

St Brides Major CW Primary School



Love Learning for Life
Caru Dysgu am Oes

Assessment, Recording, Reporting & Tracking Policy

Policy Aims

To ensure that:

- Pupils' work is evaluated according to the criteria devised by St Brides Major C/W Primary School.
- The outcomes of assessment are used by teachers to inform and evaluate their planning and teaching identifying strengths and weaknesses, using both summative and formative assessments.
- Pupils' work is regularly marked so that they are provided with supportive feedback about their performance. (See marking guidance.)
- Pupils are encouraged to use the information obtained as a result of assessment as a guide for improving their work. The overall aim is for pupils to become independent, self-motivated and effective learners.
- Assessment arrangements in the school are manageable and effective in monitoring the progress in individual pupils.
- Assessment is an integral part of the curriculum
- A variety of assessment techniques are used
- Assessment is the responsibility of all teachers and support staff

Assessment and Curriculum Planning

Within the statutory guidance and framework for Curriculum for Wales (CfW), Welsh Government (WG, 2020) state:

'Assessment is intrinsic to curriculum design and its overarching purpose within the curriculum is to support every learner to make progress.... Assessment should contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development, in order to inform next steps in learning and teaching.'

The purpose of assessment is to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly. To do so, the Curriculum for Wales (CfW) sets out that we assess for three key reasons to:

- support individual learners on an ongoing, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress in order to reflect on practice'

On-entry assessments

As required by Curriculum for Wales, at whatever point a learner enters our school, we will seek to understand where they are in their learning and the progression they have made to date. This understanding will be supported by our on-entry assessment arrangements which enable us to identify the learner's starting point and how we can best move their learning forward. Where it is available, we will take account of information provided by those who have previously supported the education of the learner.

Forms of Assessment

Assessment is key to supporting deep learning and is used to identify whether a learner needs to consolidate learning, whether further support is needed and/or whether the learner can progress to the next steps in learning.

Observational assessment will be used at St Brides to look for evidence of embedded learning to assess what a learner can do consistently and independently in a range of learning experiences. This is informed by a good understanding of child development.

Specific assessment approaches will depend on the knowledge, skills and experiences being developed as part of the school's curriculum, and on the needs of learners. At St Brides we plan a range of assessment methods and techniques that are fit-for-purpose and support progression across the breadth of the curriculum. Some of these are specific to individual areas of learning and experience (Areas), some apply across more than one Area and others may be specific to learners with additional needs.

As learners progress within St Brides, they will engage more directly in the assessment process. We will provide opportunities for them to undertake peer assessment and self-assessment, supporting them to develop these skills in a way which is appropriate to their individual developmental stage.

Assessments that support St Brides' curriculum:

AUTUMN TERM ASSESSMENTS	
Year group	Assessment
R	Baseline
1	RWInc
2	RWInc, Single Word Spelling Test, Salford reading and comprehension, National Procedural, Reading and Reasoning
3	Single Word Spelling Test, Salford reading and comprehension, National Procedural, Reading and Reasoning

4	Single Word Spelling Test, Salford reading and comprehension, National Procedural, Reading and Reasoning
5	Single Word Spelling Test, Salford reading and comprehension, National Procedural, Reading and Reasoning
6	Single Word Spelling Test, Salford reading and comprehension, National Procedural, Reading and Reasoning

SUMMER TERM ASSESSMENTS	
Year group	Assessment
R	PT5 Maths test RWInc
1	PT6 Maths, RWInc
2	RWInc, Single Word Spelling Test, Salford reading and comprehension, National Procedural, Reading and Reasoning, Non Verbal
3	Single Word Spelling Test, Salford reading and comprehension, National Procedural, Reading and Reasoning, Non Verbal
4	Single Word Spelling Test, Salford reading and comprehension, National Procedural, Reading and Reasoning, Non Verbal
5	Single Word Spelling Test, Salford reading and comprehension, National Procedural, Reading and Reasoning, Non Verbal
6	Single Word Spelling Test, Salford reading and comprehension, National Procedural, Reading and Reasoning, Non Verbal

Years 1 – Year 6 will also complete extended writing assessments during the assessment weeks.
(Reception start writing assessments in the Summer term)

Whole school – ongoing assessment of all AOLEs using Taith 360 tracking tool.

Online Personalised Assessments

Statutory online personalised assessments are part of the wider assessment arrangements within Curriculum for Wales and are designed to help teachers understand how a learner's reading and numeracy skills are developing and what the next steps should be.

The assessments are 'adaptive' which means that questions are selected based on the learner's response to the previous question or questions. When learners answer questions correctly they will receive more challenging questions, and when learners answer incorrectly they will receive easier questions. This personalisation means that every learner will see a different set of questions, and the number of questions will vary.

This process continues until the assessment system has covered the relevant aspects of the curriculum and gathered sufficient information on the learner's responses.

At St Brides, children in Years 2 – 6 will be tested biannually in October and May.

After learners have completed these assessments, schools have access to feedback on learners' skills, progress and age-standardised scores. The child's standardised score will be sent to parents with their end of year report and show parents what their child has attained compared with all others of the same age.

100 is the average attainment

Most children will score between 85 and 115

Very low (below 70) or very high (above 130)

Reporting to parents

The 2022 Provision of Information Regulations therefore place a duty on the head teacher to make arrangements to provide information on the annual progress of learners, including any adult learners. This information must include:

- a brief commentary about the progress in learning across the relevant curriculum
- a brief summary of the learner's progression needs and the next steps to support their progression
- brief advice on how parents or carers can support their child's progression
- feedback and progress on the learner's personalised assessments, as set out in the personalised assessments administration handbook
- brief commentary about the learner's well-being
- a brief summary of any qualifications attained
- a summary of the learner's attendance during the period showing the number of authorised and unauthorised absences (within the meaning of the Education (Pupil Registration) (Wales) Regulations 2010) and the number of possible attendances
- particulars of the arrangements under which the information provided may be discussed with the learner's teachers by the parent, carer or adult learner.
- It will be for the headteacher to determine the most appropriate form with which to provide information to parents and carers and the timing of the provision of annual progress information.'

Each term, parents are invited to discuss the progress of their child with the class teacher and any other agencies involved, if applicable. The following information will be shared:

- a brief summary of the learner's well-being
- a brief commentary on their key progress and learning
- a brief summary of the key progression needs of the learner and the next steps to support their progression
- brief advice on how the parent or carer can support their child's progression.

When writing annual reports, teachers will use the expectation statements from the LNF/DCF and the progression step descriptors to write a narrative about what the child has achieved and what he/she needs to work on next to improve.

Pupils' Self-Assessment and Target setting

Years 3 – Year 6 self-assess during weekly extended writing opportunities.

Years 4-6 self and peer assess against success criteria stickers when appropriate.

Years 4-6 pupils use a target board self-assessment after every maths lesson.

Marking and responding to pupils' work

Marking is seen as an integral part of the whole school assessment policy and is fundamental for effective learning and teaching. It is used as a tool to recognise progress and achievement as well as to indicate strategies for improvement.

In younger years, feedback for learners is usually verbal; however written feedback is always evident in pupils' books.

All work in books is marked against the learning question and success criteria. Marking may take different forms on different occasions:

- All teachers write a simple comment to develop independent learning skills, self-assessment is encouraged.
- Pupils will mark each other's work against the learning question and shared success criteria.
- Teachers will identify positive examples in work with a pink pen and use a green pen to indicate ways forward.

Class teachers display marking posters.

- Positive work is identified in pink.
- Ways forward are identified in green.
- Children will edit green way forward in a different coloured pencil.
- Work throughout the school is marked using a Welsh phrase to develop bilingualism.

- Not all misspellings are corrected as this can be detrimental to the development of confident independent writers. Where mistakes in key vocabulary are identified, pupils will generally write out the word 3 times to consolidate correct spellings. This is introduced when appropriate to the child's level of development. Spelling mistakes made by emergent writers would not normally be corrected.
- Pupils are offered opportunity to respond to marking either in discussion or writing.
- Comments are written in pink or green pen and if the class teacher is not doing the marking, the person initials the comment. This could consist of a supply teacher or PPA teacher.

Monitoring

Books

Members of staff with leadership responsibility monitor books in the Autumn, Spring and Summer terms. A cross section to exemplify ability range in each class is sampled. They then report back to governors and identify areas to be developed.

In class monitoring and observation

This is undertaken by the Headteacher and peer observation. A focus is decided upon prior to observation. A proforma is completed following observation. Oral feedback is given to the class teacher.

Assessment of Well-Being

Pupils' social and emotional wellbeing is important as it affects their physical health and can determine how well they do at school. All children complete a SELFIE test in the Autumn and Spring terms. Results are analysed and support given where needed. Within classes, the Jigsaw programme is delivered on a weekly basis.

Homework

Homework is intended to be beneficial for children by extending the learning achieved within school time and promoting the home/school partnership. We believe education should be seen as a partnership between home and school, as a happy relationship with parents is essential to the success of the school. We have always enjoyed the active support of parents and other members of the community to assist us in providing the best possible education for our children and in the achievement of our school aims. Parents play a crucial role in the successful completion of homework, by monitoring, supporting or even actively helping their children with their work. By having a set time and place set aside for the completion of homework by their children, parents can greatly help to make the time as constructive as possible. The most important support any parent can give to their child is to show a caring interest in the work done at home.

Homework also plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out- of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and develop their skills, interests and talents to the full when they make maximum use of the experiences and opportunities that are available outside of school.

Types of Homework

The type of homework that we focus on in St. Brides will consist of:

Reading

Spellings

Mathematical task – MyMaths or paper

This is a minimum expectation from teachers.

Additional homework may also be sent home if required by the class teacher. This may consist of:

Researching topics

Consolidation or reinforcement of class work

Preparation for a presentation, talk, play or sketch

Writing task

Collecting material

Some homework may be required to be completed and submitted electronically. We provide books for children to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child.

The publication of Curriculum News early in the term gives parents opportunities to support the topics to be covered in that term helping them to research in books, the library and the internet or collect artefacts and therefore contribute to their child's learning.

Administering Homework

Children will use homework books. Children will either write or stick their homework directly into these books. The teacher will acknowledge the homework and write a small comment if needed when these books are returned. Homework is sent home every Thursday in all classes. Homework is expected to be returned on Monday. This will be made clear at the beginning of the term and it is important that parents work with the pupil to allow the homework to be sent in on the correct days. It is the responsibility of the class teacher to plan and provide manageable tasks for the children and to liaise with parents where necessary.

Pupils with Additional Learning Needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. If a child has support from the Additional Learning Needs co-ordinator, then they may have additional homework targeted to their need.

The Role of the Parent

Parents have a vital role to play in their child's education, and homework is an important part of this process. Once homework is set by staff, pupils and parents take responsibility for it, for example, taking it home, completing it and returning it on time. Homework or missed class work will not be set or given to pupils who are taken out of school for holidays.

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