

Assessment @ Wingrove Primary School 2016-17

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.
There is an emphasis on rehearsing and consolidating reading, writing and maths through the creative curriculum.

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
Grammar Hammer- two o-weekly teach and assess cycle
Whole School Writing Tasks-3 per term
Hot and Cold Writing-at least 3 per term
Reading assessments- through Assertive Mentoring and Literature Works
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
Behaviour logs

We ensure our assessments are accurate.

How ?

Cross moderation, in agreement trialling teams, across school and KSs
Cross moderation with cluster schools and Trust
DH is working with the LA on standardising reading and writing exemplar materials
Cross moderation with secondary schools
Standardised assessment grid used across school
Consistent approach through use of Assertive Mentoring
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
Grammar Hammer- two o-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 on a regular basis.
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
Meetings with PFSO and or Inclusion Manager

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

How ?

Intervention and boosters carried out regularly
The success of interventions and boosters are evaluated by the teaching team on a daily/weekly basis and adjusted accordingly.
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
A book scrutiny is carried out every two to three weeks by members of SLT. Feedback and actions are given immediately. Issues are expected to be addressed immediately.
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