

A shared approach

Integral to the success of KAT is the involvement of the child, parent and school staff.

Children

Each child in Year 1 – 6 has their own Assertive Mentoring folder. Through this we encourage children to take ownership of their learning. Children have access to their folder within their classroom.

Within their AM folder children have their pupil profile (completed by them at the start of each year), .ix sheets, recent assessments and written reports.

At the start of each term all children have a 1:1 mentor meeting with their class teacher. The focus of this is to 'shine the light on the good' across all aspects of school life, support the child to identify targets for the coming term and to share strategies to support these.

Parents

Parents will receive written reports, accessed via an online portal, in January, April (not in 2021) and July. The reports share the child's individual .ix sheets and are also colour coded in areas such as attainment, attitude to learning, attendance, completion of home learning, uniform and readiness for learning.

In October parents are invited to attend a parent/teacher consultation to discuss how their child has settled, initial assessments and their targets for the coming year.

In January and April parents are invited to attend the child's 1:1 mentor meeting with the child and class teacher.

Periodic assessments

During the year children will also undertake additional, formal assessments. These may include

- Maths and Science assessments linked to Kite Assessment
- PM Benchmarking (Reading) where appropriate

Statutory Assessments

During 2020-21, children in Years 1, 2 and 6 will not take part in the following statutory assessments set by the Government, due to the covid pandemic disruption.

Year 1 – phonics screening check

Year 2 – during May children complete tests in Reading, Maths and English Grammar, Punctuation and Spelling. These, along with AM assessment information gathered over the year will inform the final Teacher Assessments given by the class teacher.

Year 6 - children complete tests in Reading, Maths and English Grammar, Punctuation and in May. These are marked externally and children are given a scaled score from these tests. The class teacher will also award a Teacher Assessment grade based on their ongoing AM assessment throughout the year. There is also teacher assessment of writing.

Parents of children involved in statutory assessments will be invited to attend an information session about these towards the end of the spring term.

Quick Guide – School assessment

At Lakeside, along with the other Kite Academy Trust schools, we use the Kite Assessment, Mentoring and Planning Tracker (KAT)

This is a quick guide to how this works in our school.



Updated March 2021



The National Curriculum

The National Curriculum focuses on all children (with appropriate support) meeting Age Related Expectations (ARE).

Children are taught core knowledge and skills progressively and in great depth. Children apply their learning in different contexts across the curriculum, displaying a good understanding of the knowledge and skills acquired. You can view the National Curriculum here:

[The National Curriculum](#)

The Kite assessment system is appropriate to our curriculum, enabling us to track progress of children towards age-related expectations and plan learning in response to the needs of the children.

Kite Assessment and Mentoring

Kite Assessment and mentoring incorporates supporting children through an ongoing cycle, with a focus of shining a light on the good.



Within KAT, the National Curriculum is divided into Stages. These correlate to year groups, i.e Stage 1 is Year 1.

KAT uses a ./X (dot, line, cross) system that teachers and learning support assistants use to identify individuals or groups of children who have/ have not secured understanding against the objectives.

X indicates that the child has shown good understanding of the objective in different contexts.

/ indicates that the child has *some* understanding of the learning but may need extra support to consolidate. Adults in school will then work with these children within the classroom or in short focussed interventions which are personalised to the needs of the individual child.

. indicates that the child has less understanding of the concept and will need extra teaching OR it has not yet been taught

At the end of each assessment period children are identified as being one of four categories. This is based on the number of Xs a child has achieved.

The four categories are:

- Emerging (E)
- Developing (D)
- Securing (S)
- Next Stage Ready (R)

By the end of the school year children should be “**Securing**” within their chronological Stage to be learning at the age-related expectation.

The ./x sheets are informed by the ongoing assessment carried out in the classroom. They are also informed by the weekly skills checks children complete (Grammar Hammer and Maths Skills Check).

In reading and writing, the ./x are cumulative and are built on over the year based on teacher assessment. In maths, they use teacher assessment but also information gathered from test questions children work on – these are a snapshot of children’s understanding at that time.

If there is a concern a child is not progressing as expected they may be supported through:

- Additional support within that lesson
- A short term catch up session before or as soon after the lesson – called a Fix-it
- For some children a more structured, fixed-term intervention is appropriate
- For children with SEND, support is also provided through their SEND Support Arrangements Plan or EHCP

Please visit the school website for further information on our assessment system

<https://www.lakeside.kite.academy/curriculum/kite-assessment/>