



The Governors of

Herons Dale Primary
School

have adopted the following policy:

Assessment, Target Setting and Tracking Pupil Progress

Reviewed by: Isabel Robson

Date: October 2017

Ratified by Governors: Date

Review Date: October 2019 or when changes are made to processes

Assessment, Target Setting and Tracking Pupil Progress

Linked Policies – Teaching and Learning, Marking and Feedback, All Subject Policies

Aim

At Herons Dale our aim is to provide bespoke learning opportunities for all our pupils, ensuring that each individual is enabled to make maximum progress in all areas of learning. We have a 'growth mindset.' We have no fixed expectation of what any of our pupils can achieve and set aspirational but realistic targets for all pupils.

We recognise the vital part assessment has in ensuring teaching is appropriate, relevant and meaningful to each learner. Assessment of and for learning is ongoing and is seen as an integral part of an interactive learning process. Accurate and timely assessment enables us to tailor learning for individuals based on their level of need, current knowledge, understanding and ability and ensures that our teaching has maximum impact on their progress, outcomes and their readiness for the future.

Assessment, Recording and Reporting of pupil achievement is needed:

- to lead to improvement in learning outcomes for all pupils.
- to inform planning of individual programmes, focusing on priorities for future learning
- to identify at an early stage when additional support or intervention is necessary
- to plan for progression, and maintain consistency and continuity.
- to provide a whole picture of the learner and the learning process
- to inform the contents of reports to parents.
- to promote consistency between staff and others assessing the pupil
- to ensure we can be held accountable to pupils, parents, Governors, LA, DfE, Ofsted.
- to provide evidence of the value the school adds to pupil achievement.

Intentions

It is our intention to have in place, a system for assessment which:

- meets our information needs in sufficient detail, but which is manageable (eg. must make efficient use of time)
- matches the varied curriculums being taught
- captures all progress
- enables us to moderate and triangulate with both special and mainstream colleagues; allowing for comparison of results between schools
- is jargon free, especially for reporting to parents.
- is clear, balanced and accessible
- involves pupils
- can be monitored by leadership at all levels and by the Management Committee

Assessment, Target Setting and Tracking Pupil Progress

Principles of assessment processes and practice at Herons Dale

At the heart of our assessment processes remains our commitment to providing the best learning opportunities for our pupils.

As highly committed and skilled teachers we will use a variety of techniques to assess pupil's learning and progress:

- We will observe, record, evaluate and assess what we see and hear
- We will look at work to pupils have produced
- We will work and play alongside pupils and communicate with them to assess and facilitate learning
- We will question pupils using a Total Communication approach to facilitate them sharing their understanding
- We will encourage pupils to reflect on what they know, what they have learnt and what they can do and we will encourage them to communicate about this and learn from each other
- We will make pupils aware of their targets as appropriate
- We will communicate with parents about target setting, tracking of progress and achievements
- We will use a bespoke tracking systems to ensure we know what progress our pupils have made and what they need to learn next
- We will regularly review our Marking and Feedback processes and undertake training for all staff related to this
- We will test the validity of our assessment of learning through a regular, consistent pattern of half termly in house and external moderations (both with Locality and Special Schools).
- We will take part in national tests as is appropriate for individual pupils.
- We will meet our statutory assessment and reporting requirements.

Context and Implementation

Educational Health Care Plans

Each pupil's EHCP outlines outcomes which need to be a focus for that individual. These are used to inform Personalised Learning Plans, bespoke for each individual.

Personalised Learning Plans

Each pupil has a PLP which outlines targets for the term. Targets are set which will enable the pupil to make progress towards their EHCP outcomes, build on prior knowledge, understanding and skills, address any gaps in learning and focus on specific areas which are relevant to the individual.

Targets are shared and discussed with parents and where appropriate the pupil – each PLP features a 'Blue Target' which is a key target which we encourage each child to be most aware of e.g. because it is highest priority, largest or perhaps because it impacts in multiple areas.

Targets are organized into the following areas:

[My Communication](#)

[My Thinking](#)

[My Movement](#)

[My Feelings and Friends](#)

[My Independence](#)

Assessment, Target Setting and Tracking Pupil Progress

PLPs are monitored by Senior Leadership at the time of writing and they are then assessed by teachers at the end of each term. The assessment of the PLP then informs the targets which will be set for the following term.

Assessment of PLPs is informed by ongoing Assessment for Learning and is as follows:

At the end of the term, the Learning Plan will be highlighted as listed below to show the level of achievement.

Green – 75% - 100% achieved

Yellow – 25% - 75% achieved

Red – 0 – 25% achieved

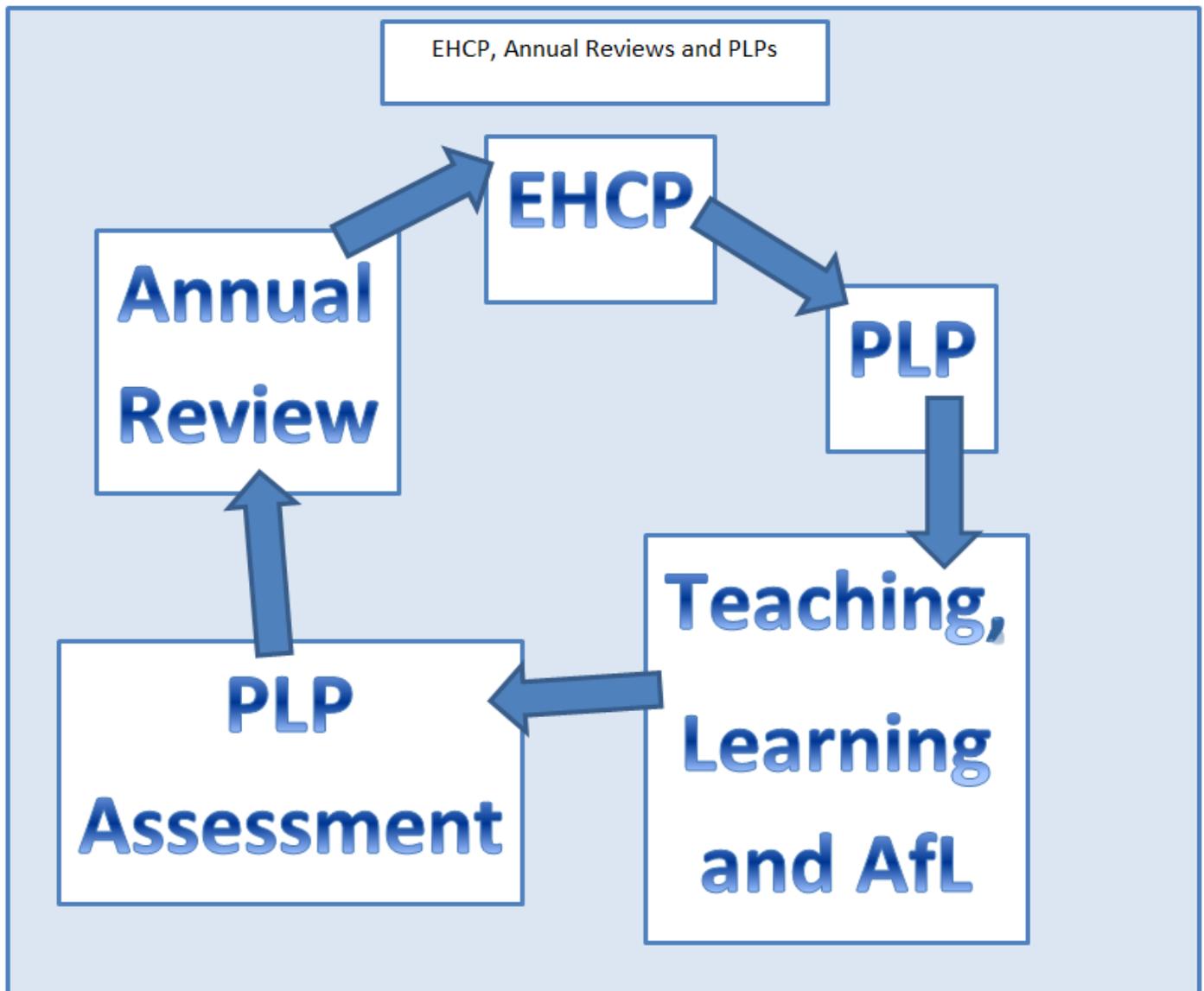
Purple – yet to be taught

Optional extras

1: 1 = 1: 1 support from an adult

S = some support from an adult

I = independent work



Assessment, Target Setting and Tracking Pupil Progress

New Pupils

For new pupils starting Herons Dale, any prior knowledge of the child or information received about the child will be used to support transition and facilitate accurately differentiated teaching and learning. New pupils will then have Personalised Learning Plans in place at the end of their first half term with us. These will be informed by Assessment for Learning carried out throughout that half term.

For children joining in Reception they will be assessed against the Early Years Foundation Stage Profile. Learners new in other year groups will be assessed against Herons Dales extended P Level Scale.

Assessment and the Curriculum at Herons Dale

Pupils access and are assessed against a range of curriculums to ensure bespoke provision appropriate to their level and needs.

Early Years Foundation Stage Profile

It is a statutory requirement to complete the Early Years Foundation Stage Profile on every pupil as they reach the end of the Early Years Foundation Stage. This Profile provides a summary of each pupil's development in relation to stepping stones and early learning goals. Teacher Assessments are made on the basis of accumulated observations and knowledge of the whole child. On-going observations, recording and annotation of children's play and work along with termly assessments of personalised learning plans inform assessment levels and next steps for each learner.

End of year assessment results will indicate the most effective curriculum for the next step in their learning path in order to ensure their continued education is relevant, appropriate, meets their needs and builds on their achievements. The EY lead will work with each child's next teacher to move pupils onto our whole school progress tracking system.

ImPACTS curriculum

A child assessed at stage 1 of the EYFS will move onto our ImPACTs curriculum. A child joining us in a later year group with an assessed level of P1 – 4 will also follow the ImPACTs curriculum.

Pupils accessing the ImPACTS curriculum are assessed using the ImPACTs assessment materials and are tracked on our whole school progress tracking system.

Semi Formal/ Equals Curriculum

A child assessed as stage 2-3 of the EYFS will move onto our Semi-Formal Curriculum that broadly correspond to the content of the National Curriculum (P levels 4 to 8).

Pupils accessing the Semi Formal Curriculum will be assessed and tracked on our whole school progress tracking system.

National Curriculum

Children assessed at EYFS stage 4 or above or teacher assessed level P 9 or above will move onto our creative curriculum based on the requirements of the primary National Curriculum.

Pupils accessing the National Curriculum will be assessed and tracked on our whole school progress tracking system.

Assessment, Target Setting and Tracking Pupil Progress

Assessment Without Levels

The way in which Herons Dale have chosen to develop their assessment is through the extension of the P Scales. 'P-scales' are used to assess the progress of children aged 5-14 who have special educational needs and whose abilities do not yet reach what was previously, Level 1 of the [National Curriculum](#). The P-scales scheme works by setting specific objectives at eight levels within subjects from 'P (level) 1' to 'P (level) 8,' the former representing the lowest level of attainment and the latter the highest. The first three levels apply across all subjects as they reflect initial progress, whilst the remaining five are subject specific and allow for more precise measurement when the child's abilities have increased.

At Herons Dale we expanded each of the P Levels 1-8 in order to develop breadth and we also extended them. We worked closely with Palatine Special School and also used the 'I can' Library within our tracking tool (featuring 30+ schools) to ensure that we were developing assessment which was in line with other schools. Additionally we ensured that our assessment linked directly to Age Related Expectations.

At present we have developed this assessment for English, Maths and Science and over the next year will do so for all other subjects. We also developed two bridging levels of assessment to address the gap that previously existed in assessment between P8 and Level 1. Please see the table below which describes what each P Level means in relation to what has been reported historically and what is now reported in mainstream settings. The table also describes how progress through these levels will look.

Herons Dale	Age Related Expectations	Old National Curriculum Levels
P9 (Bridging)	-	1c
P10 (Bridging)	-	1c
P11	Year 1	1b-2c
P12	Year 2	2c-2a
P13	Year 3	2a-3b
P14	Year 4	3c-3a
P15	Year 5	3b-4c
P16	Year 6	4c-4a

Tracking Pupil Progress

We recognise that pupil progress is highly individualised and non-linear and that rate of progress can be dependent on many factors and so we view each child holistically.

Progress is recorded for Core Subjects using Onwards and Upwards which was introduced in Summer 16. Half Termly Data Drops allow us to track pupil's progress and to inform Progress Meetings about each pupil.

OnwardsandUpwards.com cloud-based SEND pupil progress analysis system is holistic and we have been able to bespoke it to ensure that it meets the needs of our learners and matches our curriculum.

The Onwards and Upwards system also allows us to upload and reference evidence of attainment.

Attainment data progress measures

Progress tracking programme Onwards and Upwards allows to assess and track progress more accurately and at greater depth by recording using 8 sub categories:

- Attend to
- Respond to
- Physical Prompt
- Verbal Prompt
- Unaided
- Mastered (x3)

Assessment, Target Setting and Tracking Pupil Progress

The three Mastered checks ensure that we can be confident that a pupil has consolidated a skill or concept and is able to generalise it before we say it has been achieved.

This enables smaller steps of progress to be recorded. Attainment is generated in percentages of a level. In line with previous national progression guidance pupils are judged to be making expected progress if they are on track to achieve a specified amount of progress from their starting point. Target setting at Herons Dale is as follows.

If I start at ...	In...	I should progress by...
P 1-3	Core Subjects	25%
P 4-7	Core subjects	50%
P8	Core subjects	50% or to 100% of p8 to ensure mastery of P levels before moving forward
Herons Dale Extended P Levels	Core subjects	40%

We worked with Palatine to set levels for 16/17 and for 17/18 we will work with Palatine, Fordwater and Manor Green to do the same, ensuring we are all setting the same targets for our pupils and increasing the robustness and validity of our data. As a group of schools we recognise that these percentages will need to be tested and personalised for groups of and individual pupils. To test this we will:

- Analyse data trends and figures detailing total number of pupils making expected progress or better. Does the percentage of pupils making expected progress seem accurate? Why/why not? Is the projected progress measure too low/ too unachievable? How do we know?
- Consider groupings of pupils and realistic progress measures for groups of pupils and individual pupils using historic data from interim year.
- Consider progress within work collections and consider whether progress recording within summative data collections is reflected in these.

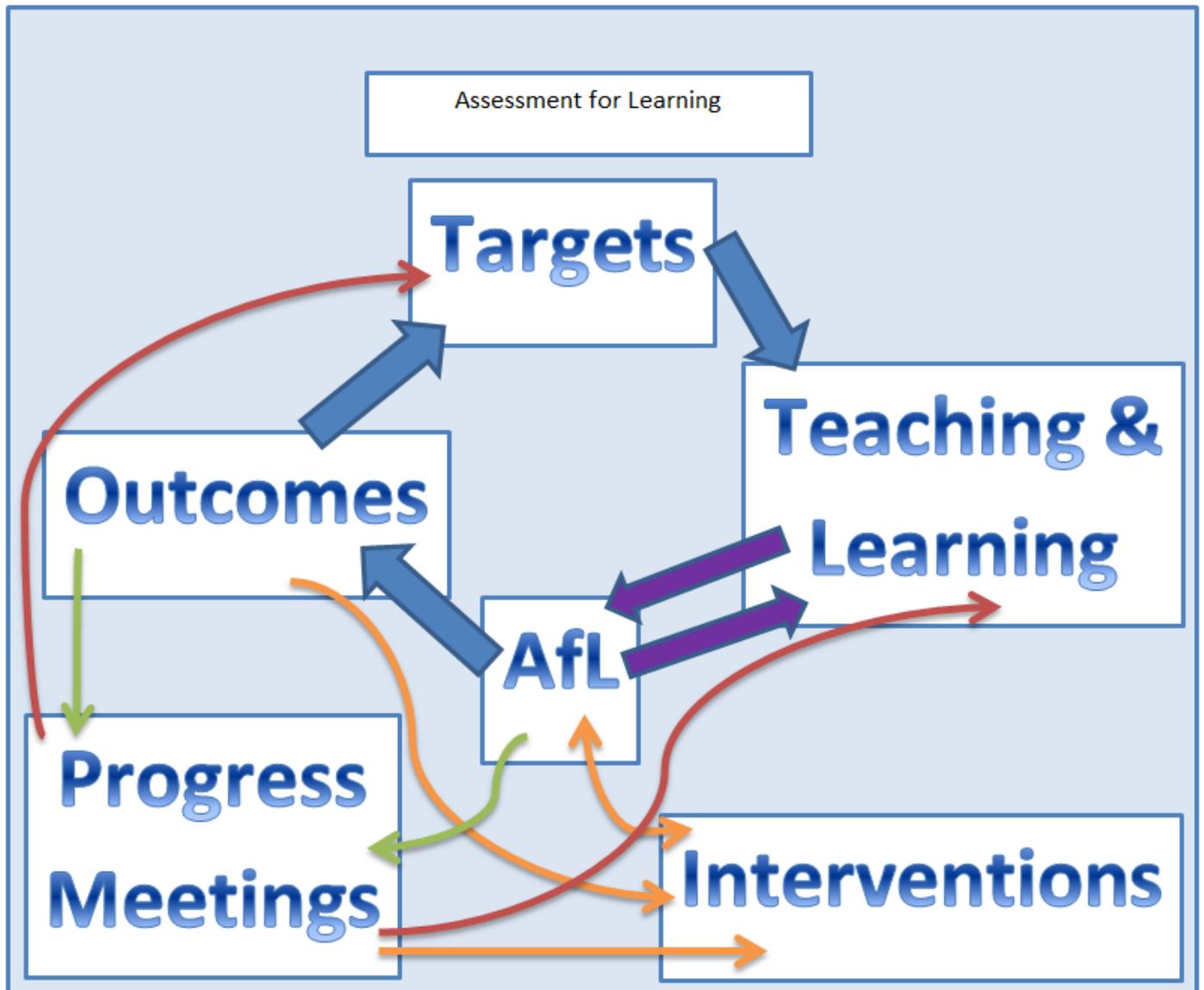
A half termly Data Drop allows for ongoing analysis and tracking of progress and these data drops inform Pupil Progress Meetings and monitoring of Pupil Premium Pupils, CLA pupils, other groups and the impact of Interventions.

Pupil Progress Meetings

The Head and Deputy meet with teachers for Pupil Progress Meetings three times a year in the first half of every term. Together they review progress in all areas and have holistic discussions about each pupil, including noting any information relating to circumstances that are a barrier to learning, possible interventions or strategies which could be employed or inclusion opportunities which might be appropriate.

The half termly data drop informs these meetings in terms of progress towards targets, but the meetings also utilise the following to inform discussions:

- Attainment data
- Additional pupil specific assessment information (Boxall profile scores etc)
- PLPs – how many targets have pupils achieved? What have been the factors that impact pupils not meeting their targets
- Parental Views
- Social, emotional and behavioural progress and wellbeing – what impact have behavioural, social or emotional wellbeing interventions have – a review of the evidence that there is to support this. (Behavioural monitoring, social welfare reports)
- Attendance data



Teacher Assessment

Ongoing – please refer to the box at the start of this policy.

Self Assessment

Feedback from pupils to staff is as important as feedback from staff to pupils. We encourage pupils to show us which activities, approaches, environments and people they like, and which they don't.

We recognise that Self Assessment is a skill which needs to be taught and developed and therefore we use multiple formats to suit individual needs. The guidance below outlines which form of self assessment may be most appropriate for individuals depending on the stage at which they are working.

Assessment, Target Setting and Tracking Pupil Progress

The formats below appear on the annotation slips which are completed at the end of a piece of work or activity.

Self-Assessment	Who for?
	<p>Pupils ready to express how they felt about a piece of work or an activity. Encourage pupils to think about why they felt a certain way e.g. I liked it because it was tricky or I didn't like it because it was tricky etc.</p>
	<p>Pupils ready to think about how challenging they found a piece of work or an activity. Encourage pupils to think about why they found something easy or difficult and about next steps.</p>
	<p>Pupils ready to identify how challenging they found a piece of work and why. Encourage pupils to think about next steps or how they may approach something differently next time.</p>
Space for notes	<p>Pupils who are able to self-assess through discussion or observation OR Pupils who are supported to communicate their self-assessment e.g. evidence of self-assessment recorded such as a smile or that the pupil signed 'more'</p>

SATs

Eligibility to undertake SATs is decided upon yearly, based upon academic ability and emotional wellbeing and resilience

Phonics Checks

Depending upon academic ability and emotional well being and resilience; a decision is made about whether or not a pupil will undertake the Phonics Checks.

Whole School Moderation and Standardisation

Our Moderation Lead ensures that we routinely undertake internal moderation and standardisation exercises and that we are involved in external moderation with both mainstream schools in the locality and special schools within the county.

Current and Future

We are currently waiting to hear about whether we will be involved in Standards and Testing Agency pilots following the Rochford Review Recommendations and are actively seeking to be involved with the pilot EYFS Baseline Assessment.

Continuity and Progression

Good assessment, recording and reporting procedures will enable pupils to make the best possible progress in the development of skills, knowledge and understanding, and will allow greater consistency of teaching and learning when pupils change class and/or teachers.

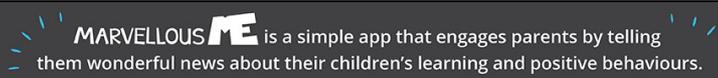
The Senior Leadership Team monitor pupil progress through scrutiny of annual review reports, the setting of individual pupil targets and regular lesson observations. SLT and Subject coordinators are also involved in planning and work scrutiny and also undertake Learning Walks.

Assessment, Target Setting and Tracking Pupil Progress

Progress for Pupil Premium Pupils, CLA and those in receipt of Interventions is reported to the Management Committee termly and monitored regularly.

Pupil progress is analysed annually against the benchmark given in the National Strategies Progression Guidance 2009-10.

Reporting Achievements and Progress to Parents

When	Event/ Communication	Format/Frequency
Ongoing	Open Door Policy	Parents are welcome in to school at any time
	Home School Book	Written communication between home and school
	Email and Phone Call	As and when the need arises or if this is the preferred communication for the parent it will be utilised more
	Marvellous Me	 MARVELLOUS ME is a simple app that engages parents by telling them wonderful news about their children's learning and positive behaviours.
Weekly	Star of the Week Assembly	Star Awards sent home to parents celebrating achievements
	Wow Wednesday	Work and achievements are displayed on the TV screens around the school to celebrate with the school community.
Annual	Annual Reviews	Reports produced by and meeting between senior staff, the teacher and parent to reflect on progress towards outcomes. Pupil voice also captured.
End of Summer Term	Meet the Teacher	Opportunity for parents to drop in and meet their child's new teacher and see where their new classroom will be and to find out a bit about the year ahead
	End of Year Report	Summary of the Year and Levels/Progress shared
Each Term	Parents Evening	Allocated slots between parents and teachers with other professionals etc. available e.g. SaLT, Special Needs Dentist, Amaze etc. These can be booked via tear off slip on the letter or using an app.
	PLPs	Written format sharing progress and next steps.
Once during time at Herons Dale	MAP	Our Reception pupils and their families take part in the production of a MAP which looks at dreams and next steps.
	PATH	Our Year 6 pupils and their families take part in the production of a PATH which charts their dreams and the action steps needed to achieve these, with an emphasis on transition.

Equality and Diversity

- We will use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning
- We will ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity

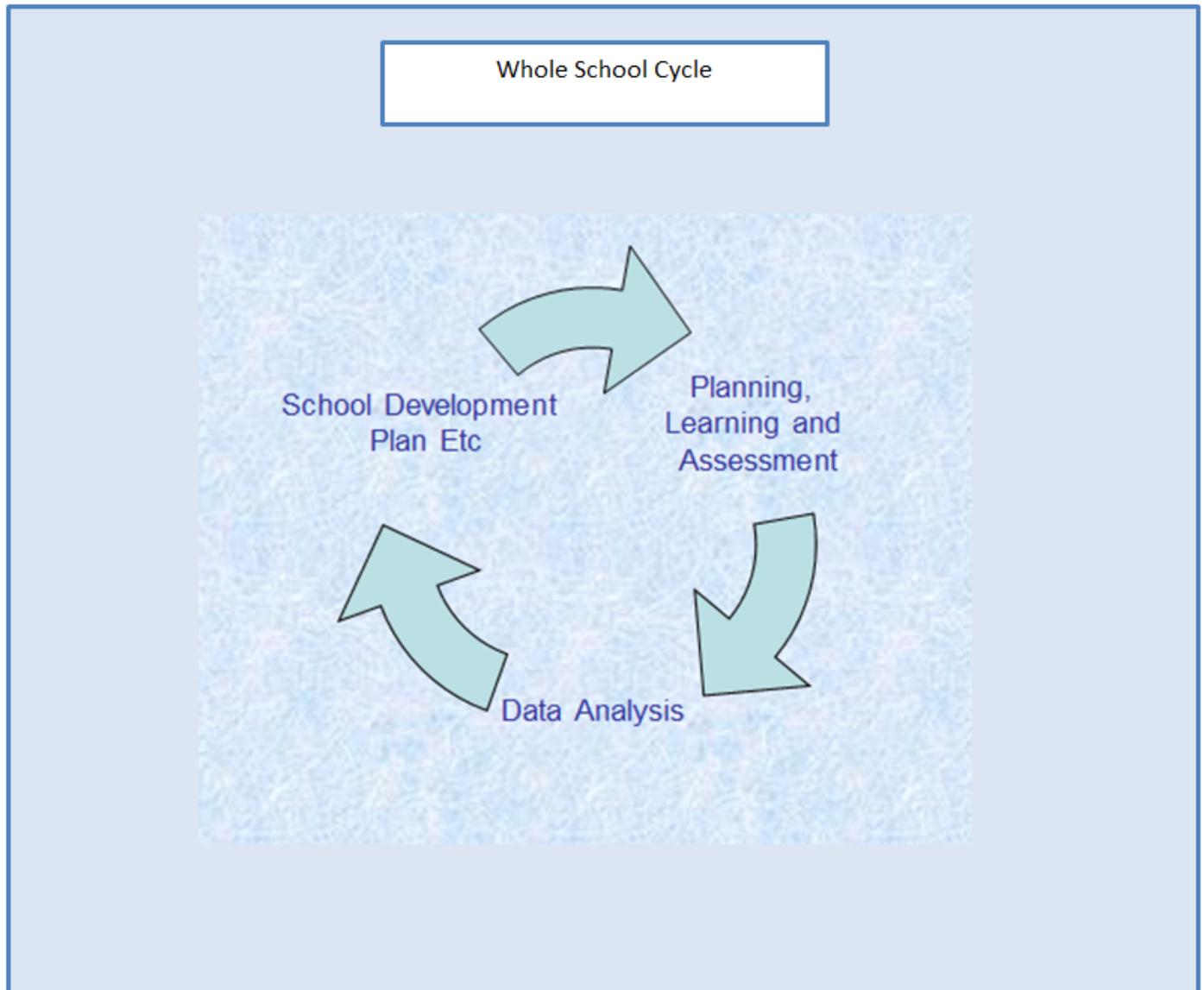
Accessibility

- We will ensure that all pupils have access to learning by making necessary changes to the physical environment e.g. height adjustable tables
- We will ensure that the curriculum is tailored to meet the needs of each individual learner. Individual targets will be detailed in each child's termly Personalised Learning Plan.
- We will ensure that any written information that is to be shared with children during sessions is delivered in a way which best suits the learner.

Assessment, Target Setting and Tracking Pupil Progress

Current SDP Targets – Focus for 17-18

- To effectively integrate the range of pupil outcomes identified in EHCPs, PEPs, PLPs and LAC reviews into the school's existing evaluative systems and processes
- To develop a system which creates a whole child progress score
- To formally recognise, measure and celebrate a wider range of achievement
- To develop more effective assessment/tracking systems for PSHCE
- To increase focus on the development and assessment of Life Skills
- To track progress for all subjects on Onwards and Upwards



Assessment, Target Setting and Tracking Pupil Progress

Overview of Assessment

When	Assessment/Tracking/Monitoring	Who
Ongoing	Observations	Teachers and TAs
	Marking and Feedback	Teachers and TAs
	AfL tracking on O&U	Teachers and TAs
	Self and peer assessment	Teachers and TAs plan for and support
	Liaison with parents – Home School Books, Emails and Phone calls	Teachers and TAs
	Moderation	Teachers
Weekly	Reflection time with pupils	Teachers and TAs plan for and support
Half Termly	Data Drop	Assessment Lead
Termly	Progress Meetings	Head and Deputy with teachers
	PLP targets set and previous targets assessed	Teachers, monitored by Head and Deputy
Annually	Annual Reviews	Reports produced by and meeting between senior staff, the teacher and parent to reflect on progress towards outcomes. Pupil voice also captured.
	End of Year Report	Summary of the Year and Levels/Progress shared
Once during time at Herons Dale	MAP	Our Reception pupils and their families take part in the production of a MAP which looks at dreams and next steps.
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Assessment, Target Setting and Tracking Pupil Progress

Timeline

	Date	Action Taken
1	09/13 – 07/15	In September 2013 the school implemented a new assessment system using APP and a local APP style assessment tool for the assessment of English, Maths and Science. Pupils were not baselined but transferred to the new system at the currently agreed level.
2	09/13	Pupil progress meetings were established in September 2013; these provide a comprehensive and holistic termly progress check for each child in school.
3	09/14	Deputy Head with responsibility for Achievement appointed – lead for Assessment
4	09/14	Half Termly Data Drops introduced and used to inform Progress Meetings – Progress Meetings fine tuned by identifying pupils as Making Progress, Making Progress but not on track, Not made Progress but still on track and Possible Barrier to Learning. Holistic approach recording information about the whole child, any possible barriers to learning and looking at strategies and interventions when appropriate.
5	09/14 – 07/15	Whole Curriculum Review to ensure coverage with the New National Curriculum. Visits to Outstanding Schools to learn more about their approaches to assessment.
6	Summer 15	Investment in ImpACTs Curriculum – trialled in one class
7	Autumn 15- Summer 16	Implementation of ImpACTs in 3 classes Development of the use of ImpACTs to facilitate tracking progress in line with other pupils
8	Spring 2 16	Head approved the purchase of Onwards and Upwards and agreed the way forward proposed by the Deputy for Achievement re. Assessment Without Levels – Extension of P Levels linked to Age Related Expectations and other Special School Assessment Science Assessment written first (lowest outcomes 14/15) based on Age Related Expectations, Palatine Stages, 30+ Schools ‘I can’ Library – matched to our learners and curriculum.
9	Summer 16	Science Assessment trialled using O&U Maths and English assessment written ready for implementation in Sept 16
10	09/16	All staff giving time to transfer pupils onto O&U. English, Maths and Science all assessed using and tracked using O&U.
11	07/17	Whole School Outcomes for Core Subjects analysed using O&U
12	09/17	All coordinators developing extended P Levels for their subjects ready for implementation in Jan 18
13	10/17	Involvement in planning Special School Moderation
14	11/17	Hérons Dale, Palatine, Manor Green and Fordwater align target setting
	Autumn 17	Awaiting Pilots following Rochford Review Recommendation

Assessment, Target Setting and Tracking Pupil Progress