

Our assessment arrangements to support progress

At Ysgol Padarn Sant, effective assessment will be a tool to ensure that all of our learners progress in the ways described in the principles of progression, supporting them to develop towards the four purposes.

Assessment in our school has three main roles in the process of enabling learner progression:

- supporting individual learners on an ongoing, day-to-day basis
- identifying, capturing and reflecting on individual learner progress over time
- understanding group progress in order to reflect on practice.



Our assessment arrangements to support progress

Learning outcomes

- We have decided on concept threads derived from the 27 what matters statements
- These concept threads will run across our curriculum and give the essence of learning

Understand progression

- We use the Principles of Progression and Descriptors of learning to understand progress and to ensure that there is continuity within our Curriculum.
- We will collaborate internally, with the cluster to further develop a shared understanding of progression

Assess

- Our assessment arrangements will support our practitioners to establish learners' understanding of the curriculum we have designed, and support learners' progress along the continuum.

Our assessment arrangements to support progress

Professional development for practitioners will be an ongoing priority. With the right training and support, assessment is a tool that can be used more effectively, efficiently and confidently. This can help link curriculum design and pedagogy to support learners in their learning progression.

Assessment will be something we will do with the learner and for the learners. As pupils develop their metacognition skills, we will ensure that learners engage more directly with the assessment process, as they move along the continuum.

Assessment will be an integral part of learning and teaching and contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas to be developed (to inform the next stages of learning and teaching)

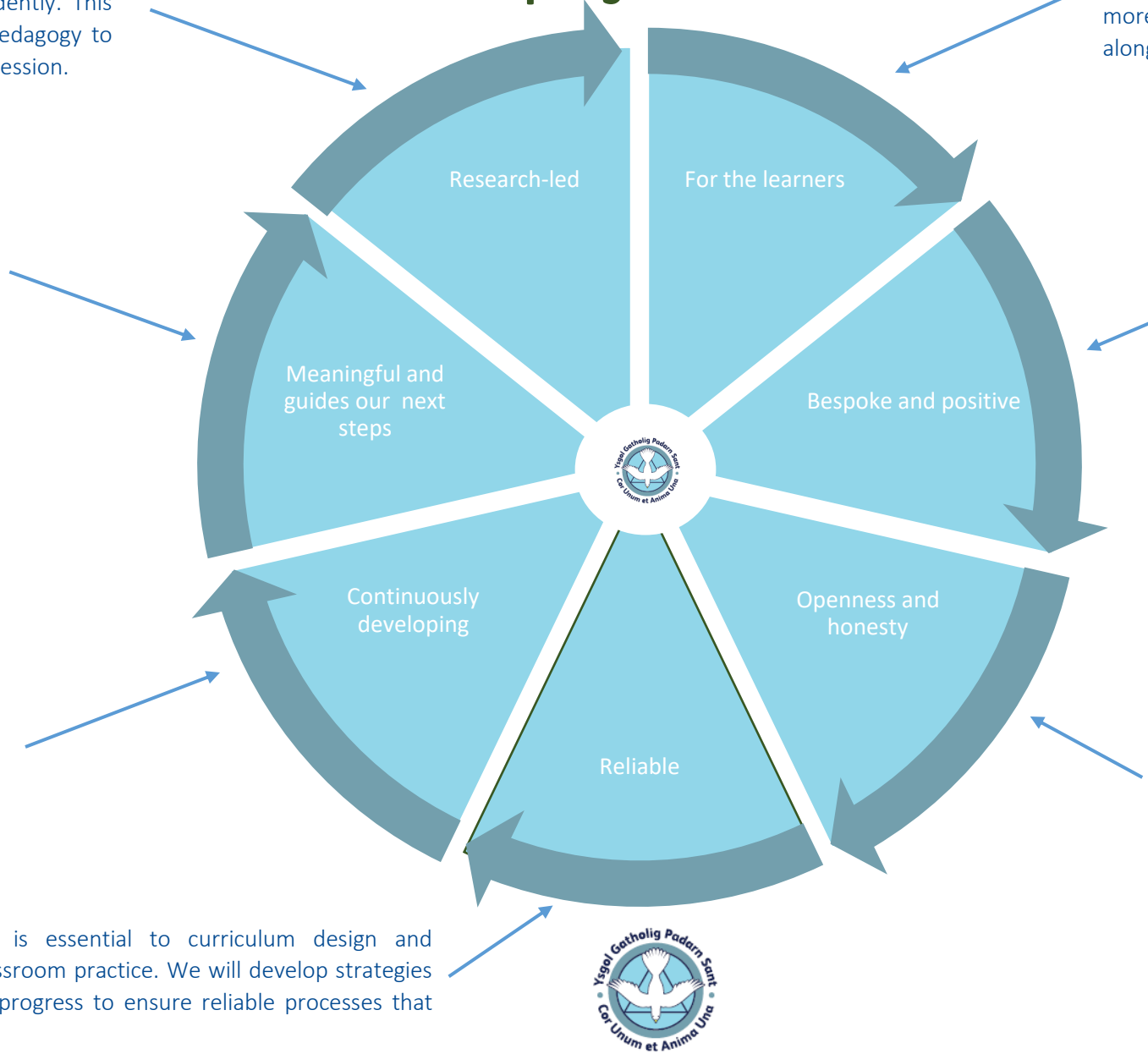
Assessment cannot be disconnected from curriculum planning and understanding progression. We will be clear of the essence of learning for tasks and our assessment arrangements will focus on the learning intentions and support deep understanding. We will know what we are looking for as we assess our learners.

The wellbeing of all learners is a key part of our curriculum as we encourage each of our learners to reach their full potential and celebrate learner progress

We will use a wide range of assessment methods to support our learners. We also recognise that assessment arrangements can vary at different times on the continuum .

Continuous communication with parents/carers will be an important way to build positive relationships. It can promote learner progress by helping parents and carers understand how they can support learning in school and outside. Engaging effectively with parents and carers can also reassure parents in their learner's progress. We will also consider other people who are important to a learner, such as their advocate or social worker.

Understanding how learners progress is essential to curriculum design and assessment arrangements, as well as classroom practice. We will develop strategies to develop a shared understanding of progress to ensure reliable processes that support progress.



Curriculum design

What is the purpose?
What is the essence of learning? What are the learning intentions?

Progression

What does progression look like in respect of that learning?

Assessment arrangements on a page

Identifying, capturing and reflecting on individual learner progress over time
Understanding group progress in order to reflect on practice

- Assessment for Learning
- Pupil progress meetings
- Literacy and numeracy tests
- Grading and tracking progress
- Progress portfolios

Learners should engage more directly in the assessment process, as they progress along the 3 to 16 continuum.

Assessment data will inform future steps in the learning on teaching

Supporting individual learners on an ongoing, day-to-day basis

- Self-assessment
- Peer assessment
- Verbal feedback
- Co-constructing success criteria

On entry assessment

- Professional dialogue
- External input
- Previous reports
- Observations



Learners making progress

Curriculum for Wales – Assessing Plan



Activity	Frequency:	Information / Description:	Focus:
On-entry assessment Collating information from a range of sources	First 6 weeks of Nursery or Reception When a new learner starts school (within 6 weeks)	Build an initial holistic picture and identify health, social, emotional and academic needs of: <ul style="list-style-type: none"> • Previous Setting/ Schools • Parents • Health workers • Other agencies as appropriate • Classroom observations • Co-create a one-page profile about the child • Purposeful SS tests/ personalised assessments 	<ul style="list-style-type: none"> • General health and well-being • Medical needs • Specific learning needs, e.g. SALT, CAMHS • Strengths • Areas of development – both academic and extra-curricular
Supporting the progression of individual learners	On an ongoing basis – formal reviews for learners	<ul style="list-style-type: none"> • Learners put into support groups- Purple, yellow, green. • Purple – Individual Development Plan • Yellow – Group Development Plan • For appropriate intervention (phonics, counselling, etc...) • Case management meetings – Heads of year, progress leaders, AoLE leads etc... • Data Walls 	<ul style="list-style-type: none"> • General health and well-being • Medical needs • Specific learning needs, e.g. SALT, CAMHS • Strengths • Areas of development – both academic and extra-curricular
Ongoing day-to-day assessment	Minute by minute, hour to hour, day to day etc.....	<ul style="list-style-type: none"> • Ongoing day-to-day assessing to identify the learner's current achievements and plan the direction for their next steps in learning • Timely feedback to learners based on learning outcomes, success criteria and effective questioning 	<ul style="list-style-type: none"> • Effective response to feedback from learner- practitioner, learner – learner... • Opportunities for self-assessing and peer-assessing (including 'learning breaks')
Professional Dialogue within a schools to develop a shared understanding of progression	Ongoing dialogue at staff meetings – focus on progress and well-being	<ul style="list-style-type: none"> • Teachers share and discuss learners' progress – during PPA, AoLE meetings, cross-phase meetings, group meetings, staff meetings, case management meetings • Focus on how to move the learning forward and identifying next steps and/ or support for learners 	<ul style="list-style-type: none"> • Examples of school curriculum • Examples of planning • Examples of learning and teaching experiences • Examples of learning – both processes and outcomes • Examples of additional support provided

Activity:	Frequency:	Information/ Description:	Focus:
Learner Progress Meetings / IDP Meetings Between class teacher and SLT/ peer	Termly	<ul style="list-style-type: none">• Meetings to discuss learners’ progress and next steps in their learning between teachers and SLT• Qualitative information – staff observations, learner’s work, attitude to learner, learner and parent input• Quantitative data – PASS, Personalised assessments, SS• Recorded in an ongoing format• Case management meetings/ data walls	<ul style="list-style-type: none">• Health and wellbeing• Attitude to learner including attendance• Strengths• Areas of development – both academic and extra-curricular• Additional Support Needed
Parental Dialogue	At least termly	<ul style="list-style-type: none">• Class curriculum evening in first half term• Effective, regular, and ongoing dialogue with parents/ carers – learner work shared via Google Classroom• Learner-led parent consultations• Parents evening – option of face to face, online or by phone• One-page summary to capture learning and progress• Summary of learner information provided to parents/ carers at the end of the year- focus on progression and individual needs/ support	<ul style="list-style-type: none">• The progress their child is making• Their future progression needs• How future progression needs can be supported at home• Their general well-being in school
Professional dialogue between schools	Whole curriculum is covered over a two-year period	<ul style="list-style-type: none">• Teachers and relevant practitioners meet regularly to develop a shared understanding of progression• Discussions on how to move the learning forward – planning, expectations, learning and teaching	<ul style="list-style-type: none">• Health and wellbeing• Attitude to learner including attendance• Strengths• Areas of development – both academic and extra-curricular• Additional Support Needed
Transition	Regularly/ Annually	<ul style="list-style-type: none">• Professional dialogue (regularly)– based on AoLE/ wellbeing – developing a shared understanding of progression• Annual transition week for Year 6 learners, cross phase visits for staff, one page profile provided for each individual• Collaborative working with next teacher throughout the year (within primary school)	<ul style="list-style-type: none">• Supporting learner progression• Supporting the overall needs and wellbeing of the learner.
Learner involvement	Regularly	<ul style="list-style-type: none">• Learners should have regular input into the process – peer and self assessing, conferencing, regular discussions with learners (‘in the moment’).	<ul style="list-style-type: none">• Providing information of their progression and opportunities for self-reflection• Identifying progression and next steps in learning