

Bryniau Clwyd Federation



Assessment Policy

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The Curriculum for Wales guidelines [Assessment arrangements - Hwb \(gov.wales\)](https://gov.wales/assessment-arrangements)

state that there are three purposes to assessment:

- *Supporting individual learners on an ongoing, day-to day basis*
- *Identifying, capturing, and reflecting on individual learner progress over time*
- *Understanding group progress to reflect on practice*

This policy summarises how the school addresses these requirements.

Assessment and Progression

We use the **Descriptions of Learning** for each **What Matters Statement** to assess and plan for learners' progress.

These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress.

In addition, there are **Principles of Progression** that underpin our planning for learners' progress across the fields over time.

Principles of Progression				
Increasing breadth and depth of knowledge	Deepening understanding of the ideas and disciplines in the Areas	Refinement and growing sophistication in the use and application of skills	Making connections and transferring learning into new contexts	Increasing effectiveness

Progression supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters are:

- √ arranged in 5 progression steps to guide pace
- √ framed from learner's perspective
- √ framed broadly to sustain learning over a series of years
- √ broadly set against ages of 5,8,11,14 and 16

they are not:

- X stand alone tasks or activities
- X assessment criteria

The Curriculum for Wales gives us the opportunity to ensure that learners' progress is the primary purpose of Assessment and not an accountability exercise. To this end, we at The Bryniau Clwyd Federation place a premium on developing a holistic picture of each learner's development, including their well-being, attitudes to learning as well as the development of their skills, knowledge and understanding.

We emphasise the importance of ensuring a shared understanding of progress across the school and cluster and on regular discussions with parents and carers to discuss their child's progress.

The school will fulfil the **Curriculum's Assessment Purposes** as follows:

- 1. Use on entry assessments** - to gain an understanding of pupils' abilities we will collate information from a range of sources during the first six weeks when a pupil starts in the school to construct an initial holistic picture and to identify the social, emotional, health and academic needs from:
 - Previous setting / school
 - Parents
 - Health workers
 - Other agencies as may be appropriate – for example Social Services
 - Classroom observations
 - At Foundation Phase we use Baseline Assessment for children in Reception.
 - From Year 2 upwards we use a range of standardised tests to assess reading, spelling, maths procedural and maths numeracy.
 - These tests are carried out twice a year in November and May. (Teachers do use other diagnostic tests throughout the year such as PM benchmarking for Reading.)
 - We use a pupil questionnaire to monitor wellbeing and attitudes to learning.
- 2. Support individual learners on a daily basis** - formative assessment of consistently high quality in the day-to-day classroom provides learners and practitioners with a clear picture of attainment and next steps.
 - We will ensure ongoing day-to-day assessment to identify the learner's current achievements and plan the direction for their next stages of learning
 - We will provide timely feedback to pupils based on learning outcomes, clear success criteria and effective questioning
 - We will ensure opportunities for self-assessment and peer assessment (including 'learning breaks')
 - We will encourage effective response to feedback from learner and practitioner
 - This includes daily formative assessment of The Four Purposes as they underpin all that we do
- 3. Identifying, capturing and reflecting on individual learner progress over time** - Practitioners are given specific and regular periods to discuss the progress and needs of learners and specific groups of learners through professional dialogue in order to plan for further progress.

Such discussions will also facilitate any transfer and transition between classes and schools. At The Bryniau Clwyd Federation we call these 'Pupil Progress Meetings' and

they take place at the end of each half term. Practitioners discuss progress through the AOLEs and pupils' attitudes to learning.

We will focus on how to move the learning forward and identifying next steps and/or support for the learners. To facilitate the discussions, we can consider examples of school curriculum and classroom planning, examples of learning and teaching activities and learning – both processes and outcomes as well as examples of additional support provided

- 4. Understanding group progress in order to reflect on practice - From the 'pupil progress' discussions-** teachers will collate evidence from learners progress to discuss areas that need further development and the effectiveness of practise. This allows the Headteacher and Governors to provide support and challenge.

Sharing information with parents

Developing effective relationships with parents are essential to our assessment procedures. We will:

- Ensure effective regular and continuous dialogue with parents - sharing pupils work via Seesaw and/or Google Classroom
- Host Parents Evenings in the first and second term – with face to face, online or over the phone - options
- Provided a one-page summary of progress at the end of the year

With parents, we will focus on:

- The progress their child is making
- Their future progression needs (next steps)
- How to support the pupil at home
- Their general welfare in school

Involve the learner in the process

We will ensure that the learners get regular input to the process - for example peer and self-assessment and providing evidence of their progress and ensuring opportunities for self-reflection.