

# Wheatfield Primary School

*'Growing and Learning Together'*

## Admissions Arrangements Policy

Issue No 1

July 2016



Approved by Head Teacher: July 2016

Approved by Governors: September 2016

Review Date: September 2019

### **Wheatfield Primary School**

Wheatfield Drive  
Bradley Stoke  
Bristol BS32 9DB

Tel: 01454 868610

Email: [office@wheatfieldprimary.com](mailto:office@wheatfieldprimary.com)

Website: [www.wheatfieldprimary.com](http://www.wheatfieldprimary.com)

# Admissions Arrangements Policy

---

## CONTENTS

1	INTRODUCTION.....	3
2	ASSESSMENT, MONITORING AND TRACKING .....	4
3	SUMMATIVE ASSESSMENT USING LANGUAGE IN COMMON EXTENDED SCALES/EARLY YEARS AREAS OF LEARNING AND DEVELOPMENT .....	4

# Admissions Arrangements Policy

---

## CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	July 2016	The Admissions Arrangements document has now been formalised into a school policy, although the content of the document has not changed.	D Hickson

## SUMMARY

This policy should be read in conjunction with all other school policies. If you require further details of this policy then please refer to the Head Teacher or Deputy Head Teacher.

This policy will be reviewed every three years or updated as and when changes occur. This is to be recorded in the minutes of the Staffing and Resources Committee.

# Admissions Arrangements Policy

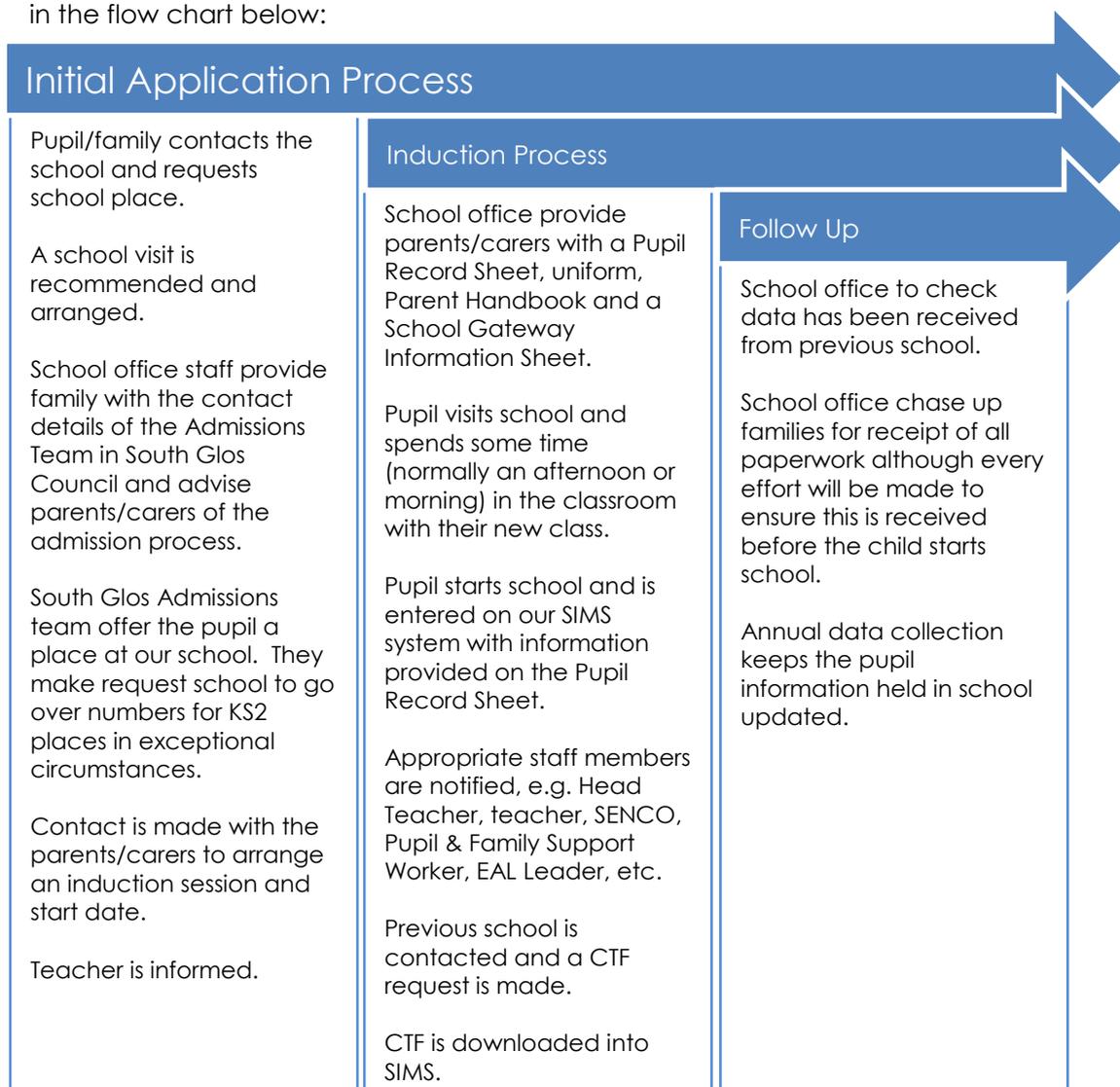
## MAIN DOCUMENT

### 1 INTRODUCTION

At Wheatfield 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 with a whole school approach. We therefore need to ensure that we have a carefully considered process for welcoming new arrivals.
- 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.

New arrivals to Wheatfield Primary School will be inducted according to the actions in the flow chart below:



# Admissions Arrangements Policy

---

## 2 ASSESSMENT, MONITORING AND TRACKING

- 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 Literacy (Speaking/Listening, Reading and Writing) and Numeracy.
- 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.
- **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.**
- Both the initial assessments and the summative assessment should be done in conjunction with all staff working with new pupil.
- 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 staff as available.
- Assess knowledge of basic everyday words, e.g. using appropriate resources and strategies.
- A wide variety of resources and websites are used to provide teachers a starting point for working with pupils new to English and would be suitable for a TA to carry out with new pupils as part of the formative assessment of a pupils language skills.

## 3 SUMMATIVE ASSESSMENT USING LANGUAGE IN COMMON EXTENDED SCALES/EARLY YEARS AREAS OF LEARNING AND DEVELOPMENT

- All staff involved with pupil should reach a consensus on pupil's National Curriculum levels/Early Years areas of learning and development.
- 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 the school's language programme, dual language texts and any written work check literacy.
- Planning strategies and support for pupil.
- 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.
- All information gathered in the pupil's first term after arrival should be shared at the next parents' evening.

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.