Ysgol Bryn Deva Assessment Policy 2023

The Curriculum for Wales guidelines Assessment arrangements - Hwb (gov.wales)

state that there are three purposes to assessment:

- *Supporting individual learners on an ongoing, day-to day basis*
- *Identifying, capturing, and reflecting on individual learner progress over time*
- *Understanding group progress to reflect on practice*

This policy summarises how the school addresses these requirements.

On-entry Assessment

We will collate information from a range of sources during the first six weeks, when a pupil starts in the school to construct an initial holistic picture and to identify the social, emotional, health and academic needs from:

- Previous setting / school
- Parents
- Health workers
- Other agencies as may be appropriate – for example Social Services
- CPOMS information
- Classroom observations
- IDL data and any Welsh National Test data

We will co-construct a how to support me plan or provision map, if required, about the child with a focus on literacy and numeracy skills, their social and physical well-being including medical needs, specific learning needs e.g., speech and language as well as strengths and areas for development - academic and well-being.

On-going day to day assessment:

- We will ensure ongoing day-to-day assessment to identify the learner's current achievements and plan the direction for their next stages of learning
- We will provide timely feedback to pupils based on learning outcomes, clear success criteria and effective questioning
- We will ensure opportunities for self-assessment and peer assessment (including 'learning breaks')
- We will encourage effective response to feedback from learner and practitioner

Professional Dialogue within a school - focus on progress and general well-being

There will be on-going professional dialogue at least once every half term to discuss pupils progress and to develop a shared understanding of progression. During the meetings, staff will share and discuss pupils' progress and their general wellbeing. This could be during PPA, phase/team meetings and in groups (a mixture of teachers from different year groups) during staff meetings.

We will focus on how to move the learning forward and identifying next steps and/or support for the learners. To facilitate the discussions, we can consider examples of school curriculum and classroom planning, examples of learning and teaching activities and learning – both processes and outcomes as well as examples of additional support provided.

Professional dialogue Meetings

Every term there will be meetings to discuss learners progress and the next steps in their development between teachers and the SMT. We will consider qualitative information – staff observations, pupils work, attitude to learning, pupils and parents input and quantitative data such as IDL, online assessments, standardised scores, and CATs. We will record in a continuous format on our google drive.

We will focus on the following:

- Health and well being
- Attitude to Learning including attendance
- Pupils' strengths
- Area for development – academically and in terms of well-being
- Any extra support needed and its impact
- Provision map progress

The school refers to the guidance from learner-well-being-and-assessment-mutual-support-systems.pdf (gov.wales) document during these valuable discussions about pupils.

Sharing information with parents

Developing effective relationships with parents are essential to our assessment procedures. We will:

- Host a range of curriculum events in each class/Year group across the academic year
- Ensure effective regular and continuous dialogue with parents - sharing pupils work via Seesaw
- Host Parents Evenings in the first and second term – with face to face, online or over the phone - options
- Provided a one-page summary of progress at the end of the year through a celebration Parents' Evening.

With parents, we will focus on:

- The progress their child is making
- Their future progression needs (next steps)
- How to support the pupil at home
- Their general welfare in school

Professional Dialogue between schools

Teachers are given opportunities to meet termly to develop a shared understanding of progression and to discuss how to move the learning forward giving attention to planning and expectations in terms of teaching and learning. To facilitate the discussions, we can consider examples of school curriculum and classroom planning, examples of learning and teaching activities and learning – both processes and outcomes as well as examples of additional support provided.

Transition

As part of transition activities there will meeting termly professional dialogue - based on the Areas of Learning and Experience / cross-curricular skills to develop a shared understanding of progression. In addition to this it will be an annual transition week for Year 6 pupils, cross school visits for staff and pupils and a one-page profile provided for every pupil.

Involve the learner in the process

We will ensure that the learners get regular input to the process - for example peer and self-assessment and providing evidence of their progress and ensuring opportunities for self-reflection.

Signature (s): Date:

Appendix 1

Ysgol Bryn Deva Monitoring Plan 2023-2024

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Pupil base line assessments Baseline (EY) IDL data Individual data, as appropriate (Dolch, RWI) Learning Walk Provision map updated and data analysed Parents Evening	Professional Dialogue Meetings – all staff Learning Walk/Book trawls Team book trawls / Data analysis Listening to learners Personalised Assessment Analysis	Pupil progress – IDL data Individual data, as appropriate (Dolch, RWI) Provision map updated and data analysed	Professional Dialogue Meeting – all staff Learning Walk/Book trawls Listening to learners Parents Evening Team book trawls / Data analysis	Professional Dialogue Meeting – all staff Learning Walk Personalised Assessment Analysis Provision map updated and data analysed	Team book trawls / Data analysis Pupil Review Meetings Listening to learners End of year summary report Parents Evening

Appendix 2

Summary Report to Parents

Ysgol Bryn Deva
School Report / Adroddiad Ysgol
2022/2023
Pupils Name

Pupil Photo

Progress Report	Aiming towards	Expected progress	Aiming beyond
Language, literacy and communication			
Mathematics and Numeracy			
Science and Technology			
Expressive Arts			
Humanities			
Health and Well-being			
Skills			
Planning and organisation			
Creativity and innovation			
Critical thinking and problem solving			
Personal effectiveness – attitude towards learning			
Attendance	Overall year (colour coded)		
Teacher comments:			
Parent Comments:	These can be written during the parents evening		

Appendix 3: Learners' self-assessment annual report

Ysgol Bryn Deva
School Report / Adroddiad Ysgol
2022/2023

Progress Report	Aiming towards	Expected progress	Aiming beyond
Language, literacy and communication			
Mathematics and Numeracy			
Science and Technology			
Expressive Arts			
Humanities			
Health and Well-being			
Skills			
Planning and organisation			
Creativity and innovation			
Critical thinking and problem solving			
Personal effectiveness – attitude towards learning			
To improve on my learning, I could;			