Ysgol Tanyfron



**Assessment, Recording & Reporting Policy**

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| Date reviewed and updated: | April 2023 |
| Signed By Chair of Governors: |  |
| Signed By Headteacher: |  |
| Date Approved: | Spring Term 2 2023 |
| Document to be next reviewed: |  |

**Assessment, Recording & Reporting Policy**

**Introduction**

This policy reflects the values and philosophy of Ysgol Tanyfron in relation to assessment. It gives a framework to which staff work and gives guidance on how, when and why we assess the work of pupils. This policy also sets out how assessment across the school will be monitored and evidenced.

**Assessment at Ysgol Tanyfron.**

At Ysgol Tanyfron we believe that good assessment is fundamental to effective teaching and learning. Assessment is central to classroom practice; it is the process of making judgements about pupil’s progress in relation to firstly their potential and then within the progression steps of the curriculum. The judgements made by teachers and by the pupils themselves will be used in a continuous process of moving children on to their next stage of learning and will inform the methods of progression. Good assessment aids continuity and progression by enabling teachers to build on pupil’s previous learning experiences by planning for future needs. Good assessment will be used to inform differentiated planning to foster motivation within learners.

**Aims**

* To make judgements about a pupil’s progress
* To inform future planning
* To identify strengths
* To diagnose weaknesses/areas of development
* To raise standards of progress
* To involve pupils in the learning process by enabling them to judge how well they are doing and what they need to do next
* To raise expectation
* To allow for the celebration of success and to raise self-esteem.
* To establish working levels within the progression steps of the national curriculum
* To inform reports to parents

**Methods of Assessment**

**Formative Assessment**

A range of Assessment for Learning Strategies are developed and used throughout the school. These strategies are essential in the learning process and enable pupils and teachers to continuously assess where pupils are, both individually and collectively, and what the next steps are in order to constantly strive to improve their skills and understanding.

Marking and Feedback

* The school utilises marking slips to assess pupil’s work against a set success criteria. These are completed at regular intervals in units of work.
* The following codes will still be used on marking slips. VF – verbal feedback, WS – with support, D – developing, I – independent, . – not achieved to indicate progress against the criteria.
* Feedback and next steps are identified on the marking slip and followed up during D.I.R.T. time.
* Foundation Phase provide verbal feedback against the set success criteria when evidencing work on Seesaw.
* Self-Assessment is taught from KS2 onwards and allows the pupils to assess their own work against the success criteria and document on the marking slip.

**Summative Assessment**

A number of assessments are carried out through the year to determine progress made. These are analysed carefully to identify strengths and weaknesses of individual pupils/groups or cohorts and to track progress:

* On Entry in Nursery
* Baseline in Reception
* National Literacy & Numeracy tests - Years 2 to 6
* PASS (Pupil Attitudes to Self and School) Year 4 to 6
* Termly measures of progress in relation to the curriculum progression steps

**Evidencing Progress**

**Recording**

* Progress in work is evidenced through the use of pupil’s books, where each unit of work is assessed against the progression steps and dated to record achievement of learning steps.
* All practical and oral work is evidenced using the digital platform Seesaw.
* Termly measures of progress are documented using the school’s assessment and tracking process which highlights where there are concerns of lack of progress, or where pupils may be identified as more able or talented. This raises discussion to ensure appropriate provision is in place for learners.

**Reporting**

We believe that it is vitally important to keep parents fully informed of their child/ren’s progress throughout their time with us. We fully conform to all statutory requirements.

**Purposes of reporting**

Reports are issued to give parents clear information about:

* How their child is performing in relation to potential and the expectations of the school
* How their child is performing in relation to the progression steps within the National curriculum

Reports will also:

* Allow parents to work in partnership with the school in the process of moving children on
* Enable parents to identify strengths and weaknesses
* Create an opportunity for dialogue regarding a child’s progress.

**Content of annual reports**

* Information about all AOLEs and activities studied at school
* General progress and attitude
* Attendance
* Additional contributions made by a pupil to the life of the school
* Next steps for learning

**Other Strategies**

In addition to the annual written report:

* + Parents’ evenings are held twice a year in the autumn and spring. These dialogues will focus on children’s progress, next steps for learning and will provide parents with the opportunity to raise concerns etc.
	+ Additional meetings are held with parents will be arranged when necessary
	+ Annual IDP reviews will be held for pupils with and ALN determination
	+ Targeted Universal Provision updates may be given at regular points through the academic year.
	+ Home/ School diaries will be used in special circumstances
	+ Regular updates of pupil’s progress will be evidenced and provided through the use of the digital platform Seesaw.