



**School Assessment Policy**  
**Sept 2022**  
**Review Sept 2023**

**Date** **Sept 2022**

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**Chair of Governors** **Mr K Lewis**

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**Headteacher** **Ms L Morris**

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## **1.1 The policy aims to:**

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to stakeholders
- Clearly set out how and when assessment practice will be monitored and evaluated.

## **1. Principles of assessment**

At Ysgol Nantgwyn, assessment:

- Is used with a clear purpose
- Tasks and activities are fit for purpose
- Ensures depth of learning balanced with pace
- Supports the reduction in teacher workload
- Supports enhanced pupil progress in the learning continuum
- Ensures we use best practice and learn from each other
- Gives information that is used to evaluate and inform provision and practice

## **2. Assessment Approaches**

- 2.1 At Ysgol Nantgwyn we see assessment as an integral part of learning and teaching, and it is inextricably linked to our curriculum, which is based upon clear progression steps and a continuum for all learners through their school career. We use three broad overarching forms of assessment; day to day formative assessment, in-school summative assessment and nationally standardised summative assessment. Assessment is used to provide tangible evidence to support knowledge on pupil progress along the learning continuum.
- 3.2 As a 3-16 school we are faced with the exciting challenge of creating an assessment policy that embraces our curriculum and new structure. We are moving away from a system that is dominated by the requirements of national assessment, to one where the focus is on high quality, in-depth teaching, supported by in-class formative assessment to ensure all learners make sustained and positive progress through the learning continuum.
- 3.3 It is important that this assessment policy links closely with our curriculum content to ensure good cohesion and relevance of the two. It is important that we do not fall into the trap of recreating levels based on the new curriculum but to create a progressive curriculum that can be assessed constantly and consistently across staff to ensure that all pupils progress (see Progression Matrix and progression ladder).
- 3.4 This policy outlines the criteria that 'schools', faculties and colleagues will use as guidance for creating a 'fit for purpose' assessment structure alongside their curriculum. This policy aims to address the issues of how to create a culture of in-depth learning balanced with speed of learning. The rationale is that levels were

viewed as threshold and teaching became focused on getting pupils to the next threshold instead of ensuring they were secure in the knowledge and understanding defined in a particular programme of study. Our curriculum is embedded in best practice and high expectations, and will go some way to address this progress.

We are focused upon developing a culture of in-depth learning supported by highly refined and progressive skills development and consistent application (Bloom's higher order skills). To do this, the purposes of assessments are clearly identified to allow teachers the opportunity to relay the correct information at the correct time.

Pupils, parents, teachers, school leaders and governors are all audiences of the assessment themes we have in place.

### **3. Formative Assessment (in line with Covid guidance)**

3.1 We encourage all staff to utilise a range of effective strategies. Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support, or extension, evaluate teaching and plan for future lessons/learning.
- Teachers to discuss outcomes of formative assessment with pupils to support their developing understanding of how they are performing and their individual next steps.
- Pupils to measure their knowledge and understanding against learning objectives and identify (with support) areas in which they need to improve.
- Parents to gain a broad picture of where their child's strengths and areas for development lie, and what they need to do to improve and progress (and support them)

4.2 Day to day formative assessment at Ysgol Nantgwyn includes but is not limited to:

- Marking and feedback
- Questioning during lessons
- Observational assessment
- Scanning for pupil attainment and development
- Self and peer assessment

4.3 When in-school formative assessment occurs, colleagues need to ask themselves the following questions:

1. What will this assessment (action) tell me about pupils' knowledge and understanding/application of the topic/non negotiables/concept/skill?
2. What will this assessment (action) tell me about the learning/lesson/provision?
3. How will I communicate the information I gain from this assessment to pupils in a way that helps pupils to understand what the need to do to improve?

4. How will I ensure pupils understand the purpose and outcomes of this assessment activity and can apply it to their own learning?
5. How will I ensure my approaches to assessment are inclusive to all abilities?
6. How will I use the information I gain from assessment to inform my planning for future lessons/learning? How could I improve, adapt or target my teaching as a result?
7. What follow up action should I take to plug gaps in knowledge, understanding or to support progression where learning is secure?
8. What follow up action should I take in my planning to support academic and skills progress to ensure pupils are making good progress and are working closely towards their chronological age for reading and maths?
9. Is it necessary to record the information gained from the assessment? And if so, how can this be done most efficiently?
10. Do I need to communicate the information gained as a result of this assessment? And if so, to whom?

Specific best practice examples of innovative, research led, effective formative assessment techniques will be found in the teaching, learning and experiences handbook (electronic folder) as it develops.

#### **4. Summative Assessment (in line with Covid guidance)**

##### **5.1 Effective in-school summative assessment enables:**

- School leaders to monitor performance of pupil cohorts, identify where support may be required and work with teachers to ensure pupils are supported to achieve good progress and attainment.
- Teachers to evaluate learning the end of a unit or a period of time and the impact of their own teaching
- Pupils to understand how well they have learned and understood a theme/topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- Parents to stay informed about attainment, progress and wider outcomes of their child across a period of time.

##### **5.2 In school summative at Ysgol Nantgwyn includes but is not limited to:**

- Skills tests. e.g spelling, mental arithmetic, reading etc.
- End of year exams and tests
- Short end of topic assessments e.g written or oral presentations
- Mock examinations
- Review for pupils with ALN
- Oral presentations (pre recorded)
- Written product- e.g write up, essay etc.
- Mock Standardised test (external)
- Performance task – against checklist/ success criteria/rubric

Specific best practice examples of innovative, research led, effective formative assessment techniques will be found in the teaching, learning and experiences handbook as it develops.

## 5. Recording

### 6.1 In Lower and Middle School

Sims will be used to allow teachers in **middle and lower school** to record achievement. This will allow teachers to record achievement against 'non-negotiables' and skills (LNF and wider skills) achievement, chronological skills and application. This will enable staff to plan targeted differentiated approaches to learning. These can be used throughout the term and not just at academic review/realtime data collection points.

During a Real Time /Academic Review Periods all staff will make judgements against all 'Non negotiables' and 'skills' that have been covered to date (as planned). In addition to this staff will be asked to make a professional judgement over a child's achievement 'Is a pupil working towards their end of year target?' and the same assessment process outlined below will be taken.

So using the table below, there will be:

1. An assessment of **current attainment of** non-negotiables and skills
2. A professional judgement of a pupil's **likely achievement** of 'their end of year' targets/s and whether they are performing in line with national expectations
3. A professional judgement of a pupil's likely attainment at the end of the year

### 6.2 In Upper School

Sims will be used to allow teachers in **upper school** to record achievement. This will allow teachers to record achievement against global grades and skills (LNF, wider skills and skills challenge), achievement and application. This will enable staff to plan targeted differentiated approaches to learning. These can be used throughout the term and not just at academic review/Realtime data collection points.

During a Real Time /Academic Review Period All staff will make a judgements against their 'global grade' and 'skills' for that period of time/module of work (evidence to date). In addition to this staff will be asked to make a professional judgement over a child's achievement 'Is a pupil working towards their end of year target/global grade?' and the same assessment process below will be taken.

So using the table on the below, there will be:

1. An assessment of **current attainment of** non-negotiables and skills
2. A professional judgement of a pupil's **likely achievement** of 'their end of year' targets/s and whether they are performing in line with national expectations
3. A professional judgement of a pupil's likely attainment at the end of the year

Assessment will be made against a 0-10 pathway point system which can be found in the shared staff information drive.

In each pathway point, three sub points are specified: a, b and c. A and c have pathway point descriptors that demonstrate the standards expected. B is applied within a pathway point when the pupil has demonstrated many of the non-negotiables listed in step c and a small proportion of non-negotiables listed in a.

## **6. Governance, management and evaluation of assessment**

7.1 One of the Deputy Headteachers (LM) is responsible for monitoring the effectiveness of assessment practices across the school.

7.2 Heads of School and Heads of Faculty are responsible for ensuring curriculum content and success criteria are available for parents and pupil monitoring formative assessment, half termly assessment in line with real time data collection, common tests and provisions and support within their areas. The ALNCO is also responsible for QA to ensure inclusivity of assessment arrangements across the school and the impact of ALN related assessment and provisions.

7.3 Individual school leaders (AHT, HoF, DHoF and DHoS) and DHT are responsible for monitoring data for trends and patterns across year groups and faculty areas creating provision packages where needed.

7.4 To aid moderation, all teachers will regularly participate in moderation activities in our Teaching, Learning, Experiences and Assessment meetings.

## **7. How the outcomes will be collected and used**

- Day to day formative assessment – collected by the class teacher to identify gaps in pupil understanding. This data will inform planning prior to the next lesson/day and be used as one assessment method to support/complete academic review periods
- Realtime/Academic Review period are used to collect evidence on summative assessment- these are collected at faculty and school level to inform academic review, identify gaps and plan for personalised support.
- End of year summative assessment common tests/exams will be used to identify understanding across the year, assess the effectiveness of provision and be used for teacher appraisal purposes
- Realtime data and academic review periods will take place 5 times a year, with the first and last (approx.) being used to baseline and as a review of the year. They will also be used to inform parents over progress being made at a particular time. Pupils making less than expected progress will have the gaps identified to them to support

progression and provision will be aligned to pupil need. Comments will be made on all pupils during academic review/real time/line management meetings to ensure that we are working to targets at all times and addressing any areas for improvement at the point of need. Where appropriate and in addition to parents' evening and reporting, we will inform parents of the gaps and provide them with guidance as to how they can support at home.

- Academic reviews will provide all staff with an overview of progress towards their academic skills and chronological target (reports, parents evening etc). Outcomes of academic reviews will be shared with staff via the staff bulletin.
- Interim reports will be shared, using data recorded in SIMS with pupils and parents.
- Full reports will give parents an understanding of how their child has performed that year and how they can support their child in continued progression.

## **8. Ability to conduct assessment competently and confidently**

9.1 Good understanding of assessment practice across schools and faculties will be developed through moderation and standardisation of assessment completed throughout the year. These practices will take place in school and Teaching, Learning, Experiences and Assessment meetings. In addition, cross phase, cross cluster and external moderation processes (including vocational assessment) will take place across the academic year.

9.2 Staff have a responsibility to have a professional awareness of standards and practices outside of the school and on a Welsh and National level to ensure their professional knowledge and judgments is supported by a sound externally standardised evidence base.

9.3 In addition to this INSET days and team meetings will be utilised to share good practice, formative assessment ideas and ideas around summative assessment in different subject areas/schools. We will also be reactive to the updates from WG as the new curriculum and assessment guidance becomes available.

9.4 It is the role of Heads of School and Head of Faculty (including the ALENCO) to ensure that staff are fully aware of the assessment requirements and standards for their subjects and schemes throughout the school and provide moderation and standardisation opportunities throughout the year.

9.5 The Quality Nominee for vocational assessment is Mr John Davies.

## **Appendix I: Academic Review Cycle- actions**

| RT | Teacher                                                                                                                                                                                                                                                                                                                              | Faculty Leader and ALNCO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | School Leader                                                                                                                                                                                                                                           | SLT                                                                                                                                                                                    | Communication method                                                                                                                                                                                            |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Data entry based upon base line assessment. Personalised support identified to achieve set target. Key marginal pupils and groups identified – teaching Teacher to teacher standardisation/moderation Dual data entry Class review with LM                                                                                           | QA of data and evidence<br>QA against external reports (end of key stage evidence, exam reports, sample papers, mark <u>schemes</u> etc)<br>Review of faculty targets and processes for support Intervention/support plans (teacher and wider support staff based Internal <u>short term</u> targets/planning shared and agreed. Key marginal pupils/groups <u>identified</u> , support plans agreed Standardisation /moderation<br>Lead Faculty Meeting<br>Contribute to Pupil Progress Meeting/RSB Meeting   | QA of data and evidence<br>Review of faculty targets support Intervention/support plans support staff based). Key marginal pupils/groups plans agreed. Lead Pupil Progress Meeting Lead School Meeting Contribute to RSB Meeting                        | QA at line management meeting <u>Broker support</u> if required e.g. Lead Practitioner, CPD etc. QA Intervention processes (including LM monitoring) SER update                        | Parents evening- set the scene, outline target Pupil Progress Meeting (Key Staff) External Raising Standards Board (including                                                                                   |
| 2  | Data entry based upon progress and attainment Personalised support identified to achieve set target. Key marginal pupils and groups identified – teaching Teacher to teacher standardisation/moderation Dual data entry Cross class marking Class review with LM                                                                     | QA of data and evidence<br>Review of faculty targets and processes for support Intervention/support plans (teacher and wider support staff based Internal <u>short term</u> targets/planning shared and agreed. Key marginal pupils/groups <u>identified</u> , support plans agreed Standardisation /moderation<br>Lead Faculty Meeting<br>Contribute to Pupil Progress Meeting/RSB Meeting<br>Cross phase moderation                                                                                          | QA of data and evidence<br>Review of faculty targets support Intervention/support plans support staff based). Key marginal pupils/groups plans agreed. Lead Pupil Progress Meeting Lead School Meeting Contribute to RSB Meeting Cross phase moderation | QA at line management meeting <u>Broker support</u> if required e.g. Lead Practitioner, CPD etc. QA Intervention processes (including LM monitoring) SER update Cross phase moderation | Interim report to parents generated from SIMS, with targets for improvement. Additional meetings with marginal parents (Pupil Progress Meeting (Key Staff) External Raising Standards Board (including          |
| 3  | Data entry based upon progress and attainment Personalised support identified to achieve set target. Key marginal pupils and groups identified – teaching Teacher to teacher standardisation/moderation Dual data entry Cross class marking Class review with LM                                                                     | QA of data and evidence<br>Review of faculty targets and processes for support QA against external reports (end of key stage evidence, exam reports, sample papers, mark <u>schemes</u> etc)<br>Intervention/support plans (teacher and wider support staff based). Internal <u>short term</u> targets/planning shared and agreed. Key marginal pupils/groups <u>identified</u> , support plans agreed Standardisation /moderation<br>Lead Faculty Meeting<br>Contribute to Pupil Progress Meeting/RSB Meeting | QA of data and evidence<br>Review of faculty targets support Intervention/support plans support staff based). Key marginal pupils/groups plans agreed. Lead Pupil Progress Meeting Lead School Meeting Contribute to RSB Meeting                        | QA at line management meeting <u>Broker support</u> if required e.g. Lead Practitioner, CPD etc. QA Intervention processes (including LM monitoring) SER update                        | Interim report to parents generated from SIMS, with targets for improvement. Additional meetings with marginal parents (various) Pupil Progress Meeting (Key Staff) External Raising Standards Board (including |
| 4  | Data entry based upon progress and attainment Personalised support identified to achieve set target. Key marginal pupils and groups identified – teaching Teacher to teacher standardisation/moderation Dual data entry Class review with LM Cross class marking                                                                     | QA of data and evidence<br>Review of faculty targets and processes for support Intervention/support plans (teacher and wider support staff based Internal <u>short term</u> targets/planning shared and agreed. Key marginal pupils/groups <u>identified</u> , support plans agreed Standardisation /moderation<br>Lead Faculty Meeting                                                                                                                                                                        | QA of data and evidence<br>Review of faculty targets support Intervention/support plans support staff based). Key marginal pupils/groups plans agreed.                                                                                                  | QA at line management meeting <u>Broker support</u> if required e.g. Lead Practitioner, CPD etc. QA Intervention processes (including LM monitoring) SER update                        | Parent's Evening (based upon progress to real time 4) Additional meetings with marginal parents (various) Pupil Progress Meeting (Key Staff) External Raising Standards Board (including                        |
|    | Interim PM review                                                                                                                                                                                                                                                                                                                    | Contribute to Pupil Progress Meeting/RSB Meeting SER update                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Lead Pupil Progress Meeting Lead School Meeting Contribute to RSB Meeting SER update                                                                                                                                                                    |                                                                                                                                                                                        |                                                                                                                                                                                                                 |
| 5  | Data entry based upon progress and attainment Personalised support identified to achieve set target. Key marginal pupils and groups identified – teaching Teacher to teacher standardisation/moderation Dual data entry Cross class marking Class review with LM Cross phase moderation                                              | QA of data and evidence<br>Review of faculty targets and processes for support Intervention/support plans (teacher and wider support staff based Internal <u>short term</u> targets/planning shared and agreed. Key marginal pupils/groups <u>identified</u> , support plans agreed Standardisation /moderation<br>Lead Faculty Meeting<br>Contribute to Pupil Progress Meeting/RSB Meeting<br>Cross phase moderation                                                                                          | QA of data and evidence<br>Review of faculty targets support Intervention/support plans support staff based). Key marginal pupils/groups plans agreed. Lead Pupil Progress Meeting Lead School Meeting Contribute to RSB Meeting Cross phase moderation | QA at line management meeting <u>Broker support</u> if required e.g. Lead Practitioner, CPD etc. QA Intervention processes (including LM monitoring) SER update Cross phase moderation | End of year reports End of year reporting (external) Additional meetings with marginal parents (various) Pupil Progress Meeting (Key Staff) External Raising Standards Board (including Cross phase moderation  |
| 6  | Data entry based upon progress and attainment. End of year reporting (external) Personalised support identified to achieve set target teacher meetings Key marginal pupils and groups identified for Septem Teacher to teacher standardisation/moderation Dual data entry Class review with LM/New teacher PM review (complete Sept) | QA of data and evidence<br>Review of faculty targets and processes for support Intervention/support plans (teacher and wider support staff based Internal <u>short term</u> targets/planning shared and agreed. Key marginal pupils/groups <u>identified</u> , support plans agreed Standardisation /moderation<br>Lead Faculty Meeting<br>Contribute to Pupil Progress Meeting/RSB Meeting<br>SER update                                                                                                      | QA of data and evidence<br>Review of faculty targets support Intervention/support plans support staff based). Key marginal pupils/groups plans agreed. Lead Pupil Progress Meeting Lead School Meeting Contribute to RSB Meeting SER update             | QA at line management meeting <u>Broker support</u> if required e.g. Lead Practitioner, CPD etc. QA Intervention processes (including LM monitoring) SER update                        |                                                                                                                                                                                                                 |

Please see off line policy for more easier read table/or zoom in

## Appendix II: guidance for marking

At a half-way point in the learning (minimum of once in a half-term), books are reviewed and whole class feedback is provided with actions for pupils to undertake. The whole class marking feedback sheet should be used for this. Teachers should mark in red and pupils correct and respond in green.





## Workload Impact Assessment

|                            |                                 |
|----------------------------|---------------------------------|
| <b>Policy name:</b>        | <b>School Assessment Policy</b> |
| <b>Date of assessment:</b> |                                 |
| <b>Assessed by:</b>        |                                 |

|                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The policy complies with and is consistent with the teachers' contractual entitlements.                                                                                                               |
| The policy and any related procedures were introduced following full consultation with the each union.                                                                                                |
| The policy and any related procedures include a specific statement regarding workload impact.                                                                                                         |
| The policy has been piloted/trailed/evaluated to enable an assessment of workload impact to be made.                                                                                                  |
| The impact of the policy and related procedures is that they have not added additional hours of working                                                                                               |
| The policy does not duplicate any other existing policy.                                                                                                                                              |
| All policies has been reviewed in order to access whether any outdated and unnecessary.                                                                                                               |
| The College has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.                                                    |
| Implementation of this policy will not result in any additional meetings/activities that have not been identified within the College calendar, published and revised in consultation with the Unions. |
| All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.                                     |
| The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.                                                                    |