



Petersfield Church of England (A) Primary School

Assessment using Target Tracker

At Petersfield, we use a system called Target Tracker to record and track pupils' attainment and progress.

The purpose of assessment is broadly to:

- 1) Identify what knowledge, understanding and skills a pupil has learnt.
- 2) Identify the next steps in their learning.
- 3) To track progress to ensure that pupils at Petersfield make good or better progress.
- 4) Where progress is identified as not sufficient for an individual, this assessment enable us to identify and enact any additional support needs.

Statements

Target tracker lists the 'Statements' the children should achieve within an academic year. These statements cover the knowledge, understanding and skills children should gain in each subject. These statements are regularly updated in Target Tracker by class teachers as the children continue to work towards and succeed against these criteria in lessons.

Bands

In Target Tracker, each year group is represented by a 'Band'. For example year 1 = band 1, year 2 –band 2, etc.

Each year band has been broken down into six steps with in the year group:

- beginning (b)
- beginning + (b+)
- working within (w)
- working within + (w+)
- secure (s)
- secure + (s+)

Beginning (b and b+) - learning is focused on the criteria for the band and there may be statements from the previous band still to gain complete confidence in.

Working Within (w and w+) – learning is fully focused on the statements for the band. This is a teacher best-fit decision but could be informed by the teacher having highlighted as between 40% and 70% of the statements having been achieved.

Secure (s / s+) – learning may still focus on gaining confidence in some minimal number of statements but the broad expectations for the band have been met.

When children join our school, Teacher Assessment determines where on the linear scale of bands they are placed. Children then progress through the bands throughout their time at Petersfield.

Age Related Expectations (ARE)

The National Curriculum has been written to give Age Related Expectations (ARE) for the end of each academic year. These expectations for core subjects can be found on the '[Assessment](#)' page of the website for each year group.

Recording the steps progress in Target Tracker enables us to see the progress through the bands against the end of year ARE.

At Petersfield, we usually have three assessment windows in December, March and June. Pupils in EYFS are assessed in October to establish a baseline on entry to the Key Stage.

As a result of Covid, we have added additional assessment windows where required – for example, all pupils were baselined on return from Lockdowns.

Expected attainment and progress

Pupil attainment and progress obviously depend on a range of factors including a pupil's individual strengths and how well they attend and apply themselves to learning.

The government metrics for the end of each 'Key Stage' (reception, year 2 and year 6), reported on our '[Results](#)' webpage, are the number of pupils achieving ARE and for all children to make at least expected progress from the last Key Stage.

To achieve ARE in July, pupils need to reach the secure (s) step at the end of the appropriate year, although children at the top of the w+ step can be considered to have just met ARE if Teacher Assessment confirms this.

At Petersfield, all children are individuals and are assessed based on their starting point. We target 6 steps of progress each year, except for reception, where 5 steps are expected. This is because their progress is measured from an October baseline, rather than the previous summer term assessment used for all other year groups. For example, Fred in year 3, who was '2s'

at the end of year 2, will usually be targeted to move through band 2 and 3 during year 3 to reach '3s' at the end of year 3.

Children who are not making expected progress or are not reaching ARE

Lower attaining pupils may be working in a band outside of their current year.

Children who are not meeting ARE or are not making expected progress are tracked and class teachers plan additional support and interventions to target accelerated progress.

Targets may be set in conjunction with Mrs Penrose, the Special Educational Needs Coordinator (SENDCo) and other specialist professionals such as Speech and Language Teachers and Specialist SEND teachers.

For more information about how we meet the needs of all our pupils including those with Special Educational Needs (SEND), please see our SEND policy and leaflet.

Greater Depth

The advice from the Government is that pupils who have gained a secure understanding of their year group programme of study, year 2 bands for a year 2 pupil for example, should not be automatically moved on to the next year's band. Instead, they should be provided with extension work to deepen and consolidate their understanding of the concepts and skills already grasped.

The current curriculum is designed to extend pupils so greater depth work (commonly called challenge or extension) may be covered by a

small cohort of children when they are ready for this.

Secure + (s+) pupils have therefore attained a more thorough and wide-ranging grasp of the content and concepts. S+ is a stepping stone on to the criteria in the following band.

How can you help?

- Be aware of the expectations for your child's year group which can be found on our ['Assessment'](#) webpage.
- Be aware that the curriculum is about breadth, depth and mastery too. Not moving to the next band.
- Continue to support our work at school by working with your child at home.

If you have any questions about assessment at Petersfield, please read the full policy on line or speak to your child's class teacher in the first instance. In addition, Mrs Penrose is the Assessment Leader & SENDCo.



**Mrs Laura Penrose
SENDCo &
Assessment Lead**

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Welcome to Petersfield Church of England (A) Primary School

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Co-Headteachers

Mrs Laura Penrose & Ms Perkins

SENDCo & Assessment Lead

Mrs Laura Penrose

Please take a leaflet.

**Working together both to safeguard and to
enable all children to reach their full
potential.**

**God teaches us we are all equal, valued and
unique.** We are a small rural school with deeply
held Christian values (Love, Trust, Peace,
Creativity & Friendship) which motivate and
inspire us to provide a rich & diverse education. **I
have come that they may have life, and have
it to the full.**

If you are unsure about anything or have any
questions or concerns during your visit, please
inform a member of staff immediately or let the
school office know.

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