

# *Little Stoke Primary School*

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Head Teacher – Scott Howes

Governor Link – Rachel Hazell (Chair of Governors)

Date agreed – July 2014

Review – July 2016

# Little Stoke Primary School

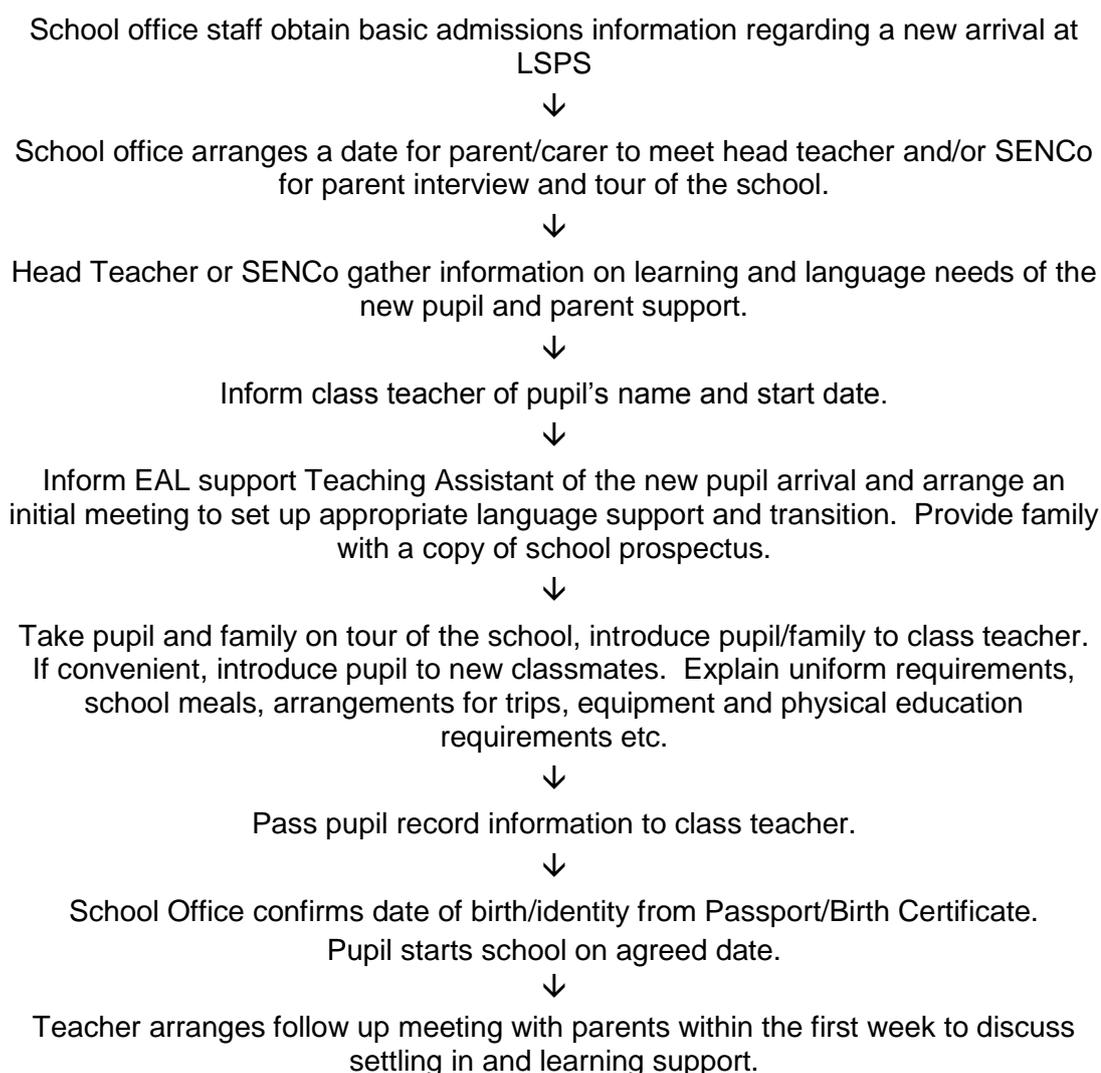
## Admissions Policy

### 1. Introduction

1.1 At Little Stoke Primary School we will:

- Take account of the cultural, linguistic and academic needs of newly arrived children and recognise the positive contribution newly arrived children can make to our school.
- Welcome new arrivals to LSP school fully and with due consideration of their needs.
- Positively reflect the new arrivals' language and culture throughout the school environment.
- Build partnerships with parents as an essential element of working with newly arrived children.

1.2 The new arrival process includes the stepped approach below;



## **2. Assessment, monitoring and tracking**

- 2.1 Initial assessment will take place over a term at the end of which a judgement will be made about the National Curriculum level the child is operating at, in English (Speaking/Listening, Reading and Writing) and Maths.
- 2.2 Early Years practitioners should take into account, if at all possible, the entitlement to assessments in first language when making judgements of the new pupil against the Early Years area of learning and development.
- 2.3 During the initial assessment period the new pupil should have full access to the curriculum and formative evidence should primarily be obtained from pupil's responses to class work. Assessment for learning principles should be applied and next steps for pupil's learning clearly identified.
- 2.4 Both the initial assessments and the summative assessment should be done in conjunction with all staff working with new pupil.
- 2.5 Both parts of the process must include gathering evidence of first language skills (reading and writing), e.g. use one of the language activities below to generate first language writing, and should include input from bi-lingual and/or EAL support staff as available.

## **3. Summative assessment /early years areas of learning and development**

- 3.1 All staff involved with pupil should reach a consensus on pupil's National Curriculum levels/Early Years areas of learning and development.
- 3.2 Pupil progress meeting – at the end of the new pupil's first term staff meet to consider all evidence available, e.g. observable outcomes observations, evidence from workbooks (literacy maths, science, topic etc), progress through Step 1/2 language programme, dual language texts and any written work in L1 to check literacy.
- 3.3 Planning strategies and support for pupil – use EMTAS target menu to plan next steps for pupil progress if appropriate, or ensure pupil has curricular targets in line with peers.
- 3.4 Summative assessment should ensure that pupil is placed on National Curriculum extended scale step descriptors or National Curriculum levels/Early Years areas of learning and development within a term of arriving at school. Monitoring progress should then become part of the mainstream school tracking cycle and fall in line with existing school policies.
- 3.5 All information gathered in the pupil's first term after arrival should be shared at the next parents' evening.
- 3.6 Pupils who do not make expected progress onto National Curriculum levels may need additional investigation into their individual learning needs, initially through the school SENCO and then in consultation with outside agencies.