



Assessment, Recording and Reporting Policy (TYARR)

Introduction

At Ton Yr Ywen, we believe that 'the purpose of assessment is to improve standards, not merely to measure them.'

The primary aim of assessment is to help children understand where they are in their learning and what they need to do next in order to improve their work and progress in their learning.

Formative Assessment

Assessment for Learning, (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve this aim (i.e. to close the gap in their skills/knowledge).

We begin lessons by sharing the objectives with the children and discussing them in a way that the children can understand. We write the objectives next to our WALT owl (We Are Learning To), so that the children have a focus for the lesson. We explain what the children have to do and if necessary model the activity for the children. We also discuss what key features the children's finished work should have to show the teacher they have understood what they are learning about. We do this by discussing OSCA (Our Success Criteria Are). If appropriate, we write 2 or 3 key points on the board to guide the children or use samples of work from previous classes to exemplify what we mean. Children can use these reminders to check their work before handing it in. We offer children different 'levels' of difficulty of work; pupils have the opportunity to self-differentiate and select their own levels or complete differentiated tasks decided upon by their teacher. Opportunities are planned for children to apply their Literacy and Numeracy skills across the curriculum. Now Use This Skills (NUTS) is an option for teachers to use to show the children when they are applying their skills.

During the lesson teachers ask well phrased questions and analyse pupil's responses to find out what they know, understand and can do and to reveal their misconceptions.

Where an activity has been highlighted for particular assessment purposes the teacher may focus on a particular group and may use specific strategies to ascertain progress (observation, discussion, task, test, etc.).

Feedback to Pupils : Feedforward

Feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. In Ton Yr Ywen we refer to this as 'feedforward'.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, if appropriate, we write comments on the children's work during marking.

We try to ensure that constructive, appropriate and positive comments are made. When we give written feedback to a child, we relate this to the learning objective and success criteria for the lesson. By doing so we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to self and peer-mark; this marking is done in green pen.

More details on marking are included in the school's 'Feed Forward' marking document which is progressive and tailored to meet the needs of pupils in each progression step.

Summative Assessment

Assessment of Learning, (summative assessment) involves judging pupils' performance at the end of a unit of work, of a year, or of a progression step. Test results are also used to describe pupils' performance in terms of levels and scores.

We ask the children to undertake a number of tasks and standardised tests during their time with us to assess their progress (see Appendix 1). Test results are entered into our 'year on a page' to facilitate pupil tracking (see Appendix 2 for example of a year on a page)

Personalised assessments take place bi-annually: once in the autumn term and once in the summer term. Teachers use data generated from personalised assessments to monitor individual, group and whole class performance. Teachers use this information to identify pupils in need of additional support (ALN), pupils who are More Able and Talented (MAT) and to plan learning opportunities which address the needs of all pupils.

We use a 'year on a page' assessment spreadsheet which teachers populate with all data gathered from assessments as well as wellbeing data. This is used to help get a more holistic picture of individual pupils.

Reporting to Parents/Carers

In the autumn and spring parents/ carers have the opportunity to meet their child's teacher. In the autumn term, teachers primarily focus on emotional health and well-being. As part of the parents evening we provide parents/ carers with the opportunity to also share their views on how their child has settled and to ask questions. Where children are identified as needing additional support / intervention this is also discussed. In the spring term teachers discuss pupils' progress and parents/carers have the opportunity to look at their books and discuss any targets for improvement which could be related to learning and or emotional health and well being.

During the summer term we give all parents/carers a written report of their child's progress and achievements during the year. The contents of the reports are described in Appendix 3. In the Summer Term parents/carers of children in Years 2 -6 will receive information on how to access their child's progress and feedback reports generated from the personalised assessments.

Policy Review

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Headteacher and the nominated governor sub-committee and the necessary recommendations for improvement will be made to the Governors.

Equality Impact Assessment

Governors believe that this policy does not prioritise or disadvantage any pupil and it helps to promote equality at Ton Yr Ywen Primary School.

Appendix 1

Sample of Assessment timetable. This is the timetable in place for 2024-25 and future years would be based on a similar format.

	Assessments to be taken and dates											
	Wellcom	Baseline	Language Links	Speech Links	Phonics tracker (if needed)	Salford reading	HAST spelling	Mental Maths	PA -Reading	PA -Procedural	PA -Reasoning	NV Reasoning
Nursery	Autumn 1	Autumn 1	Ongoing	Ongoing								
Reception	Autumn 1	Autumn 1	Ongoing	Ongoing	21st Oct & 21st Oct 10th Feb & 17th Feb 12th May & 19th May	14th Oct & 21st Oct 10th Feb & 17th Feb 12th May & 19th May						
Year 1			Ongoing	Ongoing	14th Oct & 21st Oct 10th Feb & 17th Feb 12th May & 19th May	14th Oct & 21st Oct 10th Feb & 17th Feb 12th May & 19th May	14th Oct & 21st Oct 12th May & 19th May	14th Oct & 21st Oct 10th Feb & 17th Feb 12th May & 19th May				
Year 2			Ongoing	Ongoing	14th Oct &	14th Oct &	14th Oct &	14th Oct &	4th Nov &	4th Nov &	4th Nov &	4th Nov

					21st Oct 10th Feb & 17th Feb 12th May & 19th May	21st Oct 10th Feb & 17th Feb 12th May & 19th May	21st Oct 12th May & 19th May	21st Oct 10th Feb & 17th Feb 12th May & 19th May	11th Nov 2nd Jun & 9th Jun	11th Nov 2nd Jun & 9th Jun	11th Nov 2nd Jun & 9th Jun	
Year 3			Ongoing	Ongoing	14th Oct & 21st Oct 10th Feb & 17th Feb 12th May & 19th May	14th Oct & 21st Oct 10th Feb & 17th Feb 12th May & 19th May	14th Oct & 21st Oct 12th May & 19th May	14th Oct & 21st Oct 10th Feb & 17th Feb 12th May & 19th May	4th Nov & 11th Nov 2nd Jun & 9th Jun	4th Nov & 11th Nov 2nd Jun & 9th Jun	4th Nov & 11th Nov 2nd Jun & 9th Jun	
Year 4			Ongoing	Ongoing	14th Oct & 21st Oct 10th Feb & 17th Feb 12th May & 19th May	14th Oct & 21st Oct 10th Feb & 17th Feb 12th May & 19th May	14th Oct & 21st Oct 12th May & 19th May	14th Oct & 21st Oct 10th Feb & 17th Feb 12th May & 19th May	4th Nov & 11th Nov 2nd Jun & 9th Jun	4th Nov & 11th Nov 2nd Jun & 9th Jun	4th Nov & 11th Nov 2nd Jun & 9th Jun	4th Nov


Year 5			Ongoing	Ongoing	14th Oct & 21st Oct	14th Oct & 21st Oct	14th Oct & 21st Oct	14th Oct & 21st Oct	4th Nov & 11th Nov	4th Nov & 11th Nov	4th Nov & 11th Nov	
					10th Feb & 17th Feb	10th Feb & 17th Feb	12th May & 19th May	10th Feb & 17th Feb	2nd Jun & 9th Jun	2nd Jun & 9th Jun	2nd Jun & 9th Jun	
					12th May & 19th May	12th May & 19th May		12th May & 19th May				
Year 6			Ongoing	Ongoing	14th Oct & 21st Oct	14th Oct & 21st Oct	14th Oct & 21st Oct	14th Oct & 21st Oct	4th Nov & 11th Nov	4th Nov & 11th Nov	4th Nov & 11th Nov	4th Nov
					10th Feb & 17th Feb	10th Feb & 17th Feb	12th May & 19th May	10th Feb & 17th Feb	2nd Jun & 9th Jun	2nd Jun & 9th Jun	2nd Jun & 9th Jun	
					12th May & 19th May	12th May & 19th May		12th May & 19th May				

Appendix 3 (Example is Progression Step 1, Nursery and Reception)

Report Contents

Reports for all children include

- photos of the children and their work
- highlights of the school year
- a personal profile of the children
- suggestions for next steps in the child’s learning
- progress in the 6 Areas of Learning and Experience
- a record of attendance
- arrangements to discuss the child’s report with the teacher



Enw:

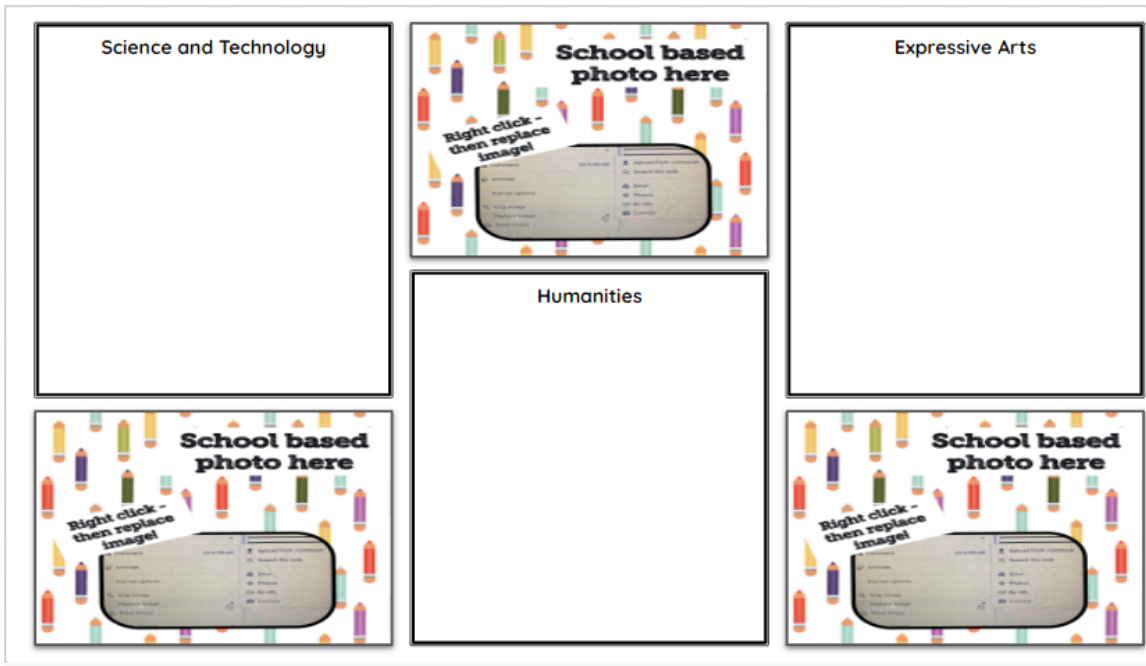
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Personal Development

	Attendance	Attitude to Learning	Improvement and Growth
Excellent	Attendance is 97% or higher.	Exemplary attitude to learning, consistently high level of engagement.	Outstanding progress.
Good	Attendance is 95% or higher.	Positive attitude to learning, high level of engagement.	Strong progress.
Adequate but needs improvement	Attendance falls below 95%.	Inconsistent attitude to learning and level of engagement.	Satisfactory progress.
Cause for concern	Attendance is below 90%.	Poor attitude to learning, low level of engagement.	Insufficient progress.

Date:



Attendance summary - September 2023 to June 2024

	Sessions	Percentage
Attendances		
Authorised absences		
Unauthorised absences		
Possible attendances		

Your voice matters - let us know what you think about our school.

[Feedback Form](#)

Good school attendance really matters. The more children attend school the better their chance of achieving in the future.

The table on the left shows your child's attendance in sessions from Sep 2023 to Jun 2024. Each school day is 2 sessions (morning and afternoon). The table also shows this as a percentage of the possible sessions for the year. The higher the percentage the better the attendance. Finally the table shows the number and percentage of absences (authorised and unauthorised). The lower the absence figure the better.

This year average attendance for our school is 93.5%. Across Wales, average attendance is 87%.