

LLANDAFF CITY CHURCH IN WALES PRIMARY SCHOOL



POLICY FOR: Assessment, Recording and Reporting (ARR)

Policy Number: ANSP6

Mission Statement:

A Christian Community: Thinking, Learning, Caring.

Equalities Statement:

The Assessment, Recording and Reporting Policy will apply to all staff, irrespective of the 9 protected characteristics as described in the Equality Act 2010. With respect to most pupils with Additional Needs our approach to assessment is fully inclusive and will ensure that the abilities of all children can be recorded and reported on. Should a situation arise that the assessment system used by the school is not appropriate to a child it will be adapted in light of a child's Individual Education or Development Plans and / or Statement needs. They will require home, school and often outside professionals to work closely together.

The Governing Body and all members of school staff at Llandaff City Church in Wales Primary School strongly believe in inclusion for all and that there is value to all pupils found in this ARR Policy.

Aims of this Policy:

The aims of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their learning;
- To help our children understand what they need to do next to improve their learning;
- To enable pupils to be responsible for their own learning through developing self-assessment strategies;
- To provide regular information for parents and carers that enables them to support their child's learning;
- To provide the headteacher, governors, LA, consortium, and Estyn with information that allows them to make judgements about the effectiveness of the school and in doing so enable the school to determine appropriate school improvement plan priorities.

What is ARR?

Assessment - Making judgments about the nature and quality of pupil's work and achievements, on the basis of clear criteria.

Recording - Noting and keeping qualitative and quantitative information about pupil's performance and achievements.

Reporting - Reporting accurate and meaningful information about progress and achievements to pupils, teachers, parents, governors and other interested parties.

We believe that effective assessment provides information to improve all areas of teaching and learning. We give our children regular feedback on their learning so that they understand what they have achieved and how they can improve further. This allows us to base our lesson plans on a detailed knowledge of every pupil. We give parents regular reports on their child's progress so that teachers, parents and children are working together towards known targets. This results in standards being raised.

PLANNING FOR ASSESSMENT

Assessment does not merely happen of its own accord, it needs to be planned for. It is learning outcome driven and is a central feature of the heart of the teaching and learning process. Good practice includes the following and is fully implemented by the school:

- All staff engaged in collaborative planning over all key stages to ensure continuity and progression;
- Assessment opportunities are identified in short term planning, on the basis of differentiation and individual pupil's needs, abilities and progress made. How and when to assess pupils work is therefore planned at the same time as teachers plan work;
- Contexts for learning ensure opportunities for assessment against the 4 Purposes.
- Incerts is used for next steps in assessment and is logical and progressive and ensures to prevent gaps in learning. (Note we are anticipating a move from Incerts to Taith in 2022).

Short term planning formats encourage teachers to be self-evaluative and such evaluations are used to consistently inform future planning;

EVIDENCE OF ASSESSMENT

Teacher Assessment

The assessment of pupil achievement is an ongoing process whereby teachers can adjust their teaching to take account of the results of formal and informal assessments. It is a process done 'with' the pupils, not 'to' them so that they are fully involved. Pupils can be assessed in a variety of settings and situations e.g., individual, group or as a whole class. Evidence of teacher assessment is found in samples of 'learning' such as pupils' books, evaluation of short term planning, displays, moderated pieces of work and Incerts. (Incerts is an online tracking tool that enable teachers to record judgements based on pupils achievements against the Foundation Phase Outcomes, National Curriculum Levels and Literacy & Numeracy requirements for each year group. Teachers use the tracking tools within Incerts to inform their planning and teaching.)

Standardisation and Moderation

If the results of assessment are to be useful, teachers need to be sure that their judgements are consistent and valid. Agreement of standards of achievement is an ongoing task and standardisation and moderation sessions are timetabled as part of Twilight INSET. Moderated pieces of work from the core subjects are stored in portfolios. This evidence is stored centrally and provides the school with a means of illustrating its agreed view on standards of pupil's achievement expected at different levels and outcomes in the core subjects.

Moderation sessions within the cluster usually take place annually. (Note: Moderation practices have been impacted by the pandemic.)

External tests

Where directed by the Welsh Government, pupils will sit Welsh Government tests in May for numeracy and reading. These tests are summative but are used by the school in a formative manner. The results are analysed by staff and are used to inform future planning and target specific intervention, e.g. 'Catch up', to where it is needed most, and so further improve pupils' achievements. An online diagnostic tool enables teachers to identify trends and patterns in data.

Internal tests

The school also uses a range of standardised tests (see Annual Cycle of Assessment below for the full list), e.g. Salford Reading test for a reading and comprehension age (Years 2-6) and Young's Spelling Test (Years 2-6).

Feedback and Marking (AFL)

See Feedback policy which focusses on help pupils with their next steps in learning.

Annual Cycle of Assessment

It is a teacher's responsibility to ensure that all necessary data is uploaded to Year on a Page (YOAP) and should be uploaded within **2 weeks** of the assessment.

INCERTS to be completed **2 weeks** before Accountability.

Class Target Reports are generated from this data by the Assessment Co-ordinator which are then discussed in Accountability meetings with teachers.

PPA is given to teachers each week and as part of their non contact time they are expected to undertake assessment related activities alongside planning and preparation.

Llandaff City Assessment Calendar 2021-2022 – FP

Below are the dates / times for when your year group needs to carry out assessments.

Please note it is your responsibility to ensure that all necessary data is uploaded to Year on a Page (YOAP).

Please make sure that it is uploaded within **2 weeks** of the assessment.

INCERTS / TAITH need to be completed **2 weeks** before Accountability for Class Target Reports to be generated in time for the meeting. Dates for Accountability TBA.

Maths / Maths Groups – Use all available data, previous class teacher advice and information from first 3 weeks of teaching to allocate groups.

Year Group	Autumn (Tests to be carried out in the first 3 weeks)	Spring (Tests to be carried out in the first 3 weeks)	Summer (Tests to be carried out in the last 3 weeks)
Reception	1. Baseline Assessment by end of half-term (compact profile to be copied and passed to AP / YOAP). 2. Phonics Assessment 3. Speech and Language Links (VH)	1. Phonics Assessment (end of phase) YOAP 2. CAN Baseline YOAP	1. Phonics Assessment (end of phase) YOAP 2. PM Benchmarking / Book Band (MAY) YOAP 3. CAN Baseline YOAP
Year 1	1. Phonics Assessment (screening) YOAP 2. PM Benchmarking / Book Band YOAP 3. CAN Baseline YOAP 4. CYRM Resilience Assessment YOAP 5. PM Benchmarking 6. 100 key words	1. Phonics Assessment (carried out end of each phase) YOAP 2. PM Benchmarking / Book Band (as required) YOAP 3. CYRM Resilience Assessment YOAP	1. Phonics Assessment (end of phase) YOAP 2. PM Benchmarking / Book Band (as required) YOAP 3. CAN Baseline YOAP 4. CYRM Resilience Assessment (JUNE) YOAP
Year 2	1. Phonics Assessment (screening) YOAP 2. PM Benchmarking / Book Band (half-termly) YOAP 3. CAN Baseline YOAP 4. Salford Reading Test YOAP 5. CYRM Resilience Assessment YOAP 6. Weekly Spelling test following CSC spelling scheme found in one drive / 100 / 200 key words	1. Phonics Assessment (end of phase) YOAP 2. PM Benchmarking / Book Band (half-termly) YOAP 3. CYRM Resilience Assessment YOAP	1. Phonics Assessment (end of phase) YOAP 2. PM Benchmarking / Book Band (half-termly) YOAP 3. CAN Baseline YOAP 4. Salford Reading Test YOAP 5. Final Outcomes to be entered on YOAP 6. CYRM Resilience Assessment (JUNE) YOAP

Llandaff City Assessment Calendar 2021-2022 – KS2

Below are the dates / times for when your year group needs to carry out assessments.

Please note it is your responsibility to ensure that all necessary data is uploaded to Year on a Page (YOAP). Please make sure that it is uploaded within **2 weeks** of the assessment.

INCERTS / TAITH need to be completed **2 weeks** before Accountability for Class Target Reports to be generated in time for the meeting. Dates for Accountability TBA.

Maths / Maths Groups – Use all available data, previous class teacher advice and information from first 3 weeks of teaching to allocate groups.

Times table tests – to be carried out every Friday using the Times Table Bronze/Silver/Gold Scheme

Spelling tests – to be carried out every Friday following the CSC Spelling Scheme

Year Group	Autumn (Tests to be carried out in the first 3 weeks)	Spring (Tests to be carried out in the first 3 weeks)	Summer (Tests to be carried out in the last 3 weeks)
Year 3	1. Youngs Spelling Test YOAP 2. Salford Reading and Comprehension Test YOAP 3. CAN Baseline YOAP 4. CYRM Resilience Assessment YOAP 5. Times table Diagnostic YOAP 6. PM Benchmarking (where applicable)	1. Youngs Spelling Test YOAP 2. CYRM Resilience Assessment YOAP	1. Youngs Spelling Test YOAP 2. Salford Reading and Comprehension Test YOAP 3. CAN Baseline YOAP 4. CYRM Resilience Assessment (JUNE) YOAP 5. WAG Tests Dates to be confirmed
Year 4	1. Youngs Spelling Test YOAP 2. Salford Reading and Comprehension Test YOAP 3. CAN Baseline YOAP 4. CYRM Resilience Assessment YOAP 5. Times table Diagnostic YOAP 6. PM Benchmarking (where applicable)	1. Youngs Spelling Test YOAP 2. CYRM Resilience Assessment YOAP	1. Youngs Spelling Test YOAP 2. Salford Reading and Comprehension Test YOAP 3. CAN Baseline YOAP 4. CYRM Resilience Assessment (JUNE) YOAP 5. WAG Tests Dates to be confirmed
Year 5	1. Youngs Spelling Test YOAP 2. Salford Reading and Comprehension Test YOAP 3. CAN Baseline YOAP 4. CYRM Resilience Assessment YOAP 5. Times table Diagnostic YOAP	1. Youngs Spelling Test YOAP 2. CYRM Resilience Assessment YOAP	1. Youngs Spelling Test YOAP 2. Salford Reading and Comprehension Test YOAP 3. CAN Baseline YOAP 4. CYRM Resilience Assessment (JUNE) YOAP 5. WAG Tests Dates to be confirmed
Year 6	1. Youngs Spelling Test YOAP 2. Salford Reading and Comprehension Test YOAP 3. CAN Baseline YOAP 4. CYRM Resilience Assessment YOAP 5. Times table Diagnostic YOAP	1. Youngs Spelling Test YOAP 2. CYRM Resilience Assessment YOAP	1. Youngs Spelling Test YOAP 2. Salford Reading and Comprehension Test YOAP 3. CAN Baseline YOAP 4. Final Levels to be entered onto YOAP 5. CYRM Resilience Assessment (JUNE) YOAP 6. WAG Tests Dates to be confirmed

TA Assessments – Speech and Language Links (YOAP), Maths Factor (YOAP), Sound Discovery

Parental consultation – October & February/March

Reports to Parents – July

Recording

Principles of Good Practice

Recording information about pupils' achievements and progress is an important part of the assessment process. It is the aim of the school to produce records which are manageable, accessible and based upon evidence from a variety of sources. Records need to be consistent, easy to interpret, cumulative and purposeful, and act as an aid to promote assessment for learning.

All pupil's data is to be kept on Year on a Page (YOAP) and will track each child's learning journey throughout their school career. All SEN/ALN records including IDP's and IEP's are kept for statutory timescales and hard copies stored in the Assessment cupboard as well as scanned onto the system. All WNT test papers are kept for statutory timescales in the Assessment cupboard. The organisation of this area falls with the ARR lead who should liaise with information Governance team around the timescales for holding documentation. Where possible information will be held electronically using the Local Authority approved system for assessment storage.

All teachers have Class Target Reports generated from Incerts data, Baseline data and FP Outcomes to identify those children on track and on target.

Pupils' Books

Pupils' books provide accessible information concerning the pupil's attainment, achievement and progress. They identify the pupil's strengths and areas for development and provide a planning tool for future action. They also provide a useful focus for dialogue with parents and other outside agencies. A selection of public books are kept back each school year to support professional dialogue. The ARR lead will support staff in determining which books should be kept. No books are sent home with families.

REPORTING

Principles of Good Practice

We aim to provide accurate and meaningful information about progress and achievement to pupils, teachers, parents and other interested parties. Reporting procedures promote communication about a pupil's learning and achievements across the whole curriculum, linking the past to the present and indicating the way forward in the form of specific targets.

Reporting whether verbal or written must be:

- Presented in a clear, straight forward language, free of jargon
- A true picture of the pupil
- As encouraging and constructive as possible
- A summary of standards achieved and progress made
- To identify the pupil's strengths and areas for development and to provide information on how the child can move forward in his or her learning.

Parental consultations

These are held twice yearly. The parent/guardian of the pupil is invited by the class teacher to discuss overall performance, attitude and behaviour. At other times, parents are welcome to request an appointment with the teacher or other member of staff, e.g. Teacher, ALNCO, to discuss matters pertaining to their child.

Written reports

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. Reference is also made to personal, social and behavioural skills and attitudes and to the specific targets for the following year, as well as their attendance over the last academic year. We also make reference to how effectively children use the skills of literacy and numeracy across the curriculum. Parents in Years 6 and 2 are informed of the levels achieved by their child in assessed areas: Mathematical Development, Literacy, Language and Communication and Personal and Social Development in Foundation Phase and Maths, English, Welsh and Science. Information explaining how to interpret the levels and outcomes is also sent to parents. This was a statutory reporting requirement before the pandemic, but it was suspended for 2020-2021. We are awaiting guidance around what the intention is for the end of 2021 – 22 and thereafter when the New Curriculum for Wales is introduced. We therefore anticipate changes to this area of reporting to be confirmed later in the academic year 2021/22. As part of the written report to parents we also seek to involve pupils in the process via a pupil report in which they are encouraged to draw and write (where possible), reflecting on achievements and aspirations.

TRANSFER OF INFORMATION

Throughout our school we have an agreed system of what needs to be passed on between classes/year groups. All agreed transfer information is passed to the receiving teacher by the end of the academic year. If a learner leaves the school the class teacher is responsible for liaising with the school administrators to forward the appropriate records to the new school. All teachers use transferred records to appropriately challenge and support each learner. This information is shared with the ALNCO, Senior Leaders and all support staff.

There are agreed transfer arrangements with receiving schools when learners transfer to KS3. All statutory regulations are adhered to, with the emphasis on making the transfer process as seamless as possible. Data that will pass on between schools relates to statutory assessment e.g. FPP Baseline, MyConcern and SIMS information.

This policy was shared with and approved by the Governing Body on: 08/ 12 /'21

_____ Chair of Governors

_____ Head Teacher

_____ AOL co-ord

The Policy should be reviewed again: November 2022 (In light of the New Curriculum for Wales)