



POLISI ASESU

ASSESSMENT POLICY

PARATOWYD PREPARED	Mai 2022 / <i>May 2022</i>
CADARNHAWYD RATIFIED	Mai 2022 / <i>May 2022</i>
ADOLYGWYD REVIEWED	DD/B / <i>N/A</i>
CYLCH ADOLYGU REVIEW CYCLE	2 flynedd / <i>2 years</i>

CYFLWYNIAD / INTRODUCTION

Young people should be able to reach the highest level of education they are capable of (UNCRC Article 28). The purpose of education is to develop every child's personality, talents and mental and physical abilities (UNCRC Article 29).

As from September 2022 Curriculum for Wales levels were removed and schools can develop their own system for assessing their children. At Ysgol Gymraeg Llundain we have moved from levels to expected progress. Assessment is seen as a vital part of the teaching and learning cycle at Ysgol Gymraeg Llundain.

Assessments are used to ensure that standards of teaching and learning are maintained and improved, with learning personalised, so allowing for each child to achieve their maximum potential. The long-term aim for the school is to get 100% of the children reaching average attainment and for the school to meet the floor targets.

Our school system of assessment allows:

- Each teacher to track the progress of the individual children in their class, which is reported in termly 'Progress Data Meetings' for each progression step. These meetings are attended by the Lead Teacher, class teacher or relevant teaching assistants and members of the Curriculum and Standards Sub-committee.
- Teachers to refine their teaching objectives and targets to meet the needs of all children.
- Children to be informed of their targets for improvement through constructive marking of work and discussions with their teachers. Target sheets are provided for teachers that reflect the descriptions of learning on Taith 360.
- Parents to be informed of progress through once termly parent consultations and the annual school report, and in addition to other meetings and discussion where necessary.
- Key targets are set for each child on their report. Children are invited to attend parent consultations and to be party to the discussion.
- The Lead Teacher and members of the Curriculum and Standards Sub-committee to monitor progress through lesson observations and also by reviewing planning, children's work, reviewing children's progress and when applicable performance in tests and assessments.
- The Lead Teacher and SENDco monitor the progress of specific groups of children, e.g. pupil premium, gender, ethnic groups, SEN.

GWEITHDREFNAU ASESU / ASSESSMENT PROCEDURES

- Assessment for learning (AfL) is ongoing in all lessons as it enables teachers, children and parents to plan the next steps of their learning.
- The school has developed a 'Feedback Policy' which focuses on the importance of immediate feedback using a variety of strategies. Please see the 'Feedback Policy' for further information.
- Teachers work with children to set targets for Language and Mathematics which are recorded in all pupil's books in Progression Steps 2 and 3.
- Children in Progression Steps 2 and 3 sit termly test papers for the following areas: Welsh Reading, English Reading (Years 3-6), Procedural Mathematics and Mathematical Reasoning. These test papers are used to supplement teacher assessments.

- Termly test papers closely mirror the Welsh national test papers used at the end of each year within the Curriculum for Wales.
- Children complete White Rose Maths assessments at the beginning and end of each Mathematics block of work.
- Children complete a Context for Learning assessment at the beginning and end of each half term.
- Beginning of block/half term assessments help class teachers to ensure that their planning for lessons within the coming block meets the needs of every child. End of block/half term assessments help class teachers to assess the effectiveness of their planning as well as offering evidence of how children's attainment and progress has developed throughout the block/half term.
- Findings from assessments are used as a means of reviewing the standards of class teachers' teaching and the standards learning of children's learning. Findings from assessments support all school staff and Board members in improving our provision for every child.
- For children making expected, higher than expected or much higher than expected progress, class teachers prepare more challenging work that addresses both breadth and greater depth of learning.
- In order to facilitate assessments, class teachers make use of Learning Objectives (Questions) and Success Criteria. Each lesson's 'Question' is based on one of three Cross-curricular skills as identified in the Curriculum for Wales (Digital Competency, Literacy and Numeracy) and the 'Success Criteria' are written in the form of 'I can' statements. They are the steps that need to be demonstrated in order to show they can answer the lesson's 'Question'. (Please see the Feedback Policy for further information).

GEIRFA A DDEFNYDDIR / VOCABULARY USED

The vocabulary to be used to give the step at which children are working is consistent with the 'Taith 360' system that the school uses. At termly intervals children are described, in Literacy and Numeracy, as being:

- H – Heb ei asesu / Unassessed
- A – Yn dod i'r amlwg / Emerging
- D – Datblygu / Developing
- S – Sicr / Secure
- M – Wedi mewnblygu / Embedded

When reporting to parents/guardians the following terms which describe attainment and progress are used:

- Cynnydd llawer is na'r disgwyl / Much lower than expected progress
- Cynnydd is na'r disgwyl / Lower than expected progress
- Cynnydd disgwyl / Expected progress
- Cynnydd uwch na'r disgwyl / Higher than expected progress
- Cynnydd llawer uwch na'r disgwyl / Much higher than expected progress

CYFNOD SYLFAEN Y BLYNYDDOEDD CYNNAR / EARLY YEARS FOUNDATION STAGE

- Ongoing assessment is an integral part of the learning and development process within the Early Years Foundation Stage.
- When a new child joins the school's Nursery, the Early Years Leaders conduct a Nursery baseline assessment, the findings of which are recorded on Taith 360.
- Early Years leaders observe the child during their first week, paying close attention to areas such as how they access activities, how independent they are, how they use the environment and how they interact with peers.
- Early Years leaders seek the support of parents during this period to help children settle in. Information is sought from parents and added to our 'Evidence Me' tracking system. Parents are given login details for this which enables them to access its content and comment on what the staff have uploaded.
- In turn, children become 'focus children' where further observations are made on achievement, this feeds into planning.
- A key worker system is developed to support the following, e.g. observations, focus children, parent/teacher consultation feedback to parents if necessary, targeting children for support, SEND provision reviews.
- As a child moves into the Reception year, the Early Years leaders conduct a Reception baseline assessment, the findings of which are recorded on Taith 360. Early Years leaders then continue assess children as they would have done during the Nursery year.
- At the end of their time in the Early Years Foundation Stage, every child is assessed against 17 Early Learning Goals that represent the 7 areas of learning. Staff have a responsibility to assess, moderate and recognise a child's progress against the Early Learning Goals by the end of their time in the Foundation Stage.
- Early Years Leaders meet regularly to moderate both their baseline assessments and observations to quality assure their judgements. When possible, Early Years Leaders work with other schools to ensure their judgements are robust and accurate.

CYMEDROLI / MODERATION

- Books are compared between Progression Steps to evaluate attainment and progression by the Lead Teacher, SENDco, class teachers and relevant teaching assistants.
- Moderating with other schools to compare Progression Steps and moderate judgements takes place (where possible).
- Class teachers are responsible for analysing their own class data and identifying any children who are not making sufficient or expected progress. Class teachers are responsible for planning strategies to ensure that these children are supported to make expected progress.
- Termly Pupil Progress Data meetings are held. The Lead Teacher, SENDco, class teachers and relevant teaching assistants meet with members of the Curriculum and Standards Sub-committee to discuss the progress of individual children and specific groups.
- Half termly SEND review meetings are held and are attended by all members of staff where the effectiveness of interventions in raising the attainment and progress of SEND pupils is

evaluated.

- The Lead Teacher analyses the data each term, focusing on attainment and progress. This is then presented termly to the members of the Board at a full Board meeting.
- Class teachers and relevant teaching assistants are observed termly by the Lead Teacher and members of the Curriculum and Standards sub-committee where the effectiveness of questioning and the impact of children's learning behaviours on their attainment and progress is considered.

TRACIO A MONITRO / TRACKING AND MONITORING

Once pupil progress data has been collected, it is entered into Taith 360. Pupil Progress Data meetings take place three times per academic year to track attainment and progress and offer an opportunity to highlight any concerns. Observations and Learning Walks take place termly and evidence from these is triangulated with the pupil progress data to inform Quality of Teaching judgement.

ADRODD I RIENI/WARCHEIDWAID / REPORTING TO PARENTS/GUARDIANS

Parents' Evening consultations take place three times per year in which parents/guardians are updated on children's attainment and progress. Parents/guardians of certain children are also offered an additional Pupil Passport meeting three times per year where they are provided with further information regarding their child's attainment and progress. Parents/guardians are also given an opportunity to play a key role in reviewing the effectiveness of their child's intervention provision during these meetings. All parents/guardians receive an annual report in July where further detail is provided regarding their child's attainment and progress.

PONTIO A THROSLWYDDO / TRANSITION AND TRANSFER

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling.
- The Early Years leaders attempt to gain as much information as possible regarding the attainment and progress of new children from any previous settings that they may have attended.
- The Early Years leaders meet with the class teacher for Progression Step 2 in "handover" meeting in July.
- The class teacher for Progression Step 2 meets with the class teacher for Progression Step 3 in a "handover" meeting in July.
- Outgoing class teachers also meet with any new class teachers in a "handover" meeting in July.
- The class teacher for Progression Step 3 meets with Year 7 teachers from all the secondary schools that the children are moving to and discusses the attainment and progress of Year 6 children.
- When children move school, the individual child's record file is sent to the new school.
- The school makes every effort to gather information related to attainment and progress from a child's previous school when they join us.

CYFLEOEDD CYFARTAL / EQUAL OPPORTUNITIES

The assessment policy and guidelines encourage the practice of inclusion for all.

ARWYDDWYD GAN:

SIGNED BY:

G Roberts	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Mai 2022 <i>May 2022</i>
T Sugg	Athro Arweiniol <i>Lead Teacher</i>	Mai 2022 <i>May 2022</i>