**Keevil Assessment and Tracking Process**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Child** | On-going through:* Daily feedback and marking of work
	+ Marking using – tickled pink and growing green
	+ Response and reflection time, either within lessons or at start of day – editing, self-marking, improving
* Progress recorded on target cards in books
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| **Parents** | * Stay and Play
* Pupil Progress Book – containing marked pieces of children’s work (writing, maths, and a foundation subject) and children’s achievements in ‘Steps’ in English and Maths.
* Parents Evening – discussion with class teacher and chance to look at books.
 | * Stay and Play
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* Pupil Progress Book – containing marked pieces of children’s work (writing, maths, and a foundation subject) and children’s achievements in ‘Steps’ in English and Maths.
* Parents Evening – discussion with class teacher and chance to look at books.
 | * Stay and Play
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* Open Classroom – chance to look at books and have an informal chat with class teacher.
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* End of Year Report
* Open Classroom – chance to look at books and have an informal chat with class teacher.
* Meet the Teacher – chance to meet new teacher for next year, find out about new class routines and have an informal chat.
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| **Teachers** | * On-going – observation of children, marking of work, recording on target cards, lesson evaluations.
* Baseline Assessments for YR
* Assessment Week (KS1 and KS2) – tests
* Phonics Assessments (YR, Y1, Y2)
* Pupil Progress Meetings – assessment of children against ‘Steps’; recording data in Classroom Monitor; discussion with AH and SENCO to identify changes in classroom practice and intervention to meet needs of children.
 | * On-going - observation of children, marking of work, recording on target cards, lesson evaluations.
* Assessment Week (KS1) – tests
* Phonics Assessments (YR, Y1, Y2)
* Pupil Progress Meetings – assessment of children against ‘Steps’; recording data in Classroom Monitor; discussion with AH and SENCO to identify changes in classroom practice and intervention to meet needs of children.
 | * On-going - observation of children, marking of work, recording on target cards, lesson evaluations.
* Assessment Week (KS1 and KS2) – tests
* Phonics Assessments (YR, Y1, Y2)
* Pupil Progress Meetings – assessment of children against ‘Steps’; recording data in Classroom Monitor; discussion with AH and SENCO to identify changes in classroom practice and intervention to meet needs of children.
 | * On-going - observation of children, marking of work, recording on target cards, lesson evaluations.
* Assessment Week (KS1) – tests
* Phonics Assessments (YR, Y1, Y2)
* Pupil Progress Meetings – assessment of children against ‘Steps’; recording data in Classroom Monitor; discussion with AH and SENCO to identify changes in classroom practice and intervention to meet needs of children.
 | * On-going - observation of children, marking of work, recording on target cards, lesson evaluations.
* KS1 and KS2 SATS
* Assessment Week (Y1, 3, 4, 5) – tests
* Phonics Assessments (YR, Y1, Y2)
 | * On-going - observation of children, marking of work, recording on target cards, lesson evaluations.
* Y1 Phonics Screening
* EYFS data submission
* Y2 and Y6 Teacher Assessment data submission
* Pupil Progress Meetings – assessment of children against ‘Steps’; recording data in Classroom Monitor; discussion with AH and SENCO to identify changes in classroom practice and intervention to meet needs of children.
* Transition Meetings – between class teachers about needs of children moving classes.
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| **SLT** | * Pupil Progress Meetings – target setting for coming year; monitoring and adapting existing interventions.
* Data Analysis – progress data from KS2 SATS.
 | * Pupil Progress Meetings – monitoring in-year progress; monitoring and adapting existing interventions.
* Data Analysis – RAISE
 | * Pupil Progress Meetings – monitoring progress of PP children and those receiving additional support; prediction of expected SATS results; monitoring and adapting existing interventions.
 | * Pupil Progress Meetings – monitoring in-year progress; monitoring and adapting existing interventions.
 |  | * Moderation of KS1 and KS2 TA judgements – AH works with class teachers; whole staff moderation through staff meetings.
* Pupil Progress Meetings – monitoring in-year progress and attainment of all groups; monitoring and adapting existing interventions.
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| **Councillors** | Report on KS1 and KS2 attainment and progress of previous year, from SATS results. | Report on in-year progress from Pupil Progress Meetings. | Report on in-year progress from Pupil Progress Meetings. | Report on in-year progress from Pupil Progress Meetings. | Report on in-year progress from Pupil Progress Meetings. | Report on in-year progress from Pupil Progress Meetings, and initial end of KS results. |