

# Ysgol y Waun



# Assessment Policy

	Date:	Headteacher	Chair of Governors
Policy adopted on:	Autumn 16	J. Roberts	
Review date:	Autumn 18	J. Roberts	
Review date:	Autumn 24		
Review date:			

# Assessment, Recording & Reporting Policy

## **Introduction:**

Assessment is the means by which the progress of pupils is monitored. It is a tool to inform curriculum planning and learning programmes. A range of assessments are used across the school to assess pupil progress and attainment over time.

## **Why do we assess?**

- To define each pupil's ability: what the child knows, understands and can apply.
- To reveal the pupil's strengths and areas for development.
- To ensure early identification of pupils with Additional Learning Needs (ALN) and More Able and/ or Talented.
- To inform future planning and target setting: to ensure continuity and progression.
- To communicate accurate information about the pupil that is useful to teachers, pupils, parents and other educational agencies.
- To comply with statutory requirements.
- To monitor, evaluate and review current practices.

## **Strategies for assessment:**

- Observation – watching the pupil on task/playing.
- Questioning/discussion with the pupil.
- Photographing/videoing work in progress.
- Examining pupil's written work.
- Marking the pupil's work, according to the Marking and Feedback Policy.
- Teacher devised tests for areas such as spelling, times tables etc.
- Teacher assessments: On Entry and Baseline Assessment and termly assessments in all year groups.
- Personalised Assessments in Reading, Procedural Maths and Reasoning.
- Boxall Profile Assessments
- Wellcomm Speech & Language Toolkit
- IDL Programme Assessments
- Read Write Inc/ Book Blogging Assessments
- referring to a learner's achievement over time across a range of work.

## **Marking** (See policy)

Marking of children's work should be done with the child wherever possible so that immediate feedback can be given – see feedback and marking policy.

## **Record Keeping:**

Comprehensive records are kept for all of the assessments mentioned above.

## **Transition Arrangements:**

Samples of work will be collected and discussed with other cluster Schools to agree what progress should look like within the progression steps for all AOLE areas of learning.

### **Moderation**

Within the school a moderation meeting between classes will be held in order to agree on a “best fit,” judgement on an individual learner’s level of attainment. Evidence of the learner’s work will be used to support judgements.

### **ALN and Small Steps Targets:**

Assessment should reflect the school policy on Additional Learning Needs (See ALN policy). Any pupil experiencing difficulty in making progress is supported through class universal provision. Identified ALN pupils are supported through targeted universal provision and targets within their Individual Development Plan.

### **Target Setting:**

Assessment data is used by the senior management team to identify areas for improvement. The Governing Body support the school in planning and delivering specific initiatives based on their findings.

### **Reporting to Parents:**

Parents are invited into school to view their child’s work and to discuss progress and targets for their child during the autumn and spring term.

Parents also receive an end of year report which provides a summary of their progress across the school year.

Parents communicate with teachers using the seesaw platform – developing positive links with school that support their child/ ren in making good progress.

