

Sydenham and Lighthorne Heath Primary Schools

Assessment Grid ~ Academic Year 2019/20

| What We Do | Why We Do It | Where Stored | How Monitored / Supported | What Happens at End of Year |
|--|--|--|---|---|
| Marking (teacher marking / self~evaluation / peer assessment/response to feedback / pink for think & green for good) | <ul style="list-style-type: none"> To directly involve the child in the assessment process To act as a motivator for future learning To inform teacher for future planning | <ul style="list-style-type: none"> Recorded in children's books | <ul style="list-style-type: none"> Termly book trawls by SLT and subject leaders During assessment staff meetings | <ul style="list-style-type: none"> Children's books → Receiving teacher/home |
| End of Year Reports | <ul style="list-style-type: none"> Summative record of child's achievement National Curriculum / ELG's Statutory requirement | <ul style="list-style-type: none"> Individual pupil files Associate Head Teacher & Executive Head Teacher's electronic files | <ul style="list-style-type: none"> Read and signed by Associate Head teacher and Executive Head teacher | <ul style="list-style-type: none"> Copy → home to parent / guardian Receiving teacher Individual pupil files |
| Individual Pupil Files | <ul style="list-style-type: none"> To inform receiving school | <ul style="list-style-type: none"> By Class Teachers By receiving school | <ul style="list-style-type: none"> By School Administration Officer | <ul style="list-style-type: none"> Passed on to receiving teacher / school |
| DfE End of Key Stage Transfer Forms | <ul style="list-style-type: none"> Mandatory | <ul style="list-style-type: none"> By receiving school | <ul style="list-style-type: none"> By School Office Administrator | <ul style="list-style-type: none"> Sent to receiving schools |
| Parent and Carer Review Meetings | <ul style="list-style-type: none"> To involve the parent and child in the assessment process Individual target setting To find out information relevant to the child's learning To inform personalised learning for pupils | <ul style="list-style-type: none"> Review sheet in class teacher's Record-Keeping and Assessment file in classroom On pupil's End of Year Report | <ul style="list-style-type: none"> Monitored by Executive Head teacher & Associate Head teacher/ Assessment Co-ordinator | <ul style="list-style-type: none"> Receiving teacher Copy → home to parent / guardian Individual pupil file |
| Class Teacher Assessments of Reading, Writing, Speaking & Listening, Maths and Science (in line with the Standards & Testing Agency Teacher Assessment Frameworks at the End of KS1 / KS2 to inform tracking data) | <ul style="list-style-type: none"> To assess the child's progress in reading, writing, maths To inform future planning Target-setting | <ul style="list-style-type: none"> On SIMs In class teacher's Record Keeping and Assessment file in classroom Pupil tracking grids | <ul style="list-style-type: none"> Termly by Curriculum Coordinator & Assessment Co-ordinator Termly staff Meetings to standardise Key Subjects | <ul style="list-style-type: none"> Individual pupil file Receiving teacher Stored on SIMs |

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| Termly Pupil Performance Reviews, using pupil tracking data | <ul style="list-style-type: none"> To identify individuals and groups of pupils for additional support To provide Class Teachers and senior leaders with further formative assessment information | <ul style="list-style-type: none"> Teachers' records Sims | <ul style="list-style-type: none"> Associate Head teacher, Executive Head Teacher, SENDCO, EALCO & Assessment Co-ordinator Class teacher released to make assessments & set targets with Associate Head teacher | Results stored centrally |
| KS1 and KS2 Teacher Assessments and SAT's | <ul style="list-style-type: none"> Summative record of child's achievement Statutory requirement | <ul style="list-style-type: none"> On SIMS | <ul style="list-style-type: none"> Executive and Associate Head teacher, LA & Assessment Co-ordinator | <ul style="list-style-type: none"> SIMs Copy → LA & DfE Copy → parents / guardians |
| Use iTrack to record attainment and progress | <ul style="list-style-type: none"> To inform the Class Teacher's future planning To inform pupil progress tracking data To plot the progress of individuals over time To identify strengths / trends and areas of weakness | <ul style="list-style-type: none"> Web based | <ul style="list-style-type: none"> Half-termly pupil progress meetings between SLT and class teachers. | <ul style="list-style-type: none"> Informs end of year reports and teacher assessments |
| Pie Corbett's 'cold' and 'hot' tasks | <ul style="list-style-type: none"> To plot the progress of individuals over time To identify strengths / trends and areas of weakness To inform future planning To improve pupils' writing | <ul style="list-style-type: none"> In Literacy Books | <ul style="list-style-type: none"> Standardisation & Moderation Work scrutinies by English Subject Leader & Senior Leaders Pupil progress meetings with Associate Head teacher | <ul style="list-style-type: none"> Informs end of year reports and teacher assessments |
| Termly standardisation and moderation meetings (Cross-phase / cross-federation / Consortium / LA) | <ul style="list-style-type: none"> To plot the progress of individuals over time To identify strengths / trends and areas of weakness | <ul style="list-style-type: none"> In class teacher's Record Keeping & Assessment file. By Executive and Associate Head teacher | <ul style="list-style-type: none"> Class teacher released to make assessments & set targets with Associate Head teacher | <ul style="list-style-type: none"> Stored on SIMs |
| EYFS tracking including Baseline assessment | <ul style="list-style-type: none"> To inform the class teacher & parents of the child's level of knowledge, understanding and skills on starting school & throughout year To inform future planning Target-setting | <ul style="list-style-type: none"> In class teacher's Record Keeping and individual learning journals In i-Track SIMS | <ul style="list-style-type: none"> Associate Head teacher, SENCO, EALCO and Assessment Co-ordinator Monitored by L.A | <ul style="list-style-type: none"> Informs end of year reports and teacher assessments Individual pupil file and class teacher records passed on to year 1 teacher |

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| Year 1 and Year 2 Phonics Screening Check | <ul style="list-style-type: none"> Statutory phonics assessment To inform class teachers of whether the child needs extra support to reach the required standard for phonics. | <ul style="list-style-type: none"> Class teacher records SIMS LA | <ul style="list-style-type: none"> SLT | <ul style="list-style-type: none"> Reported to parents Records passed on Y2 retakes |
| Federation EAL Tracker DfE EAL levels Informal First Language assessments Initial assessments of International New Arrivals | <ul style="list-style-type: none"> To plot progress of EAL children throughout their primary education To more accurately identify SEN/EAL needs To inform Class teachers of their levels of literacy/numeracy in first language and in English | <ul style="list-style-type: none"> EAL Co-ordinator's Record Keeping and Assessment file. SIMS EAL Co-ordinator's Record Keeping and Assessment file. EAL Co-ordinator's Record Keeping and Assessment file/ Class EAL Files | <ul style="list-style-type: none"> EAL CO EAL teacher | <ul style="list-style-type: none"> DfE levels reassessed Individual pupil file Parent meetings together with class teachers. |
| Special Needs Assessments | <ul style="list-style-type: none"> To identify needs To diagnose individual difficulties, aid the development of IEP's and target interventions To plot progress of SEN children throughout their primary education | <ul style="list-style-type: none"> Individual files | <ul style="list-style-type: none"> Executive/Associate Head teacher and SENDCO | <ul style="list-style-type: none"> Stored with SENDCO |
| Individual Education Plan and Education Health and Care Plan | <ul style="list-style-type: none"> To target and action specific learning / emotional / mental health difficulties of individual children To work in partnership with other agencies for best outcomes for children & young people | <ul style="list-style-type: none"> In class teacher's Record Keeping and Assessment file in classroom Copy → SENDCO and shared as appropriate | Associate Head teacher and SENCO | <ul style="list-style-type: none"> Receiving teacher Individual pupil file Stored with SENDCO |