



# **West Cornforth Primary School**

## **Guide to Target Setting and Tracking Pupil Progress**

## Introduction

At West Cornforth Primary School we believe pupils should make good progress in learning every day, every week, every term and every year. Although the very nature of pupil progress will vary at given points, research informs us that where they make steady, even progress across primary school this is more likely to be sustained into and beyond secondary school.

In order to ensure West Cornforth pupils receive an entitlement of good learning through good teaching, all school leaders and staff should have a clear understanding about the processes for setting progression targets and how they lead to better outcomes for children.

The aim of this guide is to set out clearly what constitutes good progress in a variety of contexts and to support school leaders in the process of setting challenging, meaningful targets that are owned by all members of a school community and lead to increased standards. A key message of this document is that whilst data collection is important, **the use of information to raise standards is central to school improvement.**

In making clear our shared expectations in West Cornforth Primary School, careful consideration has been given to the relationship between data per se and school improvement. We believe that the process of collecting tracking data is not an outcome of a process but the beginning of many processes.

- **Data does not prove anything about our school by itself.**
- **Data analyses raise questions.** It does not provide answers. We use our professional judgement to decide what the data sets mean and what, if anything, should be done as a result.
- **The use of data is not an exact science and it should never be used entirely on its own.**
- **It is what is done with the data that really matters.** Just collecting data, however frequently, will not impact on raising standards in schools

## General Use of Data

At West Cornforth we use evidence to inform self-evaluation and, therefore, inform action planning linked to school wide priorities. **This evidence will take many forms but in relation to data and target setting we can focus on two specific types.**

### ◆ Reflective Data

This is looking back on historic results (often for learners no longer at the school). This will focus on outcomes in national curriculum tests or assessment tasks.

**The most important use of reflective data is the link between the formal analysis of historical data and action to accelerate the progress of learners in school now. This analysis is then used to inform teaching and learning in the future.**

### ◆ Current “live” Data

This will involve an analysis of the current (most recent) assessment data across the school. In May 2017, school implemented Target Tracker; an electronic whole school assessment system. In addition staff can access Rising Stars and Accelerated Reading test data. The advice is to produce internally a picture of the attainment and progress by

cohort, subject, key pupil groups and against interventions. This is the key data as you can take actions and put things in place to address the issues before it is too late. All staff have Accelerated Reader administration access where they can view quiz and Star Reading test information.

**School leaders at West Cornforth need a whole school picture of progress being made by learners throughout the school in every year group so that we can be sure children are on target to reach targets.**

## Key Messages

### Data is used to inform self-evaluation and subsequent action planning in schools

- Data allows schools to evaluate the success of interventions
- Data allows schools to set realistic, stretching targets based on evidence
- Data is used to ensure learners make the appropriate amount of progress
- Data supports teachers in planning and delivering appropriate lessons

**For data to be useful it must be up to date, accurate, accessible, and as complete as possible.**

Highlighted below is West Cornforth’s timeline for managing data at our school. This process, coupled with timely monitoring of learning and teaching, enable all school leaders to be clear about strengths, areas for development and how we collectively ensure pupils make good progress.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Progress targets set for all pupils</p> <p>Review standards with governors and Education Development Partner</p>	<p>Assessments tasks Internal and external moderation</p> <p>Review of pupil progress and standards across school involving all school leaders (governors invited)</p> <p>Test data analysed and progress targets reviewed for all pupils</p> <p>Review short notes, support plans, interventions and provision maps</p> <p>Progress review meetings for pupils and parents</p>	<p>Review of pupil progress and standards across school involving all school leaders</p> <p>Review short notes, support plans, interventions and provision maps</p> <p>Update Target Tracker as necessary</p>	<p>Assessments tasks, internal and external moderation</p> <p>Test data analysed and progress targets reviewed for all pupils</p> <p>Review short notes, support plans, interventions and provision maps</p> <p>Progress review meetings for pupils and parents</p> <p>Update Target Tracker</p>	<p>SATS</p> <p>Moderation of FSP KS1 data</p> <p>Y1 Phonic tests Y2 Phonic resit tests</p> <p>Review of pupil progress and standards across school involving all school leaders (governors invited)</p> <p>Update Target Tracker as necessary</p>	<p>Assessments tasks, internal and external moderation</p> <p>Test data analysed and progress targets reviewed for all pupils</p> <p>Review short notes, support plans, interventions and provision maps</p> <p>Progress review Meetings for pupils and parents</p> <p>Data analysis and whole school' moderation of standards</p> <p>Annual reports to Parents</p> <p>Update Target Tracker</p>

The leadership team reflect on the picture on a half termly basis. We make judgements about the impact that the key strategies are having. **It is too late to wait until the end of the year to evaluate and this should be an on-going process.** At West Cornforth we understand the need to review attainment in terms of the numbers and percentages of learners working at or above expected levels for their ages.

## Setting progress targets

At West Cornforth School we use the previous summer levels as the baseline and then show progress against that for learners as they move through the next academic year. We show progress in terms of steps.

Each year band is broken down into six steps:

Beginning (b)

Beginning + (b+)

Working within (w)

Working within + (w+)

Secure (s)

Secure (s+)

Beginning - Pupil learning is chiefly focused on the criteria for the band. There may be minimal elements of the band still to gain confidence in.. This is teacher best fit decision but could be informed by statement assessments between 40% and 70% achieved

Working within - Pupil learning is fully focused on the criteria for the band. There may be minimal elements of the band still to gain confidence in.

Secure - Confidence in all of the criteria for the band. There may be pupil learning still focused on gaining thorough confidence in some minimal elements but the broad expectations for the bands have been met.

We track progress back to KS1 for learners moving through KS2 and look at Foundation Stage Profile scores. At the beginning of every year, school leaders and staff will set progress targets for every pupil at the school.

When setting targets, leaders will take into account a range of factors including:

- The needs of the whole pupil cohort (e.g. for a cohort averaging fewer progress points, the targets set will need to reflect West Cornforth's aspiration of raising standards to national expectations)
- Key Stage 1 attainment or attainment in the Foundation Stage
- Attendance
- Information about the family or related contextual information
- What the school knows about the pupil

Targets will not merely be set according to the premise of pupils making six steps of progress. For some pupils, the targets will need to be higher (e.g. a pupil who achieves well in KS1 (2S2) but makes no progress in Y3, the Y4 target will need to reflect the urgency for 'catch up' to

ensure the pupil reaches their full potential at the end of Y4.

### **Guidance in setting targets**

At West Cornforth School we understand the need to be ambitious in setting targets for learners.

### **We aim to challenge the more able learner and target vulnerable groups to achieve successful 'catch-up'.**

When setting targets for different groups, we aim to reduce gaps in attainment so that performance converges.

**The key to good target setting is the involvement of staff.** Staff can adjust targets up or down, based on their knowledge of the learners, as long as the aggregated target remains in line.

- Be Ambitious - Aim to improve on previous best
- Involve All – Share targets, review regularly and adjust where necessary
- Review – Use targets to focus support and adjust if gaps in progress occur

### **In year progress monitoring**

Pupil progress will be monitored throughout the year to ensure pupils are on track to meet targets in the form of progress review meetings. The expectation at West Cornforth School is that pupils make (where possible) steady and even progress. Target Tracker is updated as necessary throughout the year; not just at the end of term.

### **Progress measures end of Reception to the end of Year 1**

Reception 1 → 1b+2/w  
Reception 2 → 1W/1W+  
Reception 3 → 1S/1S+

The majority of Y1 children will be stage secure at the end of the year (Y1 1S/1S+). It has to be noted children the varying degrees of development with EYFS Profile 1. Children will be encouraged and challenged to catch up quickly and make rapid progress to enable them to reach at least 1W at the end of the year.

We aim for pupils to make at least six steps of progress each year. For SEND children, targets set will be based on individual support and EHC plans. For those pupils for whom English is not their first language and are working within the EAL progression steps, targets set refer to the separate progression guidance. To allow for the tracking and analysis of progress in a statistical context, we have adopted a one point scale. Children are expected to make one step or one point progress each half term.

The majority of children will be stage secure at the end of the year:

Y1 1S/1S+  
Y2 2S/2S+  
Y3 3S/3S+  
Y4 4S/4S+  
Y5 5S/5S+  
Y6 6S/6S+

More able children will be challenged to reach exceeding (+) levels.

The key to success is the whole staff responsibility and multilayered approach to ensuring children are maximising learning and reaching targets set.

## **Progress Review Meetings**

At West Cornforth Primary School, progress review meetings will be held termly with the headteacher and SMT in order to support the process of evaluating pupil progress. Meetings will usually be held towards the end of a term, following our assessment week. However, for some pupils it may be necessary to have more frequent and ongoing meetings.

To support the process of validating assessments, each key stage team will work together to moderate and evaluate the progress of all pupils within their phase. It is important to remember that when recording the progress of a child, teachers take into account the following information:

- their prior attainment
- test / assessment task scores versus teacher assessments
- factors which may have accelerated or hindered progress

## **Moderation of Assessment**

A key issue will be the reliability and accuracy of the assessment data. School leaders will gather a range of data to support self-evaluation. The key is developing consistency in practice for assessment with robust systems for moderation of any assessments. Staff will attend school to school moderation sessions and sessions organised by the local authority.

At West Cornforth School, we do not believe that pupils 'unlearn' or move backwards. Therefore, any recorded levels of attainment show a progressive trajectory. Should there appear to be an uneven trend of stalled or regression, school leaders will undertake the following steps:

Class Teacher in discussion with SMT:

Review progress evidence in pupils work to ascertain reasons for stalled progress

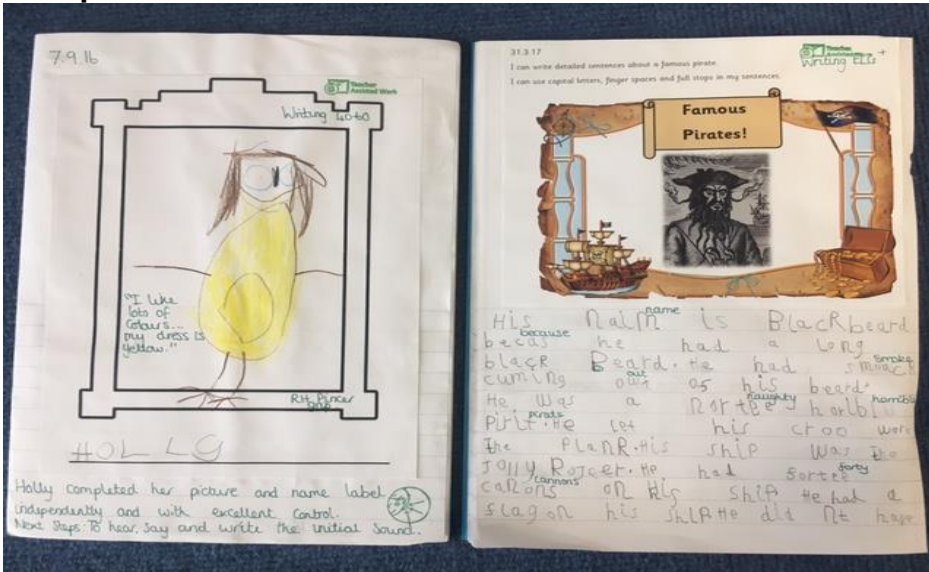
- Review planning and support for pupil and amend where appropriate
- Ensure lessons are sufficiently challenging and marking is identifying appropriate next steps for pupil
- Review interventions and support for pupils
- Quality assure quality first teaching in class and across phase
- Ensure teacher has appropriate support and sufficient subject knowledge to meet pupil's needs

Pupil progress review meetings will provide the basis for a professional dialogue based around the progress profile of the class (as seen on the tracker) and pupils previous attainment. There are five key questions that staff are asked to consider before the meetings which will inform and support the dialogue. of individuals and groups:

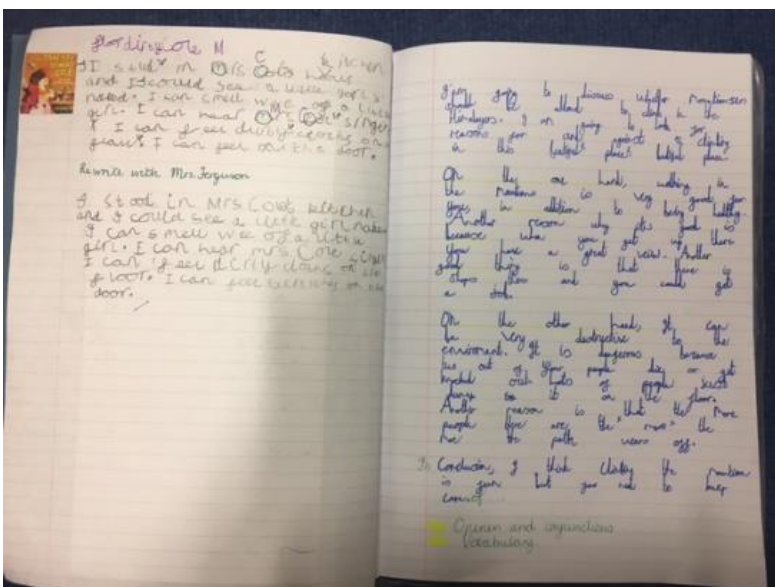
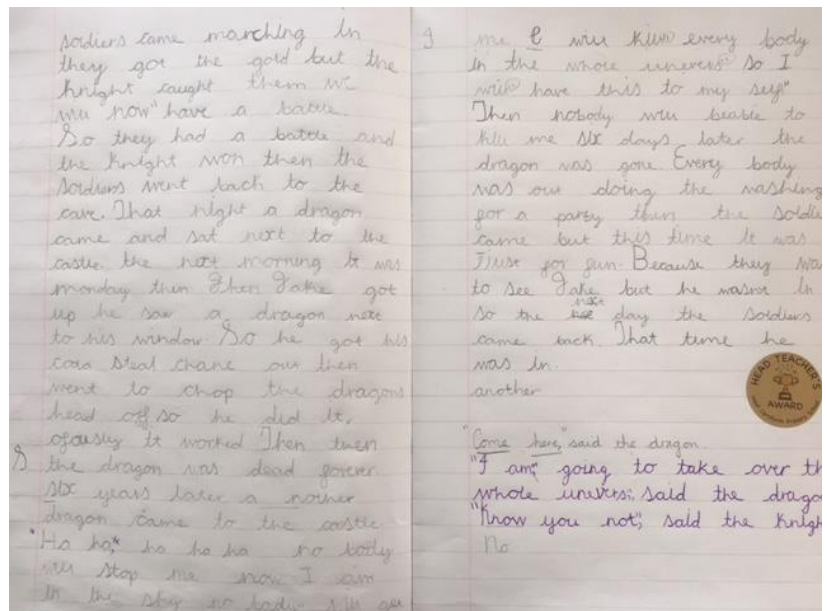
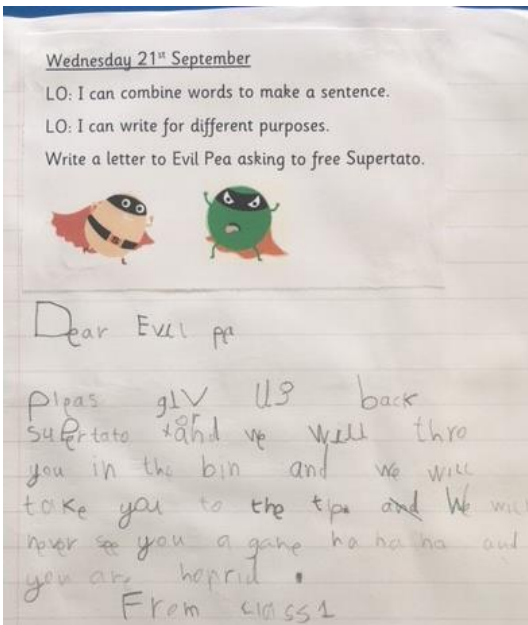
The five key questions are:

- Who are the learners at risk of under achievement? (Please consider learners in all categories, pupil premium, SEN and G&T etc.)
- How many learners have made very good progress so far this year and why do you think that is?
- How many and which learners have made poor progress this year so far and with the resources we have available to us how can we support them to make good progress from now on?
- Which learners are not on track to achieve their targets and with the resources we have available to us, how can we ensure they are back on track by the end of the year?
- After looking at the data what do you think you might need to do today, this week, this half term, to make sure that every child in your class makes the progress expected of them?

# Examples of progress in writing (September 2016-March 2017) Reception



## Year 1



## Year 3

## Year 5

Friday 16<sup>th</sup> September 2016

I can add well-chosen detail to interest the reader.

We arrived at the gate, it was on a sloped bank. Corally, Mori explained that it will be alright. She give me a tearful wave goodbye and I give her a wave back with a smile on my face. I turned to the gate as if it was a door trying to take my first step in my body goose and my heart broke.

I thought I could walk away from it but I can't ~~denie~~ deny it. My first step into 'no more land' and I saw 3 mean boys beating a small child up, my nerve went higher. I strolled into the playground so nobody will come near me, but two boys staved at me and I gose on the spot like an icicle stuck to the floor.

- ✓ Adverbs
- ✓ Emotional language
- ✓ Metaphor

\* Re-read your first sentence. Correct it with one spelling and a missing word.

## Year 6

Tuesday 28<sup>th</sup> March

I can link ideas across paragraphs using a range of devices

I can use the perfect form of verbs to mark relationships of time and place.

It was a sunny day, I decided to take my jog outside for once. Wearing my sweat-band, blue, pink shorts and a blue t-shirt. Later on, I got stuck next to me was a big wooden building with garbage and torn up sofas dumped beside it.

With no thought at all, I stumbled straight into the building. All I could hear was heavy metal music and drunk people shouting. I thought to myself, what is this happening? Little did I know it was a pub called 'The Italian Room'.

Suddenly, two children <sup>appeared</sup> standing outside the pub. One was a girl, and the other was a boy. The girl <sup>had</sup> blonde hair that was blowing about because of the wind. She was wearing a dark purple shirt, ripped skinny jeans and dirty, black shoes.

She was taller than the boy, she looked older than the boy and was definitely the boss. The boy had dark, brown hair, that was all jangled up, he was wearing a black and brown striped jumper, big brown boots and a pair of fluffy black gloves. He didn't look like he knew what he was doing, he was just following the girl and doing what she said.

Then, a man walked towards them!

HEAD TEACHER'S AWARD