



**Churchfields**  
The Village School

Atworth ∞ Monkton Farleigh

## ASSESSMENT, TARGET SETTING & RECORD KEEPING POLICY (CURRICULUM IMPACT)

<b>Approval Date:</b>	<b>Autumn 2021</b>
<b>Review Date:</b>	<b>Autumn 2023</b>

### [John 14:26](#)

But the Helper, the Holy Spirit, whom the Father will send in my name, he will teach you all things and bring to your remembrance all that I have said to you.

# Assessment, Target Setting and Record Keeping Policy (CURRICULUM IMPACT)

## Aims

To ensure that professionals and stakeholders have comprehensive information about the progress individual pupils and cohorts of pupils are making, and support planning for further improvement at all levels.

This policy should be read in conjunction with the 'Marking & Feedback' policy.

## Rationale

Effective assessments, marking and record keeping and will:

For pupils:

- Inform them what they have achieved and what they have to do next to improve

For parents:

- Inform them about their child's progress in relation to national expectations

For professionals:

- Provide information on the progress of individuals or groups of pupils
- Identify what pupils have securely learned and have achieved
- Set individual and group targets for improvement and to guide future teaching and learning (formative)
- Confirm end of year and end of key stage assessments (summative)
- Identify patterns over time and provide information for pupil progress meetings and interventions
- Enable teachers to identify gaps in learning and plan to address these
- Support leaders in their evaluation provision effectiveness and support further strategic planning
- Enable leaders to carry out effective teacher appraisal

For governors:

- Provide information on the effectiveness of the school's provision and support further strategic planning

## Procedures

- Schemes of work and/or planning will show coverage of the curriculum and planning for pupil groups, including SEN, MA and Pupil Premium if appropriate – so that pupils know more and can do more over time.
- The Reception Baseline Assessment (RBA) will be carried out in the autumn term with every child new to the school in FS2 in line with guidance. This information will be shared with the local authority in order for them to have a benchmark for national school performance. EYFS staff will still complete their own assessments as normal at entry then at the end of terms 2, 4 and 6.

- Achievements at FS2 will be recorded in line with the Early Years Foundation Stage Profile. These achievements will form a basis for planning the child's learning activities in Year one. Children working below the National Curriculum up to the end of year one will use EYFSP, after this, pre-Key Stage standards will be used and the child placed on the SEND register.
- National Curriculum 2014 requires pupils to be evaluated against end of year expectations. The year group will correspond to the 'level' of attainment. Pupils will either be 'Emerging', 'Developing' or 'Secure' at this level so will have 'E', 'D' or 'S' following the whole level. 'M' shall be used to indicate 'mastery' of a level and will use a 1-4 grading after the main grade with 1 being the lowest and 4 the highest, 2 being average. For example, a year four pupil meeting end of year expectations would be '4S#2'. Simplified criteria such as 'On-Track', 'Below' and 'Greater Depth' may also be used.
- 'Mastery' refers to the provision of learning depth to year group expectations. Pupils do therefore not begin learning the curriculum for the year group above them but explore their current one in more detail.
- Pupils below year group expectations should be assessed against the expectations of the year group below. This should be continued until an appropriate level is determined. The vast majority of children will fall into the EDS range of their year group however.
- Children in year one will undertake the statutory Phonics Screening Check at the time determined by the Department for Education in line with guidance.
- Children in year four will undertake the Multiplication Tables Check at the time determined by the Department for Education in line with guidance.
- End of Key Stage statutory tests will be carried out in line with national guidance at the time determined by the Department for Education.
- Any alteration to the testing schedule by the Department for Education will be followed by the school (e.g. changes to the Phonics Screening Check as a result of the COVID-19 pandemic).
- Assessment focus weeks will be agreed by staff in advance. During these weeks, most of the curriculum will be suspended in order for teachers to focus on assessing children. Alongside this, teachers will record observations and assess children throughout the term to support their judgements during the designated assessment week.
- The 'Insight' assessment/data tracking tool allow teachers to record children's progress towards reaching the key objectives in reading, writing and mathematics. Teachers then use their own professional judgement encompassing knowledge of children's achievements in across all objectives to determine an overall 'best fit' assessment band at each assessment point. Teachers complete these assessments three times per year at the end of the autumn, spring and summer terms.
- Teachers will meet with the headteacher after every assessment cycle with their Key Stage teaching team to discuss pupil progress. Pupil progress meetings are professional discussions on strengths as well as areas of development including any support required in order to secure good progress for every child in every subject.

- Subject leaders will also meet with teaching staff to offer professional support and leadership to secure good attainment and achievement in their subjects.

### **Target Setting**

- Churchfields, the Village School sets aspirational yet realistic targets for individuals, groups and cohorts. Current and historical data will be used to set targets using external measures that allow national comparisons to be made such as Analyse School Performance (ASP) and Fischer Family Trust (FFT).

### **Record Keeping**

- A range of planned monitoring and evaluation activities will be carried out throughout the school year by leaders and external bodies will be held by those individuals either as paper or electronic copies. All monitoring outcomes and feedback must be shared with the headteacher before being distributed to staff.

Evidence may be collected through:

- Planning scrutiny
- Work scrutiny
- Insight and other assessments/data analysis
- Lesson observations
- Pupil conferences
- Learning walks
- Moderation (in-house and externally)
- External visitor reports (e.g. School Improvement Advisor)
- Pupil case studies

The evidence will be used to inform school evaluation and school improvement and to support the completion of the regularly-reviewed SEF and subject leader action plans.

### **Reporting to Parents**

Individual pupil progress and target information will be shared verbally during parents' evening in terms two and four, and in writing in term six.