



“Together we can make learning fun”

Assessment policy

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and learners' progress expressed and monitored. This should be done in partnership with the learners.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning;
- recognise the achievements of learners;
- guide future planning, teaching and curriculum development;
- inform parents/carers and the wider community of learners' achievements;
- provide information to ensure continuity when the learner changes school or year group;
- comply with statutory requirements.

Types of assessment

Assessment for learning (formative):

This is the on-going assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessment have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teachers' own record books, or the children's own books.

Literacy and Numeracy

Assessment of learning (summative):

This occurs at defined periods of the academic year such as at the end of a unit of work. Summative tests help teachers in making end of key stage 'best fit' assessments and are also of use in determining the overall subject level for learners' record cards.

Diagnostic: All assessments can provide diagnostic evidence; however, certain assessment tools can be particularly useful in providing more detailed data e.g. miscue analysis, etc. Further information can be obtained from the school's SENCO.

National Reading and Numeracy Assessment tests provide diagnostic material and teachers may access this through the Learning Wales website.

Assessment in the Foundation Phase

On entry to the school learners will be assessed. Results are used to inform planning, set targets and aid early identification of special needs. Learners will be assessed each half term to ensure that the next steps in learning are appropriately planned in order to help them make progress.

Records and record keeping

Teachers use records to review learners' progress, set appropriate targets for the future and to form the basis of reports. Records are kept in many ways.

These include:

- Teachers' plans;
- Children's work;
- Teachers' notes e.g. significant outcomes;
- Teachers' mark books;
- Assessment results in the school's Assessment system; - Tracking and INCERT's
- Baseline data;
- Portfolios;
- Intervention screening programme e.g. CLIC

In order to summarise all evidence of achievement, we keep a record of each learner's attainment in the national curriculum subjects as well as records of attainment in the National Reading and Numeracy tests.

The school presently uses an adaptation of the CDAP as its 'on-entry' assessment. This will be in place until a revised national assessment model is available.

The school uses INCERTS to record and track pupils' achievement in all areas of the curriculum.

This is completed by the teacher every half term for core subjects and end of term for all other subjects. This transfers with the learner to the next class, or moves with them to the next phase of their education.

Standardisation/moderation

The process of moderation is an essential part of the assessment system. This includes the moderation of literacy and numeracy. Meetings are held with cluster colleagues in the summer term to moderate assessments for end of FP outcomes and end of KS2 levels.

School undertakes internal, cross-phase assessment moderation in the summer term also.

Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- with colleagues in school;
- with colleagues from other schools within the cluster;
- by attending consortium sessions to ensure our judgements are in line with other schools;
- by using exemplification materials. School portfolios of moderated work will be kept by core subject curriculum leaders.

Reporting

Reports promote and provide:

- Good home/school relationships;
- Information for parents/carers;
- An opportunity for discussion with parents/carers;
- In some cases, information with outside agencies;
- Targets for the learners.

A written report for each learner is given to parents/carers, once a year, at the end of the summer term. Reports outline a learner's progress in the core and foundation subjects of the national curriculum. The teacher will make a comment on the attainment of the learner in terms of national age-related expectations in the core subjects. The learner's strengths and areas for development of literacy and numeracy are also suggested.

For learners at the end of the Foundation Phase and Key Stage 2, additional information including details of the Foundation Phase Outcomes and national curriculum levels will also be provided.

Parents/carers are invited to attend parent/carer evenings with the teacher during the autumn, spring and summer terms. Parents are given information on their child's progress in literacy and numeracy and their scores achieved in the

national testing are discussed and explained. A narrative report is also given on the child's progress against the expected outcomes for their year group (LNF) and targets for the child's 'next step' in learning is shared.

Should the need arise; parents/carers are welcome to discuss the progress of their child with the teacher or head teacher at other times.

Target setting and reviewing progress

Target setting fits into the annual cycle of school review, planning and action. Specific developments in target setting are found in the annual School Development Plan.

The role of the school assessment coordinator

The Headteacher has the responsibility for the development of the assessment, recording and reporting procedures in school.

The coordinator's responsibilities include:

- contributing to the SDP through work with the senior management team;
- leading school development in assessment, recording and reporting (ARR) procedures;
- liaising with subject and the literacy and numeracy coordinators within the school;
- liaising with other assessment coordinators within the cluster;
- attending and leading INSET where appropriate;
- keeping governors informed.

Monitoring and evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.

Assessment framework

Nursery & Reception

CDAP on entry

Teacher assessment

Foundation Year 1; Year 2

Foundation phase assessment against areas of learning

Teacher assessment

SFA assessments every 8 weeks

Clic/Beat That weekly assessments

Numeracy Screening end of every term.
National Literacy and Numeracy Tests
LNF Rich Task assessments - 1 Literacy & 1 Numeracy per term

Year 3; Year 4; Year 5

Teacher assessment
National Literacy and Numeracy Tests
Clic/Beat That weekly assessments
Numeracy Screening end of every term.
National Literacy and Numeracy Tests
LNF Rich Task assessments - 1 Literacy & 1 Numeracy per term
LNF Rich Task assessments

Year 6

KS 2 assessment of core subjects (English/Welsh, Mathematics and Science)
Teacher assessment
Literacy and Numeracy Tests
Diagnostic Reading Programme (ALN provision)
Diagnostic Spelling Test (ALN provision)
National Reading and Numeracy Tests
Clic/Beat That weekly assessments
Numeracy Screening end of every term.
National Literacy and Numeracy Tests
LNF Rich Task assessments - 1 Literacy & 1 Numeracy per term

Ongoing teacher assessments