

Ysgol Deiniol Primary School



Assessment Policy

Approvals	
Approved by Governing Body on	Date: 13 th March 2024
Review and Update	3 years from date above
Model Policy Implementation	Date: 8 th October 2020
Signed: Chair	
Signed : Headteacher	

As Curriculum for Wales rolls out in schools and settings across Wales, it marks a significant shift in the role of assessment within education, at both a national and a school/setting level. We are clear that 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), as defined in the [Supporting Learner Progression: Assessment Guidance](#) 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

To enable this approach to assessment, aspects of the current arrangements that do not support the ethos of Curriculum for Wales have been removed and new requirements will be introduced to ensure that supporting learners to make progress is at the heart of assessment going forward. As part of this, practitioners can build on and further develop assessment methods that are already in use to support learners to progress on an ongoing, day-to-day basis, and look to develop new strategies.

Aims and Objectives

- * Provide an assessment and recording process, which is manageable, formative and concise.
- * Be an integral part of teaching and learning.
- * Concentrate on positive achievements and take a constructive approach to weaknesses.
- * Facilitate transfer of information, and ensure planned continuity and learning development between classes within the school and between schools.
- * Provide evidence of annual reporting to parents.
- * Help to establish an effective partnership between home and school, to ensure a clearer understanding of the child's needs and progress.
- * Help to evaluate our curriculum provision and teaching practices and plan appropriate learning strategies.

The Principles and Purpose of Assessment

Assessment should -

- * Inform planning in order to facilitate next objectives.
- * Enable quality decisions to be made about a child's achievements.
- * Ensure that achievements of every child are equally valued.
- * Enhance opportunities for learning.
- * Diagnose particular difficulties in order to match activities to individual needs.
- * Secure progress in learning.
- * Help each child to develop his/her potential.
- * Appraise our own teaching effectiveness.
- * Report progress and achievements to the children, parents and other.
- * Contribute to the professional development of the staff through the use of assessment processes and moderation arrangements.

Type of Assessment

- * Formative Assessment
This is the ongoing assessment which takes place through daily interaction with the child - talking, listening, observing, questioning and through written and practical activities. It is concerned with identifying the future needs of the child.
- * Summative Assessment
This is the accumulated evidence of what each child knows, understands and can do at a particular time, e.g. at the end of the school year in preparing to report to the parents.
- * Diagnostic Assessment
This is the detailed analysis of specific aspects of performance in order to determine the precise nature of particular strengths and weaknesses e.g. reading test designed to analyse reading difficulties.
- * Evaluative Assessment
This is the use of assessment information to evaluate the effectiveness and appropriateness of teaching and learning.
- * Self-Assessment

This involves the pupils in making decisions about their own work and values, comments and judgements on personal achievements.

On-Entry Assessments

Nursery use the same assessment procedure on: LLC, MD, Physical Development and PSE. The assessment is carried out over a six-week period beginning in September, any new pupils to Reception also undergo the assessment process for their Baseline.

Methods of Assessment Within The Classroom

- * Observation/Listening
- * Question/Discussion
- * Practical/Digital Recordings
- * Photographs/ Recordings
- * Pupil Self-Assessment

Children can be involved in formative assessment by -

- being aware of what they need to learn,
- being made aware that they are being assessed,
- being aware of what they must provide as evidence,
- being aware of what they can do and recording achievements,
- knowing what they need to do next.

Assessment can be built into everyday classroom activities. Children can be reminded throughout the activity what is being looked for. This can be done with individuals and with groups of children.

Talking and questioning children when marking their work helps to reveal levels of understanding. During these discussions, children can be encouraged to make judgements about what they have done using the given criteria.

A constructive comment at the end of a piece of work will provide a guide to progress. Children should understand why they have been given a star or badge.

Older children should be able to select a piece of work that shows achievement. Children need to understand why something they have done is so good. Although it is vitally important that a positive approach be adopted, children must also be aware of areas of weakness in order to plan strategies for improvement.

Personalised Assessments

From Year 2 to Year 6 all pupils undertake National Personalised Assessments in Reading, Numerical Reasoning and Numerical Procedures which are intended to reaffirm the assessment made by ongoing teacher assessment.

Other Assessments

- NARA
- Youngs Spelling
- Headsprouts
- RWI
- Wordshark
- IDL Numeracy

This list is not exhaustive and assessments can change from year to year dependent on the nature of the pupils. For a full list of assessment tools please see the Assessment Audit 2022.

Our school's curriculum has been developed to incorporate the progression outlined in the principles of progression. When planning and delivering learning experiences which have assessment embedded within, practitioners are aware of how they are contributing to a learner's overall journey.

In CfW, learners are expected to make continuous progress. The purpose of assessment is to assess that progress, to understand each individual learner's progress and identify how to tailor ongoing support to effectively enable the learner to continue to progress. This approach will also help provide valuable information to inform transition processes.

Learners are supported on an ongoing day to day basis. As a school, we identify, capture and reflect on individual learner progress. Assessment is ongoing and provides a holistic view of the pupils' achievements throughout the 3-16 continuum.

In addition to our ongoing assessment procedures the following will also be carried out:

- * Pupil Progress meetings twice a year;
- * Assessment of core subjects, once a year.
Recording
- * The orange or confidential file contains personal details, medical notes, standardised results, music (peripatetic), ALN reports (where applicable). Details are also kept on SIMs.

- * Examples of children's work are kept.
- * Additional Needs (Target Plans) - held by Class Teacher and monitored by ALNCO.

REPORTING

1. Verbally

All parents are aware of our 'open door' policy towards discussing their child's progress and attainment.

Parents can, after giving notice and making an appointment, discuss any problems that may arise during the course of the Academic Year.

On two occasions during the Academic Year, Autumn/Spring, we meet with parents on an appointments system and discuss their child's/children's progress.

In Autumn term this discussion centres on progress across the curriculum and other areas of school life that may need examining, e.g., social / emotional / behavioural. In the Spring term the whole school curriculum and progress is discussed with the parents.

2. Written

In July, we use the Annual Report to parents as a basis for discussion and look at progress across the curriculum and the wellbeing of the pupil.