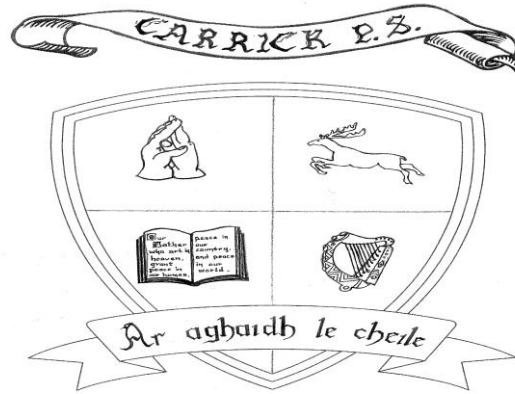# Carrick Primary School

Target Setting and Data Handling Policy

March 2024

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 encourage 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;

- 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;
- sustained focus on the improvement of learning and teaching;
- monitoring 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 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 in particular, 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 reflective approach is encouraged, to ascertain the reasons why a child is underachieving and what can be done to help the child to achieve his/her potential, including the improvement of pedagogy.

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

- the sharing of learning intentions;
- the sharing of success criteria;
- effective questioning, which promotes higher order thinking;
- formative feedback, which allows the teacher to give structured, informative feedback on how a pupil can improve;
- 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 make further improvement to the standard of teaching and learning in Carrick Primary School.

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.

The Data Team and school staff members use Assessment Manager to facilitate effective use of data and the tracking of children's progress. All data, including PiM, PiE, NRIT, Spellings and Mental Maths are entered into Assessment Manager. Staff members have become:

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

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 also 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 P3-P7);
- Mental Maths Results (P1-P7);
- Spelling Data (P3-P7);
- NRIT Data (P4 and P6);
- BPVS Data (P1);
- Half-Termly Results (P1-P7);
- Observational Data (P1-P7);
- Assessment Manager Data (P4-P7);
- Information on Pupils' Progress;
- Information from staff, pupils, parents and external 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 improve teaching and learning. The data is also used to initiate conversations about the pedagogical improvements which the data may be signposting.

The data is collated and analysed by the Data Team and by teachers. Where a result in an English and/or in a 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 significantly and unexpectedly, it is the school policy to retest the child, using a comparable standardised test (where appropriate). Special consideration is given to children who

appear to be underachieving, whereby their cognitive score is ten points or more above their standardised score in the English and/or Mathematics standardised tests.

BPVS Tests

The school uses the BPVS Test with the Primary 1 children each year. The results are discussed as part of the transition/handover process as information is handed from the Primary 1 teachers to the Primary 2 teachers.

NRIT Tests

The school used the Non Reading Intelligence Test (NRIT) with the Primary 4 and 6 children each September. The results are compared to the children's PiE and PiM results and this can be useful for highlighting potential cases of underachievement in pupils. 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 in this spelling test are also compared to their PiE results and also to their NRIT results.

Standardized Test Procedures

Children sitting Standardized Tests are encouraged to do their best. However, if a test is causing a child to become distressed, the testing process will be stopped.

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 involves the analysis of performance data, 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 and individual circumstances;
- 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 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;
- 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 our strengths and short- comings are;
- deciding what should be happening;
- taking appropriate action to improve things;
- monitoring the effect of these actions;
- evaluating the impact on teaching and on pupils' learning and identifying and celebrating when success has been achieved.

Within Carrick, each class teacher sets targets for the year ahead, in both Literacy and Numeracy. The Primary 4-7 teachers set specific 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 each year. 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 Annual Mental Maths Tests, in the PiE and PiM Tests (P4-7), in the Vernon Spelling Tests (P4-P7) 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 ≥ 115 in the PiE and PiM tests and these children are brought to the attention of their next teacher, in order to inform planning and teaching. Children who score ≤ 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, the PiE and PiM results, the Mental Maths results and the Vernon Spelling results for children on the Special Educational Needs Register and she tracks their progress in these assessments.

The information which is collated, analysed and disseminated is used to inform teachers' planning and teaching.

The teachers and members of the Data Team analyse the PiE and PiM data, the NRIT data, the BPVS data, the Vernon Spelling results and the Mental Maths data and use it to highlight what can be done pedagogically 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, Governors, pupils, and parents. It will be reviewed every three years, or sooner if required in consultation with all relevant stackeholders.

Signed: Dr A Cassidy (Principal)

Signed: Mr G Murdock (Chair of Board of Governors)

Date: March 2024

Review Date: March 2027