Responsibility for Document:             Headteacher/SLT
Approved Date:                           Summer 2022 Review
Date:                                    Summer 2024

## INTRODUCTION

*This policy is to be read in conjunction with the Vision Statement and Teaching and Learning Policy as together they establish the general ethos of the school.*

*At Denmead Junior we strive to create a <u>growth mind-set for learning</u> and life for all our children by using growth mind-set language and behaviours. This encompasses all interactions, between pupils and staff, amongst staff and amongst pupils. In addition, we promote the Learning Powers of Resilience, self-improvement, Co-operation, Concentration and Curiosity, which children need to recognise, understand and apply in their everyday learning. In everything that we strive to do and the way that we do it, we promote, model and teach the children the Values of Friendship and Understanding with PRIDE (Positivity, Respect, Inspiration, Determination and Excellence).*

### Rationale

We believe that assessment should be manageable, useful, consistent and most importantly, inform planning and teaching. It is a powerful tool in helping to raise children's attainment and increase their rate of progress. Assessment takes many forms and is an on-going process. We know that good assessment is part of the cycle of planning, teaching and reviewing the curriculum and improves the quality of teaching and learning across the school. Teachers are constantly adapting their teaching in light of their assessments. Good assessment involves the children reflecting themselves. We give our children regular feedback on their work, so they are aware of their next steps for learning.

### Aims and Targets

The aims and targets of assessment in our school are to:

- empower children to recognise their learning goals
- help children reflect on their progress and understanding
- enable our children to demonstrate what they know, understand and can do in their work
- allow teachers to plan work that accurately reflects the needs of each child and groups of children
- track all groups and individuals to ensure that they are securely on track to meet end of year expectations and to make early interventions when progress is less than satisfactory
- provide regular information for parents that enables them to support their child's learning and raise standards together
- provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school in terms of pupil's attainment and progress
- support the Performance Management Cycle

**Assessment for learning (formative assessment) – See Also Marking and Feedback Policy (Appendix 1)**

This involves the use of assessment in the classroom to raise pupil achievement. We believe that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. These assessments, whether based on observation or performance tasks, are recorded through teacher records, annotations on planning and books to inform future planning and teaching. Formative assessment is an integral part of learning and teaching and as a diagnostic tool it informs and guides the teacher as to what issues need addressing before a pupil can make further progress.

Assessment for learning – key aspects of day-to-day assessment:

- Engage the learner, share success criteria and promote self-assessment
- Questioning (Blooms Taxonomy) and Metacognition
- Discussion, observation, testing, scrutiny and analysis of work
- Reviewing progress, probing understanding, identifying and diagnosing misconceptions
- Allow the school and individual teachers to evaluate how effective their teaching is and reshape lessons as needed
- Inform future planning and next steps for the children

**Learning Targets and Success Criteria**

Child-friendly learning targets are shared, both orally and in written form, at the beginning of lessons and reviewed during the lesson using learning reviews. Pre-prepared learning target slips are used to maximise learning time, scaffold the task appropriately and to enable all children to meet the learning target and further challenge. These should be de-contextualised – focus on the skill and not the content.

High 'every time' expectations, known as non-negotiables, must be reiterated; e.g. age appropriate correct punctuation and grammar must be used. Learning walls can be used to support this practice.

Success criteria describes, precisely, what successful attainment of the learning target will require. Children reflect on their learning by evaluating against the learning targets and /or success criteria. The number of success criteria will depend upon the learning outcome.

Example**:**

LT: To interpret data.
SC:
I can read and understand the data.
I can answer questions based on the data
I can generate further statements or questions about the data.

**Summative Assessment**

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system so that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

## The Assessment cycle at Denmead Junior School will include:

1. Data from statutory assessments
2. Data from Year Group Tests (including mock/practise SATs tests)
3. Data from Spelling and Reading Tests
4. Teacher Assessment Data using the DJS Tracking System
5. Notes from Pupil Progress Meetings and coaching sessions
6. IPMs, Scroll Backs and Pupil Premium Passport information
7. Pupil conferencing, work sampling and planning scrutinies
8. Internal and external moderation of work
9. Feedback and action planning from leaders

### Objective Class Tracker Example

| numbers up to at least 10 million | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Understand the concept of place value with numbers up to at least 10 million | ≡ | | 1 | 2 | 0 | 3 | 2 | 2 |
| 1. Read, write, order and compare numbers up to at least 1 million | ≡ | | 1 | 2 | 1 | 2 | 2 | 2 |
| 1. Determine the value of each digit of numbers up to 1 million | ≡ | | 1 | 2 | 1 | 2 | 2 | 2 |
| 1. Round any whole number to a required degree of accuracy and represent on a number line | ≡ | | 1 | 2 | 1 | 2 | 2 | 2 |
| 1. Multiply and divide by 10,100, 1000 | ≡ | | 1 | 2 | 1 | 2 | 2 | 2 |

### Using the Objective Class Tracker sheets

Class tracking sheets contain the assessment objectives for each phase/milestone in Reading, Writing and Maths. Subject leaders have allocated the objective to the appropriate milestone. Assessment objectives should normally be taught and assessed in the correct milestone. However, if a milestone objective is taught before the stated milestone, it may still be assessed.

Objectives are judged as Untaught (0), Novice (1), Apprentice (2), Master (3) and Expert (4) during each milestone. Through the year, each objective will be revisited and reassessed by following the recursive long term planning model which is subsequently broken down into medium term plans.

At the end of each milestone teachers will make an overall assessment of the child using all the data and information available. The assessment will be based on where the child is projected to

be at the end of that academic year. Children will be assessed as Not Yet, Working Towards the Expected Standard, Meeting the Expected Standard or Working at Greater Depth.

| Legend | Well below | Just below | Expected | Above | No data | | |
|---|---|---|---|---|---|---|
| Reading 26 pupils · Average: EXS | 8% | 23% | 42% | | 27% | |
| Writing 26 pupils · Average: EXS | 12% | 23% | 62% | | | 4% |
| Maths 26 pupils · Average: EXS | 12% | 23% | 42% | | 23% | |

This is a guide to assessing pupils, but teachers must take into account their own knowledge of the child and use their professional judgement. Two children who have the same profile on the assessment grid may not necessarily have the same teacher assessment. For example, a child may have missed some key lessons or be less confident.

| Teacher Assessment | Milestone 1 | Milestone 2 | Milestone 3 |
|---|---|---|---|
| Not Yet | Significant number of Novice statements at Milestone 1 | Significant number of Apprentice statements at Milestone 1 and Novice statements at milestone 2 | Significant number of Novice and Apprentice statements in all Milestones. |
| Working Towards | Milestone 1 statements mostly Apprentice | Milestone 1 statements mostly Master and milestone 2 mostly Apprentice | Most milestones Master with remainder Apprentice |
| Expected Standard | Milestone 1 almost all at least Apprentice | Milestone 1 almost all Master and Milestone 2 almost all at least Apprentice | Almost all milestones Master |
| Greater Depth | Milestone1 almost all Master | Milestone 1 and 2 almost all Master with some Experts | All milestones Master with significant numbers of Experts |

**Progress and Attainment Tracker Example**

**Y6 Spr Main Assessment**

| Y5 Sum Main Assessment | | NY | WTS | EXS | GDS |
|---|---|---|---|---|---|
| | No Data | 1 pupil (4%) | | | |
| | NY | 1 pupil (4%) | | | |
| | WTS | | 2 pupils (8%) | 1 pupil (4%) | |
| | EXS | | 4 pupils (15%) | 10 pupils (38%) | 2 pupils (8%) |
| | GDS | | | | 5 pupils (19%) |

Pupils names removed

**Using the Class/Year Group or Phase Tracker**

The class, year group and phase data is calculated automatically using the DJS Tracking System The system allows users to interrogate data for Gender, Pupil Premium, Looked After Children, FSM and Ever 6, Special Educational Needs/Disabilities and English as an additional language. The milestone data summaries are created using this data, which is then analysed by teachers and leaders.

To achieve this at Denmead Junior School we will:

• Follow the Assessment Timeline which is generated by SLT - each term
• Update the data on a regular basis
• Use information to identify percentages of children working at each level within a cohort, including vulnerable groups
• Analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are more able, those with special educational needs and those in receipt of Pupil Premium Funding

**The DJS Assessment Model:**

Each teaching phase lasts for 1 term and ends with a final data collection, also known as a 'milestone'. There are fewer objectives in milestone 3 to allow time to consolidate and become masters and experts in milestones 1 and 2.

**Moderation**

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Denmead Junior School we will:

- Meet regularly to moderate assessments in Maths, Reading and Writing
- Moderate judgements across our cluster and with other schools
- Keep written records of moderation using the specified format (Appendix 2)
- Moderate foundation subjects at staff meetings, during vertical grouping and School Partnership meetings

**Spelling and Reading Age Tests**

Spelling and reading ages will be assessed twice a year and recorded on INSIGHT. Class teaches and SLT are responsible for analysing the data, action planning and then reviewing the impact.

| Year Group | | |
|---|---|---|
| | Reading | Spelling |
| 3 | NGRT 2A | BST S2 Form C |
| 4 | NGRT 2B | BST S2 Form D |
| 5 | NGRT 3A | BST S2 Form F |
| 6 | NGRT 3B | BST S2 Form H |

*If a child has reached the maximum age equivalent threshold in the listed test, after initial administration, you can administer the next test to obtain an age equivalent score. This will allow you to track progress for those children. However, it should be noted that the standardised score cannot be calculated due to age parameters, in all cases. Please see the table below to obtain the age ranges.*

| Recommended Testing Year Group | NGRT – Reading Test | Recommended Testing Year Group | BST S2 Forms- Spelling Standardised Age Score |
|---|---|---|---|
| Year 1 to 2 | Test 1 = ages 7.00 to 7.05 | Year 1 and 2 | Form A and B = 5.00 to 8.04 |
| Year 2 to 4 | Test 2A/B = ages 6.00 to 10.05 | Year 3 and 4 | Form C and D =  6.00 to 9.09 |
| Year 5 to 8 | Test 3A/3B = ages 9.00 to 14.05 | Year 5 and 6 | Form E and F = 7.06 to 11.09 |
| Year 9 to 11 | Test 4 = ages 13.00 to 17.05 | Year 6 to 8 | Form G and H = 10.00 to 14.00 |

**Non-Core Subjects**

Foundation subjects are assessed according to subject specific criteria. Pupil's progress is recorded termly against specific learning targets identified by the year team and agreed by the

subject leader. Children are assessed as Untaught, Novice, Apprentice, Master and Expert for each objective which informs the overall teacher assessment at the end of term, again using the terms Novice, Apprentice, Master and Expert.

At the end of each term, the children are given a summative assessment of not yet (NY), working towards (WTS), expected (EXS) or greater depth (GDS) for each subject. Percentages for each subject are collated and analysed by the subject leader.
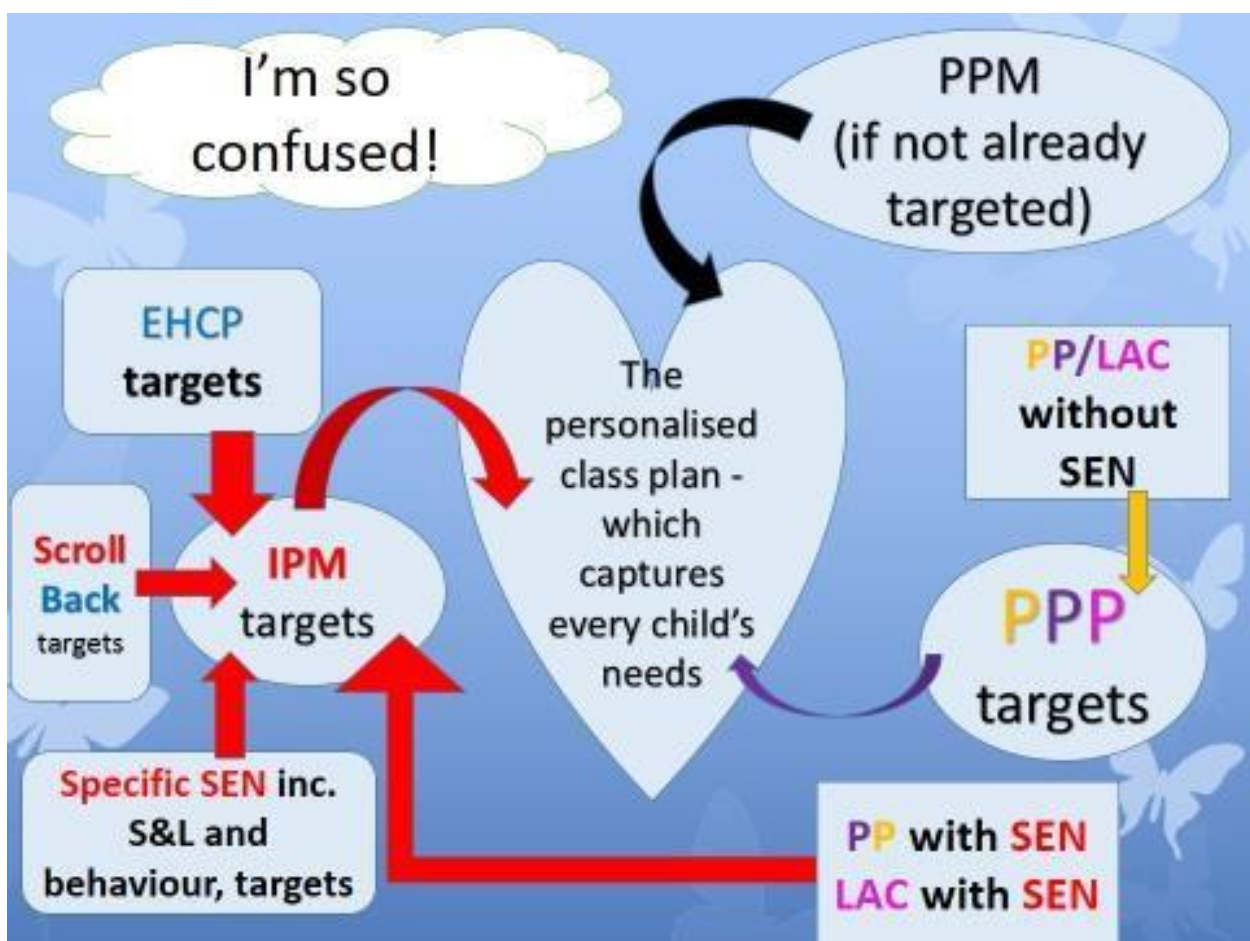
**Assessing Special Educational Needs – Appendix 4 Targeting Setting for 'Smilie' Children**

Class teachers, supported by the views of the Inclusion Team, parents and child will be responsible for writing and reviewing children's IPMs and Scroll Back targets.

If a child is not able to access the curriculum for their chronological age, a scroll back system will be used to track child specific targets within a set time frame. Two targets, per half term must be achieved.
Should we be assessing previous years targets on INSIGHT for pupils not working within the year objectives? Will help show progress for NY pupils?

The following flowchart outlines the process. A more detailed breakdown can be found in Appendix 4. Questions regarding this should be raised with the Inclusion Leader.

**Reporting**

Aims of reporting:

To communicate achievement:

1. To support and enhance the child's learning
2. To benchmark our school and pupils against National Curriculum expectations and National Standards
3. To report on the child as a whole

At Denmead Junior School we will:

• Provide opportunities for three parent consultation evenings in the autumn, spring and summer term to review a child's progress against their respective year group learning targets

• In the summer term, parents will receive an end of year report which will outline the attainment/progress in all of the subjects that the pupil has been taught

**MONITORING EFFECTIVENESS**

The Headteacher, SLT and Subject Leaders are responsible for the monitoring this policy and assessing its impact on children making progress in their learning. Data is shared with, and analysed by, the Subject and Inclusion Leaders, which in turn will be disseminated to staff in order to track children, monitor their progress from one assessment point to another and ensure that the correct learning opportunities are provided in order to maximise progress. This will include 'High Quality Initial Teaching', in the class, additional learning opportunities, small group work, 1:1 support, and specific interventions with targets, depending on the identified needs of the child. Leaders will conduct regular learning walks to access the effectiveness of the provision for the children in maximising progress.

**Appendix 1 MARKING AND FEEDBACK POLICY**

Responsibility for Document:     Headteacher/SLT
Approved Date:        Summer 2022 Review
Date:            Summer 2024

### INTRODUCTION

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*At Denmead Junior we strive to create a <u>growth mind-set for learning</u> and life for all our children by using growth mind-set language and behaviours. This encompasses all interactions, between pupils and staff, amongst staff and amongst pupils. In addition, we promote the Learning Powers of Resilience, Self-Improvement, Co-operation, Concentration and Curiosity, which children need to recognise, understand and apply in their everyday learning. In everything that we strive to do and the way that we do it, we promote, model and teach the children the Values of Friendship and Understanding with PRIDE (Positivity, Respect, Inspiration, Determination and Excellence).*

### RATIONALE

*"Assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate."* OFSTED 2015

*"Teachers first need to concentrate on what students do, say, make or write and modify their theories about students in light of these observations (or this evidence). Feedback from such evaluation is what teachers need to seek so they can modify their instruction. This is 'assessment as feedback' for teachers, providing rapid formative feedback or assessment as teaching."* John Hattie 2012

At Denmead Junior School we believe marking should support the learning process and be:

**POSITIVE**: praise <u>effort</u> and achievement in learning

**PRACTICAL**: give verbal and, when appropriate, written feedback on how to make improvements

**PERSONAL** and **PROGRESSIVE**: Relates to the child's individual needs to ensure progress over time by reviewing progress evident in their book

### PRAISE

Although you may find this surprising, Hattie (2012) states that you should praise children and make them feel welcome in your class as worthwhile learners, but if you wish to make a major difference to learning leave praise out of feedback about learning.

Simply praising children for being clever or intelligent does not signpost the specific skills needed to succeed in a task or how to improve.

*'The major message is to provide praise, but not to give it in such a way that it dilutes the power of feedback: keep praise and feedback about learning separate.' John Hattie 2012*

| Do praise … | Don't praise … |
|---|---|
| Effort. Learners won't maximise their potential if they don't try. Therefore, praising learners for working hard is crucial (e.g. working through a challenging problem they have encountered). | Intelligence, cleverness, or talent alone. Add descriptive praise. |
| Strategies that lead towards success (e.g. use of dictionaries to check spellings, proofreading work, methodical problem-solving to find mistakes). | The speed at which they complete a task. Learners need to realise that finishing first is not the primary aim. Instead, we want them to focus on completing their work to the highest quality. |
| Improvement through listening to and acting on feedback (e.g. praising learners who close their own gaps by using written or verbal feedback). | Ordinary or run-of-the-mill contributions. Some teachers hear themselves effusively praising learners for small things that they should expect them to do anyway. Reserve lavish praise for actions or outcomes that truly deserve it. Otherwise, there is a danger that the effect of such praise will lose its impact. |
| Resilience and courage (e.g. praising learners who contribute answers even when they aren't sure if they're correct). | |

At Denmead Junior we strive to create a growth mindset for learning and life for all our children by using the following growth mindset language in both our verbal and written feedback:  e.g.

- **You are learning to….**
- **This learning shows….**
- **I like the way that……**
- **Don't give up as you can't do it yet…**
- **What are you most proud of?**
- **How are you more successful than before?**
- **This is what we did last time.  Let's see what we can achieve today.**
- **Be brave**
- **Take a risk**
- **Have a go, have another go…** • **With practise….**

## The three feedback questions

**VISIBLE LEARNING – CHECKLIST FOR DURING THE LESSON: FEEDBACK**

33. Teachers are aware of, and aim to provide feedback relative to, the three important feedback questions: 'Where am I going?'; 'How am I going there?'; and 'Where to next?'

| | Levels | Major questions | | Three feedback questions |
|---|---|---|---|---|
| 1 | Task | How well has the task been performed; is it correct or incorrect? | | Where am I going? What are my goals? |
| 2 | Process | What are the strategies needed to perform the task; are there alternative strategies that can be used? | → | How am I going? What progress is being made towards the goal? |
| 3 | Self-regulation | What is the conditional knowledge and understanding needed to know what you are doing? Self-monitoring, directing the processes and tasks | | Where to next? What activities need to be undertaken next to make better progress? |
| 4 | Self | Personal evaluation and affect about the learning | | |

**Aims:**

- Acknowledges <u>effort</u> and achievement in learning
- Provides verbal and written feedback about how well children are doing and what they need to do next so that they are partners in the learning process
- Engage the children so that they take more ownership of their learning and that they are more motivated to improve their outcomes
- Checks for the success of learning and teaching
- Enables children to be more reflective about the standard of their work both individually and a group (self and peer feedback)
- Correct errors so that children learn from their mistakes
- To assess attainment and progress, and use this information to amend planned teaching

**Marking provides rapid formative assessment on task, process and self-evaluation, based upon the success against the learning target and success criteria of the child's learning in the lesson.**

This relies on a clear Learning Target (Where am I going?) and scaffolded Success Criteria (How am I going there?). Marking will therefore check this success and confirm whether the child has understood/achieved the Learning Target or not. This marking would feed into formative assessment and is an important part of assessment for learning but does not stand alone; because assessment during the lesson should support this e.g. targeted questioning to a specific group or individual, verbal feedback (VF) and timely interventions (Where to next?).
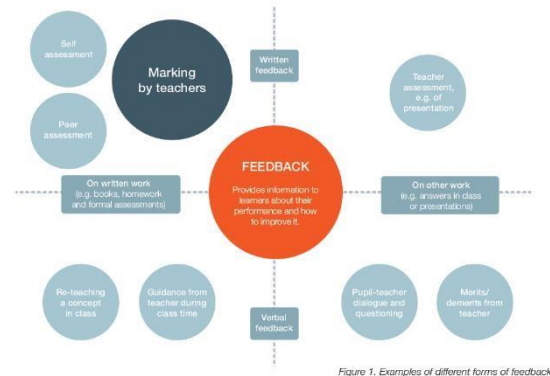
Figure 1. Examples of different forms of feedback.

*A marked improvement: A review of evidence on written marking.*
*EEF 2016*

**Marking Codes (Quick Guide to Marking Appendix 3)**

Novice      (N) – SC achieved with heavy adult input

Apprentice (A) – SC achieved with scaffolding

Master     (M) – SC achieved independently (could include some errors but concept understood)

Expert      (E) – can apply SC in different contexts

/ - not taught or not included yet

Codes to use:  A variety of codes may be utilised depending upon the age range and individual needs of each child.

| | |
|---|---|
| A | worked with an adult (adult to initial) |
| INT | intervention given |
| P | worked with a partner |
| I | Independent |
| VF | Verbal Feedback |
| Tick | This has been read |
| Circle | Something is missing |
| Sp | in margin, then spelling underlined in text. CT/child writes 3 common spellings to be corrected at the bottom of the work or at the back of their book.  More able children to look up the spelling in dictionaries. |
| ^ | Missing word |
| // | New paragraph needed |
| ☐ | something needs correcting |
| NL | Will address in next lesson |

**The Denmead Junior School Marking Practice**

- Every day children should be given time to review their work and to respond to marking and feedback
- Vulnerable children (i.e. children in receipt of pupil premium) will receive regular, feedback for assessment (more than once during a lesson)
- Children must proof read their work to check and improve spelling, grammar and content as they are working
- Marking will relate to the learning target and success criteria of the lesson
- Marking should consider the ability of the child; over marking can be de-motivating
- As a guide: no more than 3 common spellings should be asked to be corrected three times, along with up to 3 punctuation errors
- Marking of a first draft must give an opportunity for the child to reflect and improve their work for the final draft
- English and Maths books should be marked every day ready for the next day.
- Maths: Use a dot, maths marking should identify the step they got right, before they 'went wrong', inverted number formation should be identified like a spelling and made to practise 3 times
- Maths: children can be asked to reflect on how the maths they learned today is useful in 'everyday life'
- Marking 'in front' of a child/group is very powerful as it gives instant feedback. Books should show where this verbal feedback (VF) has been given, resulting in a clear impact. Purple pen will show where the child had improved their work in response to feedback or they have edited their work. Purple pen denotes any changes made by the child.

**LT AND SC SLIPS Assessment slips**

LT and SC assessment slips are used to facilitate children's self-assessment. It is also there to support the teacher in assessing each child against the LT and SC. The number of SC will depend upon the learning outcome.

LT:

| Success Criteria | Pupil | Teacher |
|---|---|---|
| I can | | |
| I can | | |
| I can | | |

Self-assessment and peer-assessment must be managed supportively within the classroom practice, for the last 5 minutes of each lesson. Children will need to be trained to do this.

Novice      (N) – I achieved the SC with heavy adult input

Apprentice (A) – I achieved the SC with scaffolding

Master      (M) – I achieved the SC independently

Expert      (E) – I can apply the SC in different contexts

            / - not taught or not included yet

**Purple Pen**

Children edit using purple pen.

**Evaluative Success Criteria**

| What is going to make my writing successful? | My evidence is… | My teacher thinks… |
|---|---|---|
| My article sounds like a newspaper article and not a narrative | N<br>A<br>M<br>E | |
| My article is organised into clear paragraphs, each with a particular purpose | N<br>A<br>M<br>E | |
| My article includes direct and reported speech | N<br>A<br>M<br>E | |
| My article uses powerful vocabulary | N<br>A<br>M<br>E | |
| Personal Target: | N<br>A<br>M<br>E | |

Evaluative success criteria are used for extended pieces of work. Children must self-assess by providing evidence through writing, underlining or highlighting an example to match the success criteria.

**Marking and Feeding back on Home Learning (please read in conjunction with our Home Learning Policy):**

Spellings:

- In spelling tests, children or teacher to tick elements of the spelling that are correct to identify the bits that are right and where they have 'gone wrong'

Reading:

- Use of the Go Read app to record children reading at least 5 times a week outside of school

Maths:

- Additional maths home learning to be marked

**Topic:**

As this home learning will be used in a variety of ways - e.g. for classroom displays it may stay in school for the duration of the topic. Children should have the opportunity to share their learning with others and the effort acknowledged. Each class teacher will award 4 certificates for each set of topic home learning for showing:

- *a high level of curiosity*
- *a high level of creativity*
- *a high level of effort*
- *a high level of inspiration*

**LSAs/HLTAs**

There is an expectation that LSAs will mark the learning for the group they have worked with.

- Mark as you go along, giving direct feedback to the child as this is more powerful and useful to both the child and class teacher.

When HLTAs are covering, the expectation is that all books will be initialled and coded.

**Monitoring:**

The Headteacher and SLT are responsible for the monitoring this policy and assessing its impact on children making progress in their learning.

**Appendix 2- Moderation**

| Child's Name | Year Group |
|---|---|
| | |

We have assessed this work as (delete as applicable) Below, WTS, EXS or GDS in relation to age related expectations.

Evidence seen

✓ _____

✓ _____

✓ _____

✓ _____

Further evidence needed

➢ _____

➢ _____

➢ _____

➢ _____

Additional Comments:

Next steps for the Pupil/Teacher:

Please sign and date

1_____          2_____

**Appendix 3 - Quick Guide to Marking at DJS**

*English and Maths books should be marked every day ready for the next day.*

**LT AND SC SLIPS Assessment slips**

LT and SC assessment slips are used to facilitate children's self-assessment. It is also there to support the teacher in assessing each child against the LT and SC. The number of SC will depend upon the learning outcome.

LT:

| Success Criteria | Pupil | Teacher |
|------------------|-------|---------|
| I can | | |
| I can | | |
| I can | | |

**Novice, Apprentice, Master and Expert Code**

Novice       (N) – SC achieved with heavy adult input

Apprentice  (A) – SC achieved with scaffolding

Master      (M) – SC achieved independently (could include some errors but concept understood)

Expert      (E) – can apply SC in different contexts

            / - not taught or not included yet

**Other codes to use:**

A variety of codes may be utilised depending upon the age range and individual needs of each child.

| | |
|---|---|
| A | worked with an adult (adult to initial) |
| INT | intervention given |
| P | worked with a partner |
| I | Independent |
| VF | Verbal Feedback |
| Tick | This has been read |
| Circle | Something is missing |
| Sp | in the margin, then spelling underlined in text. CT/child writes 3 common spellings to be corrected at the bottom of the work or at the back of their book.  More able children to look up the spelling in dictionaries. |
| ^ | Missing word |
| // | New paragraph needed |
| □ | something needs correcting |
| NL | To be addressed in the next taught lesson |

**Purple Pen**

Children edit using purple pen.

**Appendix 4- Setting targets for smilie children in your class – checklist**

**Key:**

| | |
|---|---|
| ☺ FSM | ☺ Monitoring list |
| ☺ Ever 6 | ☺ SEN register |
| ☺ CLA | ☺ EHCP/statement |
| ☺ Service | ☺ EAL |

☺ EHCP targets are set at annual reviews to take them through the year, they are recorded in the EHCP document (which is in your Inclusion Folder). These targets can be broken down and used to inform the targets on the IPM – remember to focus on the targets that you know can be covered within the curriculum according to the milestone you are in.

*These children will all vary, some may not be able to meet ARE, but others may have needs of a more medical nature and will be expected to make expected progress in some areas – the progress score will be vital.*

☺ SEN targets are recorded in the IPMs and should be SMART targets that can be achieved within the milestone you are currently working within. You can include a soft target if that is appropriate to the all-round development of the child and their ability to access the curriculum – such as ELSA.

*These children may not make expected progress in all areas but their progress must be measurable and soft targets will support this.*

☺☺ Scroll Backs are used if the child can't access the current age related curriculum, they will need to have a scroll back system for the subject(s) they can't access and the targets will be set form the scroll backs and recorded on the IPM. Again look at the areas that need developing and see how they link with the curriculum you are teaching within the milestone where possible. Do not pick scroll back targets that they can already achieve just because that is the area you are covering – if they can access it then they can do it with scaffolding.

*These children may not be expected to make expected progress according to their SEN but the progress score for them is crucial and we should have high expectations and find the areas of strength to develop celebrate. Soft targets may be crucial for this too.*

☺ FSM/☺ Ever 6/☺ CLA will need to have a Pupil Premium Passport (PPP). This is where their targets are recorded and set according to priority of need and relevance to curriculum. A soft target can be included. If you have a child who is both SEN and PP, the SEN targets are the priority, therefore only an IPM is needed.

*These children <u>must</u> make expected progress (unless have a specific SEN), progress scores are very important. Soft targets won't be measured but are invaluable to the children.*

☺ Monitoring list do not need IPMs (unless you think there is significant cause for concern and then we would need to meet with parents to review their status and offer further assessment of need.) They may however become one of the children raised in Pupil progress meeting – in which case they will have a short term PPM target.

*These children must make expected progress.*

☺ EAL/☺ Service do not need targets (unless they fall into any of the other categories or come up in pupil progress meetings.)

*These children must make expected progress but support may be needed for EAL*

Pupil Progress Meeting targets – These are generally quick fix/gap fillers for children that fit the focus at the time. They are rarely any of the EHCP/SEN children. If they are PP (disadvantaged) children, then look at their PPP targets to check the suitability – if needed tweak them to ensure they are still priority in the class. Pupil progress meeting children shouldn't be those who have more long term difficulties. *Our PPM children must make expected progress.*

NB. All targets set must be recorded on the top sheet of your planning and changed every time they are reviewed – use them to guide daily planning adaptations. There is no order of priority but progress scores for all of these children is vital, as well as their personal development.