



This policy was adopted by the Governing Body of Leven CE (VC) Primary School in the Autumn Term 2015 and implemented from SEPTEMBER 2015.

This policy is to be read in conjunction with the Marking Policy.

This policy reflects the school's practice of the Assessment and Recording of children's progress, the types of evidence to be kept and the reporting of such to parents/guardians. It was devised in consultation with teaching staff and was agreed and approved by the governing body. All staff carry the responsibility to implement this policy as part of their normal teaching duties.

1. Rationale

The key purpose of Assessment is to help children make progress in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning to raise attainment.

Assessments also provide information for others including:

- Parents, to show progress/concerns, and involve them in the teaching process.
- Other teachers, to help them to plan and gain informed views.
- Outside agencies, to provide hard evidence of attainment.
- Special Needs/Gifted and Talented Coordinator, to provide hard evidence of attainment.

2. Principles of Assessment

A system of Assessment, Recording and Reporting needs to be accurate, comprehensive, consistent, constructive (i.e. helpful to staff, pupils and parents), and manageable, as well as informing future planning and promoting higher standards.

Quality Assessment evaluates the work of pupils using clear criteria that are applied in a consistent manner across the curriculum. Assessment is the

judgement of teachers regarding the progress made by the children in their charge. Such judgements are made in the light of the teacher's knowledge of a pupil and the learning programme that has been undertaken, and with reference to the NC and school curriculum policies. These judgements are made through the use of various techniques such as observation, questioning, marking, discussion and testing.

The guiding principle of assessment, recording and reporting is to inform those concerned with the individual child as to the progress made over a given period of time or course of study. This process must, if it is to be worthwhile and valuable, be absorbed into the future planning of curriculum programmes. Assessment is to be viewed as an integral part of the teaching and learning cycle. It provides teachers with valuable information on which to base decisions about pupils' learning. The outcomes of assessments modify our teaching methods, provide feedback on the National Curriculum and give an overview of pupil progress, through benchmarking.



Assessing children's learning can take place in a variety of ways across a continuum from very informal, spontaneous, almost 'chance' classroom observations, through to the formal, highly structured, standardised testing.

Assessment offers potential to help develop children's self esteem through positive and constructive feedback and the feeling of success.

In addition to on-going assessment, opportunities are taken to record significant points in a child's development, such as a moment of 'breakthrough' in understanding or difficulties encountered, and possible reasons for them.

The range of opportunities for carrying out continuous assessment is increased by good classroom organisation that encourages children to work independently while the teacher is concentrating on smaller groups and the effective use of TAs and other adults in the classroom.

Results of assessments will be recorded in a way that is useful for teachers, parents and other interested parties. Assessment records will be passed between teachers across phases to aid progression for pupils.

Assessment is a means to an end. It achieves little in itself. It doesn't raise attainment – measuring pupils' height won't make them grow taller – but, the results of assessment can be used to raise attainment.

3. The Role of the Coordinator

The role of the co-ordinator is to:

- advise colleagues on the validity of proposed assessment,
- to act as an initiator of in house and cross-school moderation,
- to communicate new developments in assessment to other staff,
- to monitor the assessment process,
- to analyse the results of assessments to ensure progress,
- to ensure end of key stage tests are carried out following statutory guidelines,
- and to assist in the implementation of this policy.

4. Types of Assessment

There are many different kinds of assessment.

1. Formative Assessment (Assessment for Learning)

This provides us with information about pupil progress that informs day to day planning and teaching decisions. All class teachers assess children in their class on a regular basis so that they can plan the next stage in each child's learning and monitor progress. This type of assessment is based upon how well children fulfil learning objectives and many of these may not be recorded formally. It is recognised that teachers are constantly making judgements as to the progress of the pupils in their care, and this is to be regarded as part of the overall assessment process. Every time a child's book is marked, or their work discussed with the teacher, assessment is taking place. Much of the information gleaned is carried about in the teacher's head. This does not devalue its importance. Such information is not always written down but details of significant progress (or problems) are recorded as a precursor to future planning. STP also provides opportunities for written assessment comments to be made to inform future planning.

This type of assessment is conducted on an on-going basis and includes:

- Oral feedback – not simply praising children but offering formative comments on what they can do to make it better.
- Written feedback (Marking) – See Marking Policy for details.
- Marksheets - where appropriate (eg. teacher devised test results – spelling tests, tables tests, etc.),
- Assessment outcomes in STP, where it is readily available to inform future planning decisions.

Much assessment is therefore of an informal nature and the child may not realise that it has taken place. When formal assessment does take place the ideal is for it to be seen as part of the normal routine of the classroom so that no undue pressure is placed on the individual child as this could cause distress and result in a lowering of performance.

In the Foundation Stage a portfolio of evidence is built up together with records of attainment against Early Learning Goals. These are shared regularly with pupils and parents to show progress against learning goals and are used to inform the Foundation Stage Profile.

2. Diagnostic Assessment:

This reconciles strengths and weaknesses of individual pupils and enables abilities and aptitudes to be maximised. This may comprise specific tasks or activities and may be linked with the SEN /GTC Co-ordinators.

The main form of this assessment, though, comes from tests where Standardised Scores are obtained, which are recorded in pupils individual NC Assessment File. These include:

- NFER and RPT Reading Tests (Y1-6) and Youngs Spelling Tests (Y2-6) administered at the end of each year.
- Optional SATS (Y3-5) in Reading, Spelling, Mathematics and Mental Arithmetic.
- Y2 and Y6 SATS in Reading, Spelling, Mathematics and Mental Arithmetic.
- Baseline Assessment is also carried out in Foundation (PIPS).

Scores of these tests are passed to the Assessment Co-ordinator for analysis. Class charts have been devised to monitor the progress of children year on year and help identify SEN or GTC children.

3. Summative Assessment (Assessment of Learning):

This occurs at the end of a programme of study/key stage and enables the recording of overall attainment. It shows what a child can do at a particular time.

This is done through:

- assessment tasks at the end of each term/half-term. At present standard tasks for years groups have been devised for Writing (half-termly), Maths (half-termly) and Science (half-termly). The results of these tasks are related to the Levels of Attainment in the NC and Key Objectives from the NLS and NNS. Results are compiled over the year to aid Teacher Assessment (see below) at the end of the academic year.
- end of key stage statutory tasks/tests.

- end of year teacher assessments in line with the NC Statements of Attainment (SOA). Teachers will refer to the child's summative assessments for the year, together with work completed during the course of the year, in order to state which level of the NC the child is working at.
- annual written reports to parents and verbal reports termly (see later).

4. Evaluative Assessment:

This uses the results of assessment to inform decisions regarding curricular provision and learning experiences, teaching styles and resource allocation.

Evaluations are carried out weekly through our short-term planning and evaluations at the end of each half-term. This information helps each teacher plan the next stage forward.

5. Ipsative Assessment:

This is self assessment. Children should be encouraged to evaluate their own and other work and achievements to help set individual targets. An ideal opportunity for this is provided in plenary sessions and through the use of writers' toolkits.

5. Statutory Assessment

1. Baseline

There are two statutory assessments undertaken during the Foundation Stage at Leven CE (VC) Primary School. They are;

- Baseline assessment – This is undertaken during the first half of the Autumn term. We use the Early Excellence baseline. This will be used by the DFE to measure progress between the children entering school and leaving at the end of year 6. The first time this will be measured will be in 2022.
- The Good Level of Development is reported on at the end of Foundation Stage.
- The EYFS Profile is maintained throughout the Foundation Stage and is contributed to by all of the adults (including parents) that work with the children.

The FSP covers all areas of the Foundation Stage curriculum. Teachers will be able to use the information to plan their teaching to match individual pupil's needs. Over time our school will be able to judge progress against this baseline. Parents are given an opportunity to discuss their child's attainment. The LEA forwards the results to the DfES. When a child transfers school these results must be sent to the new school.

2. Year 1

The children's attainment in phonics is tested during the Summer term in Year 1. Those children that don't meet the required standard during Year 1 are retested during the Summer Term of Year 2. These results are reported to the Local Authority, who then submit them to the DFE. They are then published in the RaiseOnline report.

3. Key Stage 1

From September 2016 the end of Key Stage 1 assessments will reflect the new national curriculum.

The school will continue to use the GLD to KS 1 SATs results as a way of measuring progress across Key Stage 1.

At the end of Year 2, children will take SATs in:

- Reading
- English grammar, punctuation and spelling
- Maths

Key Stage 1 reading

The new reading test for Year 2 pupils will involve two separate papers:

- Paper 1 consists of a selection of texts totaling 400 to 700 words, with questions interspersed
- Paper 2 comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet
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Each paper is worth 50 per cent of the marks, and should take around 30 minutes, but children will not be strictly timed, as the tests are not intended to assess children's ability to work at speed. The texts in the reading papers will cover a range of fiction, non-fiction and poetry, and will get progressively more difficult towards the end of the test. Teachers will have the option to stop the test at any point that they feel is appropriate for a particular child.

There will be a variety of question types:

- Multiple choice
- Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
- Matching, e.g. 'Match the character to the job that they do in the story'
- Labelling, e.g. 'Label the text to show the title'
- Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- Short answer, e.g. 'What does the bear eat?'

- Open-ended answer, e.g. ‘Why did Lucy write the letter to her grandmother? Give two reasons’

Key stage 1 grammar, spelling and punctuation

Children taking Key Stage 1 SATs will sit three separate papers in grammar, spelling and punctuation:

- Paper 1: a grammar and punctuation written task, taking approximately 20 minutes, and worth 15 marks. Children will be provided with a prompt and stimulus for a short piece of writing, with a clear text type, audience and purpose. Handwriting will be worth four per cent of the marks.
- Paper 2: a grammar, punctuation and vocabulary test, in two sections of around 10 minutes each (with a break between, if necessary), worth 20 marks. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.
- Paper 3: a 20-word spelling test taking approximately 15 minutes and worth 10 marks.

Key Stage 1 maths

The new Key Stage 1 maths test will comprise two papers:

- Paper 1: arithmetic, worth 25 marks and taking around 15 minutes.
- Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary. There will be a variety of question types: multiple choice, matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).

Children will not be able to use any tools such as calculators or number lines.

When will the KS1 SATs take place?

The new-style KS1 SATs are due to be administered in May 2016.

How will the tests be marked?

Although the tests are set externally, they will be marked by teachers within the school. Instead of the old national curriculum levels, children will be given a standardised score – although this may not be communicated to parents.

Teacher assessments will also be used to build up a picture of your child’s learning and achievements. In addition, your child will receive an overall result saying whether they have achieved the required standard in the tests. The Department for Education aims for 85 per cent of children to reach the required standard.

Other subjects

Other national curriculum subjects, including English writing, speaking and listening, science and computing, will be assessed by your child's teacher based on their work throughout the year.

All test materials are held securely with the Head and treated as confidential prior to administration. Teacher assessments and test results, will be sent to the Local Authority who will forward them to the DFE.

These results will be published in RaiseOnline and The Ofsted School Data Dashboard.

They will also be used until 2022 for measuring progress between the end of KS1 and the end of KS2.

3. Key Stage 2

From September 2016 the end of Key Stage 1 assessments will reflect the new national curriculum and are intended to be more rigorous. There will also be a completely new marking scheme to replace the existing national curriculum levels.

At the end of Year 6, children will sit tests in:

- Reading
- Maths
- Spelling, punctuation and grammar

These tests will be both set and marked externally, and the results will be used to measure the school's performance (for example, through reporting to Ofsted and published league tables). The children's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.

Key Stage 2 Reading

The reading test will be a single paper with questions based on three passages of text. Children will have one hour, including reading time, to complete the test.

There will be a selection of question types, including:

Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'

Labelling, e.g. 'Label the text to show the title of the story'

Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'

Short constructed response, e.g. 'What does the bear eat?'

Open-ended response, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

Key Stage 2 grammar, punctuation and spelling test

The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes.

The grammar and punctuation test will include two sub-types of questions:

Selected response, e.g. 'Identify the adjectives in the sentence below'

Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Key Stage 2 maths

Children will sit three papers in maths:

Paper 1: arithmetic, 30 minutes

Papers 2 and 3: reasoning, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Papers 2 and 3 will involve a number of question types, including:

Multiple choice

True or false

Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart

Less constrained questions, where children will have to explain their approach for solving a problem

Key Stage 2 science

Not all children in Year 6 will take science SATs. However, a number of schools will be required to take part in science sampling: a test administered to a selected sample of children thought to be representative of the population as a whole. (Monday 6 to Friday 17 June is the science sampling test period in which your child might sit the tests.) For those who are selected, there will be three papers:

Biology: 25 minutes, 22 marks

Chemistry: 25 minutes, 22 marks

Physics: 25 minutes, 22 marks

It sounds very intimidating, but these are ‘questions in a physics/chemistry/biology context’, for example:

Biology: ‘Describe the differences in the life cycle of an amphibian and a mammal’

Chemistry: ‘Group a list of materials according to whether they are solid, liquid or gas’

Physics: ‘Predict whether two magnets will attract or repel each other, based on where the poles are facing’

When will KS2 SATs take place in 2016?

The Year 6 KS2 SATs will be administered in the week commencing 9 May 2016.

How will Key Stage 2 SATs be marked?

The previous national curriculum levels have been scrapped, and instead children will be given scaled scores. You will be given your child's raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the national average. The score needed to reach the national average has yet to be announced.

Progress will be measured between the end of KS1 and the end of KS2. From 2019 it will be possible to use the new SATs to measure progress. Until 2019 progress will be measured from Old National Curriculum levels at KS1 to the new standardised scores at KS2.

4. Optional SATS

There are no longer optional SATs for years 1,3,4 and 5. In these year groups we will use Teacher Assessment that is moderated internally and externally.

6. Target Setting

Long Term/Annual

The school's assessment, baseline and test results will be analysed by the Senior Leadership Team (SLT), as part of the school's monitoring procedures. The outcome will be reported and discussed with staff and governors as part of School Self-Evaluation. Future targets for improvement will be set in relation to the performance of children in NC tests, as well as Local Authority and national benchmarking and teachers' forecasts.

Targets are set in the following way:

FS : based on the baseline assessments

Year 1 and Year 2 : Based on the end of FS results

Years 3,4,5,6: Based on end of KS1 results

The targets for KS1 and KS2 are expressed in terms of B (Below age related expectations), N (at age related expectations), A (Above age related expectations).

For Foundation Stage the targets are expressed in terms of meeting GLD (good level of development) or not meeting them.

Worked example:

Year 1

An assumption is made that a child achieving GLD (2) will be at least N and 3 will be A. Any children achieving 1 are less likely to be targeted for N.

Surname	Forename	Readin FS	Writing FS	Number	SSM		reading	Writing	Maths		RWM	RWM+
		2	2	2	2		N	N	N		Y	
		2	2	2	2		N	N	N		Y	
		2	2	2	2		N	N	N		Y	
		2	2	2	2		N	N	N		Y	
		2	2	2	2		N	N	N		Y	
		2	2	2	2		N	N	N		Y	
		3	3	3	3		A	A	A		Y	Y

Year 4

For the children who sat Year 2 SATs in 2015, 2014 and 2013 the following assumptions are made for target setting:

L2C and below = B

L2B = N

L2A and above = A

For those children who sat the Year 2 SATs in 2016 and after they will be reported as at, above or below national expectations. There are differences between the age related expectations for 2016 and pre 2016 as the KS1 curriculum as been made more challenging.

Year 4

		Year 2 results			Year 3 Results			Year 4 targets				
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths		
Surname	Forename										RWM	RWM+
		A	A	N	A	A	N	A	A	N	Y	Y
		N	B	A	N	B	A	N	B	A		
		A	A	A	A	A	A	A	A	A	Y	Y
		B	N	A				B	N	A		
		N	N	N	N	N	N	N	N	N	Y	
		N	N	N	N	N	N	N	N	N	Y	
		A	A	A	A	A	N	A	A	A	Y	Y

Medium Term/Termly

Curriculum targets in Literacy and Numeracy are included in children's exercise books. These targets are reviewed and updated by the teachers on a regular basis. These are shared with pupils and parents in order to ensure that pupils take the steps necessary to ensure progress is made. Targets are also reported in the Annual report to parents.

Short Term/Daily

Day to day targets for pupils may be oral, or written in comments made when pupils work is marked in order to help pupils achieve their curriculum targets over the term.

7. How do we Measure Progress

For individual pupils we record whether they have met their targets or not.

For classes / cohorts we record the percentage that have met or exceeded their targets.

For Year 6 we use the National measure, which for 2016 was as follows:

For an individual pupil:

Below is an example using data from this years progress calculations:

- James has an average key stage 1 score of 17.0, which means he is in prior attainment group 16 (for further explanation of prior attainment groups please see page 23)
- his result in the key stage 2 mathematics test is a scaled score of 108
- the national average scaled score in mathematics for pupils with an average key stage 1 score of 17 is 105
- James, therefore, has a mathematics progress score of +3.0

James' KS1 score	average key stage 2 score in maths of all pupils with an average KS1 score of 17.0	James' estimated KS2 maths score	James' actual KS2 maths score	James' progress score
17	→	105	108	3.0

In this example, James has met the 'expected standard' (a scaled score of 100 or more). He has done better than other pupils with the same key stage 1 attainment and, therefore, has a positive progress score. This will not necessarily be the case for all pupils.

Some pupils will meet the 'expected standard', but will make less progress compared to other pupils in their prior attainment group.

Other pupils will fail to meet the 'expected standard', but will make more progress than the other pupils in their prior attainment group.

For class / cohort:

Calculating a school's progress scores

A school's progress score, for a subject, is the mean average of its pupils' progress scores in that subject.

For example,

James is one of 60 pupils in his school's key stage 2 cohort. These pupils have mathematics progress scores as follows:

Pupil #	Pupil name	Mathematics Progress score
1	James	+3.0
2	Chloe	+1.2
...		
59	Ebony	-6.5
60	Harry	-1.9
	Sum	+132.4

The school's mathematics progress score will be $132.4 / 60 = +2.2$

This process is then repeated for each subject.

Schools are then allocated three progress scores:

- one for English reading
- one for English writing⁶
- one for mathematics

For further details see :

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/563176/Primary_school_accountability_in_2016_technical_guide.pdf

8. Consistency of Assessments

Consistency of assessments are provided by diagnostic testing and summative assessment (termly and end of key stage) programmes which are standardised for each pupil in the year group. In teacher assessment programmes consistency of standards is ensured by discussion of pupil's work and comparing it against school portfolios. Moderation meetings take place

between staff (*in school, across schools and with Local Authority officers*). The process of moderation has greatly increased the confidence of teachers in their ability to make accurate assessments.

9. Recording Progress

It must be remembered that records not only inform colleagues but are also open to those with parental responsibility and other interested parties. Systems of recording, like assessment, need to be manageable and useful. A recording system should be simple to use and easy to interpret, whilst clearly identifying pupil strengths and weaknesses. The records are passed from teacher to teacher as the child progresses through the school and are used to form the basis of individual planning. These records complement and supplement the teacher's own knowledge and understanding of the children; inform reporting to parents; and are used in preparing work for children with SEN. These records are passed on to secondary schools when the children transfer.

Evidence:

Evidence is information that supports a judgement:

- To support the judgements of staff for formative, diagnostic and summative assessments.
- To evaluate curriculum provision and learning experiences.
- Information for other staff in school.
- Information for other users such as parents, transfer documents, support staff, referrals.

Keeping Evidence:

A wide range of evidence is kept in the form of:

- Results on each individual child (diagnostic, statutory tests, optional SATS, Teacher Assessments and annual reports)
- Foundation Stage Profile
- Summative assessment results (against NC levels/Key Objectives)
- STP Assessment
- SEN Individual Education Plans and Assessments
- Children's exercise books
- Standardised Score test results
- End of Key Stage SAT results
- Teacher devised test results
- Baseline Assessment
- Home/School and Guided Reading Records

Recording:

The purpose of recording is to:

- Help teachers monitor children's progress.
- Recognise achievement and celebrate this with each child. This is achieved through a positive approach to marking, the use of motivation stickers, merit assembly, smiley faces, class certificates and charts, etc.
- Aid memory: especially to note specific achievements, quick progress, gaps in learning etc.
- Note strengths and weaknesses.
- Document evidence.
- Inform planning.
- Form a basis for reporting to children, parents, other schools and the Government.
- Provide a summary for discussion, and informs verbal and written reports.

What should we record?

We record:

- Children's progress in all National Curriculum subjects and RE.
- Strengths and weaknesses.
- Qualities, skills, achievements and interests.
- Individual needs are identified through individual assessments.

Where should we record?

- Classtrack – day to day assessments recorded against objectives (Years 1 to 6)
- Otrack – ½ termly (All year groups)
- 2 build a profile – Foundation Stage

10. Reporting

Written Reports:

The annual written school report provides opportunities for comments by the class teacher and Headteacher. Our reports are summative and informative, they provide information on children's progress and achievements throughout the school year. They highlight pupils' strengths and weaknesses and set targets to be addressed in the future. They emphasise the attainment rather than attitude and should be subject specific. The reports are written in the summer term, near the end of the school year. They follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance record is noted as well as authorised and unauthorised absences. Opportunity is given for parents to discuss the report with the class teacher at the Open Evening in the Summer Term.

Home/reading records also provide a two-way communication about each child's progress in reading. These records are exchanged daily, with teachers hearing children read at least once a week.

Verbal Reports:

Parents' Evenings are held in the Autumn and Spring terms. Parents have the opportunity to discuss their child's progress with the class teacher. School records are used to inform these meetings. Advice for improvement and continued progress is shared with parents as are curriculum targets in Literacy and Numeracy.

Personal contact with parents also occurs on a regular basis before and after school. This varies from child to child and teacher to teacher. This open door policy, whereby parents feel able to come into school and discuss any matters relating to their children's education with the Head and individual teachers, can only seek to foster the home-school partnership in securing value-added achievement.

Reporting to parents in both formal and informal ways is seen as important by the teaching staff in developing a partnership with parents. It means we are able to give a full picture of their child and the curriculum provision and learning opportunities provided by school.

Between staff:

It is important that reporting takes place between teachers, both formally at curriculum and staff meetings, and informally.

11. Transfer of Records

There is a requirement to use a statutory transfer form when a child changes school. This form is used to transfer data on Teacher assessment and any test results that are available. Before children transfer to secondary school KS2 NC test results are forwarded.

Review and Evaluation

This policy is subject to annual review is consultation with members of staff. Evaluation of the policy takes place at staff meetings, which may inform future revisions every three years in line with the School Improvement Plan.



Table 1: Assessment - Who Does What?

<p><i>Class Teacher</i></p> <ul style="list-style-type: none"> • Plan learning objectives (share with pupil) • Assessment outcomes inform planning • Feedback to pupils (oral, written) • Report to parents (progress, attainment, targets) • School based end of unit tests • National statutory tests • Record significant progress (+,-) • Transfer information to next teacher/school • Identify pupils in need of support - IEP 	<p><i>SENCO</i></p> <ul style="list-style-type: none"> • Liaise with class teachers and AssessmentCo • Monitor progress (IEPs) • Maintain SEN, More-able register • Specific assessment tasks – diagnostic • Liaise with external agencies • Formal assessment – statementing 	<p><i>AssessmentCo</i></p> <ul style="list-style-type: none"> • Review policy • Disseminate information • Support colleagues • Generate Action Plan in line with SIP • Link with CurricCo • Ensure statutory resources in place • Monitor procedures • Set timetable for assessment • Collate and analyse data • Ensure portfolios generated and standards agreed • Manageability of procedures
<p><i>Head/Deputy</i></p> <ul style="list-style-type: none"> • Statutory requirements • Agrees statutory targets • Disseminates information to Assessment Co • Monitors data for trends • Determines priorities in SIP • Defines role of AssessCo • Reports to parents and Governors (standards) 	<p><i>CurricCo</i></p> <ul style="list-style-type: none"> • Schemes of Work • LTP • Monitor MTP • Monitor levels of attainment/standards • Report to SMT, Governors 	