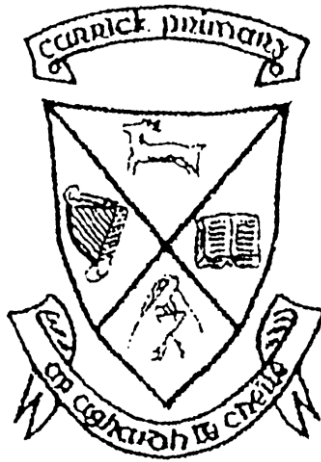


# Carrick Primary School



## Target Setting and Data Handling Policy

June 2018

# **Carrick Primary School**

## **Vision Statement**

Forward Together: Ar aghaidh le chéile.

## **Mission Statement**

In Carrick Primary School we aim to provide a safe, caring and stimulating environment, in order to realise and celebrate the academic and non-academic potential of all our pupils. We expect our pupils to work hard and parents to assist us in helping children to learn and to become lifelong learners.

## **School Aims**

We aim to:

- develop and strengthen each pupil's understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- create a safe, enjoyable learning environment, in which effective learning is facilitated and quality teaching is provided;
- implement all aspects of the Northern Ireland Curriculum;
- help our pupils to develop a positive attitude towards life and a love of learning;
- value, respect and nurture every child in our care;
- encourage pupils to respect themselves and others and to support and care for one another;
- equip our children with the necessary life skills to enable them to participate in a fast changing society;
- Endorse the United Nations' Convention on the Rights of the Child and work towards the implementation of policies and practices which reflect the Convention; and
- involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care.

## Target Setting and Data Handling in Carrick Primary School

An effective school regularly promotes the highest achievement for all its pupils. Evidence from research and inspections gives clear information on the factors which make schools and classrooms more effective in promoting pupils' achievement. These factors include:

- A shared vision and a set of goals;
- High expectations;
- Concentration on learning and teaching; and
- Monitoring of pupils' progress, on a school, year group, class and individual basis.

Within Carrick, our aim is to become as effective a school as possible. The above features are evident in the School Development Planning process in Carrick and we believe that this planning process is a key strategy for school improvement.

### Data Handling

In Carrick we recognise that the effective use of data at school level and at individual teacher level is critical to raising standards and that there is a need for continuous improvement and raising attainment.

Our aim is to utilise our data more effectively, to help us to improve our learning and teaching and to improve standards in Literacy and Numeracy. We have reviewed and amended our assessment processes to fully reflect the Northern Ireland Curriculum and Assessment for Learning.

The study of individual children's achievements and progress, encourages teachers to focus on the fact that there are pupils who may not be performing to their optimum, for a myriad of possible reasons. Such an approach has influenced the teaching in our school, as a more reflective approach is required to ascertain the reasons why a child is underachieving and what can be done to help the child to achieve his/her potential.

In our school, pupils are actively involved in the learning processes, and experience:

- the sharing of learning intentions;
- the sharing of success criteria;
- questioning which promotes higher order thinking;
- formative feedback which allows the teacher to give structured, informative feedback on how a pupil can improve; and
- self and peer assessment.

We are looking forward to accessing further training in relation to school improvement which will enable us to obtain performance information, to identify trends and to compare ourselves with other schools with a similar socio-economic profile.

## Our Data Team and the use of Assessment Manager

Our Data Team consists of the Assessment Co-ordinator, the Literacy Co-ordinators, the Numeracy Co-ordinators and members of the Leadership Team.

Since 2009 the Data Team and school staff members have used Assessment Manager to facilitate more effective use of data and more effective tracking of children's progress.

All data, including PiM, PiE, NRIT, Spellings, Mental Maths and End of Key Stage Assessments, are entered into Assessment Manager. Staff members have become:

- more skilled in data interrogation and manipulation;
- more assessment literate and data literate; and
- more confident in using data and trends to meet children's needs more fully and to inform future planning.

## Use of Data

In order to assess trends and to identify priorities for action, we make effective use of information from the Department of Education and other external sources and information which is generated from within Carrick. To support the target setting process, we use a range of data, including:

- Standardised Test Data (PiE and PiM P4-P7);
- End of Key Stage Assessments Data (P4 and P7);
- End of Year Mental Maths Results;
- NRIT Data (P4 and P6);
- Spellings Data (P4-7);
- Benchmarking Data;
- Half-Termly Results;
- Observational Data;
- Assessment Manager Data;
- Information on Pupils' Progress; and
- Information from staff, pupils, parents and extended agencies.

## PiE and PiM Tests

The PiE and PiM standardised test results for English and Mathematics are used to help us to ascertain the strengths and weaknesses of our pupils and to highlight areas that we, as teachers can focus on in future teaching and learning.

The data is collated and analysed by the Data Team. Where a result in an English and/or Mathematics test is not as expected by the class teacher or a member of the Data Team or if the standardized score rises or falls unexpectedly, it is the school policy to retest the child, using a comparable standardised test (where appropriate).

## NRIT Tests

Since 2008-2009, the school has been using the Non Reading Intelligence Test (NRIT) with the Primary 4 and 6 children each September. The results are compared against the children's PiE and PiM results and this can be useful for detecting under-performance in pupils and for predicting what the children's performance is expected to be. It is also useful for highlighting the existence of "valued-added" examples, and such occasions are recognised and celebrated.

## Spelling Tests

The school uses a standardised Spelling test with P4-7 classes on an annual basis. The children's results are compared with their PiE results and also with their NRIT results.

## Benchmarking Data

The benchmarking data which is provided annually by the Department of Education, facilitates the comparison of our school's performance against the performance of other schools with a similar socio-economic profile. Data for individuals, for classes and for year groups are collated, analysed and disseminated. Attention is also given to the performance of sub-groups such as gender groups and children in receipt of free school meals.

## Target Setting

The setting of targets within Carrick, in the context of our School Development Plan, is part of a continuous cycle of improvement and part of our strategy to raise standards and to improve school performance. The target setting process in Carrick has become a much sharper, more focused process, involving the analysis of performance data, benchmarking, the setting of specific targets and the drawing up of specific implementation plans to achieve the targets which have been set. The targets which are set by all coordinators and all teachers are both realistic and yet challenging and have been designed to raise educational standards. They differ significantly from aims, primarily because they are specific, measurable and time bound. Our targets are based on:

- Our in-depth knowledge of Carrick's current performance;
- Our in-depth knowledge of our children and the information provided from the children's previous teacher(s) and/or the Special Needs Co-ordinator/Learning Support Teacher;
- Our high expectations for all of the pupils in Carrick;
- Information about our children's achievements in Assessments and/or Tests;
- Information from parents and from pupils themselves;
- Information yielded from Assessment Manager;
- The performance of other schools with a similar socio-economic profile;
- Carrick's individual circumstances; and
- Our current performance trends and our plans for improvement.

The setting of targets is part of a continuous improvement cycle which involves:

- Knowing in detail what is currently happening, and what our strengths and short-comings are;
- Deciding what should be happening;
- Taking appropriate action to improve things;
- Monitoring the effect of these actions; and
- Evaluating the impact on teaching and on pupils' learning and knowing when success has been achieved.

Within Carrick each class teacher sets targets for the year ahead, in both Literacy and Numeracy. In addition, the Primary 4 and Primary 7 teachers set specific benchmarking targets, while Primary 4-7 teachers set specific PiE and PiM targets for Mathematics and English. Each year there are a number of whole school targets set and these are identified and detailed within the School Development Plan. The document, "Progress towards Key Targets within the School Development Plan", which is produced annually, details how much progress has been made towards the set targets.

Coordinators also set targets within their subject/area and these are detailed within the Coordinators' Action Plans. Progress in relation to the targets set is formally reviewed at the End of Year Coordinators' meetings. Progress is also reviewed informally during the course of the year.

#### Monitoring Pupils' Progress

As part of our efforts to raise standards in Literacy and Numeracy, we closely monitor and track pupils' progress.

- Children's half termly assessment results are recorded by each class teacher and copies are sent to the Assessment Coordinator and to the Principal. The tests are sent home to be corrected by children, signed by the parents, and returned to school.
- Children's results in the End of Key Stage Assessments, in the Mental Maths Tests, in the Spelling Tests (P4-7), in the annual PiE and PiM Tests (P4-7) and in the NRIT Tests (P4 and P6) are recorded in Assessment Manager.
- The Special Needs Coordinator tracks the performance of all those pupils on the Special Educational Needs Register and also identifies those children who score  $\geq 115$  in the PiE and PiM tests and these children are brought to the attention of their next teacher. Children who score  $\leq 85$  in PiE and PiM tests but who are not on the Special Educational Needs Register are also noted. These children are discussed with the class teacher and where necessary, may be placed on the Special Educational Needs Register, after having discussed the issue with the child's parents.
- The SENCO has access to NRIT results and to the PiE and PiM results for children on the Special Educational Needs Register and she tracks their progress in tests.
- The information which is collated, analysed and disseminated is used to inform teachers' planning.

The teachers and members of the Data Team analyse the PiE and PiM data, the Spelling data, the NRIT data, the Benchmarking data and the End of Key Stage data and use it to highlight what can be done to meet the needs of the children as fully as possible. The data is also used to inform the target setting process in the school. The members of the Data Team guide the teachers in the target setting process and in the data handling process in Carrick Primary School.

#### Conclusion

This policy has been drawn up in consultation with staff and Governors, and will be reviewed every two years.

Signed: Mrs A Cassidy (Principal)

Signed: Mr M Keenan (Chair of Board of Governors)

Date: \_\_\_\_\_

Review Date: June 2020