

## Setting Targets for Progress

To meet age related expectations, children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term.

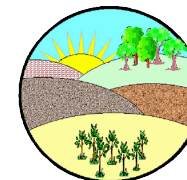
This is an example of how targets might be set for a child with a year one entry level assessment as: 'Working just below band 1' at the end of the EYFS requirements (40-60s+), in order for them to reach the secondary ready standard, '6 secure' (6s) at the end of Year 6.

| Year 1 Autumn 1 assessment | End of Year 1 target | End of Year 2 target | End of Year 3 target | End of Year 4 target | End of Year 5 target | End of Year 6 target |
|----------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 40-60s+                    | 1s                   | 2s                   | 3s                   | 4s                   | 5s                   | 6s                   |

We recognise this is very new to parents and we are here to answer any questions you may have. Please be assured once you are used to the new assessment arrangements your child's learning journey will be very clear.

Mr Pearman

Assessment Leader



# Assessments at Hillside Primary School

This booklet is designed to inform parents about how we assess the attainment and progress of each child.

## Assessing without levels

In April 2014 the Department for Education released 'Assessment Principles', a document outlining the core values all effective assessment systems should implement as part of the changes introduced with the 2014 National Curriculum.

*The Government has not imposed a single system for ongoing assessment', it is up to schools to implement a system that can: 'Give reliable information to parents about how their child, and their child's school, is performing, help drive improvement for pupils and teachers and make sure the school is keeping up with external best practice and innovation.'*

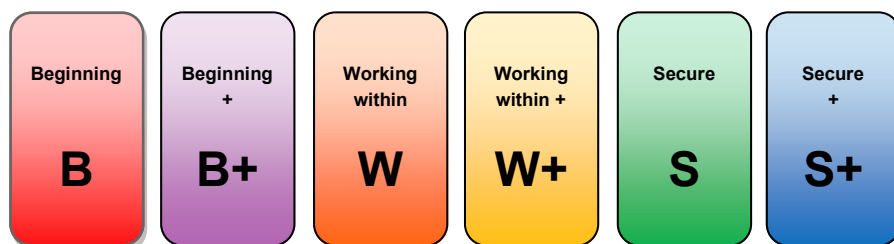
After much research and thought, at Hillside we will be using Target Tracker to support our assessments.

## Target Tracker Software

Target Tracker tracks children's progress and attainment. Each child's assessment grids are kept on the Target Tracker software to support the teachers with the planning, interventions and action planning.

Target Tracker breaks down each year group into three attainment steps: Beginning, Working Within, Secure and each year group step is then broken down into:

Beginning/beginning+ working within/within + secure/secure+



| Beginning  |    | Working Within  |    | Secure   |    |
|--|----|---|----|--|----|
| Pupil learning is chiefly focused on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in. |    | Pupil learning is fully focused on the criteria for the band. Up to 70% of the statements are confidently achieved. |    | 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 band have been met. |    |
| B  | B+ | W   | W+ | S  | S+ |

|                  | Beginning |             | Working Within |                  | Secure | Exceeding |
|------------------|-----------|-------------|----------------|------------------|--------|-----------|
| Year 1<br>Band 1 | Beginning | Beginning + | Working Within | Working Within + | Secure | Secure +  |
| Year 2<br>Band 2 | Beginning | Beginning + | Working Within | Working Within + | Secure | Secure +  |
| Year 3<br>Band 3 | Beginning | Beginning + | Working Within | Working Within + | Secure | Secure +  |
| Year 4<br>Band 4 | Beginning | Beginning + | Working Within | Working Within + | Secure | Secure +  |
| Year 5<br>Band 5 | Beginning | Beginning + | Working Within | Working Within + | Secure | Secure +  |
| Year 6<br>Band 6 | Beginning | Beginning + | Working Within | Working Within + | Secure | Secure +  |

Under the old levels system, children who were secure (+) might have moved into the next level. The DfE now want children who are in the secure bracket to add more depth and breadth to their knowledge, and to have more opportunities to develop their using and applying skills.

Only exceptional children will move into working towards the end of year expectations from the year above. Similarly, children who are unlikely to be 'beginning' at the end of the year may work towards the expectations from the year below.