



# Ysgol Bryn Alyn Whole School Assessment / Monitoring Policy

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Policy Origin i.e:	** Chair/Headteacher indicate where the policy originates from by circling or highlighting before sending to Clerk LA <b>Model Policy / LA Policy / Welsh Assembly Government Model Policy / Other</b> (If 'Other' please detail source below):  <b>Recommended policy written by School</b>
Is this a new or revised policy:	<b>New / Revised</b>
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Name of SLT responsible for review and implementation of policy:	<b>A Slinn</b> / A Kipping / J Ebrey / <b>R Ransome</b> / E Williams/
Chair of Governing Body / Chair of Committee:	Signature:  Date:
Issue No:	1

## **ASSESSMENT, REPORTING and MARKING POLICY**

### **Introduction**

At Ysgol Bryn Alyn we believe that assessment, recording and reporting are central to effective teaching and learning.

### **Aims**

The purpose of assessment is to improve performance as well as measure pupil progress, performance, skills and needs.

Effective assessment practices should:

help pupils and teachers to:

- identify what has been taught and learned
- identify strengths and areas for development

help teachers to:

- plan effectively for the next stage of learning
- identify pupils with ALN (including More Able and Talented students)
- provide information for target setting
- provide constructive and meaningful feedback to pupils
- recognise and celebrate student achievement

help the school to:

- ensure consistency
- develop smooth transition
- raise standards
- value and build on prior assessment of learners

### **Definition of Assessment**

Assessment is a process which involves gathering information about what pupils know, understand and can do and using that information to promote learning. Assessment is a continuous process. Most day-to-day assessments are based on informal tasks and questions which prompt pupils to demonstrate their knowledge, understanding and skills. Other assessments are semi-formal such as class tests, or formal such as nationally recognised qualifications.

Ysgol Bryn Alyn is committed to developing effective use of both types of assessment as defined below:

### **Summative assessment**

Summative assessment is carried out periodically to determine pupil knowledge and skill levels at a particular point in time. It can involve grading against criteria, recording attainment on entry, monitoring progress across a Key Stage (known as Progress Updates - PU), comparing attainment and achievement against initial identified expected grades / levels e.g. those determined through a range of data including Fischer Family Trust (FFT) and Cognitive Ability Tests (CATs).

This is Assessment **of** Learning.

### **Formative assessment**

This is an intrinsic part of everyday classroom activities, providing evidence of what learning is taking place. It is the process of seeking and interpreting evidence for use by pupils and their teachers to decide where pupils are in their learning, where they need to go and how best to get there, taking into account previous rates of progress.

This is Assessment **for** Learning (often referred to as AFL)

AFL gets straight to the heart of good teaching by:

- helping teachers to help pupils to take the next steps in their learning
- helping pupils to help each other to take the next steps in their learning
- helping pupils to help themselves to take the next steps in their learning

AFL is founded upon the following 10 principles. It:

- is part of effective planning
- focuses on how pupils learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners to know how to improve
- develops the capacity for self [and peer] assessment
- recognizes all educational achievement

### **Procedures**

#### **School management of assessment**

- The Headteacher will ensure that the school meets the statutory assessment requirements.
- All pupils in their final year of Key Stage 3 must be assessed through teacher assessment in all core and non-core subjects (English, Mathematics, Science, Welsh Second Language, Modern Foreign Languages, Design Technology, Information Technology, History, Geography, Art, Music and PE). In order to fulfil statutory requirements, end of key stage teacher assessment must include:

For subjects with a single attainment target:

- an **overall subject level**.

For subjects with more than one attainment target:

- a **level for each attainment target**
- an **overall subject level**

\*<sup>(1)</sup> Teachers should aim to reach a rounded judgement based on knowledge of how the pupil performs across a range of contexts over a period of time and is

considered against adjacent level descriptors to ensure that the level assigned is the closest match.

Teacher assessment should be based on existing evidence of attainment and not on the basis of any projections of pupils' future performance.

Heads of Faculties must ensure that robust procedures are in place to ensure that teacher assessment is based securely on a collective understanding of the standards set out in the level descriptors.

All members of the faculty or subject area should have a shared understanding of national curriculum levels achieved through internal standardization and moderation of agreed reference sources. These should be drawn from students' work, and reflect the full range of attainment within the school.

- Cluster group meetings for Key Stage 2 and 3 transition are firmly in place and supported by the LA and GWE.

Implementation of the cross-phase standardization process is as follows:

- There is a clear expectation that all subject areas will assess regularly and that progress will be reported half termly or termly for parents.
- Detail on progress and attainment will be communicated to parents and carers at annual Parents' Evenings.
- Schemes of work will include agreed assessment opportunities to ensure consistency.

**\*<sup>(1)</sup> Following Curriculum Wales Guidance and the required changes in the curriculum, KS3 Assessment has / will be changing. At the point of reviewing this policy, exact guidance on what KS3 Statutory Assessment will be is yet to be decided. Due to this, the school will continue to prepare for NCFW and implement flight paths to monitor progress of pupils towards their target GCSE grade. This will incorporate the required teaching pedagogy and assessment outlined in 'Curriculum for Wales' where it states:**

**Schools must ensure their curriculum is supported by assessment arrangements which assess the:**

- **progress made by learners in relation to the relevant curriculum**
- **next steps in learners' progression and the learning and teaching needed to make that progress**

### Sharing and use of assessment data

- The effective use of data is essential for the monitoring of standards.
- Prior attainment data will provide a measure of developed pupil ability and reasoning through CATs score and Welsh National Reading and Numeracy tests. Staff should use this data to inform teaching and learning.
- The above data will be used to inform and aid expected grade/level setting.
- Data will be shared with pupils and used to help set expected grade/levels.
- Progress information (identifying target grades, strengths and areas for development) will be collected centrally and shared with staff and tutors to inform and monitor progress and to enable realistic targets to be set and to help prioritise future action.
- Pupils need to be involved in the monitoring of their own learning, checking progress against targets and deciding future actions.
- KS2 assessment data is shared where available with staff in the term preceding transfer to assist continuity between the two Key Stages.

## Recording

Recording of pupil progress and assessment information should:

- be purposeful and manageable
- reflect performance in a variety of assessment tasks
- give accurate, up-to-date information on a pupil's progress
- be reliable and valid
- be ongoing, building on prior attainment
- enable reporting across a range of student achievement.

Each department should retain a sample of evidence for external moderation.

## Process

### Learning Plans and Green Assessment Sheets

Internal assessments occur every half term for nearly all\* subjects at KS4 and every full term at KS3.

*\*Subjects who have significantly less lessons per week will have a slightly different assessment timetable.*

All assessments are clearly identified in pupil's books / work and form part of the **Learning Plans** that are also displayed in the pupil's books.

After each half termly or termly assessment, pupils are provided with feedback in the form of **Feedback (FB)**, **Feed Forward (FF)** and **Pupil Response (PR)** and displayed as a **Green Assessment Sheet**.

In summary, at the beginning of each half term / full term every pupil will have a **Learning Plan** placed in their books and by the end of the half term / full term an assessment with feedback on a **Green Assessment Sheet**.

### Example of a Learning Plan

The Learning Plan is a table with the following structure:

Learning Objectives	Learning Outcomes	Assessment Tasks
English: To be able to write a narrative...	Write a narrative using the correct tense and punctuation...	Write a narrative using the correct tense and punctuation...
Maths: To be able to add and subtract...	Add and subtract numbers with and without carrying...	Add and subtract numbers with and without carrying...
Science: To be able to describe the structure of the atom...	Describe the structure of the atom and the relative masses of the particles...	Describe the structure of the atom and the relative masses of the particles...

### Example of a Green Assessment Sheet

The Green Assessment Sheet includes the following sections:

- Header:** Ysgol Bryn Alyn, Ysgol Bryn Alyn
- Name:** \_\_\_\_\_ **Level:** \_\_\_\_\_
- Assessment Task/Topic:** \_\_\_\_\_
- Level/grade achieved in the assessment in:** \_\_\_\_\_
- Feedback:**

FB#	Date	Topic	Level	Mark	Mark %	Feedback
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
- Feed Forward:**

Q \_\_\_\_\_

Q \_\_\_\_\_
- Pupil Response:**

\_\_\_\_\_

## **Monitoring**

### **Progress Updates (PU)**

- Every half term / full term, pupil assessment will inform Progress Updates (PU). These PU's enable the school to track and monitor the progress of all of our pupils.
- Fine grading is recorded to provide greater accuracy of how a pupil is performing. Pupils will receive grades ranging from A\*- G or Unclassified.
- Sub-grades are awarded to provide greater accuracy in a pupils' performance (A1, A2, A3 etc.).
- All attainment is recorded on the whole school computer system (SIMS). Any additional pupil intervention will be put in place by either the subject teacher, head of Faculty, head of Year or a member of the Senior Leadership team

## **Reporting**

### **Reports – Interim Reports and Full Reports**

- PU's produce Reports which are sent to parents / guardians three times a year which includes information on effort and progress in relation to subject targets.
- An annual Parents' Evening will be held to provide an opportunity for parents, guardians and carers to discuss their child's progress with individual subject teachers and form tutors.

## **Responsibility and Accountability**

- The Governing Body is responsible for ensuring that this policy is communicated to the whole school community.
- The Headteacher will:
  - provide opportunities for departmental standardization and moderation within the school calendar
  - ensure that the overall subject grades for each core and non-core subject, based on teacher assessment of attainment targets, are finalized and recorded
  - ensure that all these pupils have teacher assessment grades recorded for the attainment targets in all subjects
  - remind teachers of their contractual duty to administer the assessment arrangements.
- The Ysgol Bryn Alyn consortium will:
  - ensure that good practice within the cluster is identified, shared and built upon to set an agenda for improvement which reflects local circumstances and needs.
- Curriculum Leaders will ensure that:
  - robust systems and procedures are in place to support accurate and consistent teacher assessment
  - these systems and procedures are focused on internal standardization and moderation
  - teachers within the subject have a shared understanding of national curriculum standards based on a selection of learners' work

- there are arrangements in place so that teachers moderate and apply the outcomes from this internal moderation prior to finalizing all students' attainment.
- Priorities for development will be identified and INSET needs will be prioritised based on evaluation of the assessment processes and feedback from external moderator reports.
- The Curriculum Committee of the Governing Body will keep this school assessment policy up to date through an annual review.

### **Monitoring and Evaluation**

- Departmental procedures for ensuring consistency in Teacher Assessments (KS3) will be monitored through discussion at line management meetings
- Feedback from external moderator reports will be discussed at Senior Leadership Team line management meeting.
- Reports provided by external moderators (KS4) will be discussed with Curriculum Leader.
- The Curriculum Committee of the Governing Body will review the policy on an annual basis.