

Maendy Primary School



Planning, Organisation and ARR Guidance Document

Date: July 2015

Planning organisation

Organisation of planning in mixed year groups:

- SNRB pupils follow Foundation Phase long term planning and link with appropriate Foundation Phase teacher to inform planning. F Colcombe and D Baker plan together.
- Nursery/Reception / Year 1 plan together.
- Year 2 / 3 plan together. As Y2 has to teach FP skills and Y3 must teach KS2 skills, G Morgan plans with Y2 through a Science topic in Autumn 1 and Spring 1 to ensure coverage of skills. The RAG process monitors this coverage throughout the year.
- G Morgan completes pupil profiles and INCERTs SNAP for Year 2 pupils. LSA 3 for 1.5 days to support Profiles & Outdoor provision.
- Enhanced provision is planned for all Year 2 pupils and the activities are available in the Year 2/ 3 class.
- Outdoor provision is planned for all Year 2 pupils on a weekly basis and includes LNF skill. Pupils in the Year 2/3 class have timetabled access to the outdoor provision linking with the Year 2 timetable & LSA support.
- A MDS sets up tooth brushing for Year 2 pupils and Year 2&3 class.
- Year 4 /5/6/ plan together.

Assessment

Baseline

- There are two types of baseline, a compact version which is statutory for Reception this year (completed over 6 weeks) and a full baseline (completed over the year) for pupils who are a concern.
- The baseline includes 3 core subject areas and physical development each containing 4 strands (See pg6 of baseline for overview). The baseline will produce an overall outcome for each of the 4 areas.
- Recording - A compact overview sheet is used to record scores and the observation recorded in INCERTS SNAP. Observations are made both indoors and outdoors.
- Class teacher / level 3 to complete score sheet, highlighting to the outcome where achieved.
- Reporting to parents takes place during parent consultations in the Autumn Term where teachers inform parents of their child's progress.
- Record sheet and score sheet are included in pupil profiles.
- Nursery and Reception use baseline scores to inform teacher assessment including a sub level to enter into Sims Autumn 1

Pupil Profiles and Moderation

- Pupil profile and moderation guidance is provided in the 'Securing excellence in Teacher Assessment' from the EAS.
- Pupils are chosen at the beginning of the year and monitored in staff meetings to ensure a consistent approach.
- 2 staff meetings are held every half term for moderation of learner profiles.
- PSD evidence is collected as a profile for OC5 & OC6 from September 2015.
- Learner profiles include teacher commentary (proforma and example provided from school), highlighted level descriptors to support best fit judgement and examples of work for cluster moderation.
- A cluster meeting is held towards the end of the year to moderate and agree best fit level for English, Maths, Science and Welsh for level 4&5.
- Cluster moderation follows EAS guidance and identified in cluster transition plan.

RAG

A Raising Attainment Group (RAG) is in place to monitor books and moderate the teacher assessment of pupils work. These teacher assessments are recorded onto a data sheet for Foundation Phase (appendix 1) and Key Stage 2 (appendix 2).

- RAG meets half termly to include different members of staff to build capacity for assessment purposes.
- 3 pupils are selected and books submitted to RAG group
- RAG to moderate levels
- Feedback is given to staff after RAG process.
- If a level is not agreed in any particular class, all books from that class will need to be assessed with the teacher and RAG member. If a level is not agreed over a level, all books to be recalled and levels agreed with teacher and RAG member.

Assessment for Learning expectations across the school

- Smarty Pants pupil target setting is being used in Y1-6
- An LNF target is set following a piece of writing across the curriculum, following an extended piece of writing.
- Targets are taken from child friendly LNF skills from the Literacy framework.
- Self and peer assessment is used as 2 stars and a wish and refers to the success criteria.
- Wilfs are written under a piece of work for pupils to assess their learning in a lesson.

- The traffic light system is used underneath wilfs from Y1-6
- Dw i'n gallu is used orally in Foundation Phase and written in books to begin their wilfs in Y3 - 6.
- The Purple Pen of Progress is used for self and peer assessment of pupils work in Maths. Pupils complete wishes in Purple Pen.
- Close the gap marking is used to mark and challenge pupils to achieve the next step in their learning.

Target setting expectations

- Targets are set every half term.
- 3 targets for English writing, 3 targets for maths, 3 targets for Science (KS2) taken from 3 different strands.
- Individual pupil targets are set by the head teacher for all aspects of English, Welsh, Maths and Science in Years 1&2 and 4-6 for EAS who collect them on behalf of the local authority.
- The school identifies local targets linked to the end of key stage data.

Summative assessment

Assessment of learning involves the use of Standardised tests.

- Pupils undertake National tests in May each year. These tests include a Reading Test, Mathematics Procedural and Mathematics Reasoning test. New Reasoning materials are being developed to help structure reasoning lessons and prepare pupils for the test.
- The Alfie Mathematics tests are a diagnostic assessment which is completed in October. These results are analysed and low scoring questions are planned for and addressed in daily maths lessons. Alfie is undertaken again in July to compare results.
- Torfaen NFER tests are undertaken in Reading and Mathematics.
- PIRA comprehension tests are undertaken termly to assess pupils' comprehension of reading. Data is collated and analysed and support is provided for identified pupils.

Involving parents and carers

- Parents/Carers consultations are held 3 times a year. Autumn and spring term consultations are organised with the summer consultation following the receipt of annual reports provided for Parents/Carers.

- Reports are written and given out in the summer term for all Parents/Carers. These reports are written using INCERTS. Parents/Carers are given the opportunity to discuss the report with the class teacher if necessary.

