



ST ILLTYD'S PRIMARY SCHOOL

Assessment, Recording and Reporting Policy

Introduction

The policy document is a statement of the aims, principles and strategies for Assessment, Recording and Reporting (ARR) at St Illtyd's Primary School, where all staff are involved in its development and implementation.

What is Assessment?

- 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
- Assessment is a tool that should be used to inform next steps in learning and teaching, ensuring progression for all.

At St.Illtyd's Primary, we believe that effective assessment provides information which can improve learning and teaching. Government initiatives and guidelines on assessment are increasingly emphasising assessment as a tool to improve learning and not just measure it.

- Assessment **for** Learning (**formative assessment**) is supported through the implementation of our Marking and Feedback Policy. It involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and what they need to do in order to achieve this aim.
- Assessment **of** Learning (**summative assessment**) involves judging pupils' performances against national standards. Teachers may make these judgments at the end of a unit of work, of a year, or a key stage and test results (which describe pupil performance, in terms of levels and so provide summative assessments). We give our children regular feedback on their learning so that they understand what it is that



they need to do better e.g. through verbal feedback, marking etc (see marking policy).

The school views assessment as being a process that both promotes learning and is integral to effective learning through:

- The sharing of learning intentions with pupils
- Feedback, which is linked to both the learning intentions and outcomes of pupils' learning, so that pupils recognise their next steps and how to make progress in their learning.
- Providing opportunities for pupils to improve their own learning through self editing as well as improve the learning of others through peer marking
- Involving school leaders, governors, teachers and teaching assistants in reviewing and reflecting on assessment data.

Objectives

The school aims in assessment are:

- To use assessment consistently as an integral part of teaching and learning, providing ongoing support to learners and drawing upon everyday activities so that each child progresses at the optimum rate.
- To recognise barriers to learners' progress.
- To ensure that 'progression for all' is implemented in both policy and practice.
- To comply with statutory requirements of The curriculum for Wales 2022.
- To identify strengths and weaknesses in the delivery of The Curriculum for Wales 2022 providing information for the improvement of curricular planning.
- To appraise our own teaching and to inform future planning and professional development opportunities.
- To enable teachers and pupils to identify individual strengths and weaknesses.
- To enable pupils to share responsibility for their own learning through developing self assessment strategies so they recognise the standards to aim for and to understand what they need to do next to improve their work.
- To confirm judgements on pupil performance.



- To identify strengths and diagnose areas for improvement in both the school curriculum and daily practice, including consideration of how the needs of learners as individuals have been met.
- To ensure that IEPs/IBP's are regularly updated where appropriate and support the pupil in their individual learning and identify specific challenges and the support which particular groups might need.
- To set and track whole-school, cohort, class, group and individual targets.
- To provide evidence of the school's progress against LA, Core Data Sets Family and National Performance data, and to use such data to set whole school targets for improved performance and make judgements about the effectiveness of the school.
- To provide information, to report progress and achievements to pupils, parents, colleagues, governors, next key stage, outside agencies, LA and Welsh Government.
- To enable our children to accurately demonstrate what they know and how they can apply these skills in classroom and real life situations
- To provide regular information for parents that enables them to support their child's learning

Inclusion

St Illtyds Primary School ensures that staff never discriminate, or allow personal feelings, prejudices or assumptions about race, ethnicity, special needs, age or gender to affect their treatment of pupils when dealing with assessment, recording or reporting. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing our practices, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgments about how successful we are at promoting racial and gender equality, and including pupils with disabilities or special educational needs. Individual targets are set alongside all children. For SEN and ALN pupils this is done in the form of an Individual Education Plan (IEP) and Pupil Profile. These targets are regularly monitored and reviewed. We recognise that any assessment has a strong influence on the motivation and self-esteem of our pupils.

Uses of Assessment

For any assessment practice to be successful, it must provide information which teachers can use in determining how the future learning of a pupil could be advanced. With this in mind, assessment may be used for the following purposes:



- *Formative* (comments, marking) This is on-going during the course of everyday teaching. It provides pupils with clear targets, feedback as well as informing children about their achievements. Likewise, it should provide information to teachers in curriculum delivery. (see marking policy for further information).
- *Evaluative* (teacher evaluations) As an indicator of where additional resources and/or alternative teaching strategies are required in order to improve quality of practice.
- *Diagnostic* - (Teaching Talking, NNT, NRT, ALFIE) The teacher is able to identify a child's specific learning needs (strengths and weaknesses) so as to initiate appropriate support, such as differentiated activity and/or specific individual targets for the pupil.
- *Communication* - (Seesaw, Google Classroom, Parent consultations, IEP reviews, Home/School behavioural books, Homework books) To inform parents of a child's level of understanding and skill as judged against standards as defined by The Foundation Phase outcomes/ Curriculum level descriptors. Communication will involve both formal and informal procedures as well as enhance collaborative activity and support blended and distance learning.
- *Target Setting / Pupil Self Assessment* - (see marking policy) Both teacher and pupils will set achievable targets to improve both teaching and learning. For effective target setting to occur, pupils should be encouraged to be constructively critical of their and other pupils' work. Pupil or peer self assessment is seen as an integral part of the assessment process.
- *Summative / Focused* - (Teacher assessments, Subject portfolios; Learner Profiles) It provides overall evidence of attainment against identified criteria, ie, what a pupil knows, understands and is able to do at a particular time.
- *Screening* (Teaching Talking; SNAP) For example reviewing a year group's performance to identify special needs.

Effective Strategies for Assessment

Teachers at St Illtyd's primary School use a variety of effective assessment strategies in order to glean a clear and broad understanding of a child's development and progression. Assessment strategies can therefore include the full range of strategies for example:

- observation
- listening to learners
- sensitive questioning and discussion
- pupil self and peer assessment
- pictorial / graphical presentation
- closing the gap marking
- testing



- group work

Planning for Assessment

In order to turn principles into practice the school identifies assessment, recording and reporting across the whole school curriculum within our SDP's. We use the improvement plan to guide our teaching. To support our teaching, we use curriculum maps for different Context for Learning, the Literacy and Numeracy Framework, the Skills Framework for each subject area, Foundation Phase documentation and Schemes of Work to guide our teaching. We use the assessment guidance in these schemes and individual subject portfolios to help us identify each child's level of attainment.

Assessment does not merely happen of its own accord, it needs to be planned for. It is both learning outcome driven and is a central feature of the heart of the teaching and learning process. Good practice includes the following and is fully implemented by the school:

All staff engage in collaborative planning over all key stages to ensure continuity and progression

Planning is linked to but not limited to:

- The Curriculum for Wales 2022
- The Literacy and Numeracy Framework
- The Digital Competency Framework
- The Four Purposes
- Welsh advisory service
- RE advisory service
- Play to Learn Packs (PESS)
- Jigsaw

Assessment opportunities for core subjects are identified as appropriate in the medium term planning and further refined in short term planning, on the basis of differentiation and individual pupils' needs and abilities. How and when to assess pupils work is therefore planned at the same time as teachers plan work;

- ARR co-ordinator liaises with LAST (Leadership and Support Team), all subject leaders and all teachers to ensure full coverage of attainment targets;
- Staff meetings are used to discuss issues related to ARR which includes both year group and whole school moderation activities;



- Short term planning formats encourage teachers to be self evaluative and such evaluations are used to consistently inform future planning;
- All planning is retained in year groups

Evidence of Assessment

Teacher Assessment can be continuous or periodic. Individual continuous assessment is accompanied by periodic assessment in a planned project, a period of class teaching or work on a new concept. It can be on an individual, group or class basis. Evidence is found in the Individual Assessment Portfolios (FP); Learner One Page Profiles; Area of Learning Portfolios; pupils' books; individual, group or class record sheets; evaluations of planning; Pupil Progress Tracking Sheets.

Pupils progress is retained on electronic cohort tracking sheets (using a combination of our own tracking sheets as well as Assessment Manager: (SIMS) which also are used for the whole school target setting process and Termly assessments in the core subject areas. Teacher assessments are provided for each pupil at the end of every academic year and these are completed in conjunction with the receiving teacher. Our systems and processes allow teachers to record assessments of various skills within each subject of the National Curriculum and each Foundation Phase Area for Learning. These assessments are carried out on an ongoing basis, but formally updated at least once a term.

Target-setting and Tracking

Every school is required by law to set targets in Mathematical Development, Language, Literacy and Communication Skills and Personal and Social Development, Well-Being and Social Development for those pupils in Year 2 and in Mathematics, English, Science and Welsh as a Second Language for those pupils who are in Year 6.

At St Illtyd's we also set end of year targets in those three areas at Foundation Phase and in Mathematics, English and Personal Development for all our children during each academic year. A member of the Leadership Team holds meetings with all teachers every term at which progress and targets are reviewed.

Tracking – Standardised Tests

In addition to the tracking of termly National Curriculum levels/Outcomes, we have a system of tracking a variety of other information in relation to pupil performance. We are therefore able to track progress in those tests on a year by year basis. The system is used to compare



attainment between gender, sex, ethnicity, Learners who receive Free School Meal and year groups. The data is collated onto spreadsheets, which are updated termly.

Moderation

If the results of assessments are to be useful, teachers need to be sure that their judgements are consistent. Legislation expects teachers to moderate their results across a school and LAs to moderate across schools. LA moderation training days are used to support the school in its judgements at the end of FP and KS2. Agreement of standards of achievement is an ongoing task and moderation sessions are timetabled as part of staff meetings and training days where appropriate.

End of Foundation Phase / KS2 Assessment Teachers' assessments at the end of Year 2 and 6 are analysed and are used to inform planning and so further improve pupils' attainment in future learning. Data analysis is rigorous and areas of strength and weakness are highlighted and disseminated to staff, governors and the LA. Trends and patterns in data and such issues as gender, ethnicity etc. is taken into account.

Moderation of Standards

All subject leaders monitor examples of children's work and teacher's planning within their subject area. Subject leaders currently use the National Curriculum Attainment Levels/ Foundation Phase Outcomes to make judgments about the levels of the children's work and standards reached in their subject. By doing this we ensure that we make consistent judgments about standards in the school. It is each subject leader's responsibility to ensure that the samples of children's work that they keep reflect the full range of ability within each subject. These samples are kept as digital portfolios. Each Area of Learning Experience (AoLE) leader has a file containing learner profiles for children moderated by staff as Foundation Phase Outcomes 2,3,4, 5 and 6 and Key Stage 2 Levels 2, 3, 4 and 5. These profiles act both as evidence of the moderation process at St Illtyd's and as benchmarks for the respective levels.

Recording

Principles of Good Practice

It is the aim of the school to produce records, which are manageable, accessible and based upon evidence from a variety of sources. Records need to be consistent, easy to interpret, cumulative and purposeful, and act as an aid to promote assessment for learning. Such records are used for:

- Informing the planning of future work;



- Monitoring the progress of learners over time
- Monitoring the well-being of learners through Pupil Progress Trackers and Well being webs
- Monitoring the impact of interventions
- Informing next teacher / next school;
- Raising self-awareness and motivation of learners whilst also recognising achievement and celebrating through a positive approach to marking
- Identify school, class, group and individual targets;
- Informing the school on its strengths and weaknesses;
- Accumulation evidence to support professional judgement.

The school has agreed to keep the following records:

- Pupil Progress Trackers - monitoring learners attendance, well-being status, Additional Learning Need (ALN) status, parental engagement, termly progression in LLC,MD, Science (KS2), Welsh and PSD
- Reading records
- Phonic checklists and Read, Write Inc assessment data
- Whole school targets; class targets; group and individual targets (IEPs / Teaching Talking & BPVS for Early Years and additional needs pupils)
- Results of external testing, eg, Personalised Assessments and Single Word Spelling Tests.
- All annual written reports are kept electronically on the staff shared area.

We recognise various methods of assessing a child's learning and the type of assessment that we make varies from subject to subject. On our planning sheets we evaluate the learning that has taken place, those pupils who have not yet met the planned learning objective or who have exceeded expectation so that we can take the needs of these pupils into account when planning for the next lesson. This enables teachers to make a judgement about the work of each child in relation to their previous learning as well as the National Curriculum Level of Attainment/Foundation Phase Outcome which in turn allows us to monitor the progress of each child.

Reporting to Parents

Reporting to parents in both formal and informal ways is seen as crucial by the teaching staff in developing partnerships with families at St. Illtyd's Primary School. It means we are able to give a full picture of their child and the curriculum provision and learning opportunities provided by school. We have a range of strategies that keep families fully informed of their child's progress in school. We encourage families to contact the school if they have concerns about any aspect of their child's work or well-being.



Parent Consultations are held in the Autumn and Spring terms. At the first meeting of the school year the parents are able to discuss targets that have been identified for their child or any settling in issues that may have arisen, as well as looking at books. At the second meeting the parents can discuss their child's progress and look at samples of work from their child's school books and discuss concerns from the school report, if there are any. During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum/Foundation Phase Areas of Learning. We actively encourage parental feedback.

With the relaxation of covid restriction, we encourage face to face contact with parents on a regular basis before and after school. Where this is not possible, all families have access to class Seesaw and the ability to directly message class teachers, office staff and members of the Leadership Team. Termly Workshops are provided covering various areas of curriculum, well-being, reading, starting school etc.

Review of Policy

This policy will be reviewed in the light of changes in

- National Curriculum with the implementation of Curriculum for Wales 2022
- Consortium/INSET training
- The Staff and organisation within the school
- Any other relevant matters