**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 | | | | | | |
| **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 | * 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 | * Stay and Play * Open Classroom – chance to look at books and have an informal chat with class teacher. | * Stay and Play * 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. |
| **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. |
| **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. |
| **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. |