



At Park School we see assessment as a tool to aid planning and learning. We have several methods of recording and assessing the children's progress and in addition, due to the Human Scale nature of the school, teachers know the children extremely well. This means that less quantifiable objectives such as breadth of learning, focussing on a task, social and emotional maturity and creative achievement are noticed and honoured as forming a holistic picture of a child

There are eight parts to the recorded assessment of a child at Park School; the Foundation Stage Profile, Class Books, Knowledge and Understanding Assessment, Literacy Progress Books, Reading Test, Maths Assessment, IEPs and an End of Year Letter.

Early Years

1) Foundation Stage Profile

Each child in the Foundation Stage has an assessment sheet which the Early Years Teacher fills out. This is then copied on to the next class teacher.

Early Years and Main School

2) Class Books – See Appendix 1 Marking Guidelines

Class Books have formative assessment comments where appropriate. This means that the books act as:

- 1) a communication document between teacher and child (depending on age)
- 2) a communication document between parent and teacher (when appropriate and with the provision of context by the teacher)
- 3) a communication document between teachers (work scrutiny carried out to check progress and continuity)
- 4) a record in so far as some (though by no means all) of a child's current work.

Each book is kept at school until the subsequent book is complete.

Main School and children working above Foundation Stage age

3) Literacy Progress Book

Each child above the Foundation Stage has a Literacy Progress Book. A copy of a piece of un-aided writing is kept for each term and a detailed assessment, including targets to inform future planning, is written alongside it (Appendix 3).

4) Reading Age Test

The Salford Reading Test is usually completed twice a year; once at the beginning of the Autumn term and once at the end of the summer term. If a child is making very slow progress, it is good practice to complete the test in the spring term too. The results are recorded on an individual marksheet for each child, which is kept at the front of their Literacy Progress book (Appendix 4). Results are recorded on a summary sheet to monitor class progress at a glance, and these are transferred onto a spreadsheet. (Appendix 5 and Appendix 10)

Class teachers have on going reading records when needed.

5) Maths Assessment

Each child is given a Numeracy Assessment each term using the Wigan Test. These results are recorded on an individual marksheet (Appendix 6) and kept in a class file ready to pass on to the next teacher. Results are also recorded on a summary sheet to monitor class progress at a glance and these details are transferred to a spreadsheet. (Appendix 7 and Appendix 10).

6) ILPs (Individual Learning Profile)

Where relevant, teachers write an ILP once a term for children needing extra support, including gifted children (Appendix 8). The ILP is shared with parents regularly, and also with the child when appropriate

7) End of year letter)

Each child is sent a letter in the summer holidays from their class teacher. This highlights what the child has achieved and things that the child could improve. The letter should include comments about Numeracy and Literacy, Personal and Emotional, Knowledge and Understanding, Creativity and Physical skills. A copy of this letter is put into the child's file in the office and another given to the next class teacher.

Children in main school also write a short review of where they feel they have improved this year (Appendix 9)

Appendix List

1. Marking Guidelines
2. (*Science Skills Ladder – not used*)
3. Literacy Progress Book
4. Salford Reading Test Marksheet
5. Reading Test Summary
6. Maths Assessment Marksheet
7. Maths Assessment Summary
8. Individual Educational Profile
9. Child's personal annual review
10. Maths and Reading Results Spreadsheet

It is our belief that the most meaningful marking is often a spoken dialogue between teacher and pupil. Written marking is a useful tool, but not used on each piece of work. Where used, marking should be undertaken in an appropriate way according to the child's stage of development.

Marking can include positive comment/s to celebrate child's work and identify next step/s, where possible.

Marking Codes:

I- Independent work

AH – Adult help, with adult's initials

GW – Group work

Sp - spelling

// - paragraph followed by ? (where)

CL - capital letter, circling error

P - punctuation, circling error

? - check / re-read

Λ - missing word

F - needs finishing

✓ - correct

• - incorrect / think again

© - corrected work

→ - rewrite spelling 3 times

☺ - well done

ST - marked by Supply Teacher

FS - full stop

○ - circle error

* - target / next step

Children's marking of own work:

☺ - work is going really well

☹ - work is ok

☹ - I need more help

~~~~~ - underline unsure spelling of a word

~~Abcd~~ - cross out mistakes with one line

LITERACY PROGRESS WORK

**Name**.....**Date** .....

**Task**

**Context**

**Learning aids used or information given**

**Comments**

**Progress**

**Next Steps**



# PARK SCHOOL

## SALFORD READING TEST

CHILD'S NAME: ..... DATE OF BIRTH: .....

DATE OF ENTRY: .....

| YEAR GROUP / TEST DATE   | CHRONOLOGICAL AGE | READING AGE |
|--------------------------|-------------------|-------------|
| Reception - Autumn Term  |                   |             |
| Reception - Spring Term  |                   |             |
| Reception - Summer Term  |                   |             |
| Year One - Autumn Term   |                   |             |
| Year One - Spring Term   |                   |             |
| Year One - Summer Term   |                   |             |
| Year Two - Autumn Term   |                   |             |
| Year Two - Spring Term   |                   |             |
| Year Two - Summer Term   |                   |             |
| Year Three - Autumn Term |                   |             |
| Year Three - Spring Term |                   |             |
| Year Three - Summer Term |                   |             |
| Year Four - Autumn Term  |                   |             |
| Year Four - Spring Term  |                   |             |
| Year Four - Summer Term  |                   |             |
| Year Five - Autumn Term  |                   |             |
| Year Five - Spring Term  |                   |             |
| Year Five - Summer Term  |                   |             |
| Year Six - Autumn Term   |                   |             |
| Year Six - Spring Term   |                   |             |
| Year Six - Summer Term   |                   |             |



# PARK SCHOOL

# SALFORD READING TEST SUMMARY

YEAR..... CLASS: .....

[illegible]



# PARK SCHOOL

## NUMERACY ASSESSMENT (WIGAN TEST)

CHILD'S NAME: ..... DATE OF BIRTH: .....

DATE OF ENTRY: .....

| YEAR GROUP                       | AUTUMN | SPRING | SUMMER |
|----------------------------------|--------|--------|--------|
| Reception: Level:<br>Test used:  |        |        |        |
|                                  |        |        |        |
| Year One: Level:<br>Test used:   |        |        |        |
|                                  |        |        |        |
| Year Two: Level:<br>Test used:   |        |        |        |
|                                  |        |        |        |
| Year Three: Level:<br>Test used: |        |        |        |
|                                  |        |        |        |
| Year Four: Level:<br>Test used:  |        |        |        |
|                                  |        |        |        |
| Year Five: Level:<br>Test used:  |        |        |        |
|                                  |        |        |        |
| Year Six: Level:<br>Test used:   |        |        |        |
|                                  |        |        |        |



# PARK SCHOOL

## MATHS ASSESSMENT SUMMARY

YEAR.....CLASS.....

| NAME | YEAR GROUP | AUTUMN |            | SPRING |            | SUMMER |            |
|------|------------|--------|------------|--------|------------|--------|------------|
|      |            | Level  | Paper Used | Level  | Paper Used | Level  | Paper Used |
|      |            |        |            |        |            |        |            |
|      |            |        |            |        |            |        |            |
|      |            |        |            |        |            |        |            |
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|      |            |        |            |        |            |        |            |





# PARK SCHOOL INDIVIDUAL LEARNING PLAN

**CHILD'S NAME:**

**DoB:**

**DATE OF ADMISSION:**

**ILP CREATED:**

**RELEVANT BACKGROUND INFORMATION:**

[illegible]

## Personal Annual Review

Your name .....

What have you most enjoyed this year, and why?

.....

.....

.....

.....

.....

What do you think you have improved most this year?

.....

.....

.....

.....

What do you want to get better at?

.....

.....

.....

.....

Signed: .....

Date: .....

