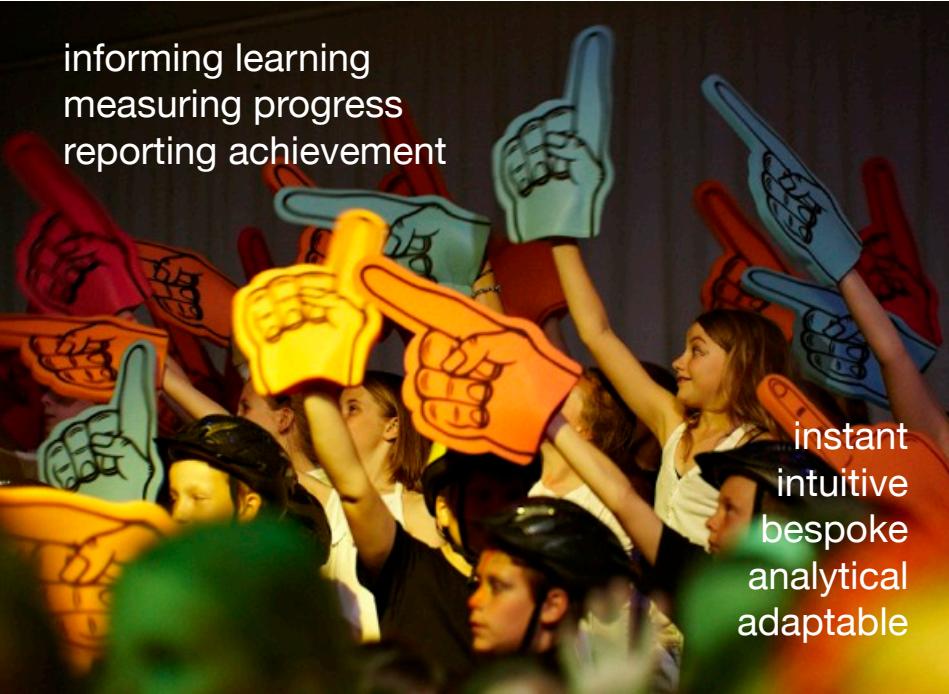
4. TEACHER ASSESSMENT USING FliC; Framing Learning in Classrooms

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FLiC
Framing Learning in Classrooms
An amazing assessment tool developed through
Riding Forward Teaching School Alliance with SD Porter.net



National Teaching School
designated by
National College for
Teaching & Leadership



The Government agenda is to ensure that at least 85% of pupils are secure across the learning goals each year for the enhanced expectations of the 2014 National Curriculum. This is the focus of our assessment.

- Are the pupils secure?
- Who is not?
- Ensure that children's understanding is concrete leading to mastery.
- Assessment must clearly influence the teacher's next planning steps.
- A net is cast through which children do not fall.

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- Those who are secure are given the opportunity to deepen their learning and develop their understanding in new circumstances hence ensuring mastery at a greater depth.

In conjunction with Stephen Porter, Broughton Primary School, Mark Keith and under the umbrella of our Teaching School Alliance: Riding Forward, Molescroft Primary School has developed a new Assessment System designed to meet the focus above and the criteria below. It is called FLiC: Framing Learning in Classrooms.

FLiC was designed to create the following:

- An assessment tool that is completely intuitive to a teacher's practice.
- Assessment that travels directly from the classroom and can be completed without any fuss when learning happens.
- Assessments that can be made by teachers and teaching assistants simultaneously.
- Assessments that can be made during a lesson or during marking or following formal assessments and automatically uploaded from any location.
- A system that allows assessments to be made by any number of staff at any time.
- A system which is paper free and needs no transferring of data from a mark book, scheme or into a spreadsheet.
- Assessments which are literally a flick, can be made on iPads, tablets, smart phones and computers / laptops.
- A system which is pre populated with assessment criteria / objectives for EVERY SUBJECT including Primary Languages and Early Years from birth.
- A system which enables schools to edit the pre populated objectives prior to the to setting up.
- A system which assesses the security of pupil understanding working within any year's objectives.
- A system which ensures that gaps in learning are not forgotten in transfer from one year to the next.
- A system which highlights pupils who may not be 'secure' in their understanding but are 'developing' their understanding or 'enhancing' their understanding. A system which enables schools to add bespoke objectives for pupils working at the extremes of the learning spectrum.
- A system which enables coordinators and senior leaders to view pupil achievement and progress at any time anywhere and for any aspect of the curriculum and to make comparisons of their choice for example different groups of children including Pupil Premium.
- The ability to choose your own threshold for measurement of pupil achievement.
- The ability to see how many children in any cohort or class or group are secure in their learning objectives for any subject including Reading, Writing, Maths etc. The ability to know how any pupil is performing at any time.
- To demonstrate progress within a year and across years
- To automatically provide reports for parents, Senior Leadership, LA, Governors and Ofsted.

FLiC achieved all of this.

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For full details of how FLiC works, and how reports are generated visit
<https://flicassessment.wordpress.com>

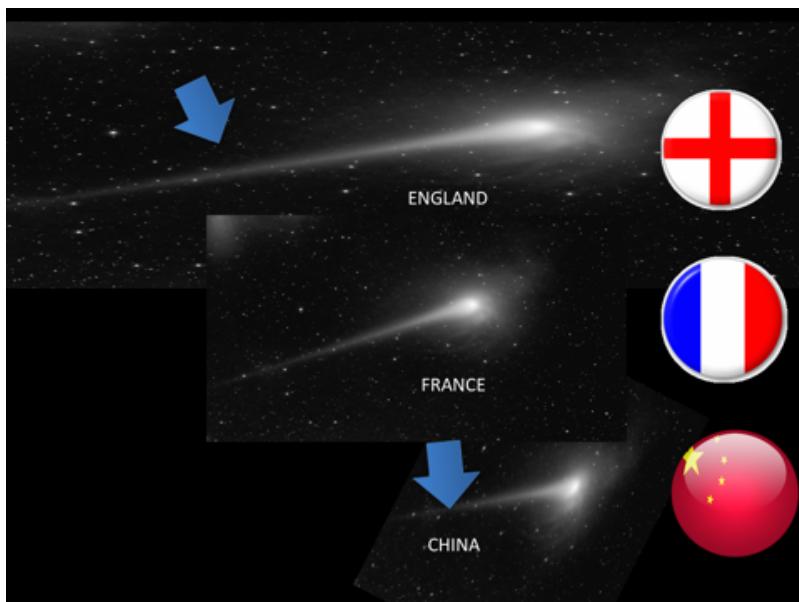
Teachers are expected to be recording assessments via FLiC as integral part of their day in class and out.

The data is analysed every half term and reports are prepared for governors of the school on a termly basis. It is vital that the data is up to date at all times as it is referred to constantly for looking at pupil progress on a group and individual level.

Compared with populations internationally, high ability children in English schools generally perform well, and as shown as a comet these high end performers do as well as their peers in China and better than France. The English problem is exemplified by the comet's tail. Whereas in China the system is very effective at ensuring pupils do not drift further and further behind; in England children drift behind from the Foundation Year onwards and whenever drift starts it is rarely caught up. The following diagrams exemplify this.

FLiC is designed to support teachers in spotting signs of drift and to help them to act to ensure that this is reversed. See the 'action zone' on figure 2.

The National Curriculum is designed in such a manner that those who are secure in an area of learning are to have that understanding deepened further and mastered. This is shown on FLiC by the enhancing descriptor.



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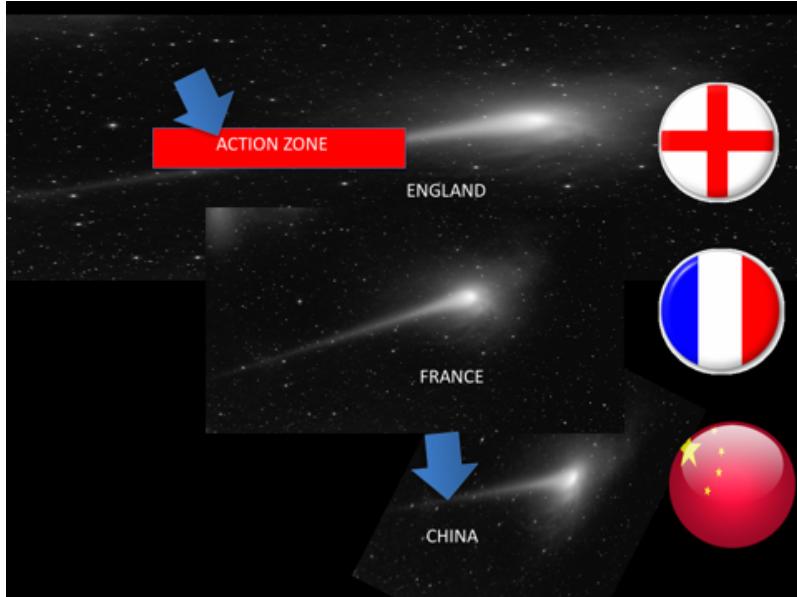


Figure 2: Showing the Action Zone for the FLiC Assessment System

However, just as there will be a few exceptional children for whom the curriculum of a particular year group is inappropriate, there will potentially be children for whom their ability is so high that a higher expectation beyond the year group is to be expected. These are shown in FLiC as the Challenging descriptor.

5. REPORTING TO PARENTS

Consultation evenings are held in the Autumn and Spring Terms. Pupils are encouraged to attend the ten-minute meetings. Should parents require more time, additional appointments are freely offered. Parents are reminded that they may make an appointment to meet with a class teacher, a Key Stage coordinator or head teacher at any time. Twice a year specific appointments are offered for parents to meet with the SEND Coordinator where appropriate.

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Bi-annual Reports to parents are automatically generated from FLiC every January (Maths and English) and June (full curriculum). These provide detailed information for parents/carers and pupils in each subject and are accompanied by a letter from the teacher.

Parents have the opportunity to discuss the report with their child's teacher.

Advice for Parents re the FLiC Report



For each aspect within each subject the report will clearly indicate if your child is **"secure"**.



If it says that your child is **"developing"** it means that security is not yet certain and therefore this immediately becomes a pupil target. The teachers will continue to work on gaining security here and as parents/carers you are asked to support at home to develop this **"security"**.



If **"enhancing"** is recorded against an aspect of learning, this means that your child has been extending their understanding and will have developed an advanced appreciation of this area of learning probably in a range of contexts.



In very rare circumstances it may state, **"challenging"**. In these exceptional cases, your child has demonstrated skills considerably above what would normally be expected for a child in this year group.



For some children however, aspects of learning (as expected within the year group's curriculum) are labelled **"inappropriate"**. This means that the child is not ready and/or able to tackle this level of learning, it is inappropriate to do so.

This will still be recorded, as it is important for parents/carers to have a true representation of what a child can and cannot access from a particular year group's curriculum. Parents and Carers **will** however receive the full assessments of what their child **has** achieved over the year. This will be presented for all children in far more detail than ever before. This may include objectives from previous year groups.

Teachers know that parents want to know more than just attainment. Parents/Carers need to know how their children work, how they relate to others and about their work ethic generally. Parents/carers need to know how their children behave in school. This vital part of the report is included as a separate letter.

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Advice for Parents re the Mid Year FLiC Report

The attached Curriculum Report shows for every learning aspect; within English and Maths; how secure your child is in his or her learning and understanding. The reason for doing this is to enable parents to understand how their child is progressing and to know the areas to be developed in order to become “secure” and the areas of learning yet to be assessed. These will appear as grey boxes. Remember this report is only one term into the school year. There will be many grey boxes. It is also to be expected that of the assessed objectives, many, if not the majority will be “developing”; again because the children have only completed one third of the school year.

As the assessments made are to support learning, it will be expected that in many areas of English, reassessments will be ongoing throughout the year. In Maths, this is less likely as the organisation of the curriculum is based on developing mastery over extended study units, rather than through repetition. However, in terms of ‘number’ there will be reassessments throughout the year, and in relation to other areas of maths, various support programmes will be available to enable pupils to become “secure”.

Please note that assessments are true at the time of making. In some examples pupils may have developed further since the assessments.



For each aspect so far assessed, within each subject the report will clearly indicate if your child is “**secure**”.



If it says that your child is “**developing**” it means that security is not yet certain and therefore this immediately becomes a pupil target. The teachers will continue to work on gaining security here and as parents/carers you are asked to support at home to develop this “security”.



If “**enhancing**” is recorded against an aspect of learning, this means that your child has been extending their understanding and will have developed an advanced appreciation of this area of learning probably in a range of contexts.



In very rare circumstances it may state, “**challenging**”. In these exceptional cases, your child has demonstrated skills considerably above what would normally be expected for a child in this year group.

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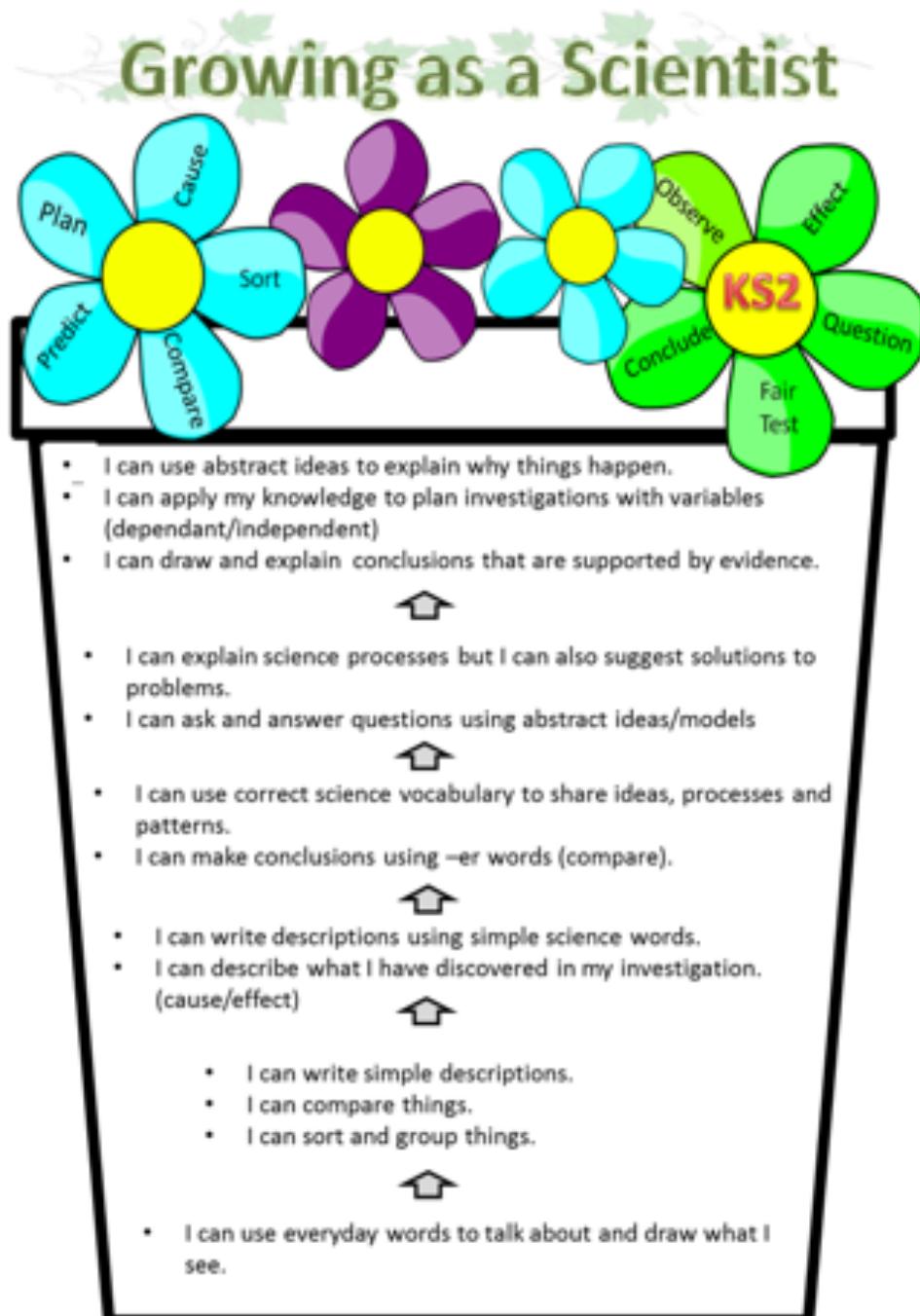
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6. ADDITIONAL ASSESSMENT ARRANGEMENTS IN SCIENCE

Assessment in Science is further supported by the Growing as a Scientist “Plant Pot” self assessment charts.

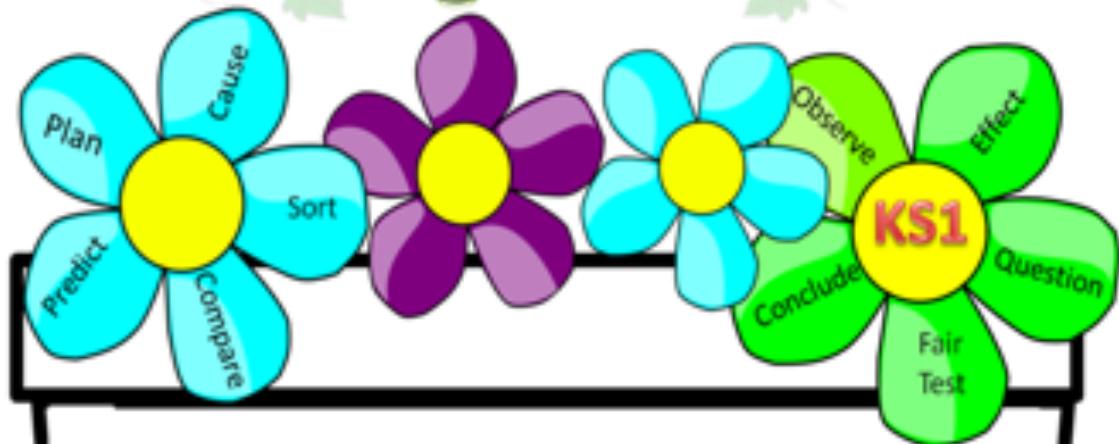


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Growing as a Scientist



- I can write descriptions using simple science words.
- I can describe what I have discovered in my investigation. (cause/effect)



- I can write simple descriptions.
 - I can compare things.
 - I can sort and group things.



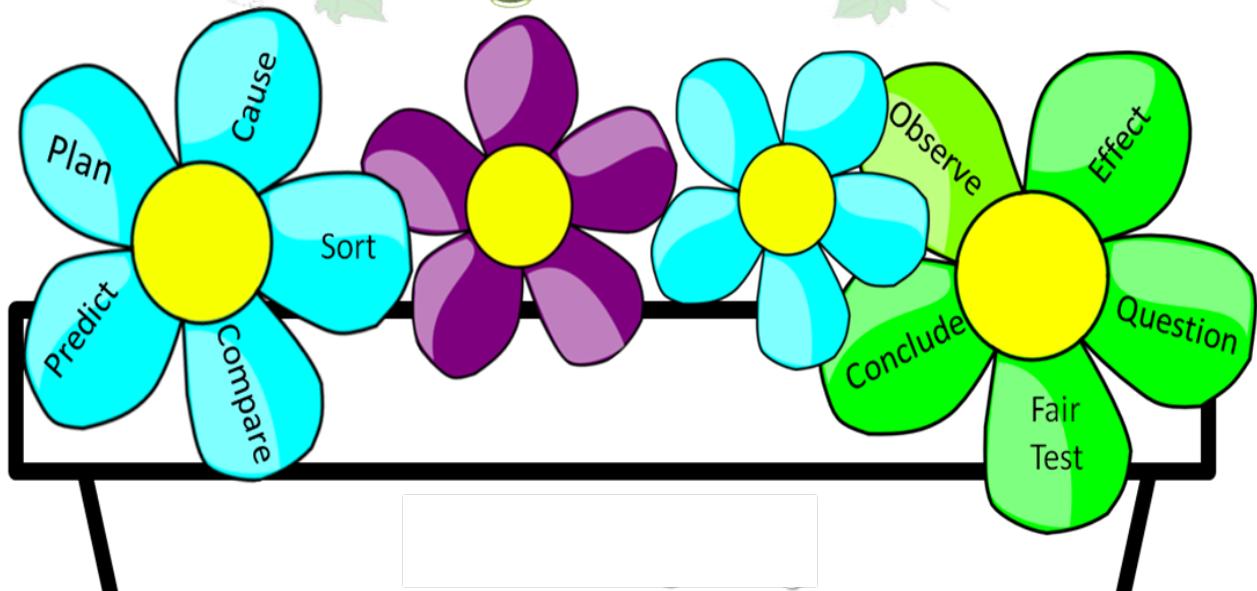
- I can use everyday words to talk about and draw what I see.

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Growing as a Scientist



- I can use correct science vocabulary to share ideas, processes and patterns.
- I can make conclusions using -er words (Compare)



- I can write descriptions using simple science words.
- I can describe what I have discovered in my investigation (Cause & Effect)
- I can make models for things I can see.



- I can write simple descriptions
- I can compare things.
- I can sort and group things.



- I can use everyday words to talk about and draw what I see.

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7. ASSESSMENT IN THE PERFORMING AND VISUAL ARTS, DESIGN TECHNOLOGY and PE using FLiC

Assessment in these subjects has long proved to be problematic. At Molescroft we have developed a system which

- Engages the pupil in his or her assessment;
- Enables pupils to measure performance against transferable skills;
- Engages everyone in assessing within the processes, which are fundamental to success in these subjects and thus enable pupils to make progress. The assessment system seeks to eliminate the assessment of events, which may give a snap shot of attainment but has dubious long-term relevance.
- This system was the basis for the development of the FLiC system.

Assessment is based on a single grid as shown below. This grid is displayed in all classrooms and in the Hall and Music Room. Assessment is designed to occur within the plenary of lessons focussing on the relevant strand to that lesson i.e.

Exploring Ideas

Developing Skills

Making, Designing, Composing

Performing, Demonstrating, understanding

Evaluating

For each descriptor there is advice given to guide pupils and teachers to support pupils in moving to security of understanding or embedding learning further.

The system is intended to be oral. Within an assessment session pupils will be asked to assess their own achievement within a strand. Pupils will be required to justify orally why they believe they have attained a particular level and not another. Pupils will also be encouraged to evaluate the work of others through the same system. At the end of a particular unit, pupils may be encouraged to highlight their agreed performance according to each strand across a unit. This will form a valuable record and is particularly relevant to older pupils. Even so the most important part of the assessment process here is the engagement of the pupils in their own assessment and their appreciation of what they should do next to move up a level. Teachers record the performance of pupils using the FLiC system, ideally within the lesson.

The presumption on which this system is based is that a teacher correctly plans work to match the expectations of the age of pupils being taught. The demands of the lesson are therefore appropriate to the National Curriculum expectations for that year group. A teacher then begins each lesson with a clear idea of what the secure level for this piece of work is to be.

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Specific requirements:

- The Grid is reinforced IN EVERY UNIT.
- In KS2 Every D&T project (except food technology) must have an annotated/highlighted grid in the project folder.
Teachers must know the secure level the work is targeted at.
These must be completed by the children in consultation with the teacher in the lessons.
- Similarly a grid must be discussed for Art, Music & P.E at the end of every unit.

When engaging pupils in the assessment process in these subjects, teachers may find it useful to have a range of questions available to prompt them. This may be particularly useful with younger children and with those who have not yet fully embraced the culture.

Potential Questions for each strand.

Exploring Ideas

Were you happy to try out new ideas?

How did you work with a team?

When did you listen to the advice of others?

Did you always agree with what other people suggested? Why? Why not?

How did you alter our work because of the suggestions of others?

What ideas did you have of your own?

How did you share your ideas with other people?

What did you notice, which other people did not?

Which of your suggestions did other people take note of?

How were you successful?

Developing Skills

How do you feel that you have improved?

What can you do now that you couldn't do before?

Have you thought things through carefully? Why? Why not?

What went wrong?

What did you learn from that?

What did you try out for the first time?

What surprised you?

What interesting discoveries did you make?

What have you shared with your fellow pupils?

Making, Designing, Composing

Which skills did you use in this project?

Did you achieve what you set out to achieve? How do you know?

How is your work original?

How did you manage to keep within the timescale?

How did you cope with difficulties?

How is your work different to that of your friends?

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What are you most pleased about?

Performing, Demonstrating, understanding

How did you enjoy the project?

Do you feel you have demonstrated your abilities?

Do you feel ready to move on to more complicated tasks?

Do you feel that you need more time to practice?

Do you feel that you have a particular flair for this work? Why?

What makes your work more interesting than perhaps that of others?

What do you admire in the work of others?

How could you and /or others improve work further?

What can advice can you offer others to reach a high standard?

Evaluating

Describe what has been done in this lesson / unit.

What have you learnt in this lesson / unit?

How has your work improved in this lesson / unit?

How does your work compare to that of others?

Why is their work better or not than yours?

How can standards be improved in your work and that of your friends?

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Arts, Design and Physical Activity: Pupil Reference Grid

How Secure are you in

UNIT	EXPLORING & DISASSEMBLING	DEVELOPING SKILLS & TECHNIQUES	DESIGNING, CREATING & COMPOSING	PERFORMANCE BUILDING REALISATION	EVALUATING YOUR JOURNEY AND RELATING IT TO OTHERS
BELOW TARGET LEVEL	You are sometimes positive but often wary. ADVICE: Be part of the team and you will succeed.	You sometimes feel awkward, but give responses. ADVICE: Don't be frightened of making mistakes.	You are hesitant and unsure. ADVICE: Take time and be confident.	You are making your first steps. ADVICE: Do not be afraid to take bigger steps.	You describe the lesson. ADVICE: Explain <u>your</u> ideas more.
DEVELOPING	You are involved and thoughtful, a follower. ADVICE: Make a difference, give more ideas.	You offer a range of ideas, showing promise ADVICE: Nearly there, keep trying hard.	You have a range of promising ideas. ADVICE: Nearly there – stick at it!	You are developing. ADVICE: You are now making progress, practice makes perfect.	You explain your own ideas and progress. ADVICE: Explain all of the problems and how you solved them.
SECURE	You share ideas and support others. ADVICE: Discuss ideas in more depth.	You are logical, and your work is detailed and developing ADVICE: Be bold – experiment more.	You are secure and sure in your work. ADVICE: Now is the time to be more inventive.	You feel secure in what you are doing. ADVICE: You've got it, now you can become more proficient.	You accurately explain how you improved your work. ADVICE: Compare your work to other pupils'.
ENHANCING	You share ideas and support and learn from others. ADVICE: Keep your focus strong.	You are willing and successfully explore and develop new techniques. ADVICE: Keep on with your work and refine your creativity even more.	You are inventive and your ideas are original. ADVICE: Keep working hard to become truly fluent.	You are expressive. ADVICE: You are working at a high standard; can you leap to a higher level?	You make informative, full and detailed comments. ADVICE: Try to use specialist terms in your evaluation.
CHALLENGING	You are a leader, you are fair and you negotiate. ADVICE: Continue to develop your consultation skills.	You are creative and experimental this leads you to make inspirational discoveries. ADVICE: Enjoy the fruits of your labour!	You are confident and fluent in your work. ADVICE: Consider developing a specialism in this area of work.	You are fluent and fully confident. ADVICE: Where else can you find opportunities to develop this work?	You use specialist terms to evaluate work and relate to other work you have seen. ADVICE: How have others, in a professional sense, solved similar problems?

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Arts, Design and Physical Activity General Assessment Headings

How Secure are you in

PE ACTIVITY CONTEXT	EXPLORING THE PARAMETERS OF THE DISCIPLINE	DEVELOPING SKILLS TO PARTICIPATE EFFECTIVELY	USING THE SKILLS EFFECTIVELY i.e. Skill Level	PERFORMANCE AND PARTICIPATION IN THE FIELD OF PHYSICAL ACTIVITY	EVALUATING YOUR JOURNEY AND RELATING IT TO OTHERS
MUSIC STYLE: CONCEPT:	EXPLORING NEW IDEAS IN THE MUSICAL FIELD	DEVELOPING SKILLS NECESSARY TO PERFORM	COMPOSING WITHIN THE PARAMETERS	PERFORMANCE SHOWING UNDERSTANDING AND AWARENESS	EVALUATING YOUR JOURNEY AND RELATING IT TO OTHERS
D&T CONTEXT: MATERIAL:	DISASSEMBLING ARTICLES FROM THE REAL WORLD	DEVELOPING TECHNIQUES REQUIRED TO SUCCEED	CREATING AN EFFECTIVE AND REALISTIC DESIGN	REALISING THE DESIGN USING TECHNICAL KNOWLEDGE	EVALUATING YOUR JOURNEY AND RELATING IT TO OTHERS
ART: MEDIA: ARTIST, STYLE, PERIOD OR GENRE:	EXPLORING NEW IDEAS, TECHNIQUES AND THE WORK OF RELEVANT ARTISTS	DEVELOPING NEW ARTISTIC SKILLS	CREATING ORIGINAL PIECES OF ART	CONFIDENCE IN UNDERSTANDING THE PROCESSES	EVALUATING YOUR JOURNEY AND RELATING IT TO OTHERS

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13. REPORTING TO GOVERNORS

Standards achieved in the school are fully analysed and reported to Governors through the Annual Standards Report, which is dissected at the Annual Staff – Governor Standards Meeting in November.

The report, which has individual pupil data in the teachers' version, draws on data from:

- SAT tests
- Optional National Assessments
- Standardised test results
- Writing Assessments
- OFSTED Reports
- FFT Aspire Data Reports
- Subject SEFs
- Teacher Assessments using FLiC
- Foundation Stage Profile Data
- Foundation Stage Baseline Reports
- SEND Data Analysis
- Vulnerable Groups Reports including Pupil Premium
- Other relevant reports.
- Data Target Tracking

Governors have a clear understanding of the issues facing the school in relation to pupil performance. They understand the strengths and weaknesses and thus are able to support the school closely in the identification of targets and priorities. The governors are therefore central to the development and agreement of the School Improvement Plan. Governors also receive termly progress reports on the School Improvement Plan as well as termly reports on the performance of pupils in every year group. This enables Governors to keep a close watch on pupil progress.

In addition, through the Head Teacher's Report Governors receive the Head's and other coordinators' reports on the effectiveness of teaching and planning across the school. The governors also receive copies of the Records of Visits forms, which are supplied by representatives of the Local Authority.

14. RECORDS OF ACHIEVEMENT

Each pupil has a Record of Achievement briefcase. Contained within are the following:

Red Files - Test Papers-contains phonics screener mark sheet and KS1 test papers

Blue Files - Summary Sheets-contains National Year group summary sheets (these are printed from the office Simms system)

e.g. Foundation Profile Summary, Phonics Summary and KS1 Teacher Assessment Summary.

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Other items to be filed

FY

- Learning journey book
- 1 piece of artwork

Y1

- Learning journey book
- International folder (if the work is done separately)
- 1 piece of art work
- 1 piece of published written work

Y2-Y6

1 piece of art work

1 piece of published written work

1 book –e.g. Science or Foundation subject that reflects curriculum activities completed in the Year. THIS MUST NOT BE THE BOOK THAT IS TRANSFERRING TO THE NEXT CLASS.

The briefcase is presented to children on their last day at Molescroft Primary School.

15. ASSESSING SPECIAL EDUCATIONAL NEEDS

In addition to all the above, pupils with Special Educational Needs are further assessed through agreed tests. These are often diagnostic and some are used to set benchmarks. Refer to the SEN Policy for further guidance. The FliC Assessment System allows for the tracking of pupils in this category and also for recognition of their achievements. The FliC System also allows for individualised targets to be written into the database creating a real link with the each child's individual learning plan.

16. ASSESSING FOR GIFTED AND TALENTED PUPILS

The Policy for Talented and High Achieving Pupils demonstrates how pupils are identified and supported. Standardised Tests automatically identify pupils for inclusion on the register. In addition, however pupils can and must be identified in other subjects. Clear guidance is given within the Policy. Most notably teachers must be aware of talented pupils identified through the Assessment of pupils in the Visual and Performing Arts, PE, and Design and Technology. Formal identification and updating of the register is made in January and June. The FliC Assessment System allows for the tracking of pupils in this category and also for recognition of their achievements.

17. EQUAL OPPORTUNITIES

Assessment is potentially discriminatory in that a child with a particular special need in English may not be able to demonstrate effectively a talent in another subject. Similarly, pupils with English as second language can potentially fail to demonstrate their full potential

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in the curriculum due to the nature of assessment and communication difficulties. Teachers must be alert to such difficulties and seek to overcome potential under assessment. Where a child is potentially failing to demonstrate his or her real potential in one subject because of difficulties in another the SENDCo should be involved. Where necessary, advice from the English as an Additional Language Support Team should be sought.

Every opportunity to ensure a fair opportunity to succeed in National Tests is taken. Where appropriate, extra time, readers and scribes are applied for.

Refer also to the Equal Opportunities Policy and the Inclusion Policy.

18. TARGET SETTING

Target Setting is essentially based on the Individual in the classroom. It is a process, which ultimately leads to the targets for the school, which are agreed by the Governors and offered to the LA. These are published in the Governors' Annual Report to Parents.

Objectives in lessons lead to objectives in pupils' work, which are target based. These lead to marking according to targets.

Performance in Writing Assessments is recorded and personal targets are produced and recorded on each child's Hit List Card. These are updated after future assessments and during day-to-day work. Pupils also have target cards for Reading and Maths to show them how to move forward in their learning.

On an annual basis pupils' performance is measured in Reading, Writing (GPS / Spelling) and Maths through standardised tests. On the basis of these results and previous scores, children are assessed against the National Curriculum criteria of being secure, enhancing, or still developing. Some exceptional children may be working at such a high level that they are challenging. For a rare minority, the curriculum for their year group may be inappropriate.

The initial target is for children to be secure in their understanding of the national curriculum for their year group. Maintaining a secure understanding year on year is good progress, as the curriculum is increasingly demanding year on year. Similarly maintaining an enhancing / Greater Depth understanding year on year would be good progress.

If a child moved from secure to enhancing, that would be outstanding progress.

Teacher assessments are moderated at staff meetings. In addition, thresholds of security and enhancing are 'moderated' against the results the children receive in standardised tests.

TARGET SETTING FORMULA

How Targets are set.

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From the FY assessments:

- Children with expected progress are expected to be secure at the end of Y2.
- They will have a secure target in Y1 too.
- Children who are exceeding are expected to be enhancing at the end of Y2.
- They will have an enhancing target in Y1 too.
- Children with emerging progress will be considered for intervention to get to secure at the end of Y2.
- Children with expected progress will be monitored to see if they can be challenged to attain an enhanced level at Y2.

From the Y2 assessments:

- Children who are secure will be expected to be at least secure in Y3, Y4, Y5 & Y6.
- Some of these children, based on their FY baseline and other factors and potential may be challenged to be enhancing.
- Children who are enhancing will be expected to be enhancing in Y3, Y4, Y5 & Y6.
- Children who were not secure will be considered for intervention to get to secure at the end of Y6.

All the above is moderated against FFT 20 and FFT 5 predictions.

19. ASSESSMENT IN THE FOUNDATION STAGE

Please refer to the Foundation Stage Policy