



“Learn, have fun and reach for the stars.”

Hendrefoilan Primary School Assessment Policy 2022 - 2023

This policy outlines the fundamental aims which underpin assessment at Hendrefoilan Primary School.

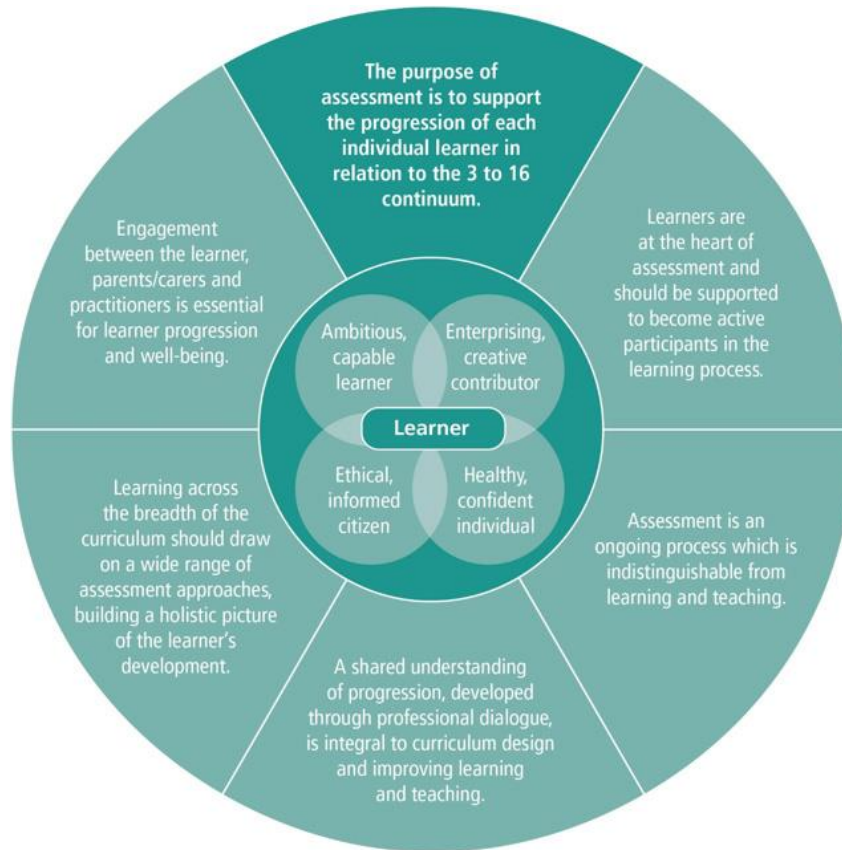
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Principles

The key principles of assessment at Hendrefoilan are as follows;



Purpose

Assessment is a fundamental part of our journey as a school to successfully implementing the Curriculum for Wales 2022 (CfW 2022). At Hendrefoilan the overarching purpose of assessment within the curriculum is to support every learner to make progress in their own way and in their own time. At Hendrefoilan we recognise that progression is not linear and that different learners are likely to progress in markedly different ways. As such, assessment is integral to learning and teaching and we create effective partnerships among all those involved, including the learners, in order to ensure each individual learner is supported and challenged accordingly.

At Hendrefoilan we recognise the diverse and specific needs of all our pupils as individuals. Assessment contributes to developing a holistic picture of each learner by assessing;

- Their strengths
- The ways in which they learn
- Their areas for development – in order to inform next steps in learning and teaching.

Assessment at Hendrefoilan is not 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. Learners are assessed in relation to our school's curriculum, which is designed to reflect the national

'Principles of Progression,' whilst embodying the 'Four Purposes,' the 'What Matters Statements' and the 'Descriptions of Learning' as outlined in the CfW 2022.

At Hendrefoilan we place great emphasis on the breadth and depth of knowledge and understanding in the skills our children learn. The Principles of Progression, as set out in the CfW Progression Code, are at the heart of our assessment processes as we continuously strive to ensure our pupils;

- Increase their effectiveness as a learner
- Increase their breadth and depth of knowledge
- Deepen their understanding of the ideas and disciplines within areas of learning and experience
- Refine and grow in sophistication in their use and application of skills
- Make connections and transfer their learning into new contexts

Individual Learner Progression

A key element of our learning and teaching at Hendrefoilan is ensuring every pupil works towards achieving their full potential. As such, individual learner progression is intrinsic to our curriculum, our planning and our teaching. To support this, assessment at Hendrefoilan has three main roles;

- 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 our practice.

1. Supporting Individual Learners On An Ongoing, Day-to-Day Basis; Assessment for Learning (AfL)

Daily formative assessment focuses on identifying each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to their learning. In discussion with the learner (verbal feedback), our teachers use this information to ascertain the next steps required to move learning forward, including any additional challenge and support required. There is a very strong emphasis on this form of on-going assessment and verbal feedback is embedded into our day-to-day practice in a way that engages our learners and makes it indistinguishable from learning. This allows our teachers to respond to the individual needs of the full range of learners within their classroom on an ongoing basis. These situations are noted in pupils' books using the marking code 'VF' for Verbal Feedback or on 'Seesaw' using text or voice recordings for the pupils to access and respond to themselves. The regular marking of books is also a key element in our on-going assessment of our pupils' learning and needs. A marking code is used across the school. Concise and succinct written feedback is used when required and next steps in pupil's learning and progression are identified using the code 'NS.' Pupils also play an active role in their own assessment using a range of Assessment for Learning (AfL) strategies and Self-Assessment (SA) and Peer Assessment (PA) comments are measured and recorded by all our learners against the shared, or pupil generated, Success Criteria for each lesson, topic, activity or skill.

2. Identifying, Capturing and Reflecting On Individual Learner Progress Over Time; Assessment of Learning

Summative assessment procedures support our teachers in identifying the progress being made by an individual learner, and we record this, where appropriate, to understand their journey over different periods of time and in a variety of ways. Records are kept securely in individual 'Pupil Assessment Folders' within our bespoke secure external Curriculum, Planning and Assessment (CPA) website

A menu of diagnostic testing is available and used when appropriate to the individual pupil's needs. The school uses the National Group Reading and Spelling Tests every term to check pupils' reading/spelling ages. If a pupils' reading age falls eighteen months or more behind their chronological age, they are referred for further testing (often using the Aston Index) to identify any specific difficulty in reading, writing, and spelling. Pupils from Year Two to Year Six access the GL Suite of Assessments and each pupil undertakes individual online Progress Tests in Maths (PTM) and Progress Tests in English (PTE) in the autumn and summer terms. They also undertake the National Personalised Tests for Reading, Procedural Maths and Numerical Reasoning in the spring term.

Furthermore, our learners also access a Cognitive Abilities Test (CAT4), which enables teachers to understand each pupil's abilities as well as their likely academic potential. In addition to this, pupils complete a Pupil Attitude to Self and School (PASS) assessment, which is an all-age survey that helps teachers to understand each pupil's mindset towards school, and highlights if they themselves, are confident, ready and motivated to learn. PASS also helps to identify barriers to learning in order to ensure pupil wellbeing and positive outcomes at a whole school, class, and individual level.

All results and test data are used as formative and summative tools to chart individual pupil progress and trends in performance across the school. The assessments also allow teachers to triangulate each pupils' progress against their capabilities and, coupled with a greater understanding of each pupil's attitude to school and themselves, allows teachers to use more holistic judgements to monitor, track and challenge pupils to reach their maximum potential.

Monitoring, tracking and reflecting on our learners' individual progress over time, enables our teachers to provide relevant and insightful feedback and this helps us to plan any future learning, including any interventions, additional support or challenge which may be required. Assessment feedback, particularly those from summative testing such as the aforementioned online GL Assessments and the National Tests in Literacy and Numeracy, includes both immediate next steps and longer-term objectives and goals and these are shared with our learners. This works towards helping to keep our pupils moving forward in their learning and individual targets are agreed upon and displayed in pupils' Literacy and Numeracy books. They are also used as a basis for communicating and engaging with parents/carers.

3. Understanding Group Progress In Order To Reflect On Practice

Assessment also enables the staff and leaders within our school to understand whether different groups of learners are making expected progress. This can include those with Additional Learning Needs (ALN), More Able and Talented (MAT), English as an Additional Language (EAL), pupils in receipt of Free School Meals (FSM), Looked After Children (LAC) or gender groups. The information is used to identify strengths and areas for improvement in both the school curriculum and daily practice, including consideration of how the needs of learners as individuals have been

met. This allows us to ensure our curriculum, and the learning and teaching, helps raise standards as well as helping to raise the attainment of learners from disadvantaged backgrounds and those who are considered more vulnerable than their peers. This data is not to be used for external reporting, but it allows us to understand what we need to know about our learners in order for them all to maximise their potential, and identifying specific challenges and introduce the specific support which particular groups might need. This understanding also contributes to our school's process of self-evaluation and continuous improvement.

Assessment as Part of the Learning Process

The main participants in the learning process at Hendrefoilan, of which assessment is a fundamental part, are;

- Leaders
- Teachers & Teaching Assistants
- Learners
- Parents/carers
- External partners

Leaders

At Hendrefoilan leaders establish a strong learning culture which supports and challenges our teachers to enable learners to make appropriate progress.

This is achieved through;

- Creating an environment based on mutual trust and respect, rather than one focused on compliance and reporting
- Enabling teachers to develop the knowledge and skills necessary to carry out their role in assessment effectively
- Developing and embedding processes and structures that enables teachers to develop a shared understanding of progression
- Ensuring the development and review of a curriculum which affords opportunities for teachers to plan purposeful learning that addresses the needs of each learner
- Ensuring there is a clear picture of learner progression within the school that is understood by all staff
- Considering how additional challenge and support for the learner can be best provided, including working with other partners
- Encouraging engagement between all participants in the learning and teaching process in order to develop effective partnerships
- Ensuring that due regard has been paid to the statutory requirements and guidance for assessment, and that practitioners are taking account of this in planning learning and teaching and within daily practice.

Teachers and Teaching Assistants

At Hendrefoilan teachers plan for and provide effective learning experiences which are appropriate to the age and development of each individual learner. All teaching staff enable learners to appreciate where they are in their learning, where they need to go next and how they will get there. Teachers and teaching assistants at Hendrefoilan utilise the 12 Pedagogical Principles to support and challenge learners effectively to ensure they each make progress.

This is achieved through;

- Being clear about the intended learning and planning engaging learning experiences accordingly
- Sharing intended learning outcomes appropriately with learners
- Evaluating learning, including through observation, questioning and discussion
- Providing relevant and focused feedback (both written and verbal) that actively engages learners, encourages them to take responsibility for their learning, and which moves their learning forward
- Encouraging learners to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes that they have undertaken and what they have achieved
- Providing opportunities for learners to engage in assessing their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively
- Developing learners' skills in making effective use of feedback to move their learning forward
- Involving parents/carers in learner development and progression, with the learner's involvement in this dialogue increasing over time
- Engaging in dialogue with leaders and fellow teachers to ensure they have a clear picture of the progress being made within our school
- Identifying any additional challenge or support learners may require, engaging with external partners where necessary

Pupils as Learners

At Hendrefoilan pupils are encouraged to contribute and participate in their own learning process, in a way that is appropriate to their age and stage of development. This helps them to develop knowledge, skills and understanding, and apply them in different contexts.

Through the appropriate and effective use of self and peer assessment strategies, as they make progress along the continuum and with increasing independence, our learners are supported and encouraged to:

- Understand where they are in their learning and where they need to go next
- Develop an understanding of how they will get there
- Respond actively to feedback on their learning
- Review their progression in learning and articulate this both individually and with others (through self and peer assessment)
- Reflect on their learning journey and develop responsibility for their own learning over time

Parents/Carers

At Hendrefoilan parents/carers and external partners have an important role to play and we always strive to engage with them fully so that they can support learner progression in an appropriate way.

Hendrefoilan encourages and enable parents/carers to;

- Engage regularly with us and all our staff in order to understand and support their child's progression in learning
- Share relevant knowledge and understanding with us as a school, which will support their child's learning and progression
- Respond actively to information provided about their child's learning and, in collaboration with the school, plan ways of supporting that learning within and outside school

At Hendrefoilan, individual parents'/carers' consultation meetings are held in the autumn and spring terms and celebration assemblies are often held by each class for parents/carers to attend in the summer term. A written annual report on individual pupil progress is also shared with parents/carers at the end of the academic year. Parents are encouraged to discuss any issues within their report with the class teachers should this be required and individualised targets in Literacy and Numeracy are allocated to each pupil, in-order to enable them to continue improving in the next academic year and beyond.

Pupils with Additional Learning Needs (ALN) work closely with our ALNCo, their class teacher and support staff, as well as outside agencies when and if required. Personalised Individual Development Plans (IDPs) are constructed in conjunction with teachers, pupils and parents and are designed to fully support pupils with their specific needs and requirements. These are shared with all stakeholders and are reviewed termly by teachers, pupils and parents.

External Partners

Hendrefoilan engages external partners to;

- Help teachers assess and identify the needs of learners who may require additional support and then help them through the provision of advice and support – this may include specialist educational support and/or support from other agencies (e.g. health services)
- Provide information on learning progression that has taken place and been assessed in other contexts (e.g. for learners in joint placements between a school and another setting).

Recording, Tracking, Transferring & Transition of Assessment Data

At Hendrefoilan, in compliance with statutory regulations and legislation, all pupil assessment and tracking data is recorded and securely stored in our individual 'Pupil Overview' and 'Class Assessment' folders on the school's bespoke CPA website. These are accessible by school staff that require them and can be shared safely and digitally should a pupil move to another learning establishment and/or comprehensive school.

This includes information from Nursery to Year Six on;
(See Appendix A for assessment timetable)

- Attendance
- Baseline scores (on entry to school; Nursery/Reception)
- WellComm Assessment results (Autumn Term Nursery)
- Speech Link & Language Link results (Reception)
- Dyslexia Screening results (Y1) & Nessy Reading & Spelling results (if then required)
- Standardised national test scores (Reading, Procedural & Reasoning; Y2 - Y6)
- Historical Schonell reading and spelling ages (termly)
- National Group Reading Test (NGRT) reading ages & chronological age (termly; Y2 - Y6)
- National Group Spelling Test (NGRT) spelling ages & chronological age (termly; Y2 - Y6)
- Standardised Progress Test in Maths (PTM) scores (autumn and summer terms; Y2-Y6)
- Standardised Progress Test in English (PTE) scores (autumn and summer terms; Y2-Y6)
- Cognitive Abilities Test 4th Edition (CAT4) scores (annually; Y2- Y6)
- Pupil Attitudes to Self & School (PASS) scores (autumn and summer terms; Y2- Y6)
- Diagnostic spelling test phase/ grouping (termly)
- Phonological Awareness Training (PAT)
- Toe-By-Toe Intervention results (ALN pupils)
- Developmental Co-ordination Delay (DCD) Intervention Programme results (ALN pupils)
- Previously achieved National Curriculum Outcome/Level
- AoLE Progression Step and incremental developmental marker point (Age 5, 8 and 11)
- IDP target information
- Learning Village results (EAL pupils Stages A to C)
- The Bell Foundation Assessment Framework EAL stage of acquisition (if required; Nov. & June)
- Narrative of teacher assessment notes (termly; Nursery - Y6)

Monitoring

The monitoring of assessment- procedures, materials, frequency, data, accuracy and effectiveness, is conducted by the Headteacher, Senior Management Team, Assessment Leader, Phase Leaders and AoLE Leaders. Cluster collaboration and moderation of previously agreed examples of a range of pupil's work, alongside a digital portfolio of exemplified standards and progress across the progression steps in each AOLE using Taith 360, ensures consistency and accuracy of judgements and also enables staff to share good practice between schools, thus creating a worthwhile and robust learning community.


Review

Assessment and its procedures are reviewed regularly by the Headteacher and the Senior Leadership Team. In accordance with any new guidance and legislation that is released and updated as the Curriculum for Wales 2022 is introduced, this policy will be subject to regular reviews, updates and amendments as and when deemed necessary by the school's leadership team.

Conclusion

This policy should be read in conjunction with the National Curriculum orders 2008, the LNF 2015, the CfW 2022, the CfW Progression Code 2021, the ALN Code of Practice, the school's Curriculum Policy, the ALN Policy the Teaching and Learning Policy, and the six AoLE Policies.

Appendix A. Hendrefoilan Primary School Assessment - A Visual Timeline.

	SPRING TERM				SUMMER TERM				AUTUMN TERM			
	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Nursery Y1 Reception	- WellComm (Nursery)				- WellComm (Nursery)		- PASS (Y1)		- Baseline - WellComm (Nursery) - Speech Link - Lang. Link - Dyslexia Screening	- PASS (Y1)		
Y2 Y3 Y4 Y5 Y6		- NGRT (Form B) - NGST (Form B)			- National Reading Test - National Procedural Maths Test - National Numeracy Reasoning Test	- NGRT (Form C) - NGST (Form C) - PTE (B) - PTM (B)	- PASS		- NGRT (Form A) - NGST (Form A) - PTE (A) - PTM (A) - Diagnostic Spelling	- CAT4 - PASS		
Optional	- Diagnostic Spelling Test				- Diagnostic Spelling Test							
ALN	- IEP New Targets			- IEP Review	- IEP New Targets		- IEP Review		- IEP New Targets			- IEP Review
ALN As Required	- GL Dyslexia Screener - GL Dyscalculia Screener - PAT - Toe-By-Toe - Nussy Dyslexia - DCD - Aston Index											
EAL As Required	- The Bell Foundation Assessment Framework (November & June) - Learning Village											

Year Group	PTE	PTM	CAT4	PASS
Year 1	-	-	-	1
Year 2	Level 7	Level 7	Level X	1
Year 3	Level 8	Level 8	Level Pre-A	1
Year 4	Level 9	Level 9	Level A	2
Year 5	Level 10	Level 10	Level B	2
Year 6	Level 11	Level 11	Level C	2