



CASTILION PRIMARY SCHOOL

Engage, Enthuse, Empower

Amadeus
Primary Academies Trust



Limitless Learning Together

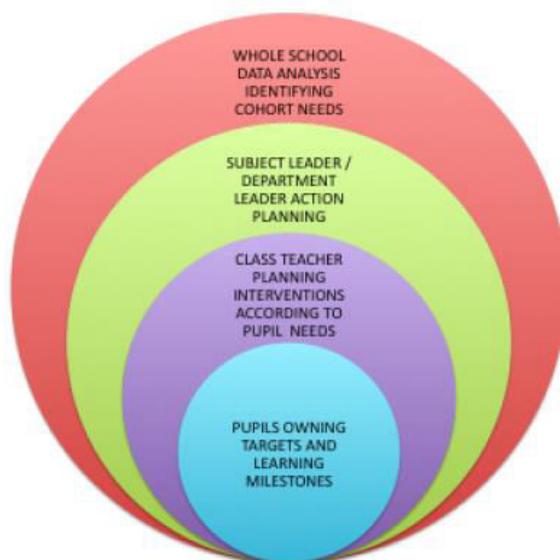
TARGET SETTING AND PUPIL PROGRESS GUIDELINES

This policy is fully compliant with the Amadeus Primary Academy Trust's Principles of Curriculum & Assessment.

Note: These guidelines are used to support target setting and tracking pupil progress at the pupil, class, subject and cohort level.

Introduction

At Castilion Primary School we believe pupils should make good progress in learning everyday, every week, every term and every year. Although the very nature of pupil progress will vary at given points, research informs us that where they make steady, even progress across primary school this is more likely to be sustained into and beyond secondary school.



In order to ensure Castilion pupils receive an entitlement of good learning through good teaching, all school leaders and staff should have a clear understanding about the processes for setting progression targets and how they lead to better outcomes for children.

The aim of this guide is to set out clearly what constitutes good progress in a variety of contexts and to support school leaders in the process of setting challenging, meaningful targets that are owned by all members of a school community and lead to increased standards. A key message of this document is that whilst data collection is important, the use of information to raise standards is central to school improvement.

In making clear our shared expectations in Castilion Primary School, careful consideration has been given to the relationship between data per se and school improvement. We believe that the process of collecting tracking data is

not an outcome of a process but the beginning of many processes. Data does not prove anything about our school by itself.

Data analyses raise questions. They do not provide answers. We use our professional judgement to decide what the data sets mean and what, if anything, should be done as a result.

The use of data is not an exact science and it should never be used entirely on its own.

It is what is done with the data that really matters. Just collecting data, however frequently, will not impact on raising standards in schools.

Whole School Approach to Managing Data

The key window for the full analysis will be towards the end of the Summer term. This will be supplemented by teacher assessment which will include a range of strategies being used to build an accurate profile of what children can achieve.

The Leadership Team reflect on the picture on a half termly basis. We make judgements about the impact that the key strategies are having. It is too late to wait until the end of the year to evaluate and this should be an on-going process.

General Use of Data

At Castilion, we use evidence to inform self-evaluation and, therefore, inform action planning linked to school wide priorities. This evidence will take many forms but in relation to data and target setting we can focus on two specific types:

- Reflective Data

This is looking back on historic results (often for learners no longer at the school). This will focus on outcomes in national curriculum tests or assessment tasks. The most important use of reflective data is the link between the formal analysis of historical data and action to accelerate the progress of learners in school now. This analysis is then used to inform teaching and learning in the future.

- Current “live” Data

The outcomes of current pupils are central to how Ofsted will grade the schools ‘outcomes’ on inspection. This will involve an analysis of the current (most recent) assessment data across the school. The advice is to produce internally a picture of the attainment and progress by cohort, subject, key pupil groups and against interventions. This is the key data as you can take actions and put things in place to address the issues before it is too late.

School leaders at Castilion need a whole school picture of progress being made by learners throughout the school in every year group so that we can be sure children are on target to reach targets.

Key Messages

Data is used to inform self-evaluation and subsequent action planning in schools:

- Data allows schools to evaluate the success of interventions
- Data allows schools to set realistic, stretching targets based on evidence
- Data is used to ensure learners make the appropriate amount of progress
- Data supports teachers in planning and delivering appropriate lessons
- For data to be useful it must be up to date, accurate, accessible, and as complete as possible.

Progress Review Meetings

These are held on a half termly basis and are attended by the class teacher and a senior leader. The leadership team analyses the outcomes of progress meetings and use this to plan for relevant monitoring of target groups. However, for some pupils it may be necessary to have more frequent and on-going meetings.

The data is recorded on the Tracking Progress spreadsheet. The form record's the child's KS1 PAG scores and updated half-termly end of year predictions. It also record's each child's end of year individual target for each subject. Disadvantaged children are colour coded **blue**. Children that are predicted to move up or down from their PAG category are colour coded **red**.

Combined reading, writing and mathematics Venn diagrams are used to track and diagnose progress trends half-termly. These are analysed in the progress meetings. Highlighted below is the Castilion timeline for managing data at our school. This process, coupled with timely monitoring of learning and teaching enable all school leaders to be clear about strengths, areas for development and how we collectively ensure pupils make good progress.

Leadership Actions	Progress Meetings
<p>Review of standards across year groups. Identification of priorities linked to school needs (Autumn 1)</p> <p>Targets settings for cohorts / year groups based on analysis of internal data, progress linked to KS1 PAG groups and ASP / ISDR (Autumn 1)</p> <p>Ensure all relevant monitoring cycles are planned and in place. Monitoring is focussed on those pupils not on track to maintain KS1 PAG group by end of Y6 (6x half-termly progress meetings)</p> <p>Moderate interventions for targeted children and adapt if necessary. Monitoring is focussed on those pupils not on track to maintain KS1 PAG group by end of Y6 (6x half-termly progress meetings)</p> <p>Monitor work samples for targeted children. Monitoring is focussed on those pupils not on track to maintain PAG group by end of Y6 (6x half-termly progress meetings)</p> <p>Monitoring and moderation is closely linked to those children's not on track – pupil voice, effective pedagogy and intervention and work samples.</p>	<p>To discuss attainment and progress generally within the class, to gather contextual information and to discuss the progress and attainment of specific groups.</p> <p>There is a specific focus on children in KS2 not on track to maintain their KS1 PAG category.</p> <p>To set targets for any children that require additional support and devise plans for how these targets will be achieved.</p> <p>Targeted children bring their relevant work books to support moderation of teacher assessment and inform the required interventions.</p> <p>To provide information for the Inclusion Leader to use for provision mapping and evaluation of intervention and support programmes.</p> <p>The following areas are discussed: INFORMATION, DATA, DIALOGUE and NEXT STEPS. The following questions are asked in the meeting:</p> <ul style="list-style-type: none"> • Why have they moved category (context/history/learning concerns)? • Why has current intervention worked - or not? • Is the teacher assessment accurate? How do you know? • Is there a gap between teacher assessments and test scores? Why? <p>Combined reading, writing and mathematics Venn diagrams are used to track and diagnose</p>

	progress trends half-termly.
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	Targets are set for targeted children to be achieved at the next progress meeting.
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Setting progress targets

At Castilion Primary School we use these targets form the basis of the achievement target for appraisal purposes.

EYFS

A new Statutory Framework for the Early Years Foundation Stage commenced in September 2012 and the previous six areas of learning became seven. At the end of the Reception Year, children are assessed in relation to the revised early learning goals against three levels. These are: 'meeting expected levels of development', 'exceeding expected levels' or 'not yet reaching expected levels ('emerging')'. The Early Years Foundation Stage Profile will not reflect the new seven areas for learning, or the three levels, until July 2013. Children in the Reception Year in 2012-13 should be working across the seven areas of learning from September 2012, although guidance for assessing these areas was not made available to schools until late in the autumn term 2012.

The Early Years Foundation Stage Profile handbook, which is referred to in the Statutory Framework, indicates that practitioners may find 'Development Matters' useful in assessing children's development in relation to what is typical for their age.

There are no national data for attainment on entry and no prescribed methods of assessing children when they start school. The school avoids using the terms 'average' and 'standards' as there is no 'national average' for three- and four-year-olds on entry to nursery and reception.

Attainment on entry to nursery at age three

Most children are likely to be working within the 'Development Matters' band for 30–50 months, having shown competence in the preceding band for 22–36 months. This may be referred to as the age-related expectation at the beginning of nursery. Attainment on entry is likely to be below age-related expectations where a substantial proportion of children in a school do not demonstrate competence in the 22–36 month band.

Attainment on entry to reception at age four

Most children are likely to demonstrate some of the skills, knowledge and understanding described by the development statements in the 'Development Matters' band for 40–60+ months, in addition to those in the preceding band for 30–50 months. This may be referred to as the age-related expectation at the beginning of reception. Attainment on entry is likely to be below age-related expectations where a substantial proportion of children in a school do not demonstrate competence in the 30–50 month band. The statutory early learning goals establish national expectations for most children to reach by the end of Reception Year.

Attainment at the end of the Early Years Foundation Stage/entry to Year 1

For children in the Early Years Foundation Stage assessed on the new Early Years Profile (July 2013):

- Compare school data with national results, rather than local, to evaluate attainment. Take into account all seven areas of learning.
- Check the proportion of children scoring in the three levels of achievement in all seven areas of learning. Results very close to the national figures are likely to be described as broadly average. If results in any area fall below, but not close to, national figures, it is unlikely that attainment would be judged to be above average.

Judging progress in the Early Years Foundation Stage

Where children make progress from age-related expectations at the beginning of nursery, to age-related expectations at the beginning of reception and the end of reception (where levels of development can be compared with Early Years Foundation Stage Profile national figures) this is likely to represent expected progress during the Early Years Foundation Stage. Note that these bands overlap and children will not necessarily progress sequentially through each statement within them. It is important to take account of how children learn their development in relation to their starting points and capabilities together with the proportions that make and exceed the progress expected. For example, children who meet all the Early Learning Goals but who started at a lower level of development than is typical for their age might be said to be making outstanding progress. However, for a child starting school at a higher level of development this might not be enough progress.

End Reception to Y2

Children's achievement in Reception is categorised into 3 levels of achievement. Progress is then tracked in Y1 and 2 to ensure that the child makes accelerated progress by the time they leave Y2. Achievement in Y2 is categorised into 3 levels of achievement that correspond to KS1 PAG criteria.

Year 3 to Year 6

Children's progress is assessed against their KS1 PAG. Children with SEN are assessed with specific reference to their special need and in some cases may be linked to p scores. We expect all children to make accelerated progress from their KS1 PAG score by the time they leave Y6.

As the cohort progresses through the year groups the targets are modified depending on whether they are on track to reach their end of year targets. This means that the amount of progress required may be different each year. An analysis of progress each year informs which teacher will be selected to teach the group in order to keep the class on track in each subject. Different year groups will require teachers skilled in different areas to accelerate progress in particular subject(s) if necessary.

P-levels

For pupils working at P levels, targets set will be linked to the guidance document, (Progression Guidance 2009-10) which can be downloaded from:

<http://nationalstrategies.standards.dcsf.gov.uk/node/190123>

EAL

For those pupils for whom English is not their first language and are working within the EAL progression steps, targets set refer to the separate progression guidance. When setting targets, leaders will take into account a range of factors including:

- The classes current progress towards meeting its yr6 projection target.
- Attendance.
- Information about the family or related contextual information.
- What the school knows about the pupil.

Guidance in setting targets

At Castilion School we understand the need to be ambitious in setting targets for learners. If progress and attainment is high, although just short of challenging targets - it is better than having lower results but reaching less ambitious targets. Our challenge is to achieve successful "catch-up" among these vulnerable groups by targeting resources and running effective interventions as appropriate.

It is useful if targets are memorable. You might aim to reach 90% rather than 89%. When you are setting targets for different groups you should be aiming to reduce the gaps in attainment so that performance converges. The key to

good target setting is the involvement of staff. Staff can then adjust the targets up or down, based on their knowledge of the learners, as long as the aggregated target remains in line.

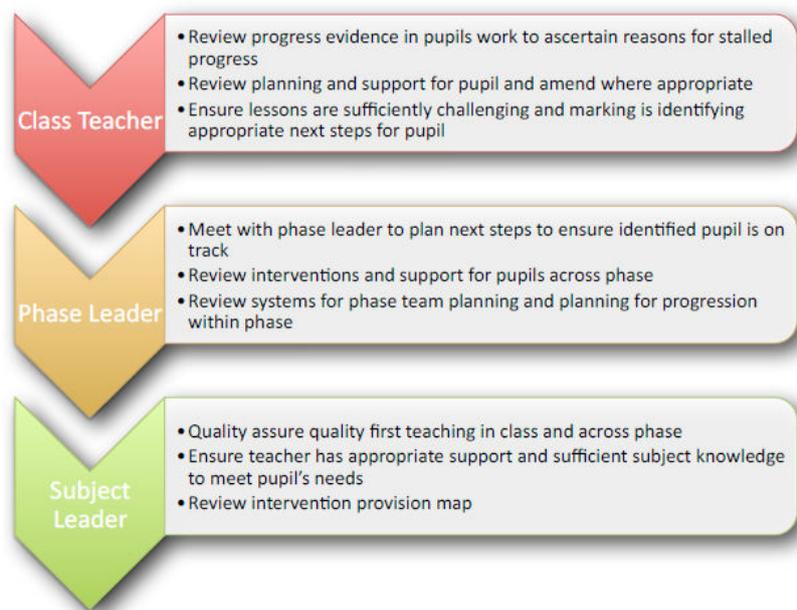
In year progress monitoring

Pupil progress will be monitored throughout the year to ensure pupils are on track to meet targets in the form of progress review meetings. The expectation at Castilion School is that pupils make (where possible), steady and even progress.

Moderation of Assessment

A key issue will be the reliability and accuracy of the assessment data. School leaders will gather a range of data to support self-evaluation. The key is developing consistency in practice for assessment with robust systems for moderation of any assessments.

At Castilion Primary School, we do not believe that pupils 'unlearn' or move backwards. Therefore, any recorded levels of attainment show a progressive trajectory. Should there appear to be an uneven trend of stalled or regression, school leaders will undertake the following steps:



Appendices:

- School target setting record
- ASP / ISDR analysis
- Half termly data analysis summary
- EYFS SEF and outcomes summary
- APAT assessment spreadsheet (Y2 to Y6)
- APAT assessment spreadsheet (EYFS and Y1)
- Tracking Progress spreadsheet (progress review meeting)
- Combined reading, writing and mathematics Venn diagrams (progress review meeting)