

Barker's Lane Community School

Assessment, Recording & Reporting Policy

Introduction

This policy reflects the values and philosophy of Barker's Lane Community School in relation to Assessment, Recording & Reporting. It provides a framework within which staff work and provides guidance on how, when and why we assess the work of the learner.

Aims and Objectives

Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. It should contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching. Assessment should not be used to make a one-off judgement on the overall achievement of a learner at a set age or point in time against descriptions or criteria on a 'best-fit' basis. When a learner enters Barker's Lane School at any point, we ensure that they understand where they are in their learning and how they can make progress. This understanding then identifies their starting point and how we can best move learning forward.

The aims and objectives of assessment in our school are:

- to enable each learner to achieve their full potential, raising standards of achievement and attainment;
- to enable our learners to demonstrate what they can do, what they know and understand;
- to help our learners understand what they need to do next to improve;
- to allow teachers to plan experiences that accurately reflect the needs of each learner;
- to allow for formative and summative aspects of assessment;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Curriculum for Wales

The Curriculum Framework outlines the **principles for progression**:

- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within the AoLEs
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts
- Increasing effectiveness

Progression is supported by **descriptions of learning** which provide guidance on how learners should progress within each Statement of What Matters:

- Arranged in 5 progression steps to guide pace
- Framed from learner's perspective
- Framed broadly to sustain learning over a series of years

- Broadly set against ages of 5, 8, 11, 14 and 16
- Not stand alone tasks or activities
- Not Assessment criteria

Assessment in Practice

To support individual learner progression, assessment has three main roles – supporting individual learners on an ongoing, day-to-day basis; identifying, capturing and reflecting on individual learner progress over time; and understanding group progress in order to reflect on practice. When planning and delivering learning experiences, teaching staff are clear about the specific role of each assessment being undertaken, and what the understanding gained from assessment will be used for and why.

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

We view planning for progression as a cycle, using assessment strategies as the tools to identify how best to support and challenge each learner in a holistic way in order to inform next steps. These are built into the learning process.

Initial assessments are undertaken and used to plan e.g. observations, KWL, cold tasks.

Teachers use their knowledge of each learner to plan engaging tasks and how they will assess. On-going daily assessment is used to refine planning for progressing learning.

A range of strategies are used as part of the planning and teaching process to support learners to be involved in assessment.

Learning Intentions – These are the 'What am I learning?' Teachers ensure learning intentions (L.I) are focused on skills and that learners know what and why they are learning about this. Learners can reflect back on whether this has been achieved.

Steps to Success – These are the stages or process that the learners will go through to achieve success in their learning (success criteria). These are co-constructed with the learners and are a focus for feedback to aid progression.

WAGOLL / WABOLL – These are good and bad examples which are analysed by the learners together with staff to co-construct steps to success. Younger learners may use pictures and with older learners, it may be a piece of work, for example. They can support self and peer assessment to focus this.

Expected Criteria – In each class a progressive set of expectations is displayed for writing and presentation on working walls. Learners are expected to check their work and use these to improve independently.

Pit Stops – We use mini pit stop plenaries throughout a lesson to provide time for self (and peer) assessment. They focus on the steps to success and learners can use their 'epic pencil' or 'purple polishing pen' to improve their work. WAGOLLS are identified and shared or attention is drawn to the working wall.

Verbal and Written Feedback - As much as possible, feedback is given verbally and timely during a lesson. Teachers use green highlighter to identify where learners have met the steps to success well. An orange highlighter is used to identify what could be improved upon or where and opportunity has been missed. Mistakes are valued as part of the learning process and redirected up as part of a conversation about progress.

Assessment focuses on identifying what the learner 'can do', areas for improvement and, if relevant, any barriers to learning. This understanding is used by the teacher or teaching assistant, often in discussion with the learner, to ascertain the next steps required to move learning forward, including any additional challenge and support required. This means we can respond to the individual needs of the full range of learners within our classes on an ongoing basis.

Reflecting on individual learner progress over time

Through identifying the progress being made by an individual we can understand their journey over different periods of time and in a variety of ways. We are able to develop an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate. This means we can provide feedback and help plan their future learning, including any interventions, additional support or challenge which may be required. This includes both immediate next steps and longer-term objectives and goals that the learner should work towards to help keep them moving forward in their learning.

Reflecting on teacher observations, looking at learner work and in some cases diagnostic tests e.g. reading tests, all inform this process.

Termly Learner Progress Reviews with SLT reflect on a learner's progress. Each learner is discussed in terms of their wellbeing and progress with their learning in literacy and numeracy which is tracked. These progress conversations identify any areas for concern / challenge and together suitable intervention is identified and provision is planned.

Teachers record progress in other AoLEs each half term depending on the focus within planning.

Understanding group progress in order to reflect on practice

Our assessment also enables us to understand whether different groups of learners are making expected progress e.g. FSM learners, ALN, MAT, Universal Targeted Provision 'Boost Groups'. This is then used to identify strengths and areas for improvement which enables us to ensure that the curriculum and our teaching and learning are ensuring learners make the best progress they can for themselves. By understanding our learners we can maximise their potential and identify specific challenges and / or support which particular groups might need. This understanding also contributes to our school's process of self-evaluation and continuous improvement.

On-Entry / Baseline Assessments

In Nursery and Reception, teachers' own assessments alongside information from pre-school settings are used to inform on-entry / Baseline assessments. At present, we use the WG Foundation Phase Profile to make judgements about learner's skills (*This is under review*).

The information enables staff to make an early identification of learner who may require ALN support or be MAT learners. It also allows us to gain information about value added progress.

Administration of National Personalised Assessments

Personalised assessments are administered during each year. The results from these tests are for diagnostic purposes and help to contribute to improving the learning process:

WG national personalised assessments in Reading, Numerical Procedures and Numerical Reasoning tests are completed by Year 2-6 learner each year.

Transition

Learners are at the centre of the transition process, whether this is from pre-school to Nursery, from class to class or from Y6 to Y7. Our one-page profiles and assessment information inform and support this process.

Gaining an understanding of what progress looks like at Barker's Lane is an important part of this process. Conversations between staff informally, in staff meetings and gaining a wider perspective through cluster working supports this.

Communicating with Parents / Carers

Positive relationships are established early and fostered through meaningful conversations about wellbeing and progress.

Learning packs are provided for home at the beginning of each year which are a toolkit for the learner.

Pictures, examples of work and videos are shared on Seesaw throughout the year.

Each half term, a shared learning grid is updated with the learner for tasks that they can work on at home.

Formal reporting to parents takes place each term in the form of 1-1 conversations and a short written review in the Autumn and Spring and as a written report in the Summer.

In each case, the focus is on progress, attitudes to learning, wellbeing, next steps and how this can be supported by parents and carers.

Learner involvement is very important and a full part of the process.

Monitoring/Evaluation

Assessment, Recording and Reporting procedures are monitored by the SLT, to ensure these arrangements are both effective and manageable.

Monitoring of teaching and learning takes place by the SLT and teams of staff in line with our agreed priorities.

This policy document was reviewed by Mrs C Edwards in March 2023. It will be reviewed as necessary and at the latest by Spring 2026.