

Primary School Assessment Plan addressing CfW Guidance

<i>Activity:</i>	<i>Frequency:</i>	<i>Information / Description:</i>	<i>Focus:</i>
On-entry assessment <i>Collating information from a range of sources</i>	First half term of Nursery / Reception When a new pupil starts at school	Build an initial holistic picture and identify health, social, emotional and academic needs from: <ul style="list-style-type: none"> • Previous Setting / Schools • Parents • Health workers • Other agencies as appropriate – ESW etc. • Classroom observations • Co-construct one page profile about the child 	<ul style="list-style-type: none"> • General health and wellbeing, • Medical needs incl. toileting etc • Specific learning needs, e.g. SALT • Strengths • Areas for development – both academic and extra-curricular
Supporting the progression of individual learners	On-going basis – formal reviews for ‘red’ pupils’, fluid reviews for yellow pupils	<ul style="list-style-type: none"> • Pupils put into support groups – Red, Yellow, Green. • Red – Individual Development Plan • Yellow – Group Development Plan • For appropriate intervention (phonics, SAFMEDS, counselling, SAP etc.) 	<ul style="list-style-type: none"> • General health and wellbeing, • Medical needs incl. toileting etc • Specific learning needs, e.g. SALT • Strengths • Areas for development
On-going day to day assessment	Minute by minute, hour by hour, day by day etc.....	<ul style="list-style-type: none"> • Ongoing day-to-day assessment to identify the learner's current achievements and plan the direction for their next stages of learning • Timely feedback to pupils based on learning outcomes, clear success criteria and effective questioning 	<ul style="list-style-type: none"> • Effective response to feedback from learner and practitioner • Opportunities for self-assessment and peer assessment (including 'learning breaks')
Professional dialogue within schools to develop a shared understanding of progression	On-going dialogue at least once every half term in staff meetings - focus on progress and well-being	<ul style="list-style-type: none"> • Teachers share and discuss pupils' progress - during PPA, phase meetings and in groups (a mixture of teachers from different year groups) during staff meetings • Focus on how to move the learning forward and identifying next steps and/or support for the learners 	<ul style="list-style-type: none"> • Examples of school curriculum • Examples of classroom planning • Examples of learning and teaching activities • Examples of learning – both processes and outcomes • Examples of additional support provided

Primary School Assessment Plan addressing CfW Guidance (Continued)

<i>Activity:</i>	<i>Frequency:</i>	<i>Information / Description:</i>	<i>Focus:</i>
Pupil progress meetings <i>between class teacher and SLT / peer</i>	Termly	<ul style="list-style-type: none"> Meetings to discuss learners' progress and next steps in their development between teachers and SLT Qualitative information – staff observations, pupils' work, attitude to learning, pupil and parent input, Quantitative data – Boxall, PASS, online assessments, SS, CATs Recorded in an on-going format – e.g. GwE progress record 	<ul style="list-style-type: none"> Health and wellbeing Attitude to Learning incl. attendance Strengths, Areas for development – both academic and extra-curricular Additional Support Needed
Parental Dialogue	Termly	<ul style="list-style-type: none"> Class curriculum evening in first half term Effective, regular and on-going dialogue with parents - pupil work via Seesaw and/or Google Classroom Parent evenings – option of face to face, online or by phone – individual parental choice One page summary provided at the end of the year 	<ul style="list-style-type: none"> The progress their child is making Their future progression needs How future progression needs can be supported at home Their general well-being in school
Professional dialogue between schools	Whole curriculum is covered over a two year period	<ul style="list-style-type: none"> Teachers meet on a termly basis to developing a shared understanding of progression Discussions on how to move the learning forward – planning, expectations teaching and learning 	<ul style="list-style-type: none"> Examples of school curriculum Examples of classroom planning Examples of learning and teaching activities Examples of learning – both processes and outcomes Examples of additional support provided
Transition	Termly / Annually	<ul style="list-style-type: none"> Professional Dialogue activities termly – based on an AoLE – developing shared understanding of progression Annual transition week for Year 6 pupils, cross phase visits for staff, one page profile provided for each pupil, 	<ul style="list-style-type: none"> Supporting learner progression Supporting the overall needs and well-being of the learner.
Learner involvement	Regularly	<ul style="list-style-type: none"> Learners should have regular input into the process – peer and self-assessment 	<ul style="list-style-type: none"> Providing evidence of their progression and opportunities for self-reflection.