

A shared approach

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

Children

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

Within their folder children have their pupil profile (completed by them at the start of each year), ./.x sheets, recent assessments, written reports and a record of achievements.

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 and support the child to identify targets for the coming term and strategies to support these.

Parents

Parents will receive written reports in January, April and July. The reports share the child's individual ./.x sheets and are also colour coded in areas such as attainment, attitude to learning, attendance, completion of home learning and uniform.

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 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 assessments linked to the Kite Assessment System
- Standardised assessments

Statutory Assessments

Children in Years 1, 2 and 6 will also take part in statutory assessments set by the Government.

Year 1 – Phonics screening check (June)

Year 2 – During May, children will complete tests in reading, maths and English grammar, punctuation and spelling. (SATs) These, along with AM assessment information gathered over the year, will inform the final teacher assessments given by the class teacher.

Year 6 - Children will complete tests in reading, maths and English grammar, punctuation and spelling in May SATs). 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 Kite assessment throughout the year for 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

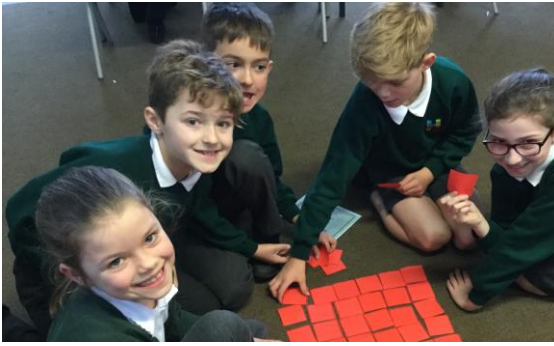
At Holly Lodge, along with the other Kite Academy Trust schools, we follow use the Kite Academy Trust Assessment System.

This is a quick guide to how the Kite Assessment System (KAS) works in our school.



April 2020





A new curriculum

In 2014 the Government introduced a new National Curriculum for children in Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 to 6).

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

Children are taught less content but are expected to have a much deeper understanding and be able to apply their learning in different contexts.

Alongside this, the government removed the statutory levelling system. Since then, schools have been given the opportunity to deploy an assessment system that is appropriate to their curriculum.

The Kite Assessment System

The Kite Assessment System (KAS) incorporates supporting children through an ongoing cycle.



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

The KAS focuses on a .X (dot, line, cross) system that is used by the teachers and learning support assistants to identify individuals or groups of children who have/have not secured understanding against the objectives. Teachers use this information as a basis for planning.

X indicates that the child has shown good understanding of the objective at the assessment point.

/ 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 that 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 and this will be the focus of teaching in school.

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. The weekly skills checks that children complete (Grammar Hammer and Maths Skills Check) also inform the assessment.

In reading and writing, the .X are cumulative and are built on over the year based on teacher assessment. In maths and science teacher assessment and results of assessments are used– these are a snap shot of children’s understanding at that time against the part of the objective that has been assessed.

If there is a concern a child is not progressing as expected, he/she may be supported through:

- Additional support within that lesson or personalised Learning Links to be completed at home
- A short term intervention 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 Holly Lodge School website <https://www.hollylodgeprimary.co.uk/parents/kite-assessment/> for further information and examples of the objectives for each stage.