PRIMARY TARGET SETTING, ASSESSMENT AND REPORTING POLICY

This policy is based on the ARK Schools Assessment Model Network Guidance.

CONTENTS

1 ARK'S MISSION

Our mission is to create a group of outstanding academies that radically improve our pupils' life chances. We want every pupil at an ARK academy to do well enough by age 18 to have real options to: go to university or follow the career path of their choice.

2 TARGET SETTING

Whole academy targets

2.1.1 **Expectations**

Our academies are expected to set challenging and aspirational targets for every child, every year. The academy leader is focused on absolute pupil progress and attainment and on achieving the quality of provision that makes ARK aspirations achievable. Leaders must ensure that the sum of individual pupil targets equate to our expected whole academy targets.

The expectation is that 100% of children will be targeted to reach the ARK minimum attainment target, irrespective of starting points. Those pupils at or above expected on-entry attainment will meet ARK's minimum level of progress, these aspirational targets will result in above average attainment.

For transition schools we recognise that our expectations are aspirational, we therefore have adapted the way in which the target-setting model is implemented in different year groups. Targets and expectations for each year group will need to be discussed and agreed, with a stepped approach towards the ARK model to be reviewed

over the first two years.

In a primary academy, our whole academy targets are:

2.1.2 Foundation Stage

a   At least 90% of Nursery pupils to have reached the 'emerging' level, of the 40-60+ month age band, by the end of Nursery

b   At least 90% of Reception pupils will reach a 'Good Level of Development'; that is the 'expected' level of development for all prime areas, literacy and mathematics, by the end of Reception.

c   At least 30% of Reception pupils will reach the 'exceeding' ELG judgement in reading.

d   At least 20% of Reception pupils will reach the 'exceeding' ELG judgement in writing, numbers and shape, space and measure.

ARK EYFS attainment targets

	Expected + (GLD)	Exceeding
Reading	90%	30%
Writing	90%	20%
Numbers	90%	20%
Shape, Space & Measure	90%	20%

2.1.3 Key Stage 1

a   100% of our pupils will pass the Year 1 Phonics check

b   100% of our pupils will pass the Year 1 Phonics re-check (where applicable, in Year2)

c   At least 100% of our pupils will reach NC 2b+ in English and in Mathematics

d   At least 30% of our pupils will reach NC 3c+ in English and in Mathematics

2.1.4 Key Stage 2

a   90% of our pupils will reach NC4+ in English and Mathematics (combined)

b   At least 80% of our pupils will reach NC 5c in English and Mathematics (combined)

Progression and attainment model

2.1.5 Foundation Stage (See Table 1)

a   Minimum progress target: 4 sublevels of progress throughout Nursery

b   Minimum progress target: 4 sublevels of progress throughout Reception

c   Minimum attainment target Nursery: Exceeding 30-50 months

d   Minimum attainment target Reception: Expected ELG

Progress*

On-entry attainment		Expected progress	Expected attainment: end of Reception
Above expectation	Exp 30-50	4 sublevels	Exceeding 40-60
At expectation	Em 30-50	4 sublevels	Expected 40-60
Below expectation	Em 22-36	+ 4 sublevels	Exceeding 30-50

Table 1 – Nursery progression and attainment

On-entry attainment		Expected progress	Expected attainment: end of Reception
Above expectation	Exp 40-60	4 sublevels	1b
At expectation	Em 40-60	4 sublevels	Exceeding ELG
Below expectation	Exc 30-50	+ 4 sublevels	Expected ELG

Table 2 – Reception progression and attainment

Attainment*

% of pupils achieving a 'Good' level of development (ie. pupils achieving expected level in the ELGs in prime areas + mathematics and literacy)	90%
Total average point score (ie all 17 ELGs)	34

* Transition schools: Pure model to be applied

2.1.6   **Key Stage 1 (See Table 2)**
   a   Minimum progress target: 6 sublevels
   b   Minimum attainment target: NC2a

Progress*

On-entry attainment attainment		Minimum expected progress	Minimum end of Year 1 attainment	Minimum end of Year 2 (KS1) attainment
Above expectation	NcL 1c+	6 sublevels	2c	3c
At expectation	NcL Wa	6 sublevels	1a	2a
Below expectation	NcL Wb or less	7+ sublevels	1a	2a

Attainment*

	% at 2b+ (National expectation)	% at 2a+	% at 3c+
Reading	100	90	30
Writing	100	90	30
Maths	100	90	30

* Transition schools: targets to reflect current attainment profile + aspiration.

Table 2 - Key Stage 1 progression and attainment

2.1.7   **Key Stage 2 (See Table 3)**
   a   Minimum progress target: 7 sublevels
   b   Minimum attainment target: NC4a

Progression*

On-entry attainment		Minimum expected progress	Minimum end of Year 3 attainment	Minimum end of Year 4 attainment	Minimum end of Year 5 attainment	Minimum end of Year 6 (KS2) attainment
Above expectation	NcL 3c	7 sublevels	3b	4c	4a	5c+
At expectation	NcL 2a	7 sublevels	3c	3a	4b	5c
Below expectation	NcL 2b or less	7+ sublevels	3c	3a	4b	4a

Attainment*

	% at 4c+ (National expectation)	% at 5c+
Reading	100	80
Writing	100	80
Maths	100	80
English/Maths combined	90	80

* Transition schools: targets to reflect current attainment profile + aspiration. Floor targets to be exceeded, as a minimum.

Table 3 - Key Stage 2 progression and attainment

2.3 Catch–up

Students who start with lower prior attainment would be expected to make a higher rate of progress.

2.4 Floor targets – 2014

In the 2014 Assessment and Reporting Arrangements document (here) the new floor targets are stated as:

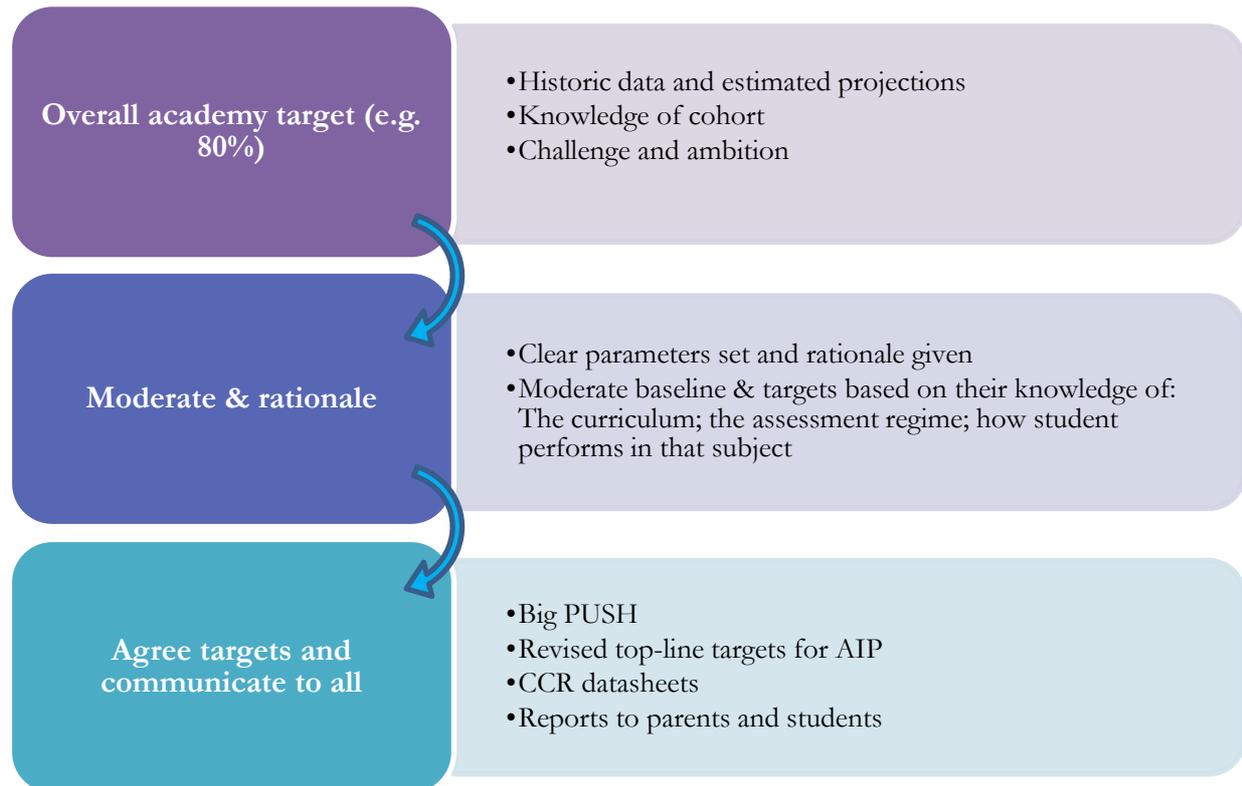"In the key stage 2 tests for 2014 to 2015 a school will be below the floor standard if:
- less than 65 per cent of its children achieve level 4 or above in reading, writing and mathematics; and
- it is below the England median for progression by two levels in each of reading, writing, and mathematics"

3 KS2 TARGET SETTING PROCESS

Initially, end of key stage targets are generated by CCR! for each student (and therefore for each cohort) in line with ARK models of expected progress and attainment. Once these have been created, the expectation is that schools will hold internal meetings to moderate the CCR!-generated targets with their knowledge of individual students, and in line with the aspirational targets for the individual school.

It is advised that the internal target-setting meetings follow these stages:

Overall academy target (e.g. 80%)
- Historic data and estimated projections
- Knowledge of cohort
- Challenge and ambition

Moderate & rationale
- Clear parameters set and rationale given
- Moderate baseline & targets based on their knowledge of: The curriculum; the assessment regime; how student performs in that subject

Agree targets and communicate to all
- Big PUSH
- Revised top-line targets for AIP
- CCR datasheets
- Reports to parents and students

Once these three stages are complete, school targets will be used to inform performance management targets for school leaders – to be discussed with Network Lead Student Achievement and agreed by Director of Primary. It is also expected that progress and attainment targets form part of the performance management of all staff.

4 ASSESSMENT

Rationale

We believe that effective assessment provides information to improve teaching and learning. Our rigorous progress and target setting model supports this. We provide children with regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We also give parents/carers regular reports on their child's progress so that teachers, children and parents/carers are all learning together to raise standards for all our children.

Aims and objectives

The aims and objectives of assessment in our academy are:
- a   To enable our children to demonstrate what they know, understand and can do in their learning;
- b   To help our children understand what they need to do next to improve their learning;
- c   To allow teachers to plan learning that accurately reflects the needs of each child;
- d   To provide regular information for parents/carers that enables them to support their child's learning;
- e   To provide the headteacher or principal and governors with information that allows them to make judgements about the effectiveness of the academy; and
- f   Help us to plan highly effective learning opportunities.
- g   Validate teacher assessments using nationally accredited tests as appropriate.

Transition schools

Any school new to the network will be expected to re-assess students in all years (including Early Years Foundation Stage) in line with the Assessment tools shown in Section 7 – Appendix 1.

Assessment cycle
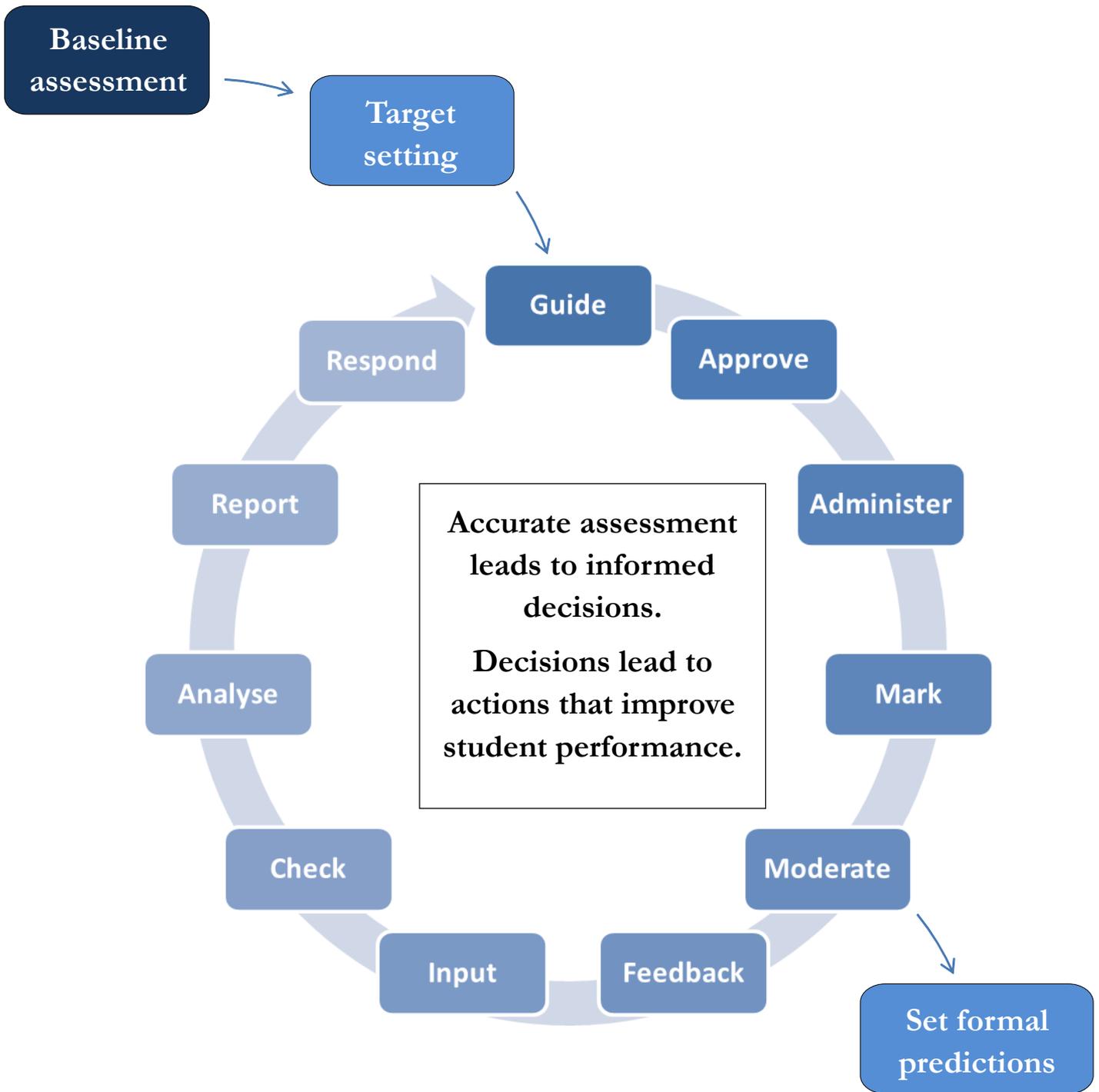
Figure 1 – Overview of the half-termly assessment process

+	Element	By whom?	What action?	By when?	Outcome?
1	**Guide**	Assessment Lead	Publish assessment calendar with early-reminder details for each assessment window.	September	*Published and shared calendar*
2	**Approve**	Subject Lead / *Line Mgr*	Subject leaders create assessments; *(moderated and signed off by line manager)*	Assessment week -2	*Moderated and signed-off assessments (with record)*
3a	**Administer**	Assessment Lead	A timetable for all subjects and year groups is shared to avoid any pressure points during the window.	Assessment week -1	*Published timetable - discussed and shared with all subject / phase leads.*
3b		Teacher(s)	The assessment takes place at the planned time in the appropriate way and there is confidence that the assessment was administered to yield reliable outcomes.	**Assessment week (0)**	Completed assessments, *with a spot-check on administration.*
4	**Mark**	Teacher(s)	The assessment is marked to the published criteria within the agreed timescale. Levels/grades are assigned. There is no feedback to students until the moderation process has taken place (step 5).	Assessment week +1	*Marked assessments; within framework of school / subject marking policies.*
5	**Moderate**	Subject Leader (*Network Lead*)	Where there is more than one teacher, a moderation exercise takes place to ensure there is consistency of marking and judgments (grades/levels). Where there is only one teacher in the departments, regular internal validation takes place with SLT involvement. External validation is used at least once per year. *(Network moderation will be carried out coordinated by Network Leads at least once per year).*	Assessment week +1 (on-going)	*Moderated assessments (with record), demonstrating clear consistency across subject.* *(Evidence of external moderation)*
6	**Feedback**	Teacher(s)	Students receive feedback on the strengths and weaknesses of their responses. Where appropriate, there is immediate re-teaching of common misconceptions and errors. Unit teaching plans are refined or adjusted to reflect the outcomes of the assessment process. **Teacher(s) adapt practice**	Assessment week +1	*Students can articulate outcomes and gaps in knowledge.* *Refined teaching plans, directly linked to assessment outcomes*
7	**Input**	Teacher(s) *(Subject Lead)*	After moderation has taken place *(and only once the subject lead confirms the outcomes are reliable)*, teachers input students' results.	Assessment week +1	*Accurate, checked, complete data on system – within agreed and calendared time limits.*
8	**Check**	Assessment Lead & Data Manager	Once all data is inputted, the assessment lead and data manager ensure that all data entries are completed and validated – there are no rogue entries and, where possible, all gaps are filled.	Assessment week +2	
9	**Analyse**	*(SLT)* and Subject Lead	It is agreed in advance what analysis should be carried out. *(It is shaped by what questions the SLT is seeking detail on)*; it aggregates from pupil level data and shows: progress and attainment against target, class, year and subject analysis.	Assessment week +2	*Completed analysis to SLT as appropriate. Discussions with SLT and Subject Lead held.*
10	**Report**	Subject Lead and Assessment Lead	SLT receive a detailed interpretation of the outcomes of each assessment window. It details (i) overall summary of academic progress (ii) a summary of attainment (iii) which students are not on target. Detail on each students, class, subject and year group is available.	Assessment week +2-3	*(Action plan agreed –directly linked to analysis and school priorities)*
11	**Respond**	SLT > Subject Lead > Teacher(s)	Assessment outcomes inform action. Line management discussions review the most recent assessment data. Teaching plans are adapted; intervention is agreed; students are regrouped as necessary. **Subject lead(s) adapt practice**	Assessment week +3-4	*Clear record of discussion and agreed action to adapt practice*
*	**Act**	Teacher(s)	Implementation of agreed actions from analysis and line manager discussion	Assessment week +4-6	*Changes implemented, on time and with evidence.*

Figure 2 – Essential steps in the half-termly assessment process

Planning for assessment

We utilise medium and long term planning to guide our teaching. In these plans we set out the details of what is to be taught to each year group. In our plans we also identify opportunities for assessment within each broad unit of learning. We plan our lessons with clear learning objectives and success criteria. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability and to maximise their potential. Our lesson plans make clear the expected outcomes for each lesson. We make note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

Baseline assessment

On-entry attainment is assessed at key times during the primary years. Those pupils joining our academies through casual admissions must be assessed immediately and set an end of Key Stage attainment and progress target, using the standard model (See Table 4).

Year group	Source of baseline data	Timeframe
Nursery	Academy – level assessment	Between weeks 2 and 3 of starting
Reception	Network level assessment	Between weeks 2 and 3 of starting
Year 1	End of YR phonics assessments, Writing: EYFS Writing Assessment Reading: Reading test (e.g. Hertfordshire, Salford) Maths: Level 1 Task	Immediately
Year 2	End of year 1 data	Immediately
Year 3	Key Stage 1 data	Immediately
Year 4-6	End of previous years' data	Immediately

NB – for in-year admissions there is a recommendation to use optional SATs, where no previous key stage data is available. This is generally useful for establishing 'start-of-year' baselines for casual admissions.

Table 4 - Standard model for baseline assessment

Ongoing assessments

Termly English and mathematics (and at KS2 science) assessments are to be used to monitor children's progress. On-going daily assessments, through focused observations and tasks, are used to determine children's progress in all areas of their learning. Optional and statutory national test papers are used to assess children's learning in Key Stages 1 and 2. Diagnostic analysis is carried out on all assessments to identify strengths and weaknesses and inform future planning and delivery. Half-termly writing assessments in Foundation Stage.

Assessment calendar

Each pupil's attainment is assessed at least termly in core subjects and annually in all other academic subjects. Our academies follow the same assessment calendar, ensuring that our data is comparable across the network. Mid-term/half-termly assessments are at the discretion of individual Headteachers. Foundation Stage assessment of prime and specific areas of the curriculum each half-term, to be captured in each child's Early Learning Record.

	Autumn 2	Spring 2	Summer 2
Assessment deadline	By end of term	By end of term	By end of term
Data Entry deadline	Before start of Spring 1	Before start of Summer 1	Before start of Autumn 1
Analysis / Review (with Network Lead Student Achievement as appropriate)	In Spring 1	In Summer 1	In Autumn 1

Assessment tools

Our academies have agreed to use the same assessment tools so that we are able compare data meaningfully (see Appendix 1).

5 TRACKING, ANALYSIS AND REPORTING

Tracking and analysis

Individual teachers are responsible for monitoring the progress of the pupils they teach, using the data that is collected. They are expected to use data to inform their planning. Termly attainment data is recorded in the academy's Management Information System (MIS). This data is available to the SLT and the central ARK education team for scrutiny. This data is used to analyse the performance of individual pupils and the academy as a whole.

Moderation

We expect our academies to moderate assessment results internally and regularly to ensure the data is robust and the information is accurate. We also hold regular network moderation meetings for each year group, which all our academies participate in. Additional moderation meetings are held in key academic years, such as YN, YR, Y2 and Y6. Our academies are also moderated by Local Authorities as part of their duty to check academies on an annual basis.

These meetings must be rigorous and standardised. At least three examples/samples of levels awarded, must be presented as evidence. For KS1 and KS2 SATs both fiction and non-fiction genres must be presented. All academies are expected to adhere to the assessments listed in the ARK network assessment programme.

Pupil progress meetings

Our academies are expected to hold termly pupil progress meetings. These meetings are chaired by the Headteacher or senior leader in charge of assessment. The class teacher and Inclusion Manager/SENCO attend. The purpose of these meetings is for the group to consider every pupil's progress and attainment relative to their targets; to identify all pupils at risk of not meeting their target; and to take co-ordinated action to ensure progress is accelerated. Written notes must be kept of these meetings to ensure that staff are held to account against the agreed actions.

Reporting to parents/carers

It is expected that the academies will report to parents/carers regularly. Each year academies hold at least two parents evenings and send two reports home.

6 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

7 APPENDIX 1 – ASSESSMENT TOOLS

	Autumn				Spring				Summer			
	Reading	Writing	S & L	EYFS Curriculum – all other areas	Reading	Writing	S & L	EYFS Curriculum – all other areas	Reading	Writing	S & L	EYFS Curriculum – all other areas
Year N / Year R	½ - Termly Read Write Inc	½ -termly Writing assessments	Specific Language assessments	½ -termly EYFS assessments	½ - Termly Read Write Inc	½ -termly Writing assessments	Specific Language assessments	½ -termly EYFS assessments	PiE (Progress in English) GL Test (Pilot 2014-15 only) Voluntary in pilot ½ - Termly Read Write Inc ½ -termly Writing assessments		Specific Language assessments	½ -termly EYFS assessments

	Autumn					Spring					Summer				
	Reading	Writing	S & L	Maths	Science	Reading	Writing	S & L	Maths	Science	Reading	Writing	S & L	Maths	Science
Year One	Phonics	Fiction/ non fiction text - Ros Wilson	APP	ARK Level 1 paper	ARK science end of term test	Phonics	Fiction/ non fiction text - Ros Wilson	APP	ARK Level 1 paper	ARK science end of term test	Phonics PiE (Pilot 2014-15 only)	Fiction/ non fiction text - Ros Wilson	APP	Level 1 task and Level 2 Sats paper PiM (Pilot 2014-15 only)	ARK science end of term test
											Y1 Phonics w/c 15 June 2015				
Year Two	Phonics & 2003 Sats	Fiction/ non fiction text - Ros Wilson	APP	2003 Sats	ARK science end of term test	2009 sats - Crocodiles /The Netherlands	2009 sats	APP	2009 sats	ARK science end of term test	2007 sats - Moving house/ Stones and bones PiE (Pilot 2014-15 only)	2007 sats	APP	2007 sats PiM (Pilot 2014-15 only)	ARK science end of term test
											Key Stage 1 SATs start 12 May 2015				
Year Three	Sanji the baker 1998	Fiction/ non fiction text - Ros Wilson	APP	ARK optional 2003 Sats	ARK science end of term test	2003 Optional Sats - Gifts from the sea	Fiction/ non fiction text - Ros Wilson	APP	2003 Optional sats	ARK science end of term test	2006 Optional Sats - The treasure hunt PiE (Pilot 2014-15 only)	Fiction/ non fiction text - Ros Wilson	APP	2006 optional sats PiM (Pilot 2014-15 only)	ARK science end of term test
Year Four	The Magpie 1999	Fiction/ non fiction text - Ros Wilson	APP	ARK optional 2003 Sats	ARK science end of term test	2003 Optional Sats - Feet first	Fiction/ non fiction text - Ros Wilson	APP	2003 Optional sats	ARK science end of term test	2006 Optional Sats – Antarctic PiE (Pilot 2014-15 only)	Fiction/ non fiction text - Ros Wilson	APP	2006 optional sats PiM (Pilot 2014-15 only)	ARK science end of term test
Year Five	Day of the Turtle 1998	Fiction/ non fiction text - Ros Wilson	APP	ARK optional 2003 Sats	ARK science end of term test	2003 Optional Sats - Footprints in Space	Fiction/ non fiction text - Ros Wilson	APP	2003 Optional sats	ARK science end of term test	2006 Optional Sats – Changes PiE (Pilot 2014-15 only)	Fiction/ non fiction text - Ros Wilson	APP	2006 optional sats PiM (Pilot 2014-15 only)	ARK science end of term test
Year Six											PiE (Pilot 2014-15 only) Voluntary in pilot			PiM (Pilot 2014-15 only) Voluntary in pilot	
											Key Stage 2 SATs start 12 may 2015				

8 APPENDIX 2 – PUPIL PROGRESS MEETING PROFORMA

_____ Academy

Pupil Progress Meeting

Name: **Year Group:**

Date: **Class:**

Number of children in the year group: 60

Number of children with a statement: x

Number of children on school action/action plus: x

Progress and attainment

Progress and attainment in relation to academy targets and how these compare with ARK default targets
Evaluation of progress and attainment by subject, including any differences between subjects Reading: Writing: Maths:
Evaluation of year group, with particular reference to any improvement/changes from the previous reports
Evaluation of catch up and intervention strategies for students working behind the expected level/grade
Actions being taken to address any issues identified _This section should conclude with the steps being taken by the year group to improve any issues relating to lower than expected rates of progress or attainment identified through the analysis of the data._ The main causes for concern are:

Pupil Progress Meeting Prompts: Reading/Writing

1. **Give a summary of current attainment:**

Reading

%	No.	
		Number of children below expectations
		Number of children at expectations
		Number of children above expectation

Writing

%	No	
		Number of children below expectations
		Number of children at expectations
		Number of children above expectation

2. **Pupils causing concern:**

Target children for reading	Target children for writing

Pupil Progress Meeting Prompts: Mathematics

1. **Give a summary of current attainment:**

%	No.	
		Number of children below expectations
		Number of children at expectations
		Number of children above expectation

2. **Pupils causing concern:**

Target children for Mathematics	Target children for Mental Maths

BEHAVIOUR	HOME SUPPORT
EAL	ATTENDANCE
SEN	INTERVENTIONS
GENDER	SUBJECT
FSM	ETHNICITY

Signed

Class teacher:

SLT:

Date: