

Ysgol Y Foel

Cilcain



Assessment Policy

Assessment and Progression

We use the **Descriptions of Learning** for each **What Matters Statement** to assess and plan for learners' progress.

These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress.

In addition, there are **Principles of Progression** that underpin our planning for learners' progress across the fields over time.

Principles of Progression				
Increasing breadth and depth of knowledge	Deepening understanding of the ideas and disciplines in the Areas	Refinement and growing sophistication in the use and application of skills	Making connections and transferring learning into new contexts	Increasing effectiveness

Progression supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters are:

- ✓ arranged in 5 progression steps to guide pace
- ✓ framed from learner's perspective
- ✓ framed broadly to sustain learning over a series of years
- ✓ broadly set against ages of 5,8,11,14 and 16

they are not:

- X stand alone tasks or activities
- X assessment criteria

The Curriculum for Wales gives us the opportunity to ensure that learners' progress is the primary purpose of Assessment and not an accountability exercise. To this end, we at Ysgol Y Foel place a premium on developing a holistic picture of each learner's development, including their well-being, attitudes to learning as well as the development of their skills, knowledge and understanding.

We emphasise the importance of ensuring a shared understanding of progress across the school and cluster and on regular discussions with parents and carers to discuss their child's progress.

The school will fulfil the **Curriculum's Assessment Purposes** as follows:

1. **Use on entry assessments** - to gain an understanding of pupils' abilities. At Foundation Phase we use Baseline Assessment for children in Reception. From Year 2 upwards we use a range of standardised tests to assess reading, spelling, maths procedural and maths numeracy. These tests are carried out twice a year in

September and February. We use a pupil questionnaire to monitor wellbeing and attitudes to learning.

2. **Support individual learners on a daily basis** - formative assessment of consistently high quality in the day-to-day classroom provides learners and practitioners with a clear picture of attainment and next steps. (This is detailed in our feedback and marking policy)
3. **Identifying, capturing and reflecting on individual learner progress over time** - Practitioners are given specific and regular periods to discuss the progress and needs of learners and specific groups of learners through professional dialogue in order to plan for further progress. Such discussions will also facilitate any transfer and transition between classes and schools. At Ysgol Y Foel we call these 'Pit Stops' and they take place at the end of each term. Practitioners discuss progress through the AOLEs and pupils' attitudes to learning.
4. **Understanding group progress in order to reflect on practice - From the 'pit stop' discussions**- teachers will collate evidence from learners progress to discuss areas that need further development and the effectiveness of practise. This allows the Headteacher and Governors to provide support and challenge.

Reporting to parents takes place each term in the form of face to face meetings and an end of year written report. Parents were consulted on what they would like to see in the children's end of year reports and our format was created using their responses.