

## ASSESSMENT POLICY and STRATEGY

### 1. Introduction

Assessment plays a key role in ensuring each individual pupil is supported and challenged accordingly. The staff of Ysgol Emmanuel believe that effective assessment provides information to improve teaching and learning. We give our pupils regular feedback on their learning to ensure that each individual pupil is supported and challenged accordingly. Our assessment strategy helps to develop a holistic picture of the pupil – their strengths, the ways in which they learn, and their areas for development,. This allows us to base our lesson plans on detailed knowledge of each pupil. We give parents regular reports on their child’s progress so that teachers, children and parents are all working together to raise standards for all our children in our care.

### 2. Rationale

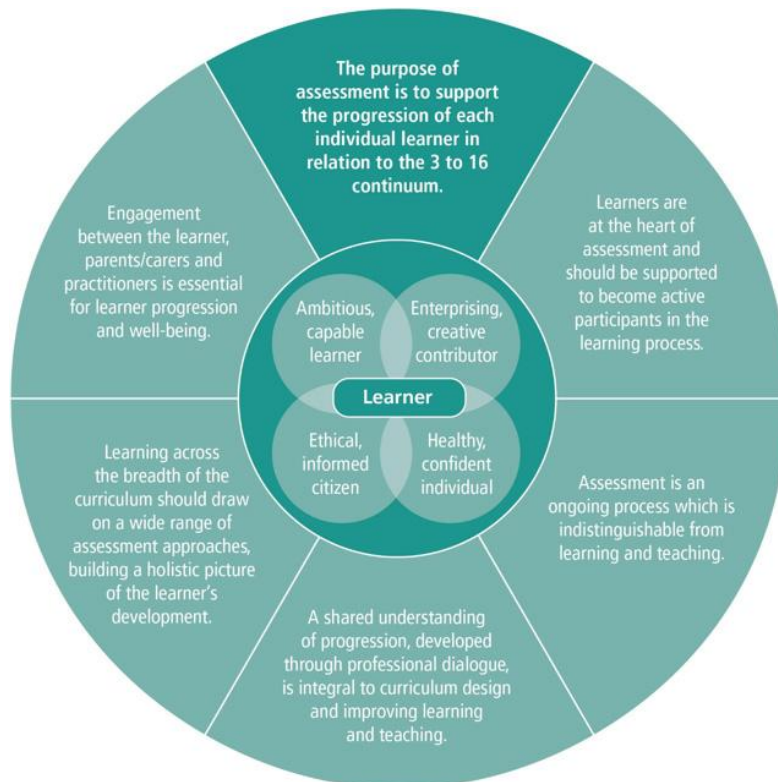
The Curriculum for Wales has removed previous Key stages at which pupils are to be formally assessed, instead they are assessed continuously along a continuum, broadly grouped into five Progression steps. This policy reflects the changes which have been brought about by the implementation of the new Curriculum in September 2022.

Progression step 1	Progression step 2	Progression step 3	Year Group
Enabling Learning			Nursery
			Reception
			Year 1
			Year 2
			Year 3
			Year 4
			Year 5
			Year 6

### 3. Key principles of assessment

Assessment should support practitioners to establish learners' understanding of the curriculum designed within each school or setting, and support learner progression along the 3 to 16 continuum. Assessment has three main roles in the process of enabling pupil progression:

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



Ref: Welsh Government curriculum-for-wales/assessment-arrangements/supporting-learner-progression-assessment guidance

### When do we assess pupils?

Nursery pupils are assessed using the Foundation Phase baseline upon entry to school. Pupils who are admitted to school after Nursery up and to Year 1 will be assessed using this tool. From Year 2 pupils are assessed using GL assessment tools and the Welsh national tests.

#### 4. Types of assessment

##### **SUMMATIVE**

The goal of **summative assessment** is to evaluate pupils' learning by comparing it against a standard or benchmark. It is assessment OF learning. Summative assessment at Ysgol Emmanuel is carried out using both the GL assessment tools as well as Welsh national tests. Both give a standardised score to indicate comparative attainment.

Very low	Below average		Average			Above average		Very high
<74	74 - 81	82 - 88	89 - 96	97 - 103	104 - 111	112 - 118	119 - 126	>126

##### *Languages, Literacy and Communication - English*

- Writing is assessed by the class teacher and moderated at a designated staff meeting.
- Reading ages are assessed through IDL, GL Assessment and the Welsh national tests.
- Spelling ages are assessed through GL Assessment and IDL Assessment.
- Oracy is levelled by class teachers.

##### *Languages, Literacy and Communication - Welsh*

- Assessed through oracy, reading and writing tasks.

##### *Maths and Numeracy*

- Procedural Maths is assessed through GL Assessment and using the Welsh national tests.
- Reasoning is assessed using specified tasks levelled by class teacher and moderated at a designated staff meeting. The Welsh national tests are also used to assess this skill.

Progress in the other AoLEs and towards the Four Purposes is assessed using teacher judgement against nationally expected standards along the 3-11 continuum. These are not formally recorded as standardised scores.

##### **Formative**

The purpose of **formative assessment** is to monitor pupil learning and provide ongoing feedback. It is assessment **FOR** learning. Teacher (verbal) feedback during lessons would form part of this as well as pupils self-assessing their work. Peer assessment is carried out within various lessons and allows children to see how their work can be improved or how to identify their strengths. This type of assessment also allows them to set ongoing and regular targets in their work.

#### 5. Recording

Assessments in the core subjects are recorded on a spreadsheet and uploaded to SIMS. They are analysed by the Headteacher and Deputy Headteacher and shared with Leaders of learning and the ALNco. The headline data is shared with Governors. All teaching staff manage and track their own data to inform future planning.

#### 6. Feed forward to pupils

We believe that feeding forward to pupils is very important. After each phase of assessment teacher and pupil set targets together to support their learning journey. Pupils identify their strengths and areas for development which then form their personal targets. We have an agreed code for marking. (See Feedback and Marking policy). We provide verbal feedback to all pupils about their work during lesson time.

#### 7. Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We have an open door policy, and encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher to discuss:

- Autumn – review progress and set targets
- Spring – evaluate progress against their targets
- Summer – discuss child's full written report and identify targets for the next academic year.

The written report includes progress, attitude to learning and also celebrates achievements.

#### 8. Tracking Pupil Performance

The school is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Each child's performance is tracked carefully throughout their time in school. The purpose of tracking is to:

- monitor academic standards
- ensure teachers always know the progress that pupils have made in their learning
- use this information to plan future learning that is pitched at an appropriate level of challenge
- know which pupils require additional support
- know which pupils require additional challenge
- be aware of pupils' rates of progress and consider the reasons for this.

## 9. Quality Assurance

A learning walk is carried out each half term where the curriculum manager /governors and a nominated school council pupil will carry out a review of progress. This includes:

- profile of subject
- progression from year group to year group
- pupil voice
- community/parental engagement
- resources

'Book looks' take place with teaching staff to monitor progression and standards across the AoLEs. This is on a rolling programme throughout the year.

Lesson observations and pupil progress meetings are used to identify strengths and areas for development for teaching staff to ensure they are using all assessment strategies discussed in this policy document.

Curriculum leaders have responsibility to ensure that work samples are collected for evidence and that they reflect the full range of ability for the termly book look process with the teaching staff.

## 10. Monitoring and review

The Deputy headteacher is responsible for:

- monitoring the implementation of this policy
- holding pupil progress meetings with teachers to discuss pupil improvement, strategies for individual pupil improvement and early identification of MAT and SEN pupils
- ensuring the policy is implemented in the classroom
- analysing the collected data to identify trends within the school.

The Headteacher and Governors are responsible for the review and implementation of the strategies within this policy.

### Appendix 1 - Assessment Timetable

Year	Autumn Term	Spring Term	Summer Term
Nursery	Baseline data		Language development Mathematical development PSD
Reception	Phonic recognition Baseline data for new pupils	Phonics	Language development (early reading, phonic knowledge, emergent writing) Mathematical development PSD
Year 1	Maths Oracy PSD Reading Writing Spelling	Reading	Maths Oracy PSD Reading Writing Spelling
Year 2	PASS 1 GL Reading Cymraeg PSD Oracy Writing GL Maths National reading and numeracy tests	Reading	PASS1 GL Reading Cymraeg PSD Oracy Writing GL Maths National reading and numeracy tests
Year 3	PASS 2 CAT – pre A GL Maths GL Spelling GL Reading Cymraeg PSE Oracy Writing National Reading and Numeracy tests	Reading	PASS 2 GL Maths GL Spelling GL Reading Cymraeg PSE Oracy Writing National Reading and Numeracy tests

Year 4	PASS 2 CAT A GL Maths GL Spelling GL Reading Cymraeg PSE Oracy Writing National Reading and Numeracy tests	Reading	PASS 2 GL Maths GL Spelling GL Reading Cymraeg PSE Oracy Writing National Reading and Numeracy tests
Year 5	PASS 2 CAT B GL Maths GL Spelling GL Reading Cymraeg PSE Oracy Writing National Reading and Numeracy tests	Reading	PASS 2 GL Maths GL Spelling GL Reading Cymraeg PSE Oracy Writing National Reading and Numeracy tests
Year 6	PASS 2 CAT C GL Maths GL Spelling GL Reading Cymraeg PSE Oracy Writing National Reading and Numeracy tests	Reading	PASS 2 GL Maths GL Spelling GL Reading Cymraeg PSE Oracy Writing National Reading and Numeracy tests
ALN	IDL Spelling and Reading tests are also used Jolly Phonics testing YARK IDL Numeracy		

## Appendix 2 Assessment activities

Assessment activity	Frequency	Focus	Information / Evidence
<b>On-entry Assessments</b> Including home visits if needed	<b>First half term of Nursery or Reception</b> (depending when the pupil starts at the school)  When a new pupil joins our school	General presentation Social skills – speech, still have a dummy, potty trained etc General health and wellbeing Family history – siblings etc. Strengths / Areas for development  Phonics and number knowledge, plus social skills Strengths / Areas for development	Foundation phase Baseline
<b>Supporting the progression of individual pupils day to day and over time</b>  Observations in class Feedback/ Discussions with the Child Self-Assessment Talk Partners Peer Assessment Learning breaks / effective questioning / AFL	<b>Daily, weekly, half termly</b>  Daily verbal feedback (not every child every lesson) Every lesson At least weekly At least weekly Within lessons	General health and wellbeing ALN Strengths / Areas for development Response to feedback	Work in books Pupil feedback sheet Discussions with pupils Standardised score data (2 x per year) Marking and verbal feedback
<b>Supporting the progress of groups of pupils over time</b>  Pupil progress meeting with SLT Tracker sheet	Termly – following ‘assessment week’	Colour coded interventions (Universal provision – green, targeted provision yellow and Individualised teaching and learning - red)	Teacher assessment over time Standardised scores Different groups e.g EAL, FSM, ALN, Gender, LAC etc.
<b>Professional dialogue</b> Book looks Learning walks Planning meetings with DHT	Half termly - staff meetings for Book looks Key stage meetings	Progression across the school Identifying strengths and areas for development	Group padlet – overview of findings Learning walk report

Presented to staff	October 2020	Signed
Presented to Governors	December 2020	Signed
Next Review	April 2024	