

YSGOL GOLWNG Y CWM

Assessment & Recording Policy

## Rationale

At Ysgol Golwg y Cwm we believe effective assessment is at the heart of improving learning and teaching. It provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. Continued monitoring gives a clear picture of how each child is doing. It is important that the teacher knows what skills have been acquired and what concepts have been understood. Assessment enables teachers to consider their teaching strategies, and shapes their future planning. One of the outcomes of our assessments is that children raise their own expectations, celebrate their own achievements and increase their self-motivation.

## **Aims of this policy**

- ❖ To endeavour to achieve the highest possible academic standards for each and every one of our pupils, perceiving each child as a unique individual who is entitled to the very best opportunities we can offer.
- ❖ To enable pupils to develop confidence in using Literacy and Numeracy, and ensuring appropriate emphasis on both, so that they will be able to successfully access the whole curriculum.
- ❖ To foster an open, honest proactive culture in which issues of both success and concerns are addressed in a proper, professional manner.
- ❖ To ensure good practice.
- ❖ To offer equality of opportunity to all pupils and staff within our school.
- ❖ To value parents as partners in their children's education so that they can be enabled to understand and support their children's education, where possible by active involvement or closer school guidance and communication.

## Types of assessments:

Two distinct types of assessment are identified and used in our school. These are:

### **Assessment for learning (AFL)**

Assessment for learning helps to identify the next steps required to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

### **Assessment of learning**

Assessment of learning is more associated with judgements based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning.

The school will use a range of formative and summative assessment methods to evaluate the progress of each child.

## Formative Assessment

Formative assessment is a powerful way of raising pupils' achievement. It enables the learner and teacher to understand what progress has been made and what goals should be set for further learning. We believe that to improve learning and teaching, assessment must be essentially formative in both function and purpose, putting the children at the centre of the process. With this in mind we aim to embed formative assessment within our day to day teaching.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge
- Identify next steps for learning
- Inform future planning
- Enable appropriate strategies to be employed
- Facilitate the setting of appropriate targets for the class, group and individual
- Track the child's rate of progress
- Facilitate an evaluation of the effectiveness of teaching and learning
- Inform future teaching and learning strategies
- Identify individuals and groups for specific intervention support

## Summative Assessment

Summative assessment is important for informing both parents and teachers of a child's attainment and progress, whilst also help to track aspects of the progress of individuals through the school. Formal assessments can provide information to help us to group children according to ability where appropriate. The statistics which are produced as a result of summative assessment can also enable us, as a school, to compare standards achieved with other similar schools, inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments:

- Identify attainment through one-off standardised tests at any given point in time
- Record performance in a specific area on a specific date
- Provide end of key stage test data against which the school will be judged
- Ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- Provide information about cohort areas of strength and weakness to build from in the future

When we assess: (see Appendix 1 for Assessment Timetable)

## Target Setting

At present, the staff of Ysgol Golwg y Cwm set targets with children. These targets are set individually. Targets are set with the pupils as far as possible, placed in their books and shared with parents. In order to do this, pupils need to be given a clear criterion of what is expected of them. For example: when children are drafting and redrafting work they need to have a focus. Clear criteria must be given.

## Learning Objectives

We believe that effective assessment of learning is dependent on learning objectives being clear to both learners and teachers. Teachers assess the achievements of pupils against learning objectives. Likewise, pupils are also encouraged to assess themselves against learning objectives for the lesson. Learning objectives (WALT) and Success Criteria are used to display the lesson focus, particularly with our older children. Learning Objectives are sometimes presented as an open question allowing the children to reflect upon what they are learning as a lesson progresses.

## Marking and Feedback

Feedback is given to pupils throughout the day and within each lesson, feedback can be either verbal or written. All feedback is directly related to their performance against the Learning Objective identified. It also focuses on the quality of children's work, celebrates their achievements and gives advice on what the child can do to improve future work. Where appropriate, good examples of pupils' work are shared with the whole class. This enables pupils to understand what is expected of them. Please see our marking policy for further information on this.

## Self-Assessment and Peer Assessment

As part of our commitment to helping children to form good learning habits, we encourage pupils to reflect on their own learning. We believe that it is essential that children learn to gradually become more able to talk honestly about their own learning as they get older. Pupils are regularly asked to assess their own progress against stated learning objectives and against their personal targets. This needs to be modelled for children from an early stage so that they feel able to acknowledge their achievements and strengths while at the same time identify areas in which they feel less confident and need to improve.

We believe that children can begin to engage in informal peer assessment in primary school. As with self-assessment, giving feedback to peers is a difficult skill and so it is modelled by staff. In Key Stage 2, children are given guidance as to exactly what aspects of other children's work to focus upon. Children become more skilled in peer assessment as they move through the school. In the Foundation Phase, peer assessment is guided by the teacher and is undertaken verbally and informally recorded.

## 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 planning
- Children's work

- Teachers notes
- Assessment results
- National data
- End of year reports
- Standardisation and Modernisation

Within each core subject, standardised examples of work provide a permanent point of reference to support all teachers in assessing children's achievements. During the last ADDs session teachers provide examples of levelled work in each of the core subjects. All staff agree on the Level/Outcome before the work is added to standardisation folders.

In both Key Stage 2 and Foundation Phase, i-Pad recordings are used to keep a record of pupils' reading skills, oracy skills and practical work in a number of subject areas. This is utilised in Foundation Phase where there is greater emphasis on practical work.

As part of our Transition Programme with Maesydderwen School, our staff take part in moderation meetings with other primary schools in our cluster. At these meetings assessments of standards and levels achieved across all strands of each subject are discussed and agreed.

### The National Tests

National numeracy and literacy tests are in place. The numerical processes and numerical reasoning tests and the reading test are taken by all pupils from years 2-6, unless there are exceptional circumstances. The school will inform the parent/carer and the LEA of any disapplied pupils, giving reasons, and in accordance with Welsh Government guidelines. Similarly, if it is considered appropriate that a child takes the test of an age group below that of his/her peer group, the decision will follow discussion with parents/carers, as a progress score will not then be available for that child.

The numerical processes and literacy tests will provide summative data, which will be collected and analysed in school, using the diagnostic tools available, and nationally (as part of the national accountability model). This data will give teachers clear indicators of skill development and progress, and will contribute to the annual judgements teachers make about learners' skill acquisition. The data will also be used to inform school improvement.

### Reporting to Parents

Reports to parents are given verbally at Parents' Evenings twice a year (October and April), and a comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. While supportive and constructive comments are made for every child, where there are difficulties this is communicated explicitly to parents from an early stage. Copies of reports are also available to subsequent teachers as they are a valuable source of information. There is the opportunity to discuss their report with the class teacher. In addition meeting with parents to discuss their child's progress can be arranged at a mutually convenient time.

### Incerts

At Ysgol Golwg y Cwm we have adopted Incerts as a form of tracking pupils. Incerts uses a formative approach and teacher assessments can be used to inform planning and improving pupil performance. When teacher assessments are used formatively throughout the year, problems can be

recognised, target groups can be identified and interventions can be put in place. The effective analysis within Incerts can provide a comprehensive break-down of the schools performance. Incerts can contribute to substantial improvements in learning and standards in a primary school.