**Ysgol XXXXX Assessment Policy**

The Curriculum for Wales guidelines [Assessment arrangements - Hwb (gov.wales)](https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/)

 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 six a week first 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
* Classroom observations

We will co-construct a one-page profile 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.

**Pupil Progress 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 Boxall, PASS, online assessments, standardised scores, and CATs. We will record in a continuous format on xxxxxxxxxx.

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

The school refers to the guidance from [learner-well-being-and-assessment-mutual-support-systems.pdf (gov.wales)](https://hwb.gov.wales/api/storage/88a9bd44-9410-4bbb-addc-3fb45f93ff12/learner-well-being-and-assessment-mutual-support-systems.pdf) 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 curriculum evening in each class in the first half term
* Ensure effective regular and continuous dialogue with parents - sharing pupils work via Seesaw and/or Google Classroom
* 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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| Professional Dialogue Meetings – all staffLearning WalkBook Looks  | Pupil Review MeetingsListening to learnersPersonalised Assessment AnalysisParents Evening  | Professional Dialogue Meeting – all staffLearning Walk Book Looks - | Pupil Review MeetingsListening to learnersParents Evening  | Professional Dialogue Meeting – all staffLearning WalkBook Looks Personalised Assessment Analysis | Pupil Review Meetings Listening to learnersEnd of year summary report  |

Ysgol XXXXXXX Monitoring Plan 2023-2024

Appendix 2

Summary Report to Parents



