



Penrhyn CiW School

Assessment, Reporting and Recording Policy

‘Together Stronger Learning with Confidence’

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| Updated | | |
| Reviewed | | |
| Signed: | | |
| | Chair of the Governors | Head Teacher |



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Penrhyn CiW School, Hundleton, Pembroke, Pembrokeshire, SA715RD

SPRING 2023



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In Penrhyn CiW School our aim is to:

Provide an inclusive and equitable curriculum that is bespoke to our children. We will use eight guiding principles to do this.

- Provide a curriculum that is relevant and developmentally appropriate. That is responsive to learner's capacity and need and is evolving with the pupils. (Article 12 – the right to be listened to and taken seriously.)
- Take a holistic approach to learning. (Article 17 – I have the right to get information in lots of ways, so long as it's safe.)
- Ensure that learners learn that rights and gender-equity links to relationships, freedom, equity, dignity, well-being and safety. (Article 1 – Everyone under 18 has these rights.)
- Provide all students with authentic, engaging learning opportunities on strengths and accelerating learning for all with all stakeholder's involvement. (Article 3 – adults must do what is best for me.)
- All practitioners to ensure we offer equitable access and opportunity for all, creating a transformative approach to 'More-able and talented'. (Article 6 – I should be supported to live and grow.)
- Provide creative approaches that create ethical, safe and engaging spaces for learners to feel, think, question, embody and share their thoughts. (Article 17 – I have the right to get information in lots of ways, so long as it's safe.)
- We will be inclusive to ensure all learners see themselves and each other in what they learn. (Article 12 – the right to be listen to and take seriously.)
- We will provide a high quality education, providing access and opportunity to high expectations, critical thinking, flourishing talent, and a sense of belonging bound in strong relationships. Work with partnership with specialist services and expertise. (Article 29 – I have the right to an education which develops my personality, respect of other's rights and the environment.)

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Penrhyn Church in Wales School is striving for all pupils to become assessment capable Visible Learners with a positive, healthy growth mind set where they take responsibility for their learning and steps to success.

For learning to be effective, children and young people need to be actively involved in this process, so that they are motivated, engaged and able to develop as assessment capable, independent learners. Pupil participation should therefore be something which all pupils experience at classroom level.

The Purpose of Assessment

Everyday assessment is an integral part of teaching and learning; it should support teaching and learning by identifying what students already know and can do and how they might move to the next level. Only by assessing the work being done can we plan successfully for future learning experiences for children.

- For pupils, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
- For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
- For other staff and governors, assessment information will inform an understanding of the current and potential student outcomes.
- For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximise achievement.

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Assessment can be broken down into two major categories:

Assessment for learning (formative)

- Informs and guides both a pupil's progress and how a teacher furthers the learning of that pupil.

Assessment of Learning (summative)

- The purpose of measuring, grading and reporting.

There are also occasions for Diagnostic Assessment to enable us to focus on what a pupil can and cannot do.

The Principles of Assessment

Assessment for learning (formative)

- Assessment for Learning is the process of knowing where you are, where you want to go and how to get there. This applies to both learner and teacher. It should;
- Be based on specific Learning Intentions and these should be clearly identified by the teacher and understood by the students;
- Set clear Success criteria to allow students to become reflective learners who take more responsibility for their own learning;
- Allow opportunities for self and peer assessment to develop learners as owners of their own learning;
- Provide pupils with opportunities to reflect on and talk about their progress in learning;
- Provide feedback and feedforward that helps pupils identify how to improve and shape targets for improvement;
- Recognise and celebrate individual successes in order to encourage and motivate all pupils; allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom;
- Underpin teaching and learning in order to ensure progress for every child.

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Assessment of Learning (summative)

Assessment of Learning is used to;

- Provide pupils with a perspective over time on how they are progressing and teachers with a view on the effectiveness of provision;
- Provide a summary of a pupil's achievements at a designated point in time; i.e. end of topic, end of key stage, to calculate intervention effect size;
- Report the attainment of individual pupils and groups of pupils to parents, governors, the local authority, regulators and Welsh Government;
- Indicate how well a school, or education system as a whole, is performing by monitoring trends and patterns;
- Inform the targeting of resources to where the need is the greatest.

A range of in-house assessments take place during the academic year;

- All year groups from Year 1 – Year 6 are assessed at the beginning of the academic year with a Reading, Mathematics and Non-verbal reasoning test and spellings.
- These allow teachers to analyse the data and inform their planning.
- The analysis of the data also informs teachers where extra support will be needed during the year.
- For children who receive intervention the tests are repeated at the end of the term/end of intervention to assess the effect size.

In addition;

- Early Years assess using Nursery screening, Foundation phase compact profile; on entry to Early Years and again on exit to Reception. -
- Reception DEST children when they are 4.6 years.
- Reception assess using BASE - only on exit now, not on entry
- Reception do FPP on entry in September.
- FPP also done in EY on entry
- IDL screening takes place on entry.

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Statutory requirements for assessment

Foundation Phase

Penrhyn Church in Wales School use the Foundation Phase profile in order to carry out a statutory baseline assessment against four of the Foundation Phase Areas of Learning within the first six weeks of a child entering the Reception year. The Areas are PSD, LLC, MD and Physical.

At the end of Year 2 statutory teacher assessments against the Foundation Phase Areas of Learning are finalised and recorded for

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development

KS2

Statutory assessments in Key Stage 2 are undertaken for English, Maths and Science at the end of Year 6. They are based on 'best fit' teacher assessments and include

- A level for each attainment target (for subjects with more than one attainment target)
- An overall subject level of each subject.
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National Reading and Numeracy Test Requirements

National assessments are undertaken at the end of Year 2 through to Year 6. Standardised scores and progress scores are then system-generated, by the Welsh Government, based on the raw scores, the age of the learner on the date of the test and the learner's national curriculum year group for distribution to parents and carers.

The National Numeracy Personalised Assessment (Procedural) and the National Reading Test are both statutory and are carried out on-line. These are taken twice a year: once in September – where the baseline data is analysed to arrange intervention for identified pupils, where necessary; and again at the end of the academic year.

The National Numeracy Test (Reasoning) is paper-based but the online Personalised assessments for Numeracy (Reasoning).

The purpose of National Tests and the new personalised assessments is formative, enabling teachers to assess how learners' reading and numeracy skills are developing and to use this assessment to inform teaching.

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Cluster group moderation

Penrhyn Church in Wales work with the other schools within the Pembroke Cluster, including the Secondary school, to ensure that robust arrangements are in place for moderation of examples of Year 2 and Year 6 learner profiles. These arrangements ensure that value is added to school-based standardisation and moderation by strengthening teacher assessment.

The Types of Assessment

Penrhyn Church in Wales School acknowledges that assessment will be undertaken in a range of different ways. However all assessment should embrace the principles as outlined in this policy and, therefore, assessment will be evident in every lesson. This may include:

- Oral feedback
- Self-assessment
- Peer-assessment
- Group/whole class assessment
- Written marking of work
- Teacher/pupil questioning
- Assessment of exemplar work of different grades/levels
- Use of assessment criteria and examination materials

The Leadership and Management of Assessment

The Senior Leadership Team aims to use assessment procedures and processes to drive whole school improvement by:

- Ensuring that all teachers know what is expected of them in assessing students;
- Helping teachers make well-founded judgements about students' attainment and progress;
- Monitoring that assessment for learning is a key factor in planning for teaching and learning;
- Monitoring the accuracy of the information provided to parents about their child's attainment and progress;
- Tracking the attainment and progress of individual students and groups of students over time; using assessment information when planning training and CPD;
- Comparing the progress made by different groups of students to ensure that no group is disadvantaged;
- Ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

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The Role of Teachers

All Teachers should:

- Adopt a range of methods to ensure that they can assess the progress of all students accurately;
- Encourage students to actively engage in assessment for learning;
- Ensure that assessment builds students' motivation, confidence and self-esteem;
- Ensure that lessons begin with clear Learning Intentions linked to the New Curriculum for Wales and students are aware of how progress will be measured against clear Success Criteria
- Identify through assessment, and intervene with as necessary, those students at risk of underachievement;
- Ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
- Ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills in the students are embraced;
- Encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets and asking for help and advice when necessary;

The Role of Pupils

All pupils should:

- Understand Learning Intentions
- Know and be challenged by Success Criteria
- Develop a range of learning strategies
- Participate actively in assessment opportunities in lessons;
- Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers;

Reporting to parents

At the end of each academic year, we will produce a narrative report to parents on their child's progress and next steps, based on the end of year assessments against the LNF.

Transfer of records

All data is shared with the secondary schools and early enough to assist class organisation. Year 6 teachers liaise with staff at the secondary school

Policy to be reviewed as necessary.

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