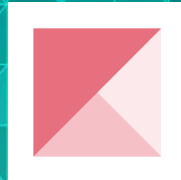




Three Purposes of Assessment in the Curriculum for Wales

GWE



Assessment

The word 'assessment' comes originally from the Latin 'assidēre', which means, literally, 'to sit beside' someone, in order to form a judgement about their capabilities.



Some key messages – CfW Guidance

Schools/settings to determine the assessment arrangements for learners **including ‘On entry’ assessments**

The information gained when assessing a learner on entry to a school or setting must help practitioners gain an understanding of the abilities, skills and knowledge of a learner in relation to the curriculum and identify next steps in learning.

Assessment arrangements for on-entry must include consideration of:

- **Numeracy** and **Literacy** skills and abilities; and
- **Well-being** abilities, to include **physical**, **social** and **emotional** development.



Gwybodaeth o Adref / Information from Home

Enw/Name: _____

Dyddiad Geni / Date of Birth: _____

Dyddiad / Date completed: _____

Rwy'n byw gyda... / I live with... _____



Iaith y Cartref / Home Language _____

Mae gen i alergedd neu aneddfedid i... / I am allergic or intolerant to... _____

Rwyf eisies wedi cael cymorth gan / I have already had support from:
 (rhochw tic / please tick)

- Therapydd Iaith a Llafenydd / Speech and Language Therapist.
- Paediatrydd Cymunedol / Community Paediatrician.
- Swasaeth Arbenigol Plant / Specialist Children's Services.
- Dechrau'n Deg / Flying Start Health Visitor.
- Ffisiotherapi / Physiotherapy.
- Tîm Datblygu Cyn-Ysgol / Pre-School Development Team.
- Swasaethau Synhwynaid / Sensory Services.
- Arall / Other.

Pethau gwyh amdana i / Great things about me!

“To get to know the child”

“Inform forward planning”

On-Entry Training

Gwybodaeth o Adref / Information from Home

Fy hoff lyfr stori... / My favourite story book...
Efo pwy? Lle? Pryd? / With who? When? Where? _____

Fy hoff degan / My favourite toy... _____

Fy hoff byrbryd / My favourite snack... _____

Fy hoff hwangerdd... / My favourite Nursery Rhyme...
Efo pwy? Lle? Pryd? / With who? When? Where? _____

Dyma rai pethau a all effaithio arnaf... / Things that may upset me... _____

Ni allaf fynd i unman heb... / I can't go anywhere without... _____

3 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** in order to reflect on practice

The information gathered on learner progression is **proportionate** and is only used within the school or setting to directly support learner progression and inform teaching. **It should not be used for the purposes of external accountability.**



When assessing learners' progression, **using a range of assessment methods**, practitioners will develop a **holistic picture of the learner** – their strengths, areas for improvement and **the support and challenge needed to take their learning forward.**

The descriptions of learning which form part of the Curriculum for Wales guidance **should not be seen as the 'new levels'**. They should not be used to undertake specific assessment activities at each progression step and **they should not be broken down to create specific assessment criteria or to form a 'tick list'** against which learners would be assessed at a set age or point in time.



To develop and maintain a shared understanding of progression, the head teacher and governing body of a school **must** put arrangements in place to enable **all practitioners** involved in learning and teaching to participate in ongoing professional dialogue:

- within their school; and across their school cluster group(s).
- in secondary schools, with practitioners from at least one other secondary school to support collaboration and coherence across the latter stages of the 3 to 16 continuum
- in special schools, with practitioners from other special schools.

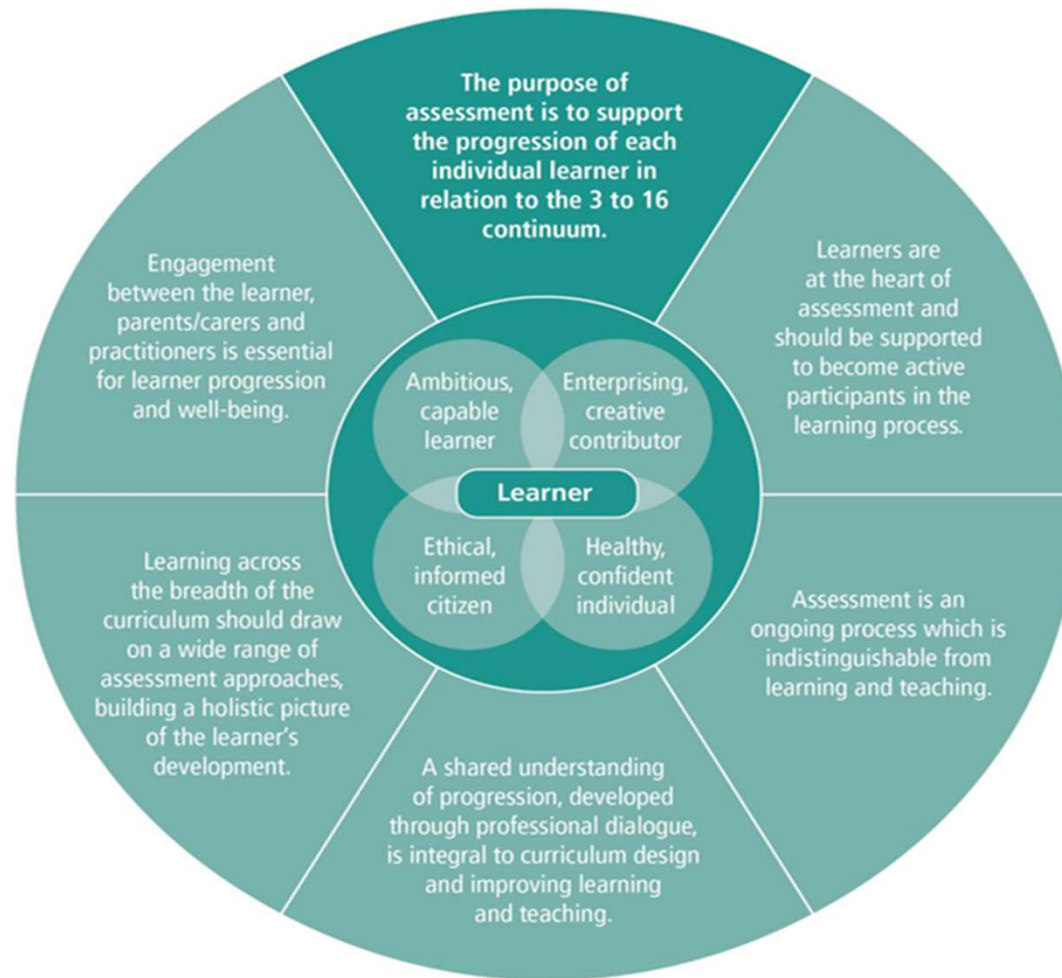
Regular opportunities for **professional dialogue** between all practitioners within and between schools to reflect, share and discuss learner progress and **develop a shared understanding of progression** and **what progression looks like throughout the school and cluster** using examples of planning and teaching and learning



Sharing individual learner information should be done at **least termly** and **should not to be contained in large written reports** but fed back in an **accessible manner** which **maximises engagement** from and understanding of parents and carers. A **summary** of individual learner information should be provided **at the end of the academic year**

- *the progress their child is making*
- *their future progression needs*
- *how future progression needs can be supported at home*
- *their general well-being in school*





Estyn Guidance (September 2021)

Inspection Area 1: Standards and progress in learning and skills

In all schools and PRUs, when evaluating the development of pupils' knowledge, skills and achievement, inspectors should base their evaluations on **first-hand evidence**, for example from: **observations of pupils in lessons, learning walks, scrutiny of pupils' work and discussions with pupils.**

Inspection Area 2.2: Attitudes to learning

Inspectors should evaluate the extent to which pupils are developing the key attitudes and behaviours that will help them to learn throughout their lives.

Inspectors should consider:

- how well pupils value and respond to **feedback** from adults and their peers
- how effectively pupils **use feedback** to move their learning forward

Inspection Area 3.2: Teaching and assessment

When evaluating teaching and assessment, inspectors should note that there is no preferred methodology that teachers should follow, and that **teachers may use a range of different approaches over time.** The key consideration is whether **classroom practice is successful** in engaging all pupils and developing their skills, knowledge and understanding to an appropriately high level as they move through the school.



Adobe Acrobat
Document

FEEDBACK

When evaluating the quality of feedback from teachers and other practitioners, inspectors should consider how well **verbal and written feedback** helps pupils to know **how well they are doing** and **what they need to do to improve**. They should evaluate the effectiveness of the feedback that pupils receive about work they have completed online or digitally. Inspectors should consider:

- the extent to which **teachers** develop pupils' thinking and understanding through **skilful questioning** and **monitoring of pupils' learning**
- how effectively teachers and other practitioners **respond to pupils' learning during lessons** and activities and adapt their approach accordingly
- how successfully **teachers provide relevant, purposeful opportunities for pupils to assess their own and their peers' learning** where appropriate



DEVELOP A SHARED UNDERSTANDING OF PROGRESSION

Inspectors should evaluate how well **teachers develop a shared understanding of progression** to ensure that their assessments are valid, accurate and reliable.

When evaluating teachers' use of the outcomes of their own and external assessments, inspectors should consider how well they use this information to:

- plan lessons and the **next steps in pupils' learning**
- **inform teaching and learning**, and to help pupils to understand their own
- strengths and areas for improvement
- assess the progress and development of individuals and specific groups, for example those pupils at risk of underachievement or those who are more able

EVIDENCE

When evaluating teaching and assessment, inspectors should use the **full range of evidence** available to them. This is likely to include:

- evidence from pupils' work (including that completed online),
- teachers' planning,
- assessment records,
- information on pupils' progress and discussions with pupils and staff,
- as well as lesson observations and learning walks undertaken by members of the inspection team.





[Effective approaches to assessment that improve teaching and learning \(gov.wales\)](https://gov.wales/government/estyn/effective-approaches-to-assessment-that-improve-teaching-and-learning)

- Prioritise approaches to assessment that deepen teachers' understanding of pupils' learning and their progress
- Develop teachers' and leaders' understanding of effective classroom formative assessment practice
- Ensure that teachers use assessment information to adjust their teaching to support and challenge all pupils appropriately
- Embed systematic opportunities for pupils to develop their skills in evaluating and improving their own and their peers' learning

School Improvement Framework: [School improvement guidance: framework for evaluation, improvement and accountability - Hwb \(gov.wales\)](https://www.gov.wales/school-improvement-guidance-framework-for-evaluation-improvement-and-accountability)

Learner progress is central to the Curriculum for Wales, so progress in evaluation and improvement activities, and accountability processes need to be given the same importance. These guidelines suggest that schools use the following 2 questions as a starting point for their improvement activities:

How well do learners make progress in the ways described in the principles of progress, supporting them to develop towards the four purposes?

- increasing breadth and depth of knowledge;
- deepening understanding of the ideas and disciplines within areas;
- refinement and growing sophistication in the use and application of skills;
- making connections and transferring learning into new contexts
- increase effectiveness of the learner

Is the pace of learners' progress in line with teachers' expectations and the curriculum?

