

## Assessment @ Wingrove Primary School 2017-2018

We provide a broad and balanced curriculum that helps children make good or outstanding progress.

How?

Age related LOs are mapped out over the year.  
Coverage monitored by subject leaders and DH.  
Assessment data and tracking is used to modify curriculum accordingly.

Core subjects are assessed according to national standards.

How?

Skills Passport  
Assertive Mentoring- half termly 1:1 meetings and target setting  
Daily AfL- planning adjusted and annotated in response to assessments  
Big Maths-Weekly teach and assess cycle  
Whole School Writing Tasks-3 per term  
Hot and Cold Writing-at least 3 per term  
Cross Curricular reading, writing and maths assessment

Foundation subjects and life values are assessed according to national standards?

How?

Skills Passport  
Assertive Mentoring-half termly 1:1 meetings and target setting  
Daily AfL-planning adjusted and annotated in response to assessments

We ensure our assessments are accurate.

How?

Cross moderation, in agreement trialling teams, across school and KSs  
Cross moderation with cluster schools  
Cross moderation with secondary schools  
Use of National Standards file  
Standardised assessment grid used across school  
Assessment link governor

Children know what they are learning, how they will be successful and what they need to do to improve.

How?

Feedback and marking (see policy)  
Assertive Mentoring -half termly 1:1 meetings and target setting  
Big Maths-Weekly teach and assess cycle  
Skills Passport  
Quality First Teaching

Target Setting is challenging and rigorous. It is based on expected and accelerated progress and National Expectations.

How?

Assessment data is analysed half termly.  
Pupil Progress Meetings- those children who are not making progress are identified and actions are put in place(RAPs)  
Performance Management is based on pupil progress and achievement

School ensures parents and carers are fully aware of pupil progress, achievement and curriculum.

How?

Parents' evenings  
End of term reports  
SEND reviews  
Termly newsletters  
Open Mornings  
English and Maths workshops  
Book Week  
Class assemblies  
Support educational visits

Children who are not making expected progress are given appropriate support.

How?

Intervention and boosters carried out on regularly  
The success of interventions and boosters are evaluated by Intervention Manager every half term and adjusted accordingly  
Inclusion Manager –organises specialist assessments and support e.g. speech and language  
Educationalist Psychologist- support in school for 1.5 days  
School employs full time PFSO and Attendance Officer  
Kalmers counselling -1.5 days

SLT and middle managers/subject leaders know how teachers are using the assessment system to ensure pupil progress.

How?

Assessment data is analysed half termly.  
Pupil Progress Meetings- those children who are not making progress are identified and actions are put in place(RAPs) .  
Performance Management is based on pupil progress and achievement  
Work scrutiny is carried out every two to three weeks by members of SLT  
Lesson observations are carried out by HT and SLT members on a regular basis  
Advice, support and CPD given to ensure improvements in teaching, learning and curriculum  
Subject leaders carry out a work scrutiny and analyse curriculum coverage every term