



CASTILION PRIMARY SCHOOL

Engage, Enthuse, Empower



Reviewed	Agreed by Staff	Review Date	Committee responsible for review
September 2020	September 2020	When necessary	Learning and Achievement

ASSESSMENT POLICY

Rationale

Effective assessment is essential to quality teaching and learning. Regular feedback given to pupils on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning needs, attainment, and progress. Reporting to parents at termly parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling governors to have a clear understanding of the performance of the school.

Assessment of Learning

Assessment of learning is any assessment that summarises where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement).

Assessment for Learning

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

(Primary Framework, 2007)

Assessment as Learning

“Students as active, engaged and critical assessors, can make sense of information, relate it to prior knowledge, and master the skills involved. This is the regulatory process in metacognition. It occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustment, adaptations and even major changes in what they understand. Assessment as learning is the ultimate goal, where students are their own best assessors.” (Lorna Earl, *Using Classroom Assessment to Maximise Student Learning*, 2003).

Aims

The aims of assessment in our school are:

- to enable our pupils to demonstrate what they know, understand and can do in their learning.
- to develop pupil's ability to self-assess and to understand what they need to do next to improve.
- to help our pupils recognise the standards to aim for.

- to allow teachers to plan learning that accurately reflects the needs of each pupil.
- to help parents to support their child's learning at home.
- to provide information which allows the Head Teacher, Senior Leaders and Governors to make judgements about the effectiveness of the school.

Purpose

The purpose of assessment in our school is:

- to find out what each pupil knows and identify any gaps in their learning.
- to track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- to provide the pupil's next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- to provide receiving schools with information to ensure the pupil's swift transfer and continuous progress.
- to provide the SLT with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform the school development plan.
- to provide phase leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their phase.
- to provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- to provide governors with information on the school's performance to aid their monitoring procedures.
- to provide regular information for parents about their pupil's strengths and areas for development to enable them to support their pupil's learning.
- to provide parents with information about the performance of the school.

The Assessment Cycle

Our current assessment system tracks attainment and progress across the 3 main areas of Reading, Writing and Maths by allowing teachers to record evidence of each individual child's achievement against NC objectives.

In Summer 2018, Castilion's assessment system has been refined further to make it more robust and manageable. The new system will be in place from September 2018 with all staff informed of the changes in July 2018 to allow for accurate planning of the new academic year.

The assessment system for Reading and Maths has been refined into a more supportive system that allows staff to break down the planning and assessment of each subject to allow for a greater focus in the teaching of each subject.

This new assessment system will allow for all staff to record the attainment of each child at the stage of the curriculum they are working at, as well as allowing staff to record the progress made for each child.

At Castilion, all staff are aware of each child's starting points from the previous Key Stage (EYFS or KS1) and this knowledge of Prior Attainment Group (PAG) of each child supports the school in identifying which children are on track, making accelerated progress or are in need of further support. The PAG for each class link directly into each teacher's appraisal target for the academic year.

Formative Assessment

All class teachers are responsible for carrying out formative assessment and recording this on the school's assessment records. Further details of what is expected for each subject are recorded under each subject.

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping pupil to know what they have to do to make progress. Formative assessment is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor their teaching accordingly.

We endeavour to achieve this by:

- informing pupil of the learning for each lesson and how they can achieve this.
- providing regular opportunities to review learning.
- providing regular opportunities for pupils to talk about their thinking and learning.
- involving the pupils in peer and self-assessment by setting next steps and success criteria that help them to assess their own progress and the progress of their peers.
- questioning throughout lessons in order to judge the pupil's understanding.
- observing pupils engaged in their learning.
- producing high-quality displays which celebrate achievement and progress
- feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the child. (See Effective Feedback and Marking Policy)
- sampling and moderating pupil's work.
- planning specific assessments against learning intentions in medium/short term planning
- using assessments and feedback from marking to inform the next stages of learning and planning.
- carrying out diagnostic assessments. Further information can be obtained from our Head for Inclusion who oversees the use of diagnostic material for identifying the progress made by children with Special Educational Needs.

Summative Assessment

- summative assessments of children's learning are carried out on a termly basis in order to evaluate how much a child has learned and to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in Pupil Progress Meetings.
- ongoing observations are used to form assessments in Nursery alongside half termly assessments using Development Matters and The Foundation Stage Profile.
- the Foundation Stage Profile is utilised to assess pupils throughout their Reception year.
- in KS1 and 2, children are assessed against the Castilion Assessment Framework grids in reading, writing and maths using a range of evidence of children's learning.
- class teachers complete a termly Pupil Progress Report focusing on progress concerns and identifying clear targets to ensure children achieve the next level in their learning. These reports are used in the progress meetings.
- summative assessments are entered into the school assessment tracker (Bespoke Classroom Monitor Tracker) and analysed by the Assessment Leader and Inclusion Leader.
- class teachers analyse their own class data to set targets for progress, inform planning and to identify gaps.

Year 2 and Year 6

Yr2 and Yr6 will follow the school's planning and assessment system for reading and writing. In maths, Yr2 and Yr6 will follow the Rising Stars MTP along with the remainder of the school. However, Yr2 will make ongoing assessments as per the assessment policy but they will track and record evidence on Classroom Monitor against the KS1 Framework. Yr6 are no longer required to make teacher judgements but will record their ongoing assessments on the Rising Stars framework on Classroom Monitor.

Both Yr2 and Yr6 will record results of practice SATs tests on the APAT spreadsheet, following the assessment timetable.

Target Setting

Feedback marking is used to set individual targets and next steps. Targets are based on pupil's performance against key learning points and are informed by ongoing and summative assessments. In terms of the National Curriculum,

Names of Pupils who have dropped/moved a PAG								
State the movement e.g WTE>EXP or HS>EXP								
Dropped a PAG				Moved up a PAG				
<u>Reading</u>	<u>Writing</u>	<u>Maths</u>		<u>Reading</u>	<u>Writing</u>	<u>Maths</u>		

At the end of each pupil progress meeting, the following questions will have been discussed and answered. It is the responsibility of the class teacher to come to the meeting prepared to answer these questions as well as provide evidence.

Class/Year	Term
What actions have taken place since the start of term/last meeting to support the pupil's in your class?	
What impact have these actions had on attainment and progress?	
What evidence can you show to support the reported impact?	
For the pupils who have made accelerated progress what has made the difference?	
For pupils who have not made enough progress, what core barriers are preventing them from moving on and how can we change this?	
What group of pupil's in your class do you feel have made the most progress? What has enabled them to make this progress?	
What group of pupil's in your class do you feel have made the slowest progress? What do you think you need to change to enable them to improve their progress?	
Which pupils do you feel now need intervention? How will this be organised and what will the planned programme include?	
Is there any additional support in terms of (CPD) you feel you need to help those pupils?	

Autumn 1	<p>Quality Assurance of 10 selected children Reading/Writing/Maths</p> <p>1st week after half term Maths 2nd week reading 3rd week Writing</p>	<p>Maths post it note the evidence related to all key assessment statements. Reading guided reading books, CM updates & AR data Writing moderation forms and books (English & Topic)</p>
Autumn 2	<p>Progress Meetings held in January for Autumn data.</p> <p>You will need to bring all forms to the meeting (or have them accessible on the server)</p>	<p>Forms to be completed.</p> <ol style="list-style-type: none"> 1. Excel progress document 2. Venn for expected and above in all 3 subjects 3. Analysis of your class data.
Spring 1	<p>Quality Assurance of 10 selected children Reading/Writing/Maths</p> <p>1st week after half term Maths 2nd week reading 3rd week Writing</p>	<p>Maths post it note the evidence related to all key assessment statements. Reading guided reading books, CM updates & AR data Writing moderation forms and books (English & Topic)</p>
Spring 2	<p>Progress Meetings held in May for Spring data.</p> <p>You will need to bring all forms to the meeting (or have them accessible on the server)</p>	<p>Forms to be completed.</p> <ol style="list-style-type: none"> 1. Excel progress document 2. Venn for expected and above in all 3 subjects 3. Analysis of your class data.
Summer 1	<p>Quality Assurance of 10 selected children Reading/Writing/Maths</p> <p>1st week after half term Maths 2nd week reading 3rd week Writing</p>	<p>Maths post it note the evidence related to all key assessment statements. Reading guided reading books, CM updates & AR data Writing moderation forms and books (English & Topic)</p>
Summer 2	<p>No progress meetings held but all forms to be completed.</p> <p>Handover meetings</p> <p>You will need to bring all forms to the meeting (or have them accessible on the server)</p>	<p>Forms to be completed.</p> <ol style="list-style-type: none"> 1. Excel progress document 2. Venn for expected and above in all 3 subjects 3. Progress matrix

Progress Matrix

At Castilion, we identify the progress that a child has made against their starting points (EYFS or KS1). Using the assessment system for Reading, Writing or Maths each class teacher will record where a child is at the end of each term or the progress spread sheet. This sheet will support discussions in the progress meetings.

At the end of the academic year, each class teacher, is expected to record the progress of each child on a progress matrix (shown below).

Children on the SEND register will be highlighted in **yellow** and Pupil Premium children will be highlighted in **blue**.

PAG	Class: End of Year for Writing		
	WTE	EXP	HS
WTE	expected progress	accelerated progress	accelerated progress
EXP	less than expected progress	expected progress	accelerated progress
HS	less than expected progress	less than expected progress	expected progress
New children not on matrix:			

Maths

From September 2018, Castilion will be following the Rising Stars MTP which contains all National Curriculum objectives that have been broken down in some instances to support the development of learning.

What does a maths lesson in Castilion look like?

- From September 2018, maths will be planned through a circular, cross curricular maths plan. There won't be separate topic weeks (other than yr1) but measures, statistics, algebra, ratio & proportion are incorporated within number and calculation. There is an exception to this for geometry.
- The 1st 10 min of every maths lesson should involve either counting or number facts (number bonds or multiplication facts with fact families) and an AfL starter for prior/current or future work. This can be a quick recap of something you taught before that needs constant revisiting and might not link to the main lesson focus.
- The use of AfL is expected for flexible groupings and timing of activities throughout a lesson. When introducing a new topic, it is expected that each teacher will have built up a knowledge of the ability of each child in the topic by using EMW/AfL and this knowledge will be used to identify which children are able to start on the higher level aspects of the topic.
- When introducing a new concept, the lesson should start with a problem solving or reasoning activity to draw out the fluency that is to be taught.
- Teaching Assistants should be used to support a group across the year group with an identified need. KS2 will need to draw children from both classes whereas KS1 can have 2 identified groups by need.
- Fluency, problem solving and reasoning must be taught and embedded throughout the maths curriculum.
- Each maths lesson should have a sheet with the lesson's activities. If you are introducing a new concept that the children need to practice through fluency, then your sheet will look like this:

Objective: I can use a formal written method to multiply.

Self Assessment:



Model:

$$\begin{array}{r} 36 \\ \times 4 \\ \hline 24 \quad (4 \times 6) \\ + 120 \quad (4 \times 30) \\ \hline 144 \end{array}$$

Fluency: Use the inverse to find the missing number problem.

1. $32 \times 3 =$	2. $27 \times 3 =$	3. $57 \times 2 =$
4. $22 \times 5 =$	5. $18 \times 4 =$	6. $64 \times 4 =$

Assessment of Maths

Each year group will be provided with a breakdown of objectives that are to be taught and covered per term. From these statements, key assessment points have been identified for each term. These assessment points will be formally assessed across the term. The green objectives are identified as the 'must have' objectives for that term.

The monitoring of maths teaching and the assessment in maths will be carried out by SLT across the academic year.

EMW for pre and post assessment

- KS1 2 x per week
- KS2 3 x per week

This is used for pre and post assessment and must be planned in linking to your MTP.

Each teacher is expected to update the Rising Stars maths curriculum on Classroom Monitor on a daily or weekly basis for the small steps that are taught from the MTP.

Quality Assurance will take place for maths after each half term following the process stated above. Each class teacher is expected to mark the page of a child's maths book or EMW book with a post it note when a key assessment point has been taught. The maths MTP have been provided to each teacher and the assessment objectives have been highlighted on the MTPs.

At the end of each full term, all assessment opportunities (**class work, EMW, assessment papers**) will be used by the class teacher to make a judgment against the key assessment points for that term for each child.

During the assessment week a formal maths assessment, using the Rising Stars Assessment Bank, must be taken by each child. This assessment paper will be a formal test against the **key assessment points for that term**. Teachers are expected to ensure that there are multiple questions per statement that range from fluency up to reasoning/problem solving.

Teacher Expectations

1. Complete the end of term assessment grid for their own class at the end of the assessment week. Using all assessments made across the term, each teacher will then make a judgement against the key assessment points for each child (for the term) and mark the cell in the class spreadsheet as shown.

Yes **No**

2. The class teacher will then count up the statements and using the termly expectations they will complete the whole year group spreadsheet where they will state what stage each child is at for the term.

BEL	below expected
JB	just below expected
EXP	Expected
EXC	Exceeding

Class teacher responsibilities

1. Ensure Classroom Monitor, Rising Stars is updated weekly.
2. Use all assessment opportunities (class work, EMW, AfL and assessment papers) to support judgements.
3. Complete the class data form for each child against each assessment statement.
4. Transfer the overall judgement to the year group form.
5. Ensure that all children in the year group are on the forms. Remove children that have left and add full details for any new children.
6. Prepare for QA/complete progress meeting forms

Reading

Reading has been broken down into fluency objectives, skilled objectives and poetry for each year group.

Red objectives are to be covered across the whole year as they relate to reading fluency.

The black objectives all cover one of the strands below.

PLL	punctuation, language and layout
E	explain/evaluate
Re	Retrieval
I	inference/deduction
C	Comparison
P	Prediction
s	Summarise

When completing their LTP, each class teacher will identify when they will teach 1/3 of the black objectives each term, ensuring that there is a balanced coverage of the 7 strands.

On their planning days, each class teacher must identify where each objective will be taught across Autumn/Spring and Summer terms. Phase Leaders, alongside the Literacy Leader, will check these plans to ensure the coverage is identified and contains a sensible balance. An example of how to complete the planning form is below.

I am learning to use grammar clues to make plausible guesses, e.g. It must be a verb as one is needed in this clause.		Autumn	Spring	Summer
PLL	I am learning to evaluate the effectiveness of layout devices used in information texts	yes		
PLL	I am learning to identify the features of a biography/autobiography		yes	
PLL	I am learning to show understanding of structure and language features in a range of non-fiction texts (focus for year 5 - information texts and autobiography/biography)		yes	
PLL	I am learning to identify poetic devices used by the author (e.g. pathetic devices, pun).		yes	

Poetry – this is mentioned in the NC for each year group and the identified poetry skills are included on the whole school reading plan for each year group.

Autumn term assessment week will be a whole school poetry week where these skills will be the reading focus for the week but each teacher must ensure poetry is covered at other times across the year, see the yearly diary for dates.

Assessment of reading

All statements for each year group are recorded on Classroom Monitor under the strands above, as well as including the red objectives under reading fluency.

Assessment opportunities:

KS1 – guided reading sessions, 1:1 lunchtime reading & reading assessment papers.

KS2 – guided reading sessions, AR, reading assessment papers & 1:1 reading

In each assessment week, a formal reading assessment (comprehension style questions) will need to be created and taken by all pupils to assess against the black objectives that have been identified in the medium term plan for that term.

Updating of reading

It is expected that when a teacher listens to a child read in a 1:1 setting or during a guided reading session, any assessments made will be updated directly onto Classroom Monitor, via the class Ipad.

Teaching Assistants will be provided with recording sheets that the class teacher will then use to support further assessment judgements on Classroom Monitor.

The red fluency statements are to be updated throughout the year and are not to be counted during assessment calculation.

Forms to complete (Excel spreadsheets)

1. Using classroom monitor, make a judgement against each reading assessment point that you have made that term. It might be worth exporting to an excel grid to make this process easier.
2. Count up the statements and using the termly expectations you need to complete the whole **year** group table to state what stage each child is at for the term.

BEL	below expected
JB	just below expected
EXP	expected
EXC	exceeding

Class teacher responsibilities

1. Ensure CM Castilion Reading 2018 is updated immediately following any reading session/1:1 sessions.
2. Use all assessment opportunities (class work, AR, AfL and assessment papers) to make judgements on classroom monitor against the statements identified on MTP for that term.
3. Make a judgement based on the number of statements children have achieved for that term.
4. Complete the year group form with the judgement made.
5. Ensure that all children in the year group are on the forms. Remove children that have left and add full details for any new children.
6. Prepare for QA/complete progress meeting forms

Teaching of Reading

It is expected that children are taught reading for the equivalent of 1 ½ hours a week. It is the responsibility of the class teacher to ensure that this time is managed to teach high quality reading sessions that meet the expectations of Castilion's reading curriculum. This can be a mix of whole class guided reading sessions with a targeted follow up. In the follow up session, it is expected that the teacher will use assessments made in the whole class session to target specific children who need more support and/or further challenges. Alternatively, the class teacher will deliver guided reading through 4 x 20 minute sessions. It is the responsibility of the class teacher to decide if the reading statement will require teaching in small group GR sessions or covered in whole class/through literacy lessons.

When choosing texts, each class teacher will need to ensure that they have chosen a book/extract/poem/article that will support the children in developing their understanding of the statement.

Some of the statements will only require one/two lessons whereas others will require more in depth teaching. During planning sessions, each class teacher will need to consider the most appropriate time to cover the statements across the year. Some statements that can be grouped together and some that are obviously linked to the writing curriculum non-fiction genres for each year group.

In group guided reading sessions, children need to be grouped according to their needs/gaps (AfL).

The monitoring of reading and the assessment in reading will be carried out by SLT across the academic year.

AR time

Monday and Friday - admin and conferencing children

Tues/Wed/Thurs - 1:1 reading in KS2 for focus children

Phonics will be a focus in Yr1 and 2 for tracking and progress meetings as well as general reading.

Writing

In January 2018, Castilion introduced 'The Write Stuff' as a new approach to teaching writing. Please see the English Policy for more information on this.

Teachers are expected to ensure that the pupils have a minimum of 6 opportunities to write independently across the year. These will be answering the key questions posed on the Castilion Curriculum Map. After the writing has been completed, it is expected that each teacher will mark the writing and record assessment evidence for each child on the individual pupil progress grids. All teachers will feedback to pupils individually, using their pupil progress grids, to lead the discussion. During this discussion, children will contribute to the conversation using their own, pupil friendly, progress plans. See 'Effective Feedback and Marking Policy' for information on how to feedback writing tasks.

Grammar and Punctuation

As per the English policy, teachers are expected to teach the grammar and punctuation as a discrete session, where needed, as well as through the writing lessons. The objectives for each year group are recorded on Classroom Monitor (SPaG 2018 mark book) and teachers are expected to record their assessment judgements against each skill on classroom monitor. Evidence for this should be taken from the discrete teaching sessions, pupil's writing and, in KS2, the basic skills EMW sessions that occurs once a week.

Forms to complete (Excel spreadsheets)

1. Using the SPaG assessments made on classroom monitor and the individual writing pupil progress grids, make a judgement based on the writing you have taught in each term. This judgement needs to be recorded on the whole year group grid for the relevant term.

BEL	below expected
EXP	expected
EXC	exceeding

Class teacher responsibilities

1. Ensure CM Castilion SPaG 2018 is updated regularly following any discrete teaching, EMW or writing.
2. Make a judgement based on your teaching for the term as to if a pupil is below/expected or exceeding the year group expectations. Consider the amount of input and support you have given to each pupil over the term, as well as, how many skills they were able to demonstrate in one full piece of writing.
3. Complete the year group form with the judgement made.
4. Ensure that all children in the year group are on the forms. Remove children that have left and add full details for any new children.
5. Prepare for QA/complete progress meeting forms

Statutory Assessments

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

- pupils are assessed in the first 6 weeks of entry into Reception using the agreed baseline assessment materials.
- in June in Year 1 pupils are assessed on their phonic knowledge and application using the Year 1 Phonic Screening Test. Parents are informed as to whether or not pupils have reached the required standard.
- in June in Year 2 pupils who did not reach the required standard for phonics in Year 1 are retested.
- in the Summer Term pupils in Year 2 and Year 6 are assessed against end of key stage performance descriptors and using the SATs materials produced by the DfE.
- the results of the National Curriculum tests at KS1 and KS2 will be reported in the form of a scaled score.

Assessment data is reported annually to the Local Authority/DfE:

- Reception- baseline at the beginning of the year.
- Year 1 (Phonics Screening Test) - June.
- Year 2 (including Phonics retake) - end of the year.
- Year 6 - End of the year.
- the Foundation Stage Profile is used to assess pupils in Nursery and Reception.
- Yrs 1-5 are assessed using Castilion Assessment Framework.
- each pupil is assessed in the Foundation subjects on an ongoing basis and this is recorded on Classroom Monitor tracking software.

Record Keeping

Foundation Stage

The foundation stage profile (FSP) is the national assessment scheme for the Foundation Stage. It is designed to help teachers' record observations throughout the year and summarise pupil's achievements at the end of the foundation stage. The FSP covers each of the six areas of learning in the foundation stage curriculum. We use Tapestry software to record assessments for each pupil. Tapestry assessment files are kept for each pupil.

KS1 and 2

Pupils are regularly assessed against National Curriculum requirements in Maths, Reading and Writing using the Castilion assessment framework grids. Records of attainment and progress are kept by each class teacher in files. Each child's individual record is available to all staff members.

Reporting to parents and carers

Reports to parents and carers are given verbally at parents' evenings twice a year. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the pupil. Specific meetings for parents with pupils with SEND are held regularly. They inform parents and carers of: -

- how their child is performing in relation to their past achievements and to national standards.
- their child's strengths and any particular achievements.
- areas of development and improvement.
- how they can help.
- whether the child is happy, settled and behaving well.

In addition meetings to discuss their child's progress can be arranged at a mutually convenient time.

Attainment in formal National assessment tasks and tests is reported at the end of FS2, Year 1 (phonics), Year 2 and Year 6.

Assessment Moderation and Professional Development

Professional Development Meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices and standards. Assessment moderation is also carried out between the partnership schools to ensure consistency.

Monitoring and evaluation

The Head Teacher, Deputy Head and Assessment Leader will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

Senior Leaders and Subject Leaders will carry out assessment moderation, book looks and learning walks as part of their monitoring process.

S.E.N.D.

Assessment should be inclusive of all abilities. It is used diagnostically to contribute to the early and accurate identification of pupil's special educational needs and to identify any requirements for support and intervention. For pupils with special educational needs it is important to monitor all aspects of progress including communication, social skills, physical development, resilience and independence. Assessment methods may need to be adapted for some pupils with special educational needs and disabilities.

The school's S.E.N. Policy gives details of the procedures for identification and assessment.

Transition and Transfer

- assessment information, both academic and social, is transferred between professionals at each stage of the pupil's schooling (between classes, key stages and schools). This ensures that pupils have the maximum opportunities to achieve.
- transition meetings are held between class teachers and secondary school at the end of year 6.
- when children move schools, information is sent through the CTF (common transfer file).

Signed: Head Teacher

Date:

Signed: Chair of Governors

Date: