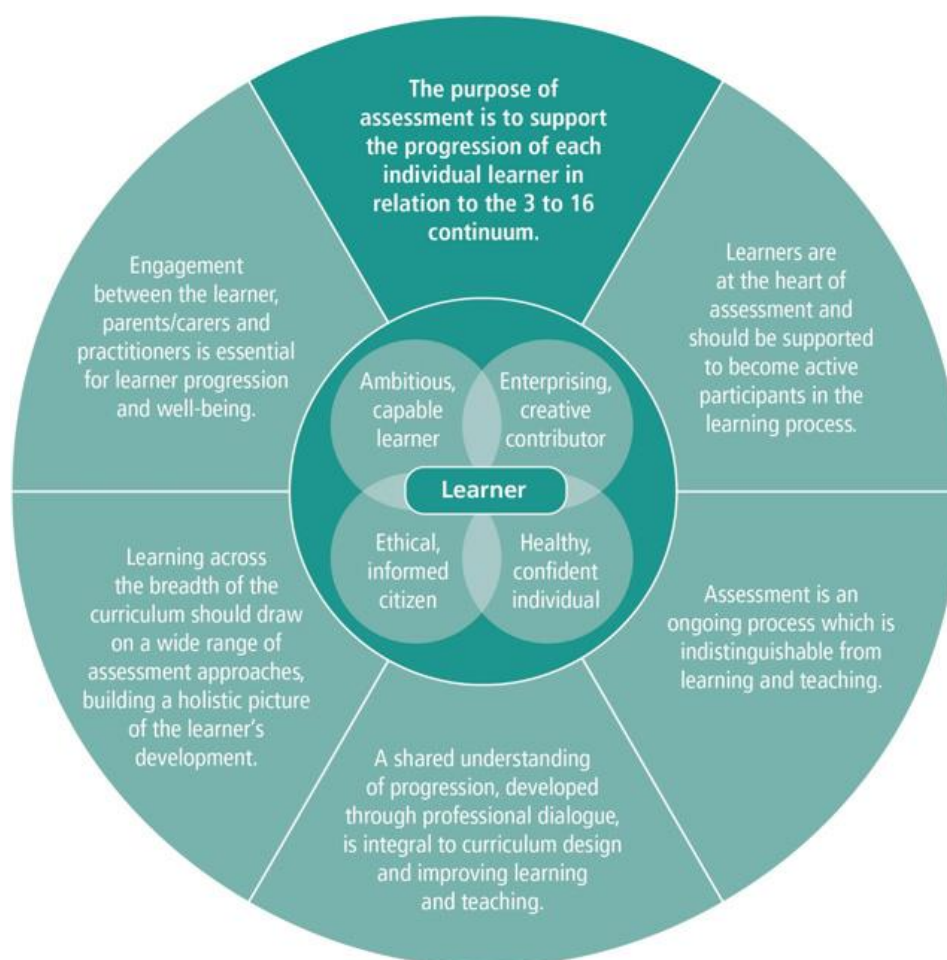


Policy status

Reviewed annually due to changes in CfWs

Consultation

This policy was established and reviewed by the all school staff in consultation with the Governing Body.

Purpose

Assessment is intrinsic to 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 it requires effective partnerships among all those involved, including the learner. 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 areas for development, in order to inform next steps in learning and teaching. Assessment should not be used to make a one-off judgement 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
- identifying, capturing and reflecting on individual learner progress over time
- understanding group progress in order to reflect on practice

When planning and delivering learning experiences, staff will be clear about the specific role of each assessment being undertaken, and what the understanding gained from assessment will be used for and why.

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

Assessment should focus on identifying each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding should be used by the teachers, in discussion with the learner, to ascertain the next steps required to move learning forward, including any additional challenge and support required. This should be achieved by embedding assessment into day-to-day practice in a way that engages the

learner and makes it indistinguishable from learning. This allows the teacher 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

Assessment should support teachers in identifying the progress being made by an individual learner, and recording this, where appropriate, 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 teachers 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. It can also be used as a basis for communicating and engaging with parents and carers.

Understanding group progress in order to reflect on practice

Assessment should also enable teachers and SLT, to understand to what extent and in what ways different groups of learners are making appropriate progress. Assessment information should be 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 Ysgol Maes Owen to ensure 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. This focus does not relate to external reporting, but our understanding of what we need to know and reflect on about our learners, in order for them all to maximise their potential, as well as its identification of specific challenges and support that particular groups or individual learners might need. This understanding can contribute to processes of self-evaluation and continuous improvement.

At Ysgol Maes Owen, we believe that effective assessment is at the heart of improving learning and teaching. Our use of **Assessment for Learning** is an integral strategy in our approach to implementing the Curriculum for Wales. Our aim is to produce pupils who are active in their own learning. We achieve this by:

1. Sharing learning goals and creating success criteria with our pupils.
2. Involving pupils in self-assessment.
3. Using effective questioning.
4. Providing oral and written feedback which leads to pupils recognising next steps and how to take them.
5. Developing a shared understanding of progression across the school and cluster.
6. Instilling the learning superpowers in order for pupils to improve in all areas of learning.
7. Having the confidence that all our pupils can improve.

Our policy and practice aims to foster **Assessment for Learning** but we also recognise the need for summative assessment because they fulfil different, parallel purposes. We base our planning on a detailed knowledge of our pupils and provide regular reports on progress so that pupils, teachers, parents and governors are all working together to improve learning and teaching across the school. We recognise that any assessment undertaken at Ysgol Maes Owen has a strong influence on the motivation and self-esteem of our pupils. It is our intention that this policy ensures entitlement for all pupils, gifted pupils as well as pupils with additional needs or English as an Additional Language.

Assessment at Ysgol Maes Owen will be used first and foremost to improve the quality of learning and teaching to:

- obtain feedback so that future activities can be properly matched to individual learner's needs;
- help learners make progress;
- motivate learners;
- involve the learners in their self- assessment;
- diagnose particular difficulties the learners are encountering;
- report progress and achievement to parents and learners,
- make judgements about the nature and quality of learners' work;
- monitor and evaluate the learning programme provided;
- appraise our own teaching performance.

We can usefully break down the above statements in the following way:

Key features of classroom practice:

- the use of a wide range of knowledge of learners' achievement, underachievement and next steps
- the sharing of learning objectives with learners and using these to give feedback and mark work
- a reflective approach to learning and teaching
- learners being encouraged to take responsibility for their learning

Key features of pupil behaviour:

- positive attitudes to learning
- responding well to questions
- being actively involved in formative assessment
- being involved in the setting of their own personal learning targets using the Learning Superpowers Wheel.

Assessment Timetable

	Monitoring	Assessment	Reporting
<i>Autumn</i>	Performance Management Planning Meetings HT Lesson Observation HT Book Scrutiny , follow up as necessary ILTs/IBPs/INPs/IRS' reviewed ALN Reviews	CAT4– first half term for Year 3 HAST Spelling test Pupil Progress meetings Taith360 (ongoing) Professional Dialogue Meetings on progression. PASS – first half term Transition Activities (completed as group task in classes)	Parent' Evening (no books) HT report to Governors Annual Governor Report to Parents
<i>Spring</i>	SLT Lesson Observation OR Triangular Lesson Observations HT Book Scrutiny , follow up as necessary ILTs/IBPs/INPs/IRS' reviewed Subject monitoring Listening to learners & teachers, book scrutiny ALN Reviews	Taith360 (ongoing) Professional Dialogue Meetings on progression. Parent/Pupil Surveys – First Half Term Pupil Progress meetings	Mid-year progress report Parents' Evening (books) HT report to Governors
<i>Summer</i>	SLT Learning Walks HT Book Scrutiny , follow up as necessary Performance Management Appraisal Meetings ILTs/IBPs/INPs/IRS' reviewed ALN Reviews	Taith360 (ongoing) Professional Dialogue Meetings on progression. Professional Dialogue Meetings on progression with YYF Pupil Progress meetings National Tests HAST Spelling Test PASS ("red" pupils) One Page Profiles completed as part of lessons (2 nd half of term)	Annual pupil reports Parents' Evening (to discuss reports) HT report to Governors

Roles and responsibilities of Co-ordinator/Headteacher**Assessment Co-ordinator**

- ensure policies are up to date, regularly reviewed and consistent with each other
- disseminate information and ensure support and training for colleagues
- generate assessment action plans in line with the SIP
- liaise with staff to ensure coherence
- make procedures clear to all colleagues and ensure they are followed and used consistently
- set timetable for assessment cycle
- determine means for agreeing standards throughout the school
- provide staff development opportunities
- support colleagues in identifying assessment opportunities and in using all available data
- rationalise assessment systems to ensure manageability
- monitor all procedures and practice
- monitor progress and analyse data
- facilitate a shared understanding of progression

Head Teacher

- ensure the school meets statutory requirements
- agree statutory whole school targets
- review the implementation of assessments
- determine priorities in the School Development Plan (SIP)
- monitor the quality of Assessment Recording and Reporting procedures
- define the role and limitations of staff
- communicate any specific staff development issues
- report to parents and governors on standards and quality

Roles and responsibilities of other staff**Class teachers**

- provide a supportive environment where assessment can be carried out without damaging self-esteem and motivation
- clear planning and learning objectives shared with learners
- using assessment information to inform planning;
- on going assessment
- constructive feedback to learners-oral and written comments
- reports to parents on learners' progress and next steps alongside learners, set individual targets for improvement
- carry out statutory and school based tests
- update Taith 360 to monitor progress across the Areas of Learning and Cross circularly.
- note and meet the needs of learners showing significant progress, above or below expectations
- use the agreed range of assessment methods and techniques to gather and use information in line with school policies
- ensure that information is transferred to the receiving teacher/school in line with school policy
- identify learners in need of extra support and liaise with the ALNCo and MATCo.
- complete whole school progress tracker as needed

ALNCO

- provide a supportive environment where assessment can be carried out without damaging self-esteem or motivation
- liaise closely with class teachers.
- monitor learners' progress against ILTs
- maintain the ALN register
- undertake specific assessment tasks as required
- liaise with external agencies
- assist with formal assessments for statementing
- provide training for TAs to support the implementation of ILTs

Senior Leadership Team

- ensure planning has clear learning objectives
- monitor to ensure assessment informs learning and teaching
- monitor standards
- use all available data to make changes to learning and teaching as required
- report to the Head Teacher and governors on standards and SIP as appropriate

Roles and responsibilities of the Governing Body

- agree SIP
- ALN Linked Governor to liaise with the Head Teacher and ALNCo

Implementation

Feedback

We have an agreed whole school policy for feedback. Feedback at Ysgol Maes Owen is effective when:

- practice is consistent and in line with the overall policy on assessment, recording and reporting throughout the school
- feedback is provided for learners about their work promptly and regularly – *"in the moment"*
- both oral and written feed-forward is provided where appropriate
 - work is marked with the pupil present
 - marking may be in the form of a written comment, teacher's indication of verbal feed-forward (V in a circle)
- it focuses on response to the learning objective and success criteria
- we provide learners with opportunities to assess their own work
- we ensure that learners understand their achievements and know what they need to do next in order to improve
- information gained is used to adjust future learning plans
- the policy is regularly reviewed and we make sure it is understood by all members of staff to ensure that our practice continues to reflect school policy.

Pupil self-evaluation

Pupil self-evaluation at Ysgol Maes Owen is effective when:

- the emphasis is on thinking and articulating
- self-evaluation questions are related to the learning objective
- quality feedback is given to learners
- it is an established feature of all lessons
- peer assessment is conducted with reference to the success criteria. This will inform the pupil what they need to do to improve their work before the end of the lesson

Plenary session for pupil self-evaluation

Pupil self-evaluation does not happen by accident, learners need to be taught the skills and thus opportunities are provided in lessons. Plenary sessions at the end of a lesson are ideal for this. Self-evaluation is easier to develop if marking and feedback enables learners to understand what they can do and what they need to do to improve. Pupil self-evaluation enables learners to take charge of, and plan the next steps in their learning for themselves:

- redrafting a piece of written work
- assessing their own work or that of another pupil
- evaluating a piece of craft or art work

Pupil Target Setting

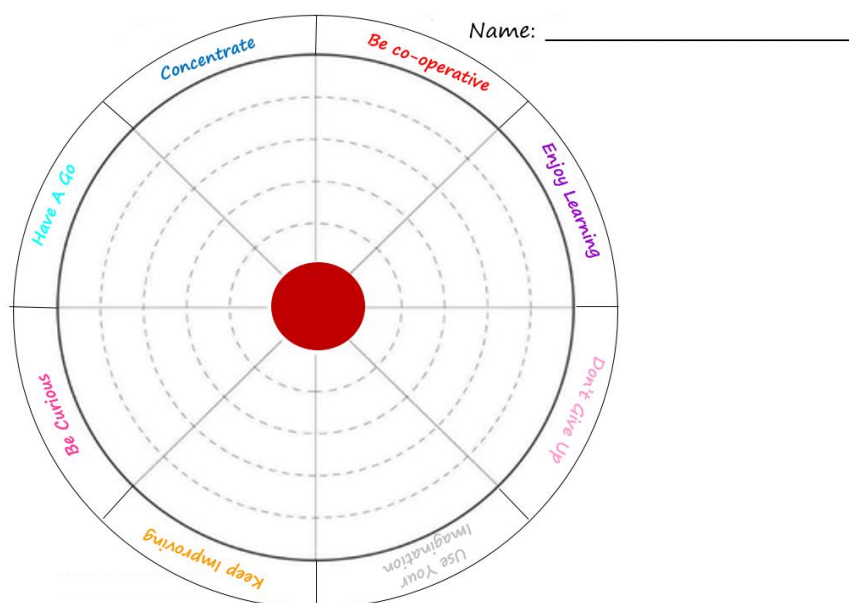
In line with the Curriculum for Wales guidance, learners set themselves targets based on Ysgol Maes Owen's Learning Superpowers:

- Have a Go
- Be Curious
- Keep Improving
- Use your Imagination
- Don't Give Up
- Enjoy Learning
- Be Co-operative
- Concentrate

These Learning Superpowers fulfil the integral skills that underpin the 4 Purposes of the Curriculum for Wales and therefore will provide a holistic approach to learner progression across the curriculum.

Learners complete a 'Wheel' see below, using a rubric to self-assess where they are, this then provides a baseline from where the learners will set themselves a Learning target.

The Learning Superpowers and the Wheel are discussed and review regularly as a whole class and on individual basis with the teacher.



Recording

Recording is effective at Ysgol Maes Owen when we:

- keep records which are manageable and in line with school policy
- use professional judgement in deciding what we need to record, what should be noted informally and which assessments should be used to plan the next steps in learning without recording
- record learners' significant progress and achievements
- involve learners in reviewing their own work and recording progress
- keep evidence for a clearly defined purpose
- use examples of learners' work to help them to understand their strengths and weaknesses and how they can improve
- use records and evidence of shared standards and demonstrate our professional judgements
- provide and pass records, which are clear and easy to interpret, and which other people understand and find useful.

Our record keeping system is organised in the following way:

- termly Planning
- Individual pupil reports
- ILPs/IAPs
- Children's books
- Professional discussion logs
- Pupil progress meetings
- National Test test results
- Pupil profiles – Taith 360
- PASS survey
- Class reading records are kept by individual teachers to record pupils' progress and development in reading

Pupil profiles – Taith360

Classroom teachers use the online system, Taith360, to guide and record learner progression. This is used for:

- *Assessment for Learning* - As soon as teachers have recorded learner progression of each pupil in their class, Taith360 makes clear the particular strengths and weakness of individuals and groups, supporting planning.
- *Assessment of Learning* - Taith360 shows the Senior leadership Team at Ysgol Maes Owen a live view of progress across the school, at any time.
- *Reporting of Learning* - Taith360 allows the teachers to write reports for parents that are differentiated, readable, personal and usable.

Pupils' work

All subjects that produce an end product in illustrative or written form provide evidence of pupil progress. Diagnostic marking set against learning objectives, noting strengths and suggesting ways forward are used to track this progress. Pupils are encouraged to write in a variety of ways and for a variety of purposes. A set spelling test for all pupils in all years is administered twice a year.

Pupil's reading ability

Pupil's reading ability is assessed using the National Literacy tests in the Summer term. In years 3, 4 and 5 the results are compared within the year groups and used to determine guided reading groups for the following academic year. Reading results from Year 2 (Ysgol y Foryd) are used for this purpose also. Pupils in guided reading groups discuss the books read and work co-operatively. Pupils who are underachieving notably are given extra support and their progress monitored. A variety of books are available for teachers to use in their reading lessons and individual reading records are kept of the books read in the child's reading record book. Parents are encouraged to take an active part in their child's reading programme and the reading record book is used as a means of communicating between home and school for this purpose - parents can participate in both the teaching and assessment of their child's reading. All children also use the school library regularly and on occasion visit Kinmel Bay Library.

Reports to parents

These provide a record of achievement for our pupils. Comments included in the reports emanate from assessment sources, ensuring a joined up approach. Reports indicate learners' strengths and next steps.

- provide information on how a learner is performing in relation to their potential.
- provide clear, easily understood information to parents about their child's progress
- identify learners' strengths and weaknesses

We provide a written report to parents annually which complies with statutory requirements. We aim for these reports to be jargon free and concentrate on areas of strength and ways forward rather than what has been taught. An opportunity to discuss this report is provided for parents. The reports become part of our record keeping system. Children contribute to the annual written report through the use of self-evaluation formats. Parents are also given the opportunity to make a written and verbal response to their child's report. Parents of pupils on the ALN register and the children themselves are encouraged to make a written evaluation on the annual review statement sheet.

Parents' Evenings

Parents are invited to attend a parents' evening twice annually, once during Autumn Term and once during Spring Term. Parents are offered the opportunity to come to school and discuss their child's report in the Summer Term. ALN reviews with parents take place each term. In the event of a teacher identifying a problem, or if a parent wishes to raise an issue, a meeting is arranged as soon as possible. Parents are encouraged to express any concerns they may have at any point over the year as opposed to waiting for a parental consultation evening appointment. Ways forward for pupils identified on the annual written report to parents from the previous year ensures continuity and progression between classes. We believe in the need to work in partnership with parents; keeping them informed of any concerns that their child may be encountering in order that reasons may be explored and strategies devised to overcome any problems. Views of parents on the effectiveness of the arrangements are sought via Parent Pop-in Sessions.

Analysis of Summative Tests

We believe that a learners' achievement is not directly influenced by their participation in testing procedures. Far more important, is the use to which the information gleaned is used to improve future learning and teaching for that individual through data on **Taith360**.

Analysis of summative tests enables us at subject level to:

- identify trends in performance and indicate strengths and weaknesses in the standards achieved by learners
- provide evidence for changes in subject themes, learning and organisational strategies in order to raise standards
- identify weaknesses in curriculum provision and in teaching strategies that need to be addressed
- compare the performance of different groups of learners
- compare performance with similar schools, county, family group and national averages

Analysis of summative tests enables us at whole school level to:

- set appropriate targets to aid school improvement
- share with parents decisions made by the school and to enable them to give informed support to children in their work
- compare results, identify patterns in performance and look for changes and the reasons for them
- identify changes in policy and practice, reaffirm or revise their effects and lead to changes in the school development plan

Analysis of summative tests enables senior leaders to:

- use assessment information for future school development
- obtain the 'bigger picture' in terms of performance set against other schools
- see assessment information as a positive contribution to the discussion on standards and setting targets rather than a threat

We analyse our summative tests fully which leads to an implications for learning and teaching for groups of pupils. These are used to inform future learning and teaching for that group of pupils.

Individual pupil tracking

Pupils are tracked through:

- Taith360
- Tracked learner books
- Literacy and Numeracy tests (and analysis of these tests)
- HAST Spelling test
- Whole school tracking document

Transfer of information

Throughout our school we have established curriculum liaison and cross phase trust. We have an agreed system of what needs to be passed on between classes. All agreed transfer information is passed to the receiving teacher at the end of the academic year. If a pupil leaves the school, it is the responsibility of the class teacher to liaise with the

Office Manager, ALNCo and Deputy Head to forward the appropriate records to the receiving school. The information transferred will focus on aspects of learning and identify pupils' strengths and areas for development.

We have established transfer arrangements with receiving schools when our pupils transfer to secondary school and we comply with all statutory regulations. There are similar arrangements in place for Foundation Phase transition. We liaise regularly with staff from feeder/secondary schools and aim to make the transfer as seamless as possible.

This policy is available on the school website, and in translation, on request.