



ASSESSMENT and TARGET SETTING POLICY

Rationale

Assessment and target setting lies at the heart of promoting children's learning. It enables staff to ensure careful and progressive learning steps for each pupil. No person shall be treated, without due regard for their feelings and individuality, regardless of gender (including gender re-assignment), sexual orientation, race, culture, belief or exceptional need.

Principles

We aim to:

- monitor progress and support learning
- help pupils to recognise their achievements
- guide future planning, teaching and curriculum development
- inform parents/ carers and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally daily, weekly and half termly. Learning Outcomes and the level of support needed are recorded in pupils' books in line with our Marking and Annotation Policy. Early Years use a photographic & annotated electronic system ("Tapestry") linked to the EYFS attainment profile.

Summative:

A minority of pupils undertake SATS testing in line with their ability. All pupils in Year 1 are given the opportunity to undertake the phonics screening tests. All pupils are tested on the National Curriculum Word Lists (YR, Y1/2 and Y4/5) termly to ensure that aspirational targets are set alongside IEPs. Pupils who are able to, are tested using the standardised national Reading and Comprehension tests. All pupils are assessed using the Riverside Learning Steps in December, March & June. Areas of strength and weakness are identified clearly in English & Communication and Mathematics and pupils showing any under achievement in these areas will have additional strategies put into place via teachers' Learning Conversations (December and March). End of year data for all pupils is collected in June.

Diagnostic: As required, pupils may be formally assessed by an Educational Psychologist. These outcomes are often used to help decide school placements.

Assessment in the Foundation Stage

During their reception year children will be assessed using the Foundation Stage Profile which is based on the teacher's on going observations and assessments. Each child's typical developments and achievements are recorded in the Profile. This information is passed on to the local authority for tracking and moderation purposes. Parents/ carers are given regularly updates on their child's progress.

Records and Record Keeping

Teachers use records, marking and annotation to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records used may be:

- Teacher's plans
- Children's work
- Teacher's/TA's notes e.g. Significant outcomes, achievement of learning objectives
- IEP tracking
- National baseline, Early Learning Goals
- Outcomes of reading/spelling/comprehension assessments
- Progress books/Learning Journals

In order to summarise all evidence of achievement, we keep a record of each pupil's achievement in the National Curriculum subjects. This assessment is done using the Riverside Learning Steps. In addition, the Riverside Pupil Progress Guide explains the correlation to the old National levels and current National Curriculum programmes of study for each year group. This individual pupil assessment is completed by the teacher termly and transfers with the child to the next class, or moves with them to the next phase of their education.

Target Setting

Upon entry into the school each pupils undergoes a period of evaluation and assessment in order to set a baseline. This is recorded in the white file and on the schools English & Communication and Mathematics School Tracker. From this, end of Key Stage targets are set using the Riverside Pupil Progress Guide as a guide for outstanding progress. This is moderated by the Management Team. Each teacher is then responsible for setting end of year targets and moderating within teams.

IEPs

All pupils have IEP targets that are in line with specific yearly targets set during the EHCP Annual Review meeting. These targets are displayed and discussed with pupils regularly. Each teacher is responsible for ensuring that there is evidence of progress

towards a target recorded in classroom evidence books, supported by a written commentary. Evidence should be gathered on a weekly basis. Progress towards targets should be indicated in the front of the book, and the target updated and broken down as necessary. All targets should be reviewed as a whole on a termly basis in the half terms of October, February and May.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- With colleagues in school
- With colleagues from other schools
- By attending LEA sessions to ensure our judgements are in line with other schools
- By using the national exemplification materials

Reporting

Reports promote and provide:

- Good home/school relationships
- Information for parents/ carers
- An opportunity for discussion with parents/ carers
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents, once a year, at the end of the summer term. Parents are encouraged to come in and discuss their child's progress as needed. IEPs are sent regularly to parents/carers once formally update in October, February and May.

Parents & carers are invited to discuss their child's progress in the Autumn and Summer terms. There is a formal review of progress through the EHCP Annual Review process. Looked After Pupils also have a termly PEP meeting to review and report on their progress.

For children at the end of Key Stage 2, additional information including details of the SATs testing will also be provided. Children in KS1 undertake SATs and phonics screening as appropriate.

All staff are responsible for assessment, recording and reporting. Key Stage leaders have the responsibility for the oversight and development of the assessment, recording and reporting procedures in school, under the guidance of the Deputy Head. The KS leaders' responsibilities include:

- contribute to the SDP through work with the Management Team
- leading school development in assessment, recording and reporting procedures
- liaison with subject cluster co-ordinators within the school
- attend and lead INSET where appropriate
- reporting to Governors committees

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes.

This policy should be read alongside the Marking and Annotation Policy.

Presented to Governors: 20.11.2014

Approved by Governors: 20.11.2014

Update: September 2015

Reviewed: (T&L committee) Autumn 2016, Autumn 2018

Next review: Spring 2021

Annual Assessment/Target Setting Programme for Riverside Community Special School

Autumn 1	<ul style="list-style-type: none"> • Hampshire Play Profile (EYFS/KS1 as necessary) • Baseline Learning Step assessments for new children - 6th week and the 1st IEP then produced. • Learning Step baseline assessment for all Y1 pupils (by half term) • Key Stage leaders moderate baselines and new IEPs in liaison with the Deputy Head after 6 weeks • IBMPs reviewed and updated
Autumn2	<ul style="list-style-type: none"> • Parents evening - including discussion of new IEPs • Monitoring of Progress books/Learning Journals • Monitoring and updating of IEPs at half term (including reading & s • Spelling, reading and comprehension assessments in December • Update Learning Step assessments in white files • All pupils data analysed by Deputy Head followed by teacher Learning Conversations
Spring 1	<ul style="list-style-type: none"> • Updating of IEPs as needed • IBMPs reviewed and updated • Monitoring of CLL pupils
Spring 2	<ul style="list-style-type: none"> • Monitoring of progress books/Learning Journals • Monitoring and updating of IEPs at half term (including reading & spelling targets) • Spelling, reading and comprehension assessments in March • Update Learning Step assessments in white files • All pupils data analysed by Deputy Head followed by teacher Learning Conversations
Summer 1	<ul style="list-style-type: none"> • Updating of IEPs as needed • KS2 SATS • IBMPs reviewed and updated • Monitoring of CLL pupils
Summer 2	<ul style="list-style-type: none"> • Monitoring of progress books/Learning Journals • Year1 phonics testing • Spelling, reading and comprehension assessments in June • Monitoring of progress books/Learning Journals • Monitoring and updating of IEPs at half term (including reading & spelling targets) • Update Learning Step assessments in white files • All pupils data analysed by Deputy Head • Setting of end of year and end of key stage targets • Whole school moderation session • Reports to parents • Report to Governing Body • Parents Evening - including discussion of targets for next year. • Transition plans completed
<p>New Pupils - Baseline within 6 weeks. Baseline data to go to C. Restall whatever time of year they arrive.</p> <p>Annual Review of pupils' progress in their EHCP meeting each year (twice in Yr R)</p>	