



Ysgol Bryn Gwalia



Assessment Policy

Last Review Date	January 2022
Date to be reviewed by Senior Management Team	September 2024
Date Adopted by Governing Body	September 2023
Head Teacher – Mrs Lorraine Dalton	
Chair of Governors – Mrs Janiene Davies	



Introduction

The implementation of the Curriculum for Wales places a renewed focus on assessment and using assessment as a tool to support pupil progress. Assessment is a continuous part of the curriculum design and planning process

The Welsh Government outlines three core purposes of assessment within the context of the Curriculum for Wales;

- Supporting individual learners on an ongoing, day to day basis.
- Identifying, capturing and reflecting on individual learner progress.
- Understanding group progress in order to reflect on practice.

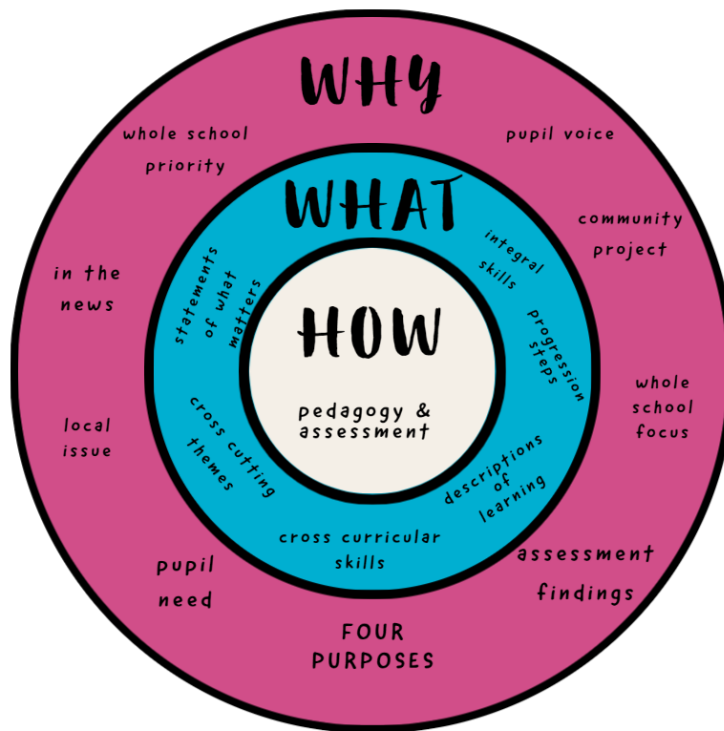
At Ysgol Bryn Gwalia - we believe that assessment is inseparable from the teaching process since its prime purpose is to inform planning and the creation of learning opportunities to best improve pupils' performance and to help teachers understand how to best support their pupils.

'If we think of our children as plants summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants - directly affecting their growth.'

(Shirley Clarke- 'Unlocking Formative Assessment' 2002 Hodder & Stoughton)

Aims

- To diagnose pupils' strengths and areas requiring support.
- To match the work of the classroom to pupils' capabilities through differentiation.
- To involve pupils in discussion and self-appraisal.
- To support all pupils in making progress at an appropriate level and pace.



Strategy

Assessment Manager	<ul style="list-style-type: none"> The Assessment Manager (Deputy Headteacher) co-ordinates our Assessment Policy and monitors its impact.
Teachers' Planning & Reflection Journals	<ul style="list-style-type: none"> All planning gives clear learning intentions and a variety of differentiated assessment opportunities. These include assessment for and of learning strategies. The use of the 'Must, Should, Could' differentiation technique is incorporated into all lessons from year 3 upwards and to support access to appropriate continuous provision and focussed tasks within the Foundation Phase. All planning is monitored as part of the School Improvement Monitoring Cycle by the Senior Management Team to ensure a consistent and thorough approach to assessment through Planning and Reflection Journal reviews. Taith 360 is used to ensure full curriculum coverage and in turn to identify assessment opportunities within the context of Medium Term Planning.
Assessment Procedures	<ul style="list-style-type: none"> An on-entry assessment is carried out for pupils new to the school. (Nursery, Reception or at other points of transition into school). <p>Formative Assessment:</p> <ul style="list-style-type: none"> Continuous assessments such as verbal feedback, evaluative marking and observations. Short-term targets are recorded in pupils' books. Assessment for Learning is an integral part of the process and is carried out using an individual, peer and group approach. <p><u>Languages, Literacy & Communication:</u></p> <ul style="list-style-type: none"> Pupils will be assessed termly based on the knowledge and

understanding demonstrated within lessons and wider school activities. This is in line with the school Languages, Literacy and Communication AoLE policy.

- One oracy task planned per half term to be assessed by pupils in collaboration with the teacher or by the teacher (both English and Welsh).
- One reading task planned per half term to be assessed by pupils in collaboration with the teacher or by the teacher (both English and Welsh).
- One written task planned per half term to be assessed by pupils in collaboration with the teacher or by the teacher (both English and Welsh).

Mathematics and Numeracy:

- Pupils will be assessed termly based on the knowledge and understanding demonstrated within lessons and wider school activities. This is in line with the school Mathematics and Numeracy AoLE policy.
- One reasoning / using and applying activity to be planned, carried out and assessed per half term. This will feed into the Mathematics and Numeracy tracking.

Science and Technology:

- Pupils will be assessed termly based on the knowledge and understanding demonstrated within lessons and wider school activities. This is in line with the school Science and Technology AoLE policy.
- One Science and Technology investigation to be planned, carried out and assessed per half term. This will feed into the Science and Technology tracking.

Humanities:

- Pupils will be assessed termly based on the knowledge and understanding demonstrated within lessons and wider school activities. This is in line with the school Humanities AoLE policy.

Expressive Arts:

- Pupils will be assessed termly based on the knowledge and understanding demonstrated within lessons and wider school activities. This is in line with the school Expressive Arts AoLE policy.

Health and Wellbeing:

- Pupils will be assessed termly based on the knowledge and understanding demonstrated within lessons and wider school activities. This is in line with the school's Health and Wellbeing AoLE policy.

Summative Assessment:

- Most summative assessments occur termly or at the end of the unit of study.
- These are timed to coincide with parent/carers' evenings for staff to give detailed feedback with examples of work. Such assessments may include termly assessment, end of topic assessments or evaluation of extended or project based work.
- Termly standardised test results (Hwb Reading, Hwb Maths

	<p>Procedural, Hwb Maths Reasoning and SWST) as well as teacher assessment outcomes are entered into the SIMS Pupil Tracker and discussed at Pupil Progress Reviews to help identify those pupils who may require more support.</p> <ul style="list-style-type: none"> • Teacher assessments, National Reading Test, spelling, National Numeracy Tests, CATs are used to form the basis of discussions between teachers to support transition and to support transition to High School. <p>Other Tools:</p> <ul style="list-style-type: none"> • CATs scores in Year 4 to be analysed by the Senior Management Team. • The PASS (Pupil Attitude to School and Self) Survey is used to determine levels of pupil wellbeing and is looked at against performance data and also tools to determine potential such as CATS and Educational Psychology Service assessments. <p>Transition:</p> <ul style="list-style-type: none"> • On-entry assessments completed when a pupil starts at school to determine progress throughout their educational journey. • Transition meetings held to summarise Pupil Progress Meetings and secure transition support for pupils moving between classes and schools. • Progress data and information is reviewed regularly by the Senior Management Team and Governing Body to help determine improvements to transition and assessment processes.
Progression	<p>Progression</p> <p>All assessment activities will ensure a clear focus on the Principles of Progression and in turn work to ensure;</p> <ul style="list-style-type: none"> • increasing breadth and depth of knowledge; • deepening understanding of the ideas and disciplines within areas; • refinement and growing sophistication in the use and application of skills; • making connections transferring learning into new contexts; • increasing effectiveness of the pupils.
Pupil Progress	<ul style="list-style-type: none"> • Pupil Progress Meetings are held on a termly basis for class teachers and the Senior Management Team to discuss targets which are then reviewed at a whole school level to identify further school improvement priorities. This entails a triangular approach that focusses on wellbeing, potential and performance. • The Achievement and Inclusion Managers will analyse standardised test data and continuous assessment data to determine intervention support for pupils. • Pupils with Individual Development Plans are tracked termly, with targets being reviewed and rewritten by the class teacher and Achievement and Inclusion Managers. • All groups of learners are tracked on the SIMS Pupil Tracker System allowing reports to be run for relevant cohorts and groups as required to support further analysis.
Assessment Records	<ul style="list-style-type: none"> • Assessment records are kept on each pupil which follows the pupil through the school. (SIMS Tracker and Pupil Record Files) • Termly standardised test results are uploaded into the SIMS Pupil

	<p>Tracker and kept in their Pupil Record Files. These results are analysed and discussed in termly pupil progress meetings between teacher and Senior Management Team in conjunction with formative assessment records.</p> <ul style="list-style-type: none"> • A transfer record is in place when year pupils transition to Secondary School which is completed as part of agreed Local Authority processes.
Standardisation & Moderation	<ul style="list-style-type: none"> • Standardisation and Moderation is planned into staff meetings to allow all teaching staff to meet and develop shared expectations and understanding across all Areas of Learning and Experience. • Cluster Moderation takes place as agreed by Cluster Headteachers to support shared expectations and understanding across all Areas of Learning and Experience and to support transition to High School.
Reporting	<ul style="list-style-type: none"> • Parents/carers are invited to meet teachers during Autumn, Spring and Summer (optional) to discuss progress. • Parents receive an interim report at the end of the Autumn Term and an annual report in July, which is a written assessment covering all aspects of the curriculum and targets for improvement. • Welsh National Testing results are also shared with parents / carers in July.
Cross Phase Liaison	<ul style="list-style-type: none"> • On entry - Baseline assessments completed by Nursery Leads and Reception Teachers or other teachers upon a pupil entering the school. • Transition Points – Pupil Progress Meetings, assessment information and handover meetings take place to support transition.
ALN & Inclusion	<ul style="list-style-type: none"> • Small Steps to Success and Individual Development Plans are formulated for pupils with Additional Learning Needs and are used to inform planning. Assessment is on going and to be monitored by class teacher and Achievement and Inclusion Managers regularly. • Assessment allows identification for MAT pupils and provision implemented accordingly. • One Page Profiles are updated regularly with the support of parents / carers.

Assessment Timetable – Autumn Term (Sept/Oct)

	Hwb Assessments	Other Assessments	Week After Assessments	Two weeks after Assessment Week a Pupil Progress Meeting will take place with your line manager.
Nursery		<ul style="list-style-type: none"> On Entry Baseline Early Talk Boost 	<ul style="list-style-type: none"> On Entry Assessment 	
Reception		<ul style="list-style-type: none"> Talk Boost On Entry Baseline Counting/ Number recognition and formation Phonics Wellbeing Survey eAWARE 	<ul style="list-style-type: none"> Complete the Pupil Progress Review Update Intervention Groups 	
Year 1		<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper A Reading - Salford High Frequency Words Counting/ Number recognition and formation Wellbeing Survey eAWARE 	<ul style="list-style-type: none"> Fill in the Tracker Complete HFW Tracker Complete the Pupil Progress Review Update Intervention Groups 	
Year 2	<p><u>ACCESS FAMILIARISATION ASSESSMENTS</u></p> <ul style="list-style-type: none"> Reading – Hwb Year 2 Reading Paper Maths – Hwb Year 2 Procedural Paper Hwb Year 2 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper A Reading - Salford High Frequency words Counting/ Number recognition and formation Wellbeing Survey eAWARE 	<ul style="list-style-type: none"> Fill in the Tracker Complete HFW Tracker Complete the Pupil Progress Review Update Intervention Groups- 	
Year 3	<p><u>ACCESS FAMILIARISATION ASSESSMENTS</u></p> <ul style="list-style-type: none"> Reading – Hwb Year 3 Reading Paper Maths – Hwb Year 3 Procedural Paper Hwb Year 3 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper A Reading - Salford Accelerated Reader Times Tables – 2s, 10s, 5s, 4s PASS Survey eAWARE 	<ul style="list-style-type: none"> Fill in the Tracker Complete the Pupil Progress Review Update Intervention Groups 	
Year 4	<p><u>ACCESS FAMILIARISATION ASSESSMENTS</u></p> <ul style="list-style-type: none"> Reading – Hwb Year 4 Reading Paper Maths – Hwb Year 4 Procedural Paper Hwb Year 4 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper A Reading - Salford Accelerated Reader Times Tables – 2s, 10s, 5s, 4s, 3s, 6s CAT4 PASS Survey eAWARE 	<ul style="list-style-type: none"> Fill in the Tracker Complete the Pupil Progress Review Update Intervention Groups 	
Year 5	<p><u>ACCESS FAMILIARISATION ASSESSMENTS</u></p> <ul style="list-style-type: none"> Reading – Hwb Year 5 Reading Paper Maths – Hwb Year 5 Procedural Paper Hwb Year 5 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper B Reading - Salford Accelerated Reader Times Tables – 2s, 10s, 5s, 4s, 3s, 6s, 8s, 9s PASS Survey eAWARE 	<ul style="list-style-type: none"> Fill in the Tracker Complete the Pupil Progress Review Update Intervention Groups 	
Year 6	<p><u>ACCESS FAMILIARISATION ASSESSMENTS</u></p> <ul style="list-style-type: none"> Reading – Hwb Year 6 Reading Paper Maths – Hwb Year 6 Procedural Paper Hwb Year 6 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper B Reading - Salford Accelerated Reader Times Tables – 2s, 10s, 5s, 4s, 3s, 6s, 8s, 9s, 7s PASS Survey eAWARE 	<ul style="list-style-type: none"> Fill in the Tracker Complete the Pupil Progress Review Update Intervention Groups 	

Assessment Timetable – Spring Term (Jan/Feb)

	Hwb Assessments	Other Assessments	Week After Assessments	Two weeks after Assessment Week a Pupil Progress Meeting will take place with your line manager.
Nursery		<ul style="list-style-type: none"> Ongoing Formative Assessment 	<ul style="list-style-type: none"> Update On Entry Assessment 	
Reception		<ul style="list-style-type: none"> Ongoing Formative Assessment Jolly Phonics High Frequency Words Counting/ Number recognition and formation eAWARE 	<ul style="list-style-type: none"> Complete the Pupil Progress Review Complete HFW Tracker Update Intervention Groups 	
Year 1		<ul style="list-style-type: none"> Reading – Salford Year 1 Reading Spring Paper Spelling – SWST Spelling Test Paper A Counting/ Number recognition and formation High Frequency Words eAWARE 	<ul style="list-style-type: none"> Fill in the Tracker Complete HFW Tracker Complete the Pupil Progress Review Update Intervention Groups 	
Year 2	<ul style="list-style-type: none"> Reading – Hwb Year 2 Reading Paper Maths – Hwb Year 2 Procedural Paper Hwb Year 2 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper A High Frequency Words Counting/ Number recognition and formation eAWARE 	<ul style="list-style-type: none"> Fill in the Tracker Complete HFW Tracker Complete the Pupil Progress Review Update Intervention Groups 	
Year 3	<ul style="list-style-type: none"> Reading – Hwb Year 3 Reading Paper Maths – Hwb Year 3 Procedural Paper Hwb Year 3 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper A Reading - Salford Accelerated Reader Times Tables – 2s, 10s, 5s, 4s, 3s eAWARE 	<ul style="list-style-type: none"> Fill in the Tracker Complete the Pupil Progress Review Update Intervention Groups 	
Year 4	<ul style="list-style-type: none"> Reading – Hwb Year 4 Reading Paper Maths – Hwb Year 4 Procedural Paper Hwb Year 4 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper A Reading - Salford Accelerated Reader Times Tables – 2s, 10s, 5s, 4s, 3s, 6s, 8s eAWARE 	<ul style="list-style-type: none"> Fill in the Tracker Complete the Pupil Progress Review Update Intervention Groups 	
Year 5	<ul style="list-style-type: none"> Reading – Hwb Year 5 Reading Paper Maths – Hwb Year 5 Procedural Paper Hwb Year 5 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper B Reading - Salford Accelerated Reader Times Tables – 2s, 10s, 5s, 4s, 3s, 6s, 8s, 9s, 7s eAWARE 	<ul style="list-style-type: none"> Fill in the Tracker Complete the Pupil Progress Review Update Intervention Groups 	
Year 6	<ul style="list-style-type: none"> Reading – Hwb Year 6 Reading Paper Maths – Hwb Year 6 Procedural Paper Hwb Year 6 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper B Reading - Salford Accelerated Reader Times Tables – 2s, 10s, 5s, 4s, 3s, 6s, 8s, 9s, 7s eAWARE 	<ul style="list-style-type: none"> Fill in the Tracker Complete the Pupil Progress Review Update Intervention Groups 	

Assessment Timetable – Summer Term (April/May)

	Hwb Assessments	Other Assessments	Week After Assessments	Two weeks after Assessment Week a Pupil Progress Meeting will take place with your line manager.
Nursery		<ul style="list-style-type: none"> Ongoing Formative Assessment 	<ul style="list-style-type: none"> Update On Entry Assessment 	
Reception		<ul style="list-style-type: none"> Ongoing Formative Assessment Update Baseline Jolly Phonics High Frequency Words Counting/ Number recognition and formation eAware 	<ul style="list-style-type: none"> Complete the Pupil Progress Review Complete HFW Tracker Update Intervention Groups 	
Year 1		<ul style="list-style-type: none"> Reading – Salford Spelling – SWST Spelling Test Paper A Counting/ Number recognition and formation High Frequency Words Phonics Screening Kit Wellbeing Survey eAware 	<ul style="list-style-type: none"> Fill in the Tracker Complete HFW Tracker Complete Phonics Screening Review Complete the Pupil Progress Review Update Intervention Groups 	
Year 2	<ul style="list-style-type: none"> Reading – Hwb Year 2 Reading Paper Maths – Hwb Year 2 Procedural Paper Hwb Year 2 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper A High Frequency Words Counting/ Number recognition and formation Wellbeing Survey eAware 	<ul style="list-style-type: none"> Fill in the Tracker Complete HFW Tracker Complete the Pupil Progress Review Update Intervention Groups 	
Year 3	<ul style="list-style-type: none"> Reading – Hwb Year 3 Reading Paper Maths – Hwb Year 3 Procedural Paper Hwb Year 3 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper A Reading – Salford Accelerated Reader Times Tables – 2s, 10s, 5s, 4s, 3s PASS Survey eAware 	<ul style="list-style-type: none"> Fill in the Tracker Complete the Pupil Progress Review Update Intervention Groups 	
Year 4	<ul style="list-style-type: none"> Reading – Hwb Year 4 Reading Paper Maths – Hwb Year 4 Procedural Paper Hwb Year 4 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper A Reading – Salford Accelerated Reader Times Tables – 2s, 10s, 5s, 4s, 3s, 6s, 8s PASS Survey eAware 	<ul style="list-style-type: none"> Fill in the Tracker Complete the Pupil Progress Review Update Intervention Groups 	
Year 5	<ul style="list-style-type: none"> Reading – Hwb Year 5 Reading Paper Maths – Hwb Year 5 Procedural Paper Hwb Year 5 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper B Reading – Salford Accelerated Reader Times Tables – 2s, 10s, 5s, 4s, 3s, 6s, 8s, 9s, 7s PASS Survey eAware 	<ul style="list-style-type: none"> Fill in the Tracker Complete the Pupil Progress Review Update Intervention Groups 	
Year 6	<ul style="list-style-type: none"> Reading – Hwb Year 6 Reading Paper Maths – Hwb Year 6 Procedural Paper Hwb Year 6 Reasoning Paper 	<ul style="list-style-type: none"> Spelling – SWST Spelling Test Paper B Reading – Salford Accelerated Reader Times Tables – 2s, 10s, 5s, 4s, 3s, 6s, 8s, 9s, 7s PASS Survey eAware 	<ul style="list-style-type: none"> Fill in the Tracker Complete the Pupil Progress Review Update Intervention Groups 	

Evaluation & Review

This policy will be reviewed by the Senior Management Team and Governing Body and adopted by the Governing Body as per the schedule on the front page.

The Curriculum for Wales will require amendments to assessment arrangements as the education system moves to use 'progress steps' and 'what matters statements'. This

policy may be reviewed and amended early to consider these as the Welsh Government directs the implementation schedule.