

# SHIELD ROAD PRIMARY SCHOOL



## Admission Arrangements Policy

<b>Author/Person Responsible</b>	<b>Headteacher/Chair of Governors</b>
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<b>Ratification Group</b>	<b>Full Governing Body</b>
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<b>Previous Amendments/Notes</b>	<b>Review</b>
<b>Related Policies</b>	
<b>Chair of Governor's Signature</b>	<b>Simon Quarrie</b>

# CONTENTS

<b>1 INTRODUCTION.....</b>	<b>2</b>
<b>2 ASSESSMENT, MONITORING AND TRACKING .....</b>	<b>3</b>

## 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 2 years.

## REFERENCE DOCUMENTS

None.

## MAIN DOCUMENT

### 1 INTRODUCTION

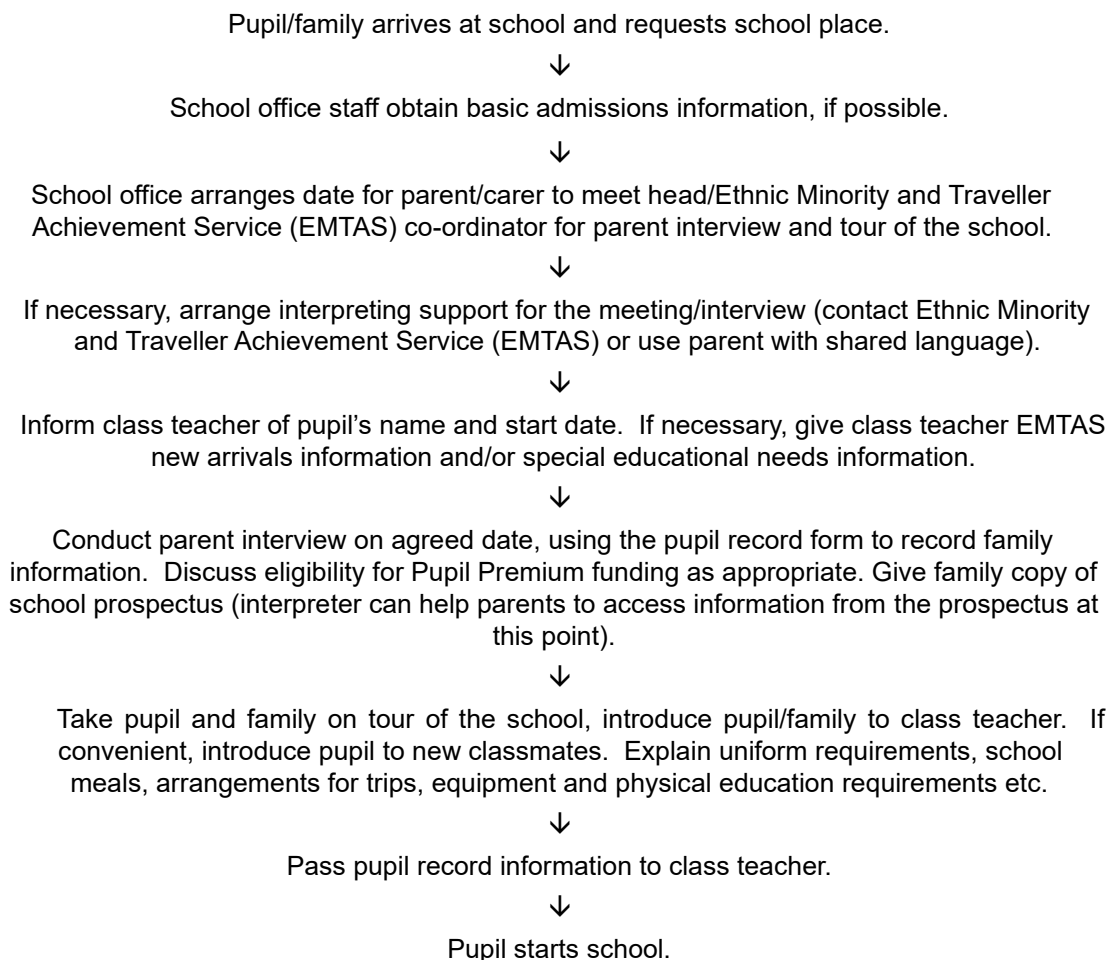
All admissions to school will be decided upon and organised by South Gloucestershire Local Education Authority. Parents must liaise with the local authority who will make the decision whether or not to offer a place at Shield Road Primary School.

If a place is offered at Shield Road 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 Shield Road Primary School will be inducted according to the actions in the flow chart below:

### **New Arrivals Induction Flow Chart**



## **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 current knowledge/skills the child has in relation to the National Curriculum
- 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 (AfL) 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.

- All staff involved with pupil should reach a consensus on pupil's attainment against the National Curriculum.
- 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 books.
- Planning strategies and support for pupil – use a range of evidence, e.g. observable outcomes observations, evidence from books, etc., to plan next steps for pupil progress if appropriate, or ensure pupil has curricular targets in line with peers.
- Summative assessment should ensure that pupil's attainment is assessed in line with year-group expectations. 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 in line with Solihull EAL tracker and National Curriculum expectations may need additional investigation into their individual learning needs, initially through the school SEND and Inclusion Leader and then in consultation with outside agencies.