

# Llwydcoed Primary School

## Assessment Policy November 2023



Growing, Striving,  
Achieving and Believing

## Philosophy

At Llwydcoed Primary School the purpose of assessment is to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly.

Assessment is intrinsic to our curriculum design and its overarching purpose within the curriculum is to support every learner to make progress. It is integral to learning and teaching and includes effective partnerships among all those involved, including the learner.

Assessment plays a fundamental role in ensuring each individual learner is supported and challenged accordingly. At Llwydcoed Primary School it contributes to developing a holistic picture of the learner - their strengths, the ways in which they learn, and their areas for development, in order to inform next steps in learning and teaching.

## Aims

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

- supporting individual learners on an ongoing, day-to-day basis
- identifying, capturing and reflecting on individual learner progress over time
- understanding group progress in order to reflect on practice

## Guidelines

### Supporting individual learners on an ongoing, day-to-day basis

At Llwydcoed Primary School we focus on identifying each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding, in discussion with the learner is used to ascertain the next steps required to move learning forward, including any additional challenge and support required. This has been achieved by embedding assessment into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning.

Assessments at our school takes place on a lesson by lesson basis. The school makes effective use of verbal assessment. Notes can be recorded on weekly planning grids, in the children's books or in their own notebooks, forming part of the teacher's evaluation. To inform their assessment, teachers:

- use questions to check understanding at the beginning of lessons, e.g. "Think of three things you can remember from our last lesson about....."
- make explicit to pupils the purposes of the lesson, e.g. "By the end of the lesson you will be able to....."
- use different types of questioning, enabling pupils to self-assess.
- use a range of closed and open questions.
- provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class using appropriate technical vocabulary.
- use the plenary to check understanding and reinforce learning.

- provide opportunities for pupils to review their achievements.
- mark/respond to pupils' work including points for improvement, 'Tickled Pink and Growing Green', 'Two stars and a wish' statements and annotation for other adults such as teachers, parents and carers on the pupils' work.

### Assessment for Learning

**Assessment for Learning** should be a fundamental part of any 'good' lesson and be seen to be having a positive impact on the pupils' learning. Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. At Llwydcoed Primary School, pupils are fully involved in this process to ensure that they have ownership of their learning. At the heart of AfL must be high standards of **learning and teaching**. High quality AfL is reliant on the quality of interactions between pupils and teachers, and between pupils themselves, which enable pupils to develop as independent learners who enjoy learning, work well with others and make good progress.

Assessment for Learning strategies include:

- Shared learning objectives, "Focus"
- Use of shared success criteria
- Self-assessment, "I can..."
- Peer-assessment
- Checklists
- Talking partners
- Traffic lights
- Thumbs up, thumbs down
- Peer and self-marking
- Pupils identifying their own next steps
- Paired or group work (collaborative)
- Feedforward marking with tickled pink and growing green
- Growing green and target time with targets at the front of books
- Tickle me pink tasks
- 2 stars and a wish
- Understanding integral skills using skills seekers
- Understanding learning styles using learning style detectives
- Word Wave
- Popcorn
- Fist of five
- Random reporter

This list is by no-means exhaustive, but again, all use of AfL must be seen to be having an impact on the pupil's learning. These strategies allow the practitioner to respond to the individual needs of the full range of learners within their classroom on an ongoing basis.

### Identifying, capturing and reflecting on individual learner progress over time

At Llwydcoed Primary School we carry out a Baseline Assessment of all Nursery and Reception age pupils when they first start school. This assessment will provide information that can be used to inform target setting for individuals, groups and classes as they progress through the school.

Assessment supports practitioners in identifying the progress being made by an individual learner. We record this, where appropriate, to understand the learner's journey over different periods of time and in a variety of ways. Formal assessments take place at the end of every term. Children are assessed regularly against the LNF (Literacy and Numeracy Framework). Children are also assessed in all AoLE Areas and individual progress in line with progression steps is updated on Taith 360 each term.

Pupils are also assessed for reading age, spelling age and a range of other areas. Trackers are in place for these and termly pupil progress meetings take place.

Our pupils in Years 2 - 6 sit the **National Tests** in Reading, Reasoning and Numeracy during May.

Assessment also includes developing an understanding of how a learner has learned, as well as what they have learned and if they are able to demonstrate. Reflecting on a learner's progress over time enables practitioners to provide feedback and help plan their future learning, including any interventions, additional support or challenge that may be required. At Llwydcoed Primary we use a range of assessment methods to capture progress. The outcomes of these assessments are used in termly pupil progress meetings to generate 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. Any appropriate intervention is also suggested at these meetings.

### Understanding group progress in order to reflect on practice

At Llwydcoed Primary School our assessment also enables practitioners and leaders within the schools 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 important focus is a means for our school to ensure the curriculum, and the learning and teaching, helps raise the achievement of all and, in particular, the achievement and attainment of learners from disadvantaged backgrounds. This understanding also contributes to processes of self-evaluation and continuous improvement.

### What is progression?

Progression in learning is a process of developing and improving in skills, knowledge and understanding over time. This focuses on understanding what it means to make progress in a given area or discipline as learners increase the depth, breadth and sophistication of their

knowledge and understanding, skills and capacities, and attributes and dispositions. As they do so, they will make links across their learning and apply this in new and challenging contexts. This is key to enabling them to work towards realising the four purposes, as they progress through the school and into different pathways beyond our school.

Supporting learners to make progress fundamentally drives our curriculum. Progression is reflected in the principles of progression, the statements of what matters, and the descriptions of learning for each of these statements.

### **Having a 'shared understanding of progression'?**

Developing a shared understanding of progression means that practitioners, within our school and across their cluster together explore, discuss and understand:

- Our joint expectations for how learners should progress and how knowledge, skills and experiences should contribute to this in schools' and settings' curricula (drawing on the principles of progression for the curriculum as a whole and for each individual area, statements of what matters and descriptions of learning).
- How we ensure coherent progression for learners throughout their learning journey and in particular at points of transition (for example, across and between primary and secondary school; across and between settings and primary schools and from year to year within a school)
- How our expectations for progression compare to those of other schools and settings, to ensure coherence and equity across the education system and a sufficient pace and challenge in their approach to progression in their curriculum and assessment arrangements.

### **A shared understanding of progression at cluster level**

Practitioners within our cluster are working together to understanding the progress they want learners to make throughout their education, and how to put this into practice in a coherent way across their school and cluster.

This shared understanding of what our cluster calls 'Non Negotiables' provides coherence between the primary schools that feed into both Aberdare Community School and St Johns. By developing a shared understanding of progression at a school setting or cluster level it helps ensure learners' experiences are fluid, authentic and relevant. This also helps identify how to sequence learning effectively and ensures that learners make continuous progress over time. A shared understanding across a cluster ensures the best possible transitions within and between primary and secondary school settings for learners. Schools will understand what has been taught as well as how pupils have been learning and what their next steps in learning should be to support their education and well-being. The process of developing a shared understanding enables practitioners and schools within our cluster to explore whether their expectations for learners are sufficiently challenging and realistic and whether any support is required by individuals, further supporting equity for all learners.

### **How Aberdare Cluster have developed a shared understanding of progression**

Ongoing professional dialogue is central to building and maintaining this shared understanding of progression.



This professional dialogue is important to:

- Provide ongoing opportunities for practitioners to reflect on their understanding of progression and how it is articulated in their curriculum, thus feeding into their curriculum and assessment design, planning and self-evaluation and improvement processes.
- Provide ongoing opportunities for practitioners to compare their thinking, providing a level of consistency of expectation while retaining local flexibility.
- Strengthen understanding of approaches and practice between schools and settings.

Our school ensures that the outcomes of the professional dialogue with other schools and settings are shared. This dialogue is fed into discussions within Llwydcoed Primary school to positively impact planning, learning and teaching. The insight and understanding gained as a result of this professional dialogue informs our schools self-evaluation process, helping define future priorities for leadership, curriculum design, planning, learning and teaching.

### **How Llwydcoed Primary School has developed a shared understanding of progression**

To support the development of a shared understanding of progression Llwydcoed Primary School has:

- Arranged termly pupil progress meetings to enable all of those involved in teaching and learning to participate in professional dialogue around progression. This is to ensure progression is coherent over the course of each learner's journey and to allow reflection on the pace and challenge.
- Put arrangements in place to facilitate cluster-wide discussions and collaboration on progression - to discuss and share approaches. This is to ensure progression is sufficiently coherent along the 3 to 16 learning continuum to enable future transitions, and again to reflect on the pace and challenge of progression.

### **Transition planning for Year 6 learners**

Moving from primary to secondary school is a key milestone in a learner's journey and being properly supported to make this transition is important for all learners. Equally, continuity of learning to support progression for learners is crucial at this stage in a learner's journey.

We work closely with the Headteachers and governing bodies of our secondary feeder schools to plan to support learner progression, with a focus on effective communication between practitioners, learners and their parents and carers.

Information shared as part of the transition process focuses on the overall needs and well-being of the learner. A clear, holistic picture of the learner's progression across the school curriculum is also provided. This is to support their journey along the continuum of learning as well as provide a history of any additional challenge or support.

### **Monitoring and evaluation**

The assessment co-ordinator / Headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

Any implications relating to issues for the whole school will be considered for inclusion in the School Improvement Plan.

### **Assessment - who is it for?**

#### **Teachers will know:**

- Where the pupils are starting from;
- Whether or not the class have learned what was planned overall;
- Which pupils are not making expected progress;
- Whether or not pupils are making sufficient progress against progression steps;
- How well pupils are applying their skills, knowledge and understanding across the curriculum;
- Which pupils need more help and in which areas;
- Which pupils need extension work;
- Whether or not their planning for activities, resources and staffing is well targeted;
- How they can do it better next time.

#### **The Headteacher, other teachers and subject leaders will know:**

- Are the pupils making progress?
- Are there any major problems?
- Is pupils' progress in line with the school's targets?
- How does the children within the school compare with other children across Wales?
- What aspects of the curriculum and teaching need to be strengthened?

#### **The parents/carers will know:**

- Is my child making good progress?
- Are there any major problems?
- How is my child doing compared with national standards?
- What can I do to help?

#### **The LA/WG will know:**

- How is the school progressing against their targets?
- What is the impact of the School Improvement Plan?
- What is the attainment, in terms of progression for each child?

## **Marking**

Marking will be used to inform planning and therefore will be a continuous assessment. The marking will adhere to the Marking, Presentation and Handwriting Policy.

### **An overview of the assessment timetable:**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Foundation Phase Profile</b>	Nursery, Reception and Year 1 complete Foundation Phase Baseline	Nursery and Reception Foundation Phase Profile updated	Nursery and Reception Foundation Phase Profile updated
<b>Mathematics and Numeracy</b>	TA of progression recorded on Taith 360  CLIC tests  Learn Its tests  Reasoning Tests  MALT Hodder Maths test	TA of progression recorded on Taith 360  CLIC tests  Learn Its tests  Reasoning Tests  MALT Hodder Maths test	TA of progression recorded on Taith 360  CLIC tests  Learn Its tests  MALT Hodder Maths test  National Tests for procedural and reasoning
<b>Language Literacy and Communication (Literacy)</b>	Phonics Assessments  TA of progression recorded on Taith 360  SWST  Salford Reading test  National Reading Tests  Criterion Scale writing assessment	Phonics Assessments  TA of progression recorded on Taith 360  SWST  Salford Reading test  National Reading Tests  Criterion Scale writing assessment	Phonics Assessments  TA of progression recorded on Taith 360  SWST  Salford Reading test  National Reading Tests  Criterion Scale writing assessment



<b>Science and Technology</b> <b>Humanities</b> <b>Expressive Arts</b> <b>DCF</b> <b>LNF</b>	TA of progression recorded on Taith 360	TA of progression recorded on Taith 360	TA of progression recorded on Taith 360
<b>Health and Wellbeing</b>	PERMA (all) TA of progression recorded on Taith 360	PERMA (targeted pupils and ALN) TA of progression recorded on Taith 360	PERMA (targeted pupils and ALN) TA of progression recorded on Taith 360
<b>Language Literacy and Communication (Welsh)</b>	TA of progression recorded on Taith 360 Welsh tests years 2 to 6.	TA of progression recorded on Taith 360 Welsh tests years 2 to 6.	TA of progression recorded on Taith 360 Welsh tests years 2 to 6.

### Reporting

Parents evening will take place in Autumn and Spring term. During the Spring term assessment data and individual progression is shared with parents and parents are given the opportunity to view children's work. Teachers write a full report for parents on all areas of the curriculum during the Summer term.

**Natalie Drew (Head Teacher)**

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**Signed Chair of Governors:**

*Rhian Grundy*

**Rhian Grundy**

**Date: November 2023**

**Review: November 2024**

