

Assessment and Target Setting Policy

Introduction

At Ravenshall we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensures that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what their next step of learning entails. Recent changes to the curriculum and ways in which it is assessed have been fully embraced by the school and have been viewed as a real opportunity to develop and implement new and more appropriate assessment systems. CPD has ensured that staff have ownership of these new procedures and processes.

The school has also taken this opportunity to look at enhancing their recognition and celebration of the wider curriculum by developing more opportunities to recognise and measure elements such as social development, coordination and communication skills.

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the standard necessary for the child to make continuous and sustained progress.

Summative assessment provides accurate information regarding a child's attainment and progress. It informs whole school target setting and is used to predict future attainment of individual, year group and end of Key Stage results.

The school's assessment processes enable a clear link between the two in order to provide the best possible outcomes.

Appendix 1 outlines how data is used to inform practice at Ravenshall School.

Effective Assessment

At Ravenshall, effective assessment means:

- teachers knowing where pupils are at the beginning of the year and at the beginning of the Key Stage,
- teachers providing exciting and stimulating learning opportunities, often at an individual level in order for pupils to progress,
- involving pupils so that they are clear about what is expected of them and what they are being assessed against,
- involving pupils in reflecting on, evaluating and improving their own performance,

- using assessment to inform practice and to plan future learning opportunities in order to deliver better outcomes for pupils and raise standards,
- recognising quickly when a pupil is falling behind and those who are excelling in order to provide appropriate and targeted intervention,
- celebrating achievement across the wider curriculum,
- providing parents with reliable and understandable information about how their child is progressing,
- school leaders and governors use assessment data to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time,
- assessment supports accountability at all levels.

IPERForm Assessment

The purpose of introducing the IPERForm model is to recognise and assess small step learning. It also provides a vehicle by which changes to the curriculum can be fully embraced within our school.

The new IPERForm assessment system was piloted in 2015-2016 by Maths and English and after a very successful introduction is now being rolled out in all subjects in 2016-2017. By using the IPERForm competency scales, teachers can assess more accurately what is going on in the classroom and can record the progress within the lesson, even though a skill may not have been mastered.

IPERForm Competency Scale – Definitions of Competency

Introduced	The learner is made aware of/experiences a new skill/concept and requires full support to achieve/complete associated tasks.
Prompted	The learner tackles tasks associated with the skill/concept with some guidance and verbal/physical prompts.
Emerging	The learner is able to tackle associated tasks with some independence/light touch support. Outcomes may contain some errors.
Reached	The learner is now able to work independently showing knowledge and understanding of the requirements to complete associated tasks. Errors will be infrequent.
Functional	The learner has been able to complete associated tasks by using and applying skills/concepts within a functional setting.

Target Setting

The objective of target setting is to ensure that every pupil reaches their maximum potential. After tracking pupil progress over the last few years, the school is now confident of extending challenge by setting targets at all Key Stages from September 2016 to the Upper Quartile as opposed to the Medium Quartile. As pupils move through each Key Stage, progress is expected to accelerate, with Key Stage 4 pupils expected to achieve Upper Quartile targets in 2 years, compared to 4 years at Key Stage 2 and 3 years at Key Stage 3. Pupils are regularly informed of their targets and what their next steps are to achieve them. The move towards IPERForm assessment allows this feedback to be much more detailed providing motivation through short term achievable targets. Within English and Maths IPERForm statement targets are set half termly. All other subjects are set termly. These targets are included in pupil workbooks and as part of the termly pupils' individual AfA development plan.

Tracking Progress

Whole school assessment, moderation and reporting systems are fully inclusive. The Ravenshall Progression Guidance (Appendix 2) is based on Progression Guidance 2010 and emphasises even higher expectations of pupil progress, as from September 2016, targets will be set at Upper Quartile. It also takes account of other assessment models and guidance such as CASPA and IPERForm. Routine tracking of every pupil's progress ensures that all pupils make the expected progress from their starting points. This also ensures that any pupils who require additional support are identified and early interventions are implemented. Pupil workbooks will be marked in accordance with the school marking and feedback policy and coded using the IPERForm assessment standards.

E.g. P8 target statement a, IPERF – E would be recorded in pupil workbook as P8a E

The school uses the Integris system as a basis to record pupil assessment and the timetable for reporting pupils' progress can be found in appendix 2. The school is continuously looking at ways to improve data management and have therefore implemented a new assessment model based in Excel which uses information stored in Integris. The purpose of this development is to view raw and summative data together so that it can be interpreted much more easily by all audiences. It is intended to be highly visible in order to show progress in different ways and to make comparisons possible through consistency of approach.

End of year data now is collated in the form of Subject Progress Sheets. These sheets track yearly progress and summative Key Stage data. Detailed analysis of the data is then reported on and Action Plans are devised for pupils who require support

and intervention programmes to catch up or remain on track. The reports inform departments of their key areas of focus for the following year.

Defining good and outstanding progress at Ravenshall

Outstanding progress at Ravenshall is defined by:

- 85% or more of pupils achieving the attainment levels matching Medium Quartile or above at the end of a Key Stage,
- 75% or more of these pupils achieve at Upper Quartile and above
- 15% or less are at Lower Quartile.

Good progress would be defined as being within a 10% range of the above. Although comparisons between schools are difficult, our research does appear to indicate that these definitions of outstanding are very rigorous.

Moderation

Regular moderation and benchmarking takes place each term to ensure consistency of assessment, marking and feedback. Teachers meet in phase groups or in cross phase groups to analyse children's work against Ravenshall assessments which are based on current curriculum guidance. During the Summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and some years may be moderated by the local authority.

Consistent use of wording is important throughout school; the following is a guide to terminology to use with regards to marking, feedback, assessment and target setting.

Learning objective – this is what the pupils will be learning within the lesson.		
IPERForm Standard – the standard of competency the pupil is working at e.g. P6I, P6P, P6E, P6R, P6F		
Target – taken from the IPERForm assessment for a subject, this is a specific statement taken from within the level the pupil is working at, e.g.		
Standard	Target	Target statement
P7E	a	pupil counts up to 5 objects
	b	pupil rote counts to 10
	c	they begin to recognise numerals from 1 to 5 and to understand that each represents a constant number or amount, e.g. putting correct number of objects into marked containers
	d	in practical situations they respond to 'add one' to a number of objects

Review

This policy was reviewed in October 2019.