

Appendix I Marish Academy Trust Target Setting

At Marish Primary and Willow Primary schools we use assessment data analysis to drive school improvement and set targets at 4 levels, whole school, cohort or year group, groups of children and for individuals.

Whole school

This is when we analysis our Foundation stage and Key stage results over time and compare the results over the last three to five years to identify trends in overall attainment and progress. This happens half termly in EYFS, year 2 and year 6 with comparisons to the National and Schools results found on the previous year's Raise Online.

Cohort or year group

This is when we look at the results KS or optional tests for a particular year group and compare them against their starting points measuring both progress and attainment against national averages. It includes question level analysis sometimes so we can focus in on a cohort's areas of weakness with focused intervention. This happens on a regular basis through the year and each week at TWSLT, impact meetings and PPA meetings, but with particular review at termly pupil progress meetings and annually during the summer following end of year results.

Groups of children

This is when we sort children's results according to another factor such as gender, ethnicity, PP or SEN and compare one group against another, looking to minimise any barriers to learning and maximise anything that works well with one group with others. This happens on a regular basis through the year with particular review in impact meetings and TWSLT meetings as well as termly pupil progress meetings and annually during the summer following end of year results.

Individuals

This is when we look at an individual's performance over time and measure their progress from starting points and also attempt to intervene if individuals are not making the right amount of progress. It includes question level analysis sometimes so we can focus in on an individual's areas of weakness with focused intervention. This happens on a regular weekly basis throughout the year at impact, TWSLT and PPA meetings with particular review at termly pupil progress meetings so that we can ensure correct interventions are put in place to support individuals and monitor their impact.

We use our customised inclusion provision maps to ensure that we are meeting the needs of individuals through a personalised curriculum and interventions

EYFS Phase Target Setting

Target setting in the EYFS phase is based around the nationally standardized EYFS Profile with each child's progress being tracked across the Phase on an ongoing basis in the seven areas of learning; Personal, Social and Emotional Development, Communication & Language, Physical Development, Literacy, Maths, Understanding of the World, and Expressive Arts & Design. Progress is monitored daily through observations and personalised targets form the objectives for activities to ensure all learners progress. Marish Academy Trust has high expectations of progress rates within the EYFS phase and standards of achievement are on an upward trend. Throughout the year the EYFS Leader monitors children's progress and informs the Leadership Team. Any causes for concern are addressed with class teachers during weekly/half termly moderations and in the termly Pupil Progress meetings. As of September 2015 EYFS will be carrying out the new baseline assessment for children joining the Phase. Observations and engagement with children will form the baseline to give a starting point for each child. It will focus heavily on the wellbeing of children. Home visits are carried out at the start of the year in preparation for school and the baseline. The EYFS team work with a consultant as well as other schools in the Borough to moderate baseline judgements as well as judgements throughout the year ensuring accurate assessments are being made.

KS1 Target setting

At the end of June each year, when the Foundation Profile scores for the Reception Cohort are finalised, the Foundation Stage Phase Leader shares the results with the Executive Head Teacher and Senior Leadership Team. These results are then shared with the KS1 Phase leader in preparation for setting aspirational target predictions for each of the Children at KS1 SATs in Speaking and Listening, Reading, Writing, Grammar and Spelling, Maths and Science, based on their individual achievement in the Foundation Stage Profile, the Phase leader's knowledge of the child, their family circumstances and their progress across the Foundation Stage and more importantly the National KS1 SATS results according to the previous year's Raise Online data.

- At the beginning of September, these targets are shared with the KS1 leader, the inclusion coordinator and a copy handed to the Year 1 class teachers for their records.
- Interventions such as extra phonics, reading recovery, First Class @ Number etc will start immediately for children if the data suggests they are unlikely to reach average expectations without additional help. All interventions are carefully designed and monitored by the Inclusion Coordinator and SLT.
- This data, (along with the previous year's data for the new year 2 and the KS1 Sats results for new year 3), then inform the Headteacher's annual target setting meeting with the KS1 Leader also held in early October.
- These agreed targets are used to set predictions for the end of Year 1 which the children and teachers work towards all year and which inform the Pupil Progress target for each class teacher
- Each week, the year Leader meets with each class teacher in Year 1 and Year 2 to discuss each child's progress towards targets.
- Any children who are identified at a routine PPA meeting, impact meeting, TWSLT meeting or Pupil Progress meeting, as not progressing as they should, are referred to the next weekly inclusion meeting. Support, intervention or other appropriate action such as involving external agencies or applying for a statement of SEN are identified and put into place.
- This rigorous process keeps assessment of progress high profile throughout the year and ensures prompt action, if an individual child is slipping behind.
- Additionally at the beginning of year 2- the KS1 leader will consult with the Year 2 teachers and set a broad level target for Speaking and Listening and Science for each child in Year 2 which will be reviewed at the end of year 2.
- During year 2, the children are assessed more closely on a weekly basis and provided with clear instructions about what they need to do to improve. This has ensured that they are all well prepared for KS1 SATS
- Targets for Reading, Writing and Maths are shared with children at individual, group and class level. They are also shared with Parents via Target Tracker and reviewed regularly by teachers and Senior Leaders.
- KS1 targets are reviewed in the Year 2 teachers' and KS1 leader's performance management reviews in February, July or September each year and at the termly pupil progress meeting with a member of the Senior Leadership Team, every half term.
- Target setting within each year group in this key stage is based around learning objectives in pupil and parent friendly language.

KS2 Target setting

During July each year, when the KS2 and assessment week results are finalised, the Upper KS2 Leader and the Executive Headteacher meet and agree target predictions for each of the Children at KS2 SATs in Reading Writing, Grammar and Punctuation and Maths based on their individual achievement at KS1, and on our mutual knowledge of the child, their family circumstances, their progress across Primary Phase so far and more importantly the National KS2 results according to the previous years Raise Online data;

- At the beginning of September these targets are shared with the Year 4, 5 and 6 class teachers for their records.
- Interventions such as comprehension booster, maths booster, big writing boosters and better reading partners will start for children immediately if the data suggests they are unlikely to reach average expectations without additional help.
- For more able children the level 6 booster classes start in September as well
- This data then informs the annual target setting meeting held between Upper KS2 leader, Lower KS2 leader, Assessment leader and the Headteacher, held in early October.
- These agreed targets are used to set predictions for the end of Year 4, 5 and 6 which the children and teachers work towards all year and which inform the Pupil Progress target for each class teacher
- Each week, the year Leader meets with each class teacher in Year 4, year 5 and year 6 to discuss each child's progress towards targets.
- Any children who are identified at a routine PPA meeting, impact meeting, TWSLT meeting or Pupil Progress meeting, as not progressing as they should, are referred to the next weekly inclusion meeting. Support, intervention or other appropriate action such as involving external agencies or applying for a statement of SEN are identified and put into place.
- This rigorous process keeps assessment of progress high profile throughout the year and ensures prompt action, if an individual child is slipping behind.
- During year 6, the children are assessed more closely on a weekly basis and provided with clear instructions about what they need to do to improve. This has ensured that they are all well prepared for KS2 SATS
- Targets for Reading, Writing, Maths and Science are shared with children at individual, group and class level. They are also shared with Parents via Target Tracker and reviewed regularly by teachers and Senior Leaders.
- KS2 targets are reviewed in the Year 6 teachers' and Upper KS2 leader's performance management reviews in February, July each year and at the termly pupil progress meeting with a member of the Senior Leadership Team, every half term.
- Target setting within each year group in this key stage is based around learning objectives in pupil and parent friendly language.