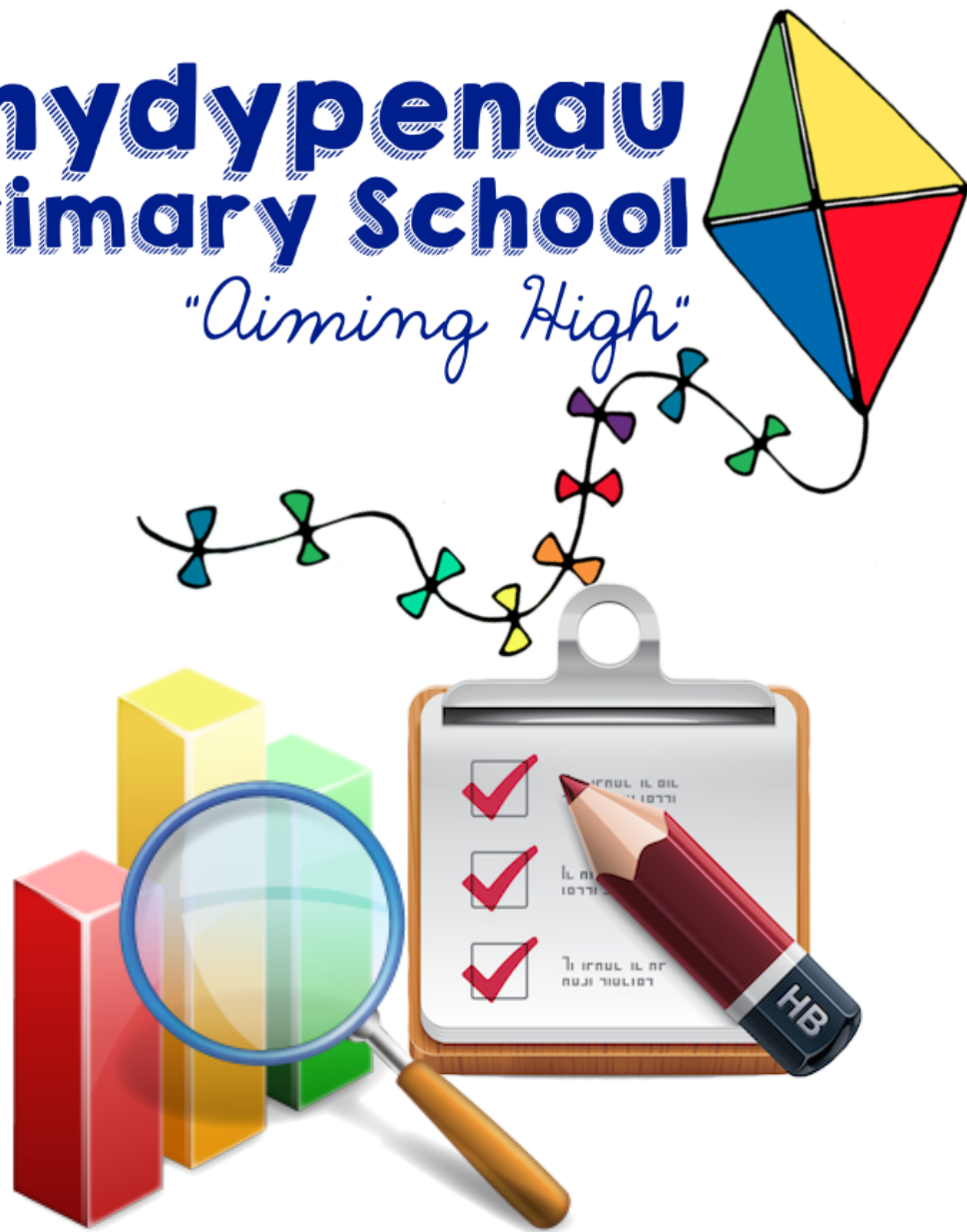


Rhydypenau Primary School

"Aiming High"



Assessment, Recording & Reporting Policy

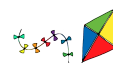


DEVELOPMENT, MONITORING & REVIEW OF THIS POLICY

The Assessment lead is responsible, in liaison with the Headteacher for monitoring the implementation of this policy.

SCHEDULE FOR DEVELOPMENT, MONITORING & REVIEW

This policy was agreed by teachers:	Autumn Term 2014
This policy was agreed and adopted by the Governing Body on:	January 2015
The implementation of this policy will be reviewed by:	The Governing Body
This policy will be reviewed:	Annually
This policy was last reviewed:	Spring Term 2024
This policy is due to be reviewed:	Spring Term 2025
Chair of Governors' Signature:	
Headteacher's Signature:	



Introduction

Teachers at Rhydypenau Primary recognise that assessment is a continuous process, integral to learning and teaching. We recognise that together with recording and reporting, assessment is an important means of gauging and tracking pupils' current needs, abilities and achievements. Assessment is also used to ensure that planning and delivery of lessons are effectively differentiated, challenging and help to move the learning of all pupils forward. Assessment procedures also ensure that relevant information is shared with parents/guardians and that data is passed to the next teacher, so that a child's learning is continuous and progressive across their entire learning journey.

Teachers in Rhydypenau Primary believe that:

- Assessment is intrinsic to curriculum design
- Supports every learner to make progress
- Is integral to learning and teaching and
- Requires effective partnerships among all those involved, including the learner.

“Active engagement between the learner and practitioner on a regular basis is at the heart of supporting learner progression. To be truly effective, all those involved with a learner's journey need to collaborate and work together.”

Welsh Government, Supporting learner progression: Assessment guidance 2020

Assessment plays a fundamental role in ensuring each individual learner is supported and challenged accordingly. It should contribute to developing a holistic picture of the learner - their strengths, the ways in which they learn and their area for development - in order to inform next steps in learning and teaching. Assessment is not used to make one-off judgements on the overall achievement of a learner at a set age or point in time against descriptors or criteria on a 'best-fit' basis.

Assessment has three main roles in the process of enabling learner progression:

- Supporting individual learners on an ongoing, day-to-day basis.
Assessment focuses on identifying each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This is then used, in discussion with the learner, to ascertain the next steps required to move learning forward, including any additional challenge and support required. As such assessment is embedded into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning (Appendix 1).
- Identifying, capturing and reflecting on individual learner progress over time.
Assessment supports practitioners in identifying the progress being made by an individual learner, and to understand the learner's journey over different periods of time and in a variety of ways. This includes developing an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate. Reflecting on a learner's progress over time will enable practitioners to provide feedback and help plan their future learning, including any interventions, additional



support or challenge that may be required. This should include both immediate next steps and longer-term objectives and goals that the learner should work towards to help keep them moving forward in their learning.

- understanding group progress in order to reflect on practice
Assessment enables practitioners and leaders within the school to understand to what extent and in what ways different groups of learners are making appropriate progress. Assessment information is used to identify strengths and areas for improvement in both the curriculum and daily practice, including consideration of how the needs of learners as individuals have been met. This ensures our curriculum, and the learning and teaching, helps raise the achievement of all and, in particular, the achievement and attainment of learners from disadvantaged backgrounds.

Teachers aim to offer each child equal access to assessment opportunities, regardless of ability, race, gender, socio-economic or cultural background, in accordance with the school's equality policy for providing a broad and balanced education to all children. Our assessments, as with all planned activities, take account of the targets set for individual children who have IDP's (Individual Development Plans) and OPPs (One Page Profiles) as well as any plans from external agencies. All staff make balanced judgements of pupil attainment. The school is committed to racial equality, celebrating diversity and demonstrating respect for people of all cultural backgrounds.

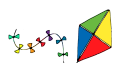
At Rhydypenau Primary School, we are committed to fostering an environment that values and upholds the rights of every child. We are proud to introduce a rights-respecting approach into our policies, recognising the inherent dignity and worth of each learner, Rhydypenau Primary School aims to align our practices with the principles of the United Nations Convention on the Rights of the Child (UNCRC) to nurture their strong sense of belonging, and instil a deep understanding of the rights and responsibilities to all stakeholders.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Types of assessment and their purpose

- **Assessment of Learning (summative assessment)** - any assessment which summarises where pupils are at a given point in time. It provides a snapshot of what has been learned (in terms of both attainment and achievement) e.g. Welsh Government personalised tests.
- **Assessment for Learning/Assessment in Learning (formative assessment)** - Assessment in Learning (AiL) is an important strategy that is embedded within the learning and teaching in the classroom. It involves both the teacher and pupils, through discussion, listening and analysis of work. AfL is a vital tool



used in unlocking pupil's understanding of their own learning and helps them to track their progress. It also provides them with the essential tools to identify how they can set themselves targets to achieve higher standards and become active, lifelong learners.

In Rhydypenau, this consists of 4 main elements:

1. Sharing the learning experience and success criteria where appropriate
2. Effective Questioning
3. Effective Feedback and Marking
4. Self and Peer Assessment

Sharing Learning Experiences and Success Criteria

At Rhydypenau Primary, the learning experiences are shared with pupils at the start of lessons and relate to the New Curriculum for Wales. Pupils write these learning experiences into their books (or a sticker is used in the Foundation Phase) so that pupils can refer back to it when reflecting upon their learning. At Rhydypenau we share/set the success criteria (SC) with the children so that they are empowered and can be involved in their own performance and learning.

Effective Success Criteria:

- ✓ are linked to the learning experience;
- ✓ are specific to an activity;
- ✓ are discussed and agreed with pupils prior to undertaking the activity;
- ✓ provide a scaffold and focus for pupils while engaged in the activity; and
- ✓ are used as the basis for feedback and peer-/self-assessment.

Children respond to the SC in different ways depending on the task, subject, their age or ability. Success Criteria are currently used in the following Areas of Learning and Experience:

- LLC
- Humanities
- Science and Technology

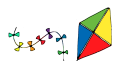
Effective Questioning

The staff at Rhydypenau use a wide variety of effective questioning tools and techniques to assess what pupils know, understand and can do, in order to challenge their thinking and move their learning forward. Effective questioning also helps to identify specific misconceptions that individuals or groups of learners may have, so that teaching can be suitably differentiated and more effectively targeted. Pupils are actively encouraged to ask effective questions to help deepen their own thinking and learning. Pupils use tools such as Bloom's Taxonomy and the Q Matrix to support their questioning.

Effective Feedback and Marking

(Refer to Marking and Presentation Policy)

At Rhydypenau we believe that feedback to pupils is vital and we recognise the immense impact feedback has on pupils' self-esteem, motivation, understanding and progression within their learning journey. We have an agreed policy for marking that helps to ensure consistency. Pupils are given verbal feedback whenever possible, as this enables immediate improvements



to be made and misconceptions to be corrected. In addition to this, written feedback is given, where appropriate. Teacher comments are related to the learning experience/success criteria, identifying strengths and areas to work on next time.

“The first fundamental principle of effective classroom feedback is that it should be more work for the recipient than the donor.”

Dylan Williams

With this in mind, time is dedicated for pupils to review their feedback and to act upon what has been discussed or identified. In Rhydypenau Primary School this is referred to as D.I.R.T. , where pupils are able to respond to the challenge given through feedback.

- **D**irected
- **I**mprovement
- **R**eflection
- **T**ime

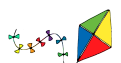
Please refer to our Marking Policy for full and detailed information.

Self and Peer Assessment

At Rhydypenau, self-assessment involves pupils evaluating how successful their learning is. They are encouraged to use the learning experience/or success criteria for the lesson to help make this judgement. They may be asked to set themselves targets for their next piece of work, usually using the phrase ‘next time’. Peer assessment also refers to the learning experience and success criteria and involves pupils giving each other valuable feedback, so they learn from and support each other. At Rhydypenau we feel this adds a valuable dimension to learning; giving them the opportunity to talk, discuss, explain and challenge each other to build on their individual achievements. Written self and peer marking at Rhydypenau are undertaken in green pen. We also use DIRT (Dedicated Improvement and Reflection Time). This is properly trained peer assessment or self-assessment where students measure their progress against the original objective in mini plenaries and think about how they have learned – what worked and what didn’t. They spend time on improving their work, amending it and responding to feedback.

These methods of assessment may be used to:

- ⇒ Provide information to support progression in learning and improve the quality of curricular provision
- ⇒ Provide information for target setting at school, subject and individual level
- ⇒ Share learning goals with children and help them recognise the standards they are aiming for
- ⇒ Raise standards of learning
- ⇒ Track the progress of individual and groups of learners
- ⇒ Identify children who would benefit from intervention
- ⇒ Involve all children with self and peer assessment
- ⇒ Inform parents, governors and other interested parties of children’s progress
- ⇒ Complete a critical self evaluation of the school



PLANNING FOR ASSESSMENT

Current assessment procedures - Appendix 2

Assessment is an intrinsic part of curriculum design and is integral to ensuring all learners are supported to make the appropriate progress along the learning continuum.

Assessment arrangements in Rhydypenau Primary are designed, planned and delivered in accordance with :

- Statutory requirements
(<https://hwb.gov.wales/curriculum-for-wales/summary-of-proposed-legislation>)
- Statutory guidance including the key principles of assessment
- School design
- Individual learner need

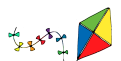
At Rhydypenau Primary we use:

- ⇒ Long term plans
- ⇒ Medium term plans
- ⇒ Short term fortnightly plans
- ⇒ Teachers ensure tasks are appropriate to each child's level of ability and lesson plans make clear the expected experience.
- ⇒ Progress meetings are carried out half termly to ensure all pupils are making appropriate progress towards targets.
- ⇒ Personalised assessments are undertaken in-line with LA guidelines and the Welsh Government.

Individual Pupil Tracking

We have a well established and robust pupil tracking system which tracks children's progress across a variety of assessments for each learner in our school, from Nursery to Year 6. The Excel based individual pupil tracker includes data from;

- ⇒ Wellcomm (Nursery)
- ⇒ Baseline Testing (Nursery & Reception)
- ⇒ Language Links Standardised Scores
- ⇒ Non Verbal /Cognitive Abilities
- ⇒ Single Word Spelling Test
- ⇒ PASS (social and emotional wellbeing)
- ⇒ Standardised scores of all three Online Personal Assessments results for Reading, Maths Procedural and Mathematical Reasoning (From Year 2 onwards), twice a year
- ⇒ Attendance Data
- ⇒ Progression through the school curriculum using success criteria in LLC, Humanities, Science & Tech
- ⇒ White Rose assessments for Maths and Numeracy concepts as well as teacher assessment



In addition to this, we also identify vulnerable groups e.g. children identified as Free School Meal (FSM), English as an Additional Language (EAL) and Additional Learning Needs (ALN). Furthermore the pupil individual tracker will identify any interventions that a pupil is receiving.

Teachers are expected to update the tracker at least termly. The assessment lead will analyse this data termly and compare against school expectations.

Pupil progress meetings are held termly, where teaching staff meet with school leaders to review progress and standards and to identify what can be done to support learners who are not making the expected progress. Pupils who are identified as under achieving may receive an appropriate intervention as a result. Current interventions include:

- Wellcomm
- Language Links
- Speech Links
- CLIP (Reading and Writing)
- Mini Rainbows
- Rainbow Reading
- Rapid Reading
- POPAT
- Sound Discovery
- Handwriting Motorway
- Rapid Maths
- Drawing & Talking Therapy
- ELSA
- Lego Therapy
- Thrive
- SMARTMOVES

Consistency and moderation

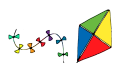
At Rhydypenau Primary we develop a shared understanding of progression through professional learning and conversations within and across schools. We provide practitioners with the opportunity to share and reflect on the impact of our school curriculum, their experiences of the learning process and of supporting all learners to make progress.

Moderation is carried out both in school and across the cluster to ensure consistency and progression of expectations. Monitoring of skills taught and standards is completed by the senior leadership team. AOLE teams monitor coverage of skills within their area and the application of cross curricular responsibilities.

We recognise that moderation is essential to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Rhydypenau Primary we:

- ⇒ Collaborate with colleagues
- ⇒ Moderate samples of work within and across age phases, as part of our INSET programme



- ⇒ Moderate work through planning and book scrutiny - feeding findings back to members of staff
- ⇒ Collate evidence to reinforce teacher assessments
- ⇒ Year group partners moderate each other's marking.

Reporting

At Rhydypenau Primary, we believe that effective and regular communication with parents/carers is key to fostering positive relationships and helps to engage parents/carers in purposeful conversations that help them to understand how they can support learning.

Reporting to parents/carers provides the opportunity for communication about their child's progress and future targets. Teachers also aim to ensure that end of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self esteem, whilst offering an accurate view of the child's progress and attainment.

At Rhydypenau Primary we:

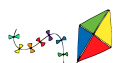
- Offer 3 parent consultations, so that parents can see their child's work and discuss how well their child has settled, their child's progress and any comments made in their report.
- Prepare an end of year written report which gives information relating to progress. This report also identifies target areas for the next school year. The formal report will include comments regarding the learners overall wellbeing, their progress in learning across the breadth of the curriculum, the next steps required to support their progression and their attendance. Provision will be made for parental feedback.
- Provide parents/carers with details to access the results of statutory assessments.
- Discuss pupil progress at the request of a parent/carer, by appointment.
- Encourage parents to contact the school if they have any concerns about any aspects of their child's education.
- Provide parents/carers with a curriculum map each term, which identifies the main areas of study
- Provide parent engagement sessions to help inform them about key areas of the curriculum, including assessment.

TRANSITION

At Rhydypenau Primary school, the learner is at the centre of the transition process to ensure they are supported along the learning continuum. The well-being of all learners is an important and integral part of the transition process. The understanding of each learner gained from assessment is essential in supporting this process.

The information shared will focus on:

- The overall needs and wellbeing of the learner
- A clear, holistic picture of the learner's progression across the school curriculum
- A history of any additional challenge or support provided



Learners will provide insight into:

- What motivates them
- Their preferences
- How they best learn
- Any barriers there may be to their learning
- Their strengths and areas for development
- Suggested next potential steps

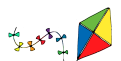
Roles and Responsibilities

Teachers should:

- ⇒ Evaluate pupils' learning to identify those pupils with particular needs, including those who are more able, so that any issues can be addressed in subsequent lessons.
- ⇒ Adjust planning to meet the needs of the pupils, differentiating experiences where appropriate,
- ⇒ Ensure pupils understand the learning experience and encourage them to evaluate their progress so that they understand the next steps they need to take.
- ⇒ Update the progress trackers termly.
- ⇒ Set individual/group targets on a regular basis and discuss these with the pupils so that they are involved in the process.
- ⇒ Regularly share these targets with parents to include them in supporting their child's learning,
- ⇒ Encourage pupils to evaluate their own work.
- ⇒ Mark work with comments, which are constructive/informative.
- ⇒ Incorporate both formative and summative assessment opportunities in medium and short term planning.
- ⇒ Pass on progress and assessment data to the next class teacher, in the agreed format, so that children can be tracked as they progress through the school.
- ⇒ Provide verbal and written feedback to pupils related to the learning experiences..
- ⇒ Allow dedicated reflection and improvement time sessions for the children to consider any comments written on their work and make amendments.

Pupils should:

- ⇒ Be involved in and accept some responsibility for their own learning.
- ⇒ Know what they are learning, why they are learning it and how they will be expected to do the learning.
- ⇒ Be able to explain what they are learning and visualise a successful outcome or conclusion.
- ⇒ Identify aspects of their work that they find easy or difficult.
- ⇒ Use feedback from a teacher or a peer to make improvements in their own work.
- ⇒ Use success criteria to identify successes and next steps in their own work and that of their peers.
- ⇒ Think, learn and talk about how they learn and what helps them to learn.



- ⇒ Ask and answer questions about what they are learning from teachers, other pupils and themselves.
- ⇒ Be able to discuss their personal targets and the progress they are making.

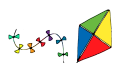
The Assessment Coordinator should:

- ⇒ Work with the Headteacher and teachers to formulate the school's assessment policy.
- ⇒ Monitor the implementation of the policy.
- ⇒ Review the policy regularly in the light of statutory requirements and the needs of the school.
- ⇒ Provide support and guidance with assessment and keep up to date with current information.
- ⇒ Ensure that appropriate resources are available to support teachers in assessment.
- ⇒ Analyse results, to identify attainment and progress made by pupils and for groups of pupils.
- ⇒ Liaise with the Headteacher, teachers and ALNco, to highlight pupils who have made little or no progress or who are working either above or below expectations.

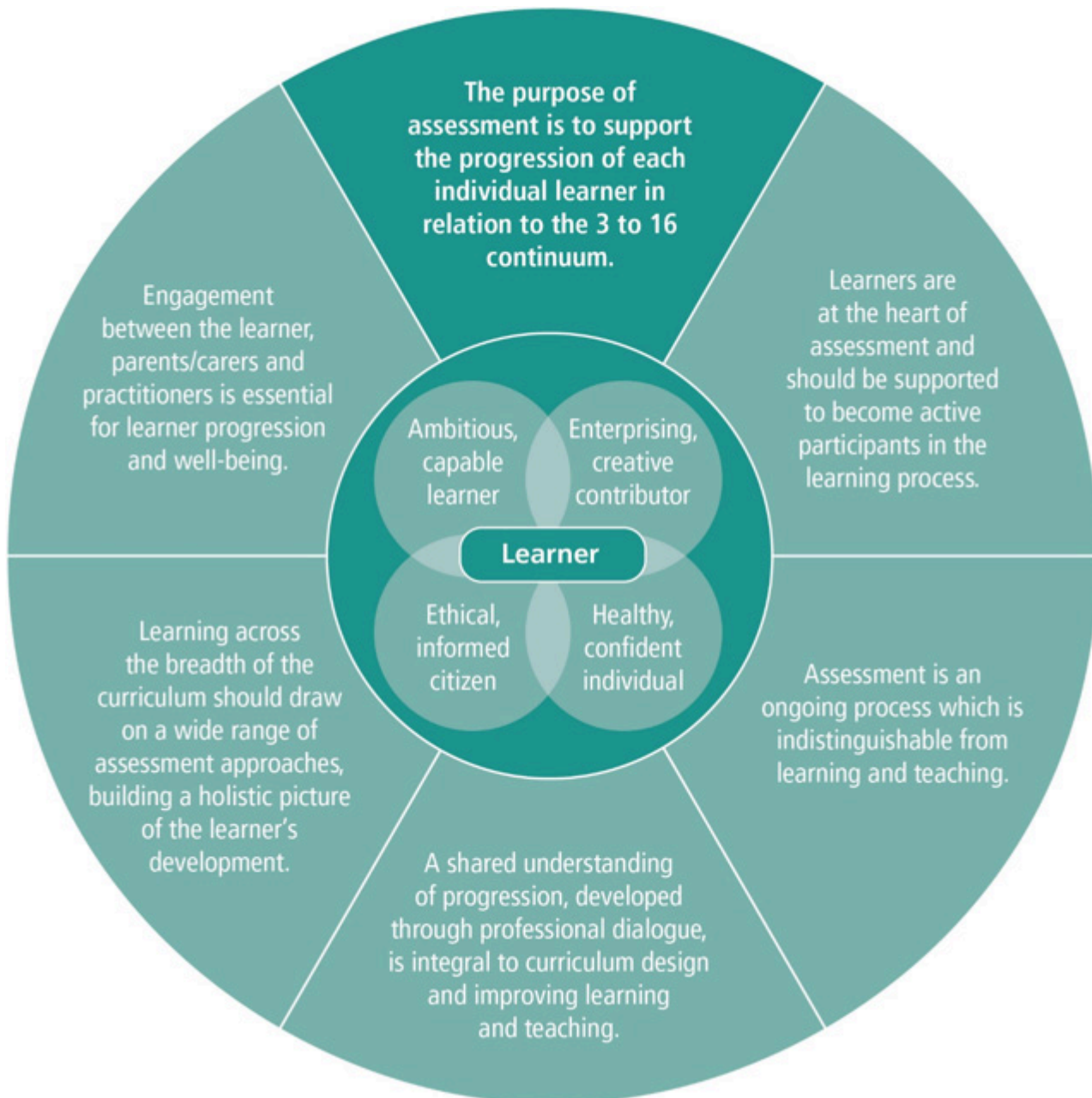
The Headteacher should:

- ⇒ Liaise with governors, the assessment lead and teachers to agree an appropriate policy for assessment.
- ⇒ Support the assessment coordinator in monitoring the implementation of the policy for assessment.
- ⇒ Liaise with teachers and ALNco, to highlight pupils who:
 - have made little or no progress.
 - are working below expectations.
 - exceed expectations and who should be placed on the more able register.

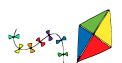
The Governors should consider, agree and adopt the policy as appropriate.



APPENDIX 1



Assessment in the new curriculum should be seen as assessment IN learning and it should be seen as indistinguishable from the learning process.



APPENDIX 2

Assessment Arrangements 2023-24

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wellcomm	Oct/Nov							
Baseline	Sept	Sept						
Language Links		Sept/Oct	Sept	Sept		Sept		
GL Non Verbal Paper		Oct	Sept	Sept				
GL CAT 4					Sept	Sept	Sept	Sept
PASS				Nov	Sept	Sept	Sept	Sept
PM Benchmark Bookband		Half termly	Half termly	Half termly	Half termly	Half termly		
SWST			Sept & July	July	July	July	July	July
Personalised Assessments:								
Reading				Sept & May	Sept & May	Sept & May	Sept & May	Sept & May
Procedural				Sept & May	Sept & May	Sept & May	Sept & May	Sept & May
Reasoning				Sept & May	Sept & May	Sept & May	Sept & May	Sept & May
Assessment in Learning:								
Success Criteria - writing								
Success Criteria - reading								
Success Criteria - Oracy								
Success Criteria - Welsh								
Success Criteria - Humanities								
Success Criteria - Science & Technology								
Feedback & Marking								
Self assessment								
Peer assessment								
Observations								
DIRT								



