



Ysgol Iau Penygraig

Pendoylan C/W Primary

**POLICY FOR ASSESSMENT, RECORDING & REPORTING**

**Pendoylan Church in Wales Primary**

**INTRODUCTION**

 Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning.

This policy outlines the aims, strategies and management of assessment at Pendoylan C/W Primary and it is the responsibility of the headteacher and all staff members to ensure that this policy is implemented.

Two distinct types of assessment are present at Pendoylan C/W Primary:

 ASSESSMENT **FOR** LEARNING AND

 ASSESSMENT **OF** LEARNING

These might be defined as

**1. ASSESSMENT FOR LEARNING**

 This is the process which helps to identify the next steps needed to make progress. It takes account of pupils’ strengths as well as weaknesses.

**2. ASSESSMENT OF LEARNING**

 This is a form of summative assessment which is more associated with judgements based on levels, grades and public accountability.

At Pendoylan C/W Primary both types of assessment are considered to be mutually exclusive and are essential for raising standards. Administering these assessment procedures are considered to be professional skills. Tension can arise because of their very different purposes and this needs to be recognised. Assessment of learning describes and labels past learning. This policy therefore seeks to aid the successful implementation of both strategies.

**THE PURPOSE OF ASSESSMENT**

It is our aim at Pendoylan C/W Primary, to ensure that we have good Assessment Practice which will:-

\*raise standards of attainment and behaviour, and improve pupil attitudes and response

\*enable the active involvement of pupils in their own learning by providing effective feedback (and feed forward) which closes the gap between present performances and future standards required.

\*promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement.

\*build on secure teacher knowledge of the diverse linguistic and cultural background of pupil.

\*guide and support the teacher as planner, provider and evaluator.

\*enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn.

\*draw upon as wide a range of evidence as possible using a variety of assessment activities.

\*track pupil progress and in particular identify those pupils at risk of underachievement as well identifying the More Able and Talented pupils who are working above the expected levels.

\*provide information which can be used by teachers and managers as they plan for individual pupils and cohorts.

\*provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress.

\*provide information which can be used by other interested parties.

\*provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

**REVISED PROGRAMMES OF STUDY -ASSESSMENT, RECORDING AND REPORTING**

The WAG document- ‘Curriculum for Wales : Revised Areas of Learning and Programmes of Study’ states-

‘The New Programmes of Study( including LNF) are designed as a continuum of learning to allow practitioners **to assess where a learner currently is and what their next steps should be.** It is not enough for a learner to have demonstrated achievement on a single occasion and for this to be recorded on a tick list. The continuum layout helps practitioners identify individual strengths and areas for future development needs. Learners should be able to practise and demonstrate their skills in a range of contexts before moving on to the next step as well as ensuring that these skills are maintained.’

Pendoylan C/W Primary will address these aims in the following way-

* Consolidate the good practice already established in planning and implementing the LNF & DCF skills across the curriculum.
* Making practitioners fully aware of the ‘Year –on-Year’ expectations of the LNF & DCF Curriculum and having pupils to understand where they are on the continuum and what their next steps for learning will be. This will be approached largely through our range of AFL techniques.
* It will be very important that pupils are given lots of opportunities to practice and revisit these skills in a range of curriculum contexts. Our ‘Building Blocks’ rich task approach will support us in achieving this. Only when a child demonstrates on several occasions that he/she has mastered the skill will this be recorded as completed on our INCERTS tracking tool.
* The school uses the INCERTS on line assessment tool to track pupils along this continuum and to generate reports for parents showing where a pupil is and what their next steps for learning are.
* Use the National Test results in Literacy and Numeracy to diagnose strengths and weaknesses and use findings to plan next steps for individuals and learner groups.
* The main purpose of assessment outcomes will be to inform short, medium and long term planning so that pupils’ individual and corporate needs are being met effectively.
* Assessment identifies learners who may be working above or below expectations for their particular year group and this allows teachers to plan and differentiate accordingly.

‘*Assessment, recording and reporting using the National Literacy and Numeracy framework’* (WAG Document published July 2014), gives us a useful model for a whole school approach to ARR using the LNF-



**ASSESSMENT FOR LEARNING**

**LNF embedded through consistent whole-school AFL Strategies:**

The school would agree with Dylan William, ‘Assessment for Learning: Why, What and How?’

who states that- ‘the biggest impact on student learning is short cycle formative assessment. Basically if you’re not using information to make a difference to your teaching in a day or two then it’s unlikely to make a difference to student achievement.’

For this reason AFL has been given a high profile within the learning cycle at Pendoylan C/W Primary and we have taken on board the following Welsh Government suggestions to track and embed LNF skills through an AFL approach. Progress against the LNF is supported in classrooms by the following practice-



General Aims of assessment for learning

 provide insight into pupils' learning for both pupils and teachers

 promote success for all

 support the target-setting process

 enable continuous reflection on what pupils know and what they need to know next (feedback and feed forward).Pupils themselves take ownership of assessment and value it as an integral part of the learning process. This is particularly important for MAT pupils who are being encouraged to work independently.

 measure what is valued

 promote immediate intervention and link judgements to learning intentions

 raise standards by taking pupils to the 'edges of capability'

Implications for teaching- the teacher will :-

 provide continuous oral and written feedback which identifies strengths and the next step for improvement

 promote pupil involvement in self-assessment as well as provide peer assessment opportunities

 act on insights gained to inform curricular targets

 plan against what children know/can do/understand

 make standards and objectives explicit to pupils

 promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement or MAT pupils working beyond expected levels.

 engage pupils in rich questioning

 build in time for focused observation of teacher-directed and child-initiated activity

Impact on learning and the learner- the pupil will :-

 know what to do to improve

 know what standards are required

 know what has been achieved against known success criteria and what to do next

 gain confidence, motivation and self-esteem as a learner

 improve your own self-evaluation skills

 make progress

Issues for management -managers will :-

 define roles and ensure responsibilities are clear in relation to assessment activities

 make arrangements to monitor the progress of individual pupils and diverse pupil groups

 monitor the quality of teacher assessment, particularly through oral interaction in class

 keep parents/carers informed and involved

 use assessment information to inform the school improvement plan and identify learning and training needs, taking account of diversity and the promotion of race equality

Assessment methods

Observation

Discussion about work in progress

Questioning to prompt new thinking

feedback to

 specify attainment

 identify difficulties

 specify improvement

 construct achievement

 constructing a shared way forward

 identify curricular targets

Pedagogy

Sharing learning intentions

Questioning

Modelling

Scaffolding

Demonstrating

Explaining

Differentiation

Exemplification of standards

Shared criteria for next step

Shared involvement in and construction of activity

Guided tasks

Independent working

Collaborative working and partnership

Rich descriptions of learning

Qualitative recording

Routines for pupil self-evaluation

Evidenced by

Reflection

Drafting

Profiling

Revisiting

Revising

Exploration

Editing

Interaction and collaboration

Talk

Pupils' designing own tasks

Pupils' self-evaluation

Pupils' improved self-esteem

 **ASSESSMENT OF LEARNING**

**Standardised National Testing in Literacy and Numeracy-**

A wide range of relevant assessment information should be used to form an overall picture of a learner’s achievement and attainment, particularly in Literacy and Numeracy. Summative assessment data is a useful tool to contribute to this overall picture of a child’s attainment; to inform as to whether the learner has achieved a particular expectation and whether it is in line with prior attainment. Standardised scores and progress scores from the National Reading and Numeracy Tests will provide useful diagnostic information to allow teachers to identify individual/group needs and to inform future planning. Tracking pupils’ performance using this summative data will be vital in ensuring continued pupil progress, particularly at transition to the next phase of their education.

General Aims of assessment learning

 provide a summary judgement about what has been learned at a specific point in time

 establish national bench marks about what children can do and about school performance (particularly in relation to the LNF)

 show what pupils can do without support

 inform the target setting process

 hold the school to public account

 promote subsequent intervention

Implications of teaching -the teacher will:-

 provide a periodic summary through teacher assessment and tests

 identify gaps in pupils' knowledge and understanding

 identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning

 implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)

 Mark and measure against POS levels/LNF ‘Progression Steps’ expectations

Impact on learning and the learner -the pupil will:-

 be able to gauge own performance in comparison to others and against previous performance

 be able to measure own performance against externally agreed criteria and standards

 have a measure of performance at specific milestones in life

 know what standards and expectations are required

Issues for management –managers will :-

 Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements

 monitor delivered curriculum

 provide, use and analyse data to raise attainment and improve pupil progress. Effective scrutiny of data will feed into the School Cycle of continuous improvement through self-evaluation and target setting.

 involve governors in their accountability role and data analysis

 keep parents/carers informed and involved

 use assessment information to inform the school improvement plan and identify learning and training needs

 monitor the impact of the planned curriculum and compare performance across different subjects

 analyse data to identify groups at risk and to focus intervention on underachieving groups or equally on MAT groups.

Assessment methods

Testing

Explicit test focus

Marking to;

 express approval/disapproval

 Level/ Grade and move learning forward.

Time limited tasks

Closed tasks

Pedagogy:

Preparation and rehearsal

Drilling

Questioning

Practice opportunities

Routine testing

Revision

Test techniques

Timed activities

Independent working

Undifferentiated task

Tiered task/tests

Quantitative recording

Evidence by

Finished product, influencing performances

Pupil's own work, including speaking and listening

(ie assessment of oral competence)

Computerised Tracking System

The school has adopted the SIMS Tracking System as well as INCERTS which allows us to analyse the progress of both individual/ groups of children as well as whole year groups. This is updated each term by the Class Teacher following termly assessments and the reviewing of targets. The class teacher sets a ‘realistic’ and a ‘challenging’ target for each pupil for the end of the year.

Portfolios

The school has had significant training in standardisation and moderation through the LA and have compiled School portfolios in the Core subjects and Welsh second language. Year 6 Pupil Profiles are collated annually in the Core Subjects and Welsh and these are moderated by the Cluster, LA and WAG.

Moderation

Regular moderation takes place in line with our Monitoring Policy Timetable. Children's work is analysed by the headteacher and staff against N.C. POS Level descriptors. This ensures the quality of teacher assessment is maintained.

ALN/SEN and MAT Pupils

Assessment should reflect the school policy on ALN/ SEN and MAT. Any children experiencing difficulty in making progress in line with expectations for their age will be given an I.E.P.Those pupils identified as working two levels above their age will be given an IAP. These will be reviewed 3 times a year alongside parents, to ensure pupils have the small steps needed to make progress. Where children are not making significant progress at school action level, external agencies and testing will then be sought.

Target Setting

The assessment data is analysed by the Headteacher and the Senior Leader Team . Overall percentages are reported to governors, parents and Central South Consortium and WAG annually. End of year targets based on National Curriculum levels, are set by the class teacher for each child in September and reviewed termly. These are entered into the SIMS computerised tracking system by the Class teacher. End of Key Stage target projections and ‘Local Targets’ are discussed with the Challenge Advisor and submitted to the CSC on an annual basis.

Reporting to Parents

Parents are invited to attend a Parents' Evening twice a year, during which staff discuss progress and targets for their child. Parents are encouraged wherever possible to be active participants in the educational process of their child. ALN pupils will also have an extra parents meeting in the Autumn Term with the ALNco and class teacher. This will provide an opportunity to review progress, compile pupils’ personal profiles and set the IEP targets for the term.

 In the Summer Term parents receive a written report on their child's progress during the academic year. This report follows CSC guidelines and will give-

 an analysis of the child's achievement/progress

 highlight further needs of the child.

 Indicate how those needs may be met and any action needed to be taken by both home and school in collaboration.

The parents of year 6 pupils will also receive their child's N.C Teacher assessments and results of the National Reading and Numeracy tests. They are given the opportunity to discuss the contents of the report, at the parents' evening during Summer Term.

In addition, the report will now contain information about the child’s achievement and attainment against the LNF and we will follow the guidelines as laid out by the Welsh Government-



Roles & Responsibilities

Any issues relating to assessment, recording and reporting will involve all members of staff. However the Headteacher and Deputy Head teacher will have specific responsibilities for ensuring that the policy of the school is put into classroom practice. Each class teacher must carry out pupil's assessment and take part in the moderation and tracking process. Teachers have a responsibility for all pupil's within their class.

Monitoring & Reviews

The A.R.R. Co-ordinator( Headteacher) will monitor the effectiveness of the Assessment Policy and will be reviewed with staff and governors at regular intervals.

Assessment Timetable and Strategies

Attached is the current assessment timetable (Appendix 2) which must be adhered to by all staff and current ‘Assessment for Learning Strategies’( Appendix 1.)which have been adopted by the school.



Signed-

Date- Spring 2020

Review Date- Spring 2022

**Appendix 1.** **ASSESSMENT FOR LEARNING STRATEGIES**

**CURRENTLY USED AT PENDOYLAN C/W PRIMAY**

L.O --- Lesson Objective…..Literacy/Numeracy Framework Target

K.W.L. Grids / Thinking Skills Techniques

Rich Tasks /Challenges Chunking the Challenge / Setting Success Criteria

 Debrief / Evaluative tools

 Carousel / e.g. Reflections of quality audience / listener / etc.

 Quality classroom

 Thumb tool --- Quick evaluation tool

Must/ should/ could tool Differentiated activities

More Knowledgeable other Where pupils seek out help from another pupil/ adult who may have more knowledge on the subject.

Thinking Time -- Allowing pupils thinking time before answering

TYP -- Talk to your partner

Peer Assessment -- Editing partners. Using green pen, pupils peer assess against agreed success criteria.

Marking -- 2 Stars and a Wish

Learning Logs -- A reflective journal completed when children have finished a challenge

Think / pair / share -- Given thinking time to share ideas with a partner before responding in class

Traffic Lights -- Self- assessment tool at the end of a lesson for younger pupils

DoJo Points/ Tocyn iaith--- Self- assessment reflection and rewards system.

No Hands up/ Lolly stick responses/ Popcorn responses