



Assessment Arrangements

June 2026

Last Review Date	June 2025
Date Adopted by the Governing Body	June 2026
Review Date	June 2027
Headteacher – Mr. Joshua Jones	<i>J. Jones</i>
Chair of Governors – Mr. Paul Croston	P. Croston



Assessment Arrangements

Date of Review	Reviewer(s)	Comments
13.06.26	Joshua Jones	Policy Amendments: • Language Differentiation p4 • Clearer definition of use for Assessment information p4



Introduction

The implementation of the Curriculum for Wales places a renewed focus on assessment and using assessment as a tool to support pupil progress. Assessment is a continuous part of the curriculum design and planning process.

The Welsh Government outlines three core purposes of assessment within the context of the Curriculum for Wales:

- Supporting individual learners on an ongoing, day to day basis.
- Identifying, capturing and reflecting on individual learner progress.
- Understanding group progress in order to reflect on practice.

At Ysgol Sant Dunawd, we believe that assessment is inseparable from the teaching process since its prime purpose is to inform planning and the creation of learning opportunities to best improve pupils' performance and to help teachers understand how to best support their pupils.

'If we think of our children as plants, summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants - directly affecting their growth.'

(- Shirley Clarke- 'Unlocking Formative Assessment' 2002 Hodder & Stoughton)

Principles of progression

The Curriculum for Wales guidance describes mandatory principles of progression for the curriculum as a whole and for each individual Area. These articulate the ways in which learners make progress in their learning and contribute to the four purposes. This means that progression must be embedded in learning and teaching and should form the basis of thinking in schools when designing and planning the school curriculum.



Strategy

Assessment Manager	The Headteacher oversees and co-ordinates our assessment arrangements and monitors their impact, including reporting key findings to the Governing Body.
Teachers' Planning	- All planning provides clear learning intentions (Goals) and a variety of differentiated assessment opportunities. These include assessment for learning (AfL) and assessment of learning (AoL) strategies. - Teachers use a range of differentiation strategies. However, there are instances where teachers plan for pupils who need additional support or additional challenge. Planning differentiated activities supports younger children to access appropriate continuous provision and focused tasks. - Planning is monitored as part of the School Improvement Monitoring Cycle by members of the Senior Leadership Team to ensure a consistent and thorough approach to assessment. - Some Areas of Learning (AoLE) are planned out in cycles, so that we ensure a broad and balanced curriculum, for example English writing genres and Mathematics. Other AoLEs are planned by teachers together on a term-by-term basis, considering pupils' interests. - Teachers evaluate their teaching, discuss learning and reflect on their practice in termly meetings. 'Building Blocks' is used to ensure full curriculum coverage within a class and across the whole school.
Assessment Procedures	- An on-entry assessment is carried out for pupils new to the school. (Nursery, Reception or at other points of transition into school). - Assessment information is used to inform school self-evaluation and improvement planning. Formative Assessment (Assessment <u>for</u> Learning): - Continuous assessments such as verbal feedback, evaluative marking, and observations. - Short-term targets are recorded in younger children's 'Next Steps' books. For older pupils, they are given through marking and feedback. - Assessment for Learning is an integral part of the process and is carried out using an individual, peer and group approach. Languages, Literacy & Communication (LLC): - Generally, pupils will be assessed termly based on the skills, knowledge and understanding they show within lessons and wider school activities.



- At Ysgol Sant Dunawd, we believe that our pupils need to be good speakers, before they become good writers. Oracy tasks are planned, in English and Welsh lessons, as a part of the learning journey. These are assessed by pupils in collaboration with the teacher or by the teacher. More formal oracy tasks are planned every term to support teachers' assessments.
- Reading activities are planned, in English and Welsh, as a part of the learning journey. They experience 'reading as a reader' and 'reading as a writer'. These are assessed by pupils in collaboration with the teacher or by the teacher. More formal reading tasks, for example Read Write Inc assessments and guided reading for older pupils, are planned every half term to support teachers' assessments.
- Short burst writing activities are planned, in English and Welsh, as a part of the learning journey. Pupils write words, sentences and short paragraphs to practice language techniques linked to different genres of writing. These are assessed by pupils in collaboration with the teacher or by the teacher.
- Extended writing activities are planned, in English, every half term for older children. Before learning a specific genre, pupils have a go at writing one first. These 'cold tasks' provide the teacher with information about what pupils can already do or already know. At the end of the phase, pupils have another go at writing one. These 'hot tasks' are used to assess the progress pupils have made.
- Extended writing activities are planned, in other subjects, every half term. These activities allow pupils to apply their LLC skills in other areas of the curriculum and give a true reflection of the skills and knowledge the pupils remember. These are assessed by pupils in collaboration with the teacher or by the teacher.

Mathematics and Numeracy (M & N):

- Pupils are assessed based on the skills, knowledge and understanding shown in lessons and wider school activities.
- For older pupils, mathematics knowledge, skills and understanding are assessed at the beginning and end of every unit of work. Before learning a specific skill, pupils have a go at some questions first. These activities provide the teacher with information about what pupils can already do or already know. At the end of the phase, pupils have another go. These activities are used to assess the progress pupils have made.
- For older pupils, times tables knowledge and recall is assessed throughout the year and is used during progress meetings to make progress judgements.

Other AOEs



	- Pupils are assessed based on the knowledge and understanding demonstrated within specific lessons and wider school activities. Summative Assessment (Assessment <u>of</u> Learning): - Most summative assessments are planned termly or at the end of a topic. These are timed to coincide with pupil progress meetings so that teachers can give detailed feedback on pupils' progress to parents and SLT. Such assessments may include: ✓ End of topic assessments or evaluations. ✓ Extended writing or Numeracy activities applied in other areas of the curriculum. ✓ Termly standardised test results (National tests in reading, mathematics procedural and reasoning) ✓ Teacher progress assessments. ✓ Read Write Inc. half termly assessments. ✓ IDL Literacy reading and spelling ages. ✓ Times tables assessments. ✓ Year 4 Cognitive Abilities Tests (CATs). ✓ Year 3 to Year 6 Pupil Attitudes to Self and School survey (PASS). Transition: - On-entry assessments are completed when a pupil starts at school to determine a baseline. Progress is measured against this throughout the pupils' educational journey. - Transition meetings are held at the end of every academic year between staff. They discuss pupils' progress, attitude to learning, behaviour and friendship groups in detail so that their new teachers can secure a smooth transition when moving between classes and schools. - Progress data and information is reviewed regularly by the SLT to help determine improvements to transition and assessment processes.
Principles of Progression	All assessment activities will have a clear focus on the Principles of Progression. We will look at how pupils': ❖ Increase their breadth and depth of knowledge, ❖ Deepen their understanding of the ideas and disciplines within areas. ❖ Refine and grow sophistication in the use and application of their skills. ❖ Make connections and transfer learning into new contexts. ❖ Increase their effectiveness as a learner.
Pupil Progress Meetings	Pupil Progress Meetings (PPM) are held every term. Class teachers and SLT discuss each child on an individual basis, discussing their wellbeing, attainment, and progress.



	• SLT analyse the data that class teachers prepare. Pupils' standardised scores, test information and spelling and reading ages are used to highlight pupils who may require targeted interventions. • Actions to support pupils' progress are set with the teacher and previous actions are reviewed to measure the impact of these. • SLT analyse whole school data to identify further school improvement priorities. • All groups of pupils are tracked on our tracker system. We filter the information and analyse how groups of pupils are doing to identify further school improvement priorities. Pupils who have learning needs and ALN • Pupils with Targeted Universal Provision Plans (TUPP), and those with Small Step Plans are reviewed every term with the class teacher and ALNCo. Targets are evaluated and new ones are written by the class teacher. • Assessment approaches will be adapted where necessary to meet the needs of pupils with additional learning needs.
Assessment Records	• Assessment records are kept digitally. The data we collect follows the pupil through the school. • Termly standardised test results are tracked on the assessment tracker. SLT analyse this data and use the results to drive discussions in termly PPM. • A transfer record is in place when Year 6 pupils transition to Secondary School which is completed as part of agreed cluster processes.
Reporting	• Parents and guardians are invited to PPM with the teachers during the Autumn and Spring terms (Summer meeting is optional) to discuss the progress pupils have made. • Parents and guardians are invited to Show and Share events, where pupils can show and talk about their learning. • Parents receive an annual report in July, which is a written assessment covering all aspects of the curriculum and targets for improvement. • Welsh National Testing results are also shared with parents and guardians via HWB, accessed through pupils' log in credentials. Pupils who have learning needs and ALN • Pupils with Targeted Universal Provision Plans (TUPP), and those with Small Step Plans are reviewed every term with the class teacher and ALNCo. Parents and the pupils are invited to join this meeting to evaluate targets and set new ones.



Transition between classes	On entry - Baseline assessments - An on-entry assessment is carried out for pupils new to the school. (Nursery, Reception or at other points of transition into school). Transition Points - Pupil Progress Meetings, assessment information and handover meetings take place to support transition.
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Assessment for Learning at Ysgol Sant Dunawd

What you will see...	These things are what you <u>will</u> typically expect to see in pupils' books or during lessons. • Learning experiences that are engaging, authentic and stimulating. • A clear, child-friendly, learning goal is shared and written in books. • High quality questioning to elicit prior knowledge, deepen understanding and develop critical thinking. • Staff explain clearly what they are looking for and how pupils can be successful. • Pupils make choices about what and how they learn. • Staff tell pupils how well they are doing during the learning. • Staff give pupils verbal feedback during the lesson. • Staff use a green highlighter to highlight the very best examples of where pupils have achieved the success criteria. They use a pink highlighter to highlight where pupils have missed opportunities to achieve the success criteria. • Staff highlight spelling, punctuation, grammar, and presentation mistakes* in line with year group expectations. They identify errors* and provide additional support and address misconceptions. • Pupils' self-correct mistakes and respond to feedback or feedforward in purple pen.
What you might see...	These things are what you <u>might</u> expect to see in pupils' books or during lessons. • Staff stop throughout the lesson to check pupils' understanding and support them to make progress. • Staff provide opportunities for pupils to use a range of resources to support their learning and develop understanding. • Pupils mark their own work and assess their peers' work during and after learning. • Staff provide pupils with feedforward challenges to deepen learning further. • Where staff have provided detailed verbal feedback, this is shown using (VF). • Pupils' levels of independence are recorded which supports teachers' assessments. • Staff co-construct success criteria with the pupils. • Staff use a variety of marking codes, in line with year group expectations. • Pre and post assessments or quizzes that check pupils' knowledge, skills and understanding.
What you won't see...	These things are what you <u>won't</u> see in pupils' books or during lessons. • Written work, or 'evidence' in books for every lesson. • Overuse of worksheets or templates. • Photographs of practical work glued into books. • Marking and lengthy written comments from teachers in every lesson. • Work in books that look the same for all pupils. • Work in books that have no mistakes. • Passive learning from pupils.



*** Mistakes and errors**

All staff will note errors and mistakes that are made by many children and use them to inform future planning. When a child, who has not yet mastered or understood learning, answers a question incorrectly, we call this an error. It requires swift intervention by an adult. Mistakes, on the other hand, can be identified by an adult or child and should be self-corrected by the child. Mistakes usually occur when a child is rushing or not fully concentrating.

