

# Assessment Policy



## YSGOL BRYN HEDYDD

*Dream it, achieve it, use the force*

# Assessment Policy

Ysgol Bryn Hedydd



Name of policy	Assessment Policy
Policy version number	Version 1
Date Policy formally approved by Governing Body	September 2024
Date Policy becomes effective	September 2024
Review Date	September 2025
Signed (head teacher)	G Evans
Signed (chair of governing body)	M Jones

---

***‘Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.’***

*– Education Endowment Fund, Feedback to Improve Learning Recommendations*

---

## Introduction

This policy has been rewritten in 2022, taking stock of the new guidance available with the role out of the new curriculum for Wales, 2022. Various government publications have helped shaped the changes to the new school policy for assessment in school:

- [Curriculum for Wales – Progression Code November 2021](#)
- [Assessment and the New Curriculum April 2019](#)
- [Assessment Arrangements for Wales January 2022](#)

## Aims

As laid out in this document, assessment within the school takes many forms and in many is indistinguishable from teaching and learning across all year groups. In all its many forms, it is there

**‘to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly.’**

Data will be collected within the school in order to support stakeholders in achieving 1 or more of the following objectives:

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

## Principles of Assessment Within the School

**The 4 purposes:** Assessment processes will aim to support progression for each and every learner along the continuum of learning and towards the 4 purposes of the curriculum.

**Formative Assessment:** A greater priority will be given to formative uses of assessment within the school as methods of supporting learning and teaching.

**Wide ranging techniques:** A wide variety of different techniques will be employed within the school, providing a more complete picture of a learner’s progress and needs across the breadth of the curriculum.

**Working together:** Time will be given to ensure stakeholders within the school work together to develop an informed, dependable, accurate and consistent understanding of learner progression in order to inform learning and teaching.

**Active Participants:** Learners right across the school will be active participants in the learning and assessment processes we employ, taking ownership of their own learning in an age appropriate manner.

**Sharing:** Information on the learner’s progress and achievement will be shared effectively to engage the learner and other relevant stakeholders in identifying and supporting the next steps.

Assessment within Bryn Hedydd falls into 1 of 2 categories:

## **In School Formative Assessment**

Through effective practices within the school, Formative assessment allows:

**Teachers:** To understand how pupils are performing on a continuous basis within the class and to use this information to provide appropriate support or extension for the children. It also helps to evaluate current teaching and learning and inform future teaching, helping to support the planning of future lessons.

**Pupils:** To allow them to measure their knowledge and understanding of the lesson content, enabling them to identify areas where they need to improve and empowering them to become ambitious and capable learners.

**Parents:** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Here at Ysgol Bryn Hedydd, we use a broad range of strategies to support effective formative assessment, which is pivotal in identifying where the children are in their learning and what the next steps in their learning will be. The main strategies employed here are:

**Marking and Feedback in books:** Detail relating to this strategy can be found in the 'Feedback and Marking Policy'. In summary comments are made and questions are asked both by teachers and children to help identify next steps for learning.

**Effective Questioning:** This forms a main part of any classroom teaching at Ysgol Bryn Hedydd, we ensure that effective questioning is used to develop understanding and to help consolidate new skills and concepts.

**Self/ Peer Marking:** Structured opportunities for the children to evaluate their own and others work against the success criteria for the lesson are seen as powerful tools in helping the children understand where they are in their learning and what the next steps should be.

**Hand Signals/Mini Whiteboard Feedback:** Quick and effective use of both allows teachers and children to reflect on the learning taking place, informing direction and pace and keeping the children engaged in their learning.

**Group/ 121 oral feedback:** Instant feedback allows the children to reflect on their understanding and gives the teacher opportunities to extend or support as appropriate.

**Reflection Time:** Children are given opportunities to reflect on their own work and will support from teaching staff, develop targets for future learning.

**Technology:** Technology is employed extensively in the school formative assessment purposes. Software solutions such as Quizlet and MyMaths are used to give the children instant feedback on their learning.

## **In School Summative Assessment**

Through effective practices within the school, Summative assessment practices allows:

**School Leaders:** Performance information of pupil cohorts, allowing for the identification of where interventions may be required and helps inform whole school decisions on curriculum design and deployment.

**Teachers:** Feedback reports for the National tests helps identify topic areas to focus on, end of unit assessments in White Rose Maths help to inform future teaching.

**Pupils:** Allows children to see how well they have understood their work over a period of time. It is used in conjunction with feedback to allow them to identify areas for improvement.

**Parents:** Gives them a standardised measure of their child's attainment and progress, together with feedback to allow them to support identified areas for improvement.

## **Summative Assessments used within school**

**National Tests:** Pupils from Years 2-6 complete national tests in Numeracy and Reading. These tests are used to form a picture of where the school is as a whole as well as allowing for the tracking of individual progress of children across these year groups.

**Read, Write Inc Phonics Testing:** Starting in **Nursery**, the children complete phonics assessment **3 times a year** to allow for the tracking of their progress in reading as well as contributing towards a bigger picture, whole school view of reading.

**Reception Baseline Assessments:** Upon induction into the school, these assessments are carried out as a benchmark indicating the children's abilities as they start their journey through the school. They can be used to identify needs and also serve as a starting point upon which to measure progress as the children progress through the school.

**White Rose Maths end of module assessments:** Across the school, these are used as an indicator to see how well the children are able to apply skills learnt during each unit. They are also used formatively to inform further skills practice with groups of children that require it.

**Pupils attitudes to school and Self:** As well as academic data, the school ensures that data relating to the children's well being and perceptions of school is also collected. This vital information helps to inform pastoral intervention groups as well as setting the context surrounding other data collected.

**End of Year Reports:** A report is written for all children in the school, summarising their learning in the 6 areas of learning. These are shared with parents and carers.

## Collecting and using data

At Ysgol Bryn Hedydd, as well as providing information on outcomes, summative assessment information is used to help improve future learning. We focus on the following principles for evaluating and collective data:

**Clear and focused on the school audience:** The data collected is based upon work over time as this gives a more reliable measure of the effects of teaching and learning. The data collection surrounds being continually assessed against age related expectations.

**Understanding its limits:** We acknowledge that we can never know what each child had learned exactly, nor can we know what they are capable of at all times. We strive to ensure that the data that we collect provides us with an accurate judgement of the child's attainment against what is age related. We ensure that assessment information is collected together with other relevant pastoral information to set the context for the data as it is analysed.

**Proportionate data collection:** Each term for reading and maths, Year groups work together to input and reflect on the data for children in their year groups on the school assessment tracker. This takes place as part after school INSET time and forms part of the school staff's normal working hours.

**Analysing data is central to the collection and improving future teaching and learning:** Once the data is collected, **the staff make use of pupil tracking sheets** to identify key groups of children in their classes. In this analysis, teachers consider:

- Progress made by the children since the last assessment point, as well as any external factors which might influence this progress.
- Where the learners are in relation to their age related expectations.
- The effectiveness of any interventions that the child might be involved in.
- The potential of any future interventions (pastoral or academic that might help progress key groups of children within the cohort.

Following on from this analysis each term:

### **Pupil Performance meetings**

This information is shared termly with the Team Leader during pupil performance meetings. Areas of success and concern are identified and discussed. **The team leader will then liaise with relevant members of staff as appropriate for future interventions.**

### **Parents Meetings**

Parents meetings are scheduled where relevant data is shared with parents and carers to ensure they have an honest picture of how their child is progressing with their learning.

### **SLT Meetings**

Whole cohort summaries are generated by the assessment lead and shared with the SLT. This information is fed into the SEF which helps inform the SDP

# TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

## Summary of recommendations

Principles	Methods	Implementation
<p><b>1</b> Lay the foundations for effective feedback</p> <ul style="list-style-type: none"> <li>• Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.</li> <li>• High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).</li> </ul>	<p><b>2</b> Deliver appropriately timed feedback that focuses on moving learning forward</p> <ul style="list-style-type: none"> <li>• There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.</li> <li>• Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.</li> <li>• Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.</li> </ul>	<p><b>3</b> Plan for how pupils will receive and use feedback</p> <ul style="list-style-type: none"> <li>• Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.</li> <li>• Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</li> </ul>
<p><b>4</b> Carefully consider how to use purposeful, and time-efficient, written feedback</p> <ul style="list-style-type: none"> <li>• Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.</li> <li>• The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1-3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.</li> <li>• Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.</li> </ul>	<p><b>5</b> Carefully consider how to use purposeful verbal feedback</p> <ul style="list-style-type: none"> <li>• Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.</li> <li>• However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1-3) are followed.</li> </ul>	<p><b>6</b> Design a school feedback policy that prioritises and exemplifies the principles of effective feedback</p> <ul style="list-style-type: none"> <li>• Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.</li> <li>• Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1-3). Policies should not over-specify features such as the frequency or method of feedback.</li> </ul>