

Targets, Assessment and Monitoring

Targets

EYFS

There is the expectation that all children will make progress within the Early Years Outcome in each area of learning, and where possible children will meet the expected Early Learning Goals at the end of Reception. Where children are assessed to be working below their age-related expectations, additional support/ intervention is planned to accelerate their progress. This may be in one area or in a number of areas, including phonological awareness. Where a child is below age-related expectations in all areas, the Prime areas will be focused on as the main area of need. A discussion with the SENCO will also take place. Discussions with class teachers and the EYFS leader take place ½ termly in the form of Pupil Progress meetings to identify the above, set up intervention groups and examine the progress and achievement of individuals and groups of children.

KS1 and KS2

End of Year numerical targets are set for children in the core areas of learning. These are set at the end of the previous summer term in discussion between their previous and next teacher. These targets are shared with children and their parents / carers in the Autumn Term parent consultations

Assessment

EYFS

On-going observations and assessments are made regularly and evidence is gathered through photographs, work samples and notes. During the year, Parents and Carers are encouraged to contribute to their child's 'Learning Journey' and are asked to share information from home about their child's development. The information from Parents and Carers is added to the child's Learning Journey. Formal assessments are recorded on the Early Years Outcome. Statements are highlighted once teachers are secure that the child is secure in this knowledge or skill. Each half term the information from the profile is uploaded into a central electronic system, making a judgement to the band the child is working within for each of the 7 areas, and sub-sections within this, and whether they are emerging, developing or secure in this band. (See Appendix 4 for more information) This individual and class information is analysed, which informs the next stages of planning and teaching. From this, Subject and Team Coordinators have access to EYFS planning and data appropriate to their subject in order to gain a thorough overview of standards and ensure resources are relevant and suitable for early years.

KS1 and KS2

Teachers use the 'Emerging, Developing, Secure' system to assess the children's work and move the children to the next steps in their learning. At the beginning of every term children are screened for their phonics knowledge and this information is collected by the English coordinator and used by class teachers to plan phonics for the term. Children are assessed and given a level for reading, writing, maths and every half term which is entered into the SIMs system. Children are assessed continually throughout the year for speaking and listening and this is recorded on the Lynnfield Assessment grid and once a year the level is recorded onto the SIMs system.

At the end of each 'Learning Challenge' teachers feedback in a manner appropriate to each child, identifying their strengths and achievements in the topic and sometimes what they need to do next to improve particular transferable skills for learning.

For Foundation Subjects children are assessed at the end of the year using the Chris Quigley materials. This information is then passed onto the next teacher to enable them to plan for the next year.

Monitoring progress

During Pupil Progress meetings, Team leaders and the class teacher analyse the achievement of each child termly in Maths, English and Science. Based upon this analysis and in discussion with the class teacher any support needed is quickly allocated based on pupils' needs. Any pupil who is not meeting their targets despite intervention is placed on an action plan which is agreed by the team leader, class teacher, parent / carer and pupil. These discussions are then fed back to the SLT to address any concerns that may have arisen. This is also followed by a curriculum meeting with the Deputy Head and English and Maths leaders to address any whole school issues.

English and maths scrutinies take place half termly by the SLT. These scrutinies are focussed on school improvement priorities and teachers receive feedback from the maths and English leaders. The results of these scrutinies are fed back at the next SLT meeting. Moderation of teacher assessments are made termly to ensure inter school consistency and intra school moderations occur annually. Meetings are held in school yearly for Maths and Writing.