

Clytha Primary School

Progression and Assessment Policy

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‘To Lift Ourselves and Others into our Best Future’ ‘I godi’n hunain a phawb ar gyfer dyfodol disglair’

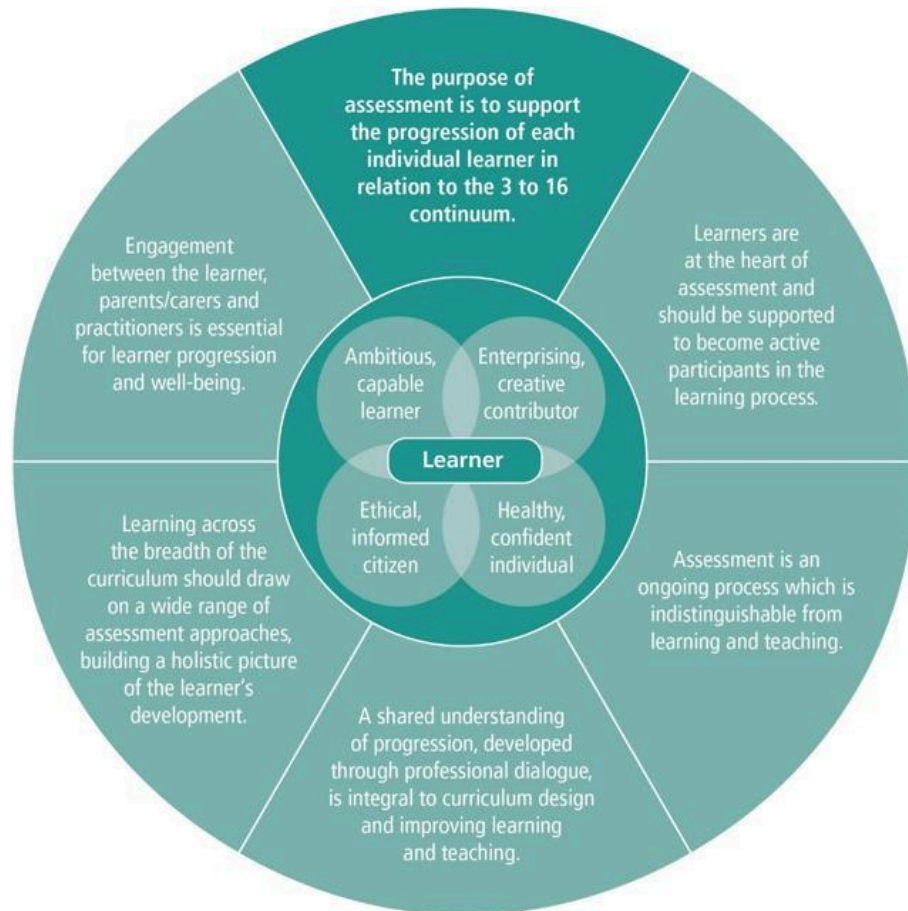
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Assessment is intrinsic to support every learner to make progress.

Progression in learning is how a learner develops and improves their skills and knowledge over time. This means increasing their breadth and depth of knowledge, deepening their understanding, and refining their skills, all while becoming more independent and applying their learning to new situations.

Assessment plays a fundamental role in ensuring each individual learner is supported and challenged accordingly. The interrelationship between curriculum, assessment and pedagogy, therefore, is key to supporting learners to make meaningful progress in their learning. Assessment for Learning at Clytha contributes to developing a holistic picture of our learners – their strengths, the ways in which they learn, and their areas for development – in order to inform **where** learners are in their learning, **where** they need to go in their learning and **what** needs to be done for them to get there, taking account of any barriers to their learning. At Clytha, assessment is integral to learning and teaching and we ensure effective partnerships are developed among all those involved, including and especially, the learner.

Principles of Assessment at Clytha



All assessment strategies are sensitive to the needs of all pupils with regard to cultural background, faith, gender, sexual orientation, age, disability and Welsh Second Language Speakers

Assessment should enhance learning through:

- Being an integral part of teaching and learning
- Enabling teachers and pupils to identify individual strengths and weaknesses
- Offering all pupils an opportunity to show what they can do, recognise and support them to take their next steps
- Providing opportunities for pupils to improve their learning through self -assessment and to improve the learning of others through peer assessment and sharing the responsibility for their own learning
- Providing a broad picture of a learners' approach, attitudes to learning and wellbeing
- Being integral to the process of learning and teaching and to ensure that learning is for all
- Diagnosing individual children's needs

Progression in learning includes progression in **depth and breadth of knowledge**, in **extending and refining** skills and in developing the **processes of learning**, including **independence and resilience**.

How should we assess at Clytha?

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
- understanding group progress in order to reflect on practice

FROM PRINCIPLES TO PROCESS

Assessment needs to be planned for and to be responsive, this is a central feature of the teaching and learning process. At Clytha Primary School, Curriculum Planning must be responsive to the needs of the learners. To ensure we provide the best possible opportunities for our learners, Teachers at Clytha Primary have Assessment, Preparation and Planning time, rather than PPA time. We believe that due to **assessment** being the key feature for teaching and learning it is required before the **planning** and **preparation** processes can take place.

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 descriptors or criteria on a 'best-fit' basis.

Language of Learning and Progression

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Our focus on the language of learning, or our 'Clytha Learner Mantras' as we refer to them, involve and support our children in their learning journey.

Children are taught skills and dispositions that act as important capacities to them as learners across all areas of learning and experience. The learner mantras support children's metacognitive understanding and independence and enable them to articulate their learning. This enables children to contribute and participate in the learning process including, very importantly, knowing 'what to do, when they don't know what to do'.

To support the development of our learner capacities all learners are involved in feedback and reflection upon their learning. Half-termly Pupil Learning Reviews (LRMs) provide dedicated time outside of the classroom environment for teachers and learners to work together to discuss progress, identify any barriers and to agree on learning-focused targets. LRMs have impacted greatly upon learners' ability to articulate where they are in their learning journey. They provide teachers with a real insight into learners' learning behaviours and are an opportunity for shared reflection on learning and teaching. The behaviours established and developed within LRM sessions are further enhanced within the classroom environment. Reflections on learning are captured termly and shared with families. From the Spring Term of this year, Y3-6 are putting LLC and Maths targets into books to link more effectively with feedback and focus.

Learners' ability to self-reflect, provide feedback to peers and respond to teacher feedback is supported by their developing metacognitive skills. The importance of communication and quality dialogue is evident. Feedback that enables learners to take more control of their learning and supports their development as resilient learners is crucial to their progress.

AGREED PRACTICE for ASSESSMENT

For classroom assessment to be effective at Clytha Primary School, the teachers understand that the emphasis is on daily **formative assessment** alongside **Assessment of Learning** practices.

Teachers at Clytha ensure that:

All assessment practices feed into a learner narrative which is contributed to by all involved in the progress of the learner, this allows to clearly see the journey each learner is taking as they progress through their learning journey. This can differ according to the Area of Learning and Experience or the learning itself.

All staff are clear about what children **know, understand** and **can do** in all areas of learning. Our emphasis is on all staff:

- being clear about the intended learning and planning engaging learning experiences accordingly
- sharing intended learning appropriately with learners
- evaluating and reflecting on learning, including through observation, questioning and discussion
- providing relevant and focused feedback that actively engages learners, encourages them to take responsibility for their learning, and which moves their learning forward

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- encouraging learners to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes that they have undertaken and what they have achieved
- providing opportunities for learners to engage in assessing and reflecting on their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively
- developing learners' skills in making effective use of feedback to move their learning forward
- involving parents/carers in learner development and progression, with the learner's involvement in this dialogue increasing over time
- engaging in dialogue with leaders and fellow staff to ensure they have a clear picture of the progress being made within their school
- identifying any additional challenge or support learners may require, engaging with external partners where necessary.
- utilising effective Success Criteria in all lessons supporting the learner in their learning
- **Notice, Analyse and Respond** in their planning and feedback

Learners

The role of the learner at Clytha is to contribute and participate in the learning process, in a way that is appropriate to their age and stage of development. This will help them to develop knowledge, skills and understanding, and apply them in different contexts. As they make progress along the continuum and with increasing independence learners should be supported and encouraged to:

- understand where they are in their learning and where they need to go next
- develop an understanding of how they will get there
- respond actively to feedback on their learning
- review their progression in learning and articulate this both individually and with others
- reflect on their learning journey and develop responsibility for their own learning over time.

Parents/Carers

Clytha encourages and enable parents/carers to:

- engage regularly with the school and its staff in order to understand and support their child's progression in learning
- share relevant knowledge and understanding with the school and its staff, which will support their child's learning and progression
- respond actively to information provided about their child's learning and, in collaboration with the school, plan ways of supporting that learning within and outside school.

Feedback to Learners

Teachers ensure that effective assessment is carried out by:

- following the school's agreed Feedback Policy
- providing regular opportunities for pupils to be involved in 'self' and 'peer' assessment and to reflect on their learning
- feedback should include both verbal and written as appropriate to pupils about their learning, promptly and regularly.
- using technology effectively to respond and develop learning
- providing adequate time for children and teachers to reflect and respond to feedback
- providing time with the Class Teacher regularly to discuss their learning and assess and reflect on their own progress.
- providing on-entry assessment arrangements for all newly-registered learners at a school or setting and undertaking the assessments within 6 weeks of a learner entering the school or setting to support understanding from the very beginning of a learner's journey. The Teachers will use the outcomes of the assessments to plan next steps and tailor learning and teaching to enable progress.

Summative assessment

Clytha Primary School ensures that summative assessment is effective. The policy requires:

- Teachers to meet statutory reporting procedures and our Clytha system
- Teachers to plan and complete timely assessments in all AoLEs to gauge knowledge and understanding
- Teachers to draw on the whole range of ongoing assessment information and evidence when making assessments and complete Learner Narratives and Clytha records
- Teachers to recognise the importance of summative assessment in all areas of learning and to give feedback to learners on the outcomes of such assessments and ways forward
- Teachers to report and consult with parents on teacher assessments made
- National Personalised assessments in Reading and Numeracy for learners in Years 2 to 6 are statutory and available to take throughout the school year. The purpose of the assessments is to help support progression in reading and numeracy skills. Learners at Clytha have opportunities to complete the assessments at two points during each academic year.

AGREED PRACTICE FOR THE KEEPING OF RECORDS AND EVIDENCE

School maintains information that flows from assessing learner progress. This information is gathered and recorded in order to illustrate and record progress in learning in the form of a Learner Narrative. This narrative will show the progress overtime for each learner as they move through their learning at Clytha. The details of how, what and when assessments are in our Assessment Strategy. To support our narrative and dialogue about progression with consistency,

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we use The Principles of Progression. These act as an organising framework to support our understanding of progression:

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

We ensure that information gathered on learner progression is proportionate and is used within the school to directly support learner progression and inform teaching as we as:

- inform communications and engagement activity with parents and carers
- support the transition of learners along the 3 to 16 continuum
- help practitioners and leaders develop their understanding of progression
- review and revise the curriculum and corresponding assessment arrangements
- inform future learning and teaching
- identify where improvement and support are needed as part of our self-evaluation processes

Teachers:

- keep proportionate records as agreed by the school
- use all records from the previous teacher to plan work for the class and individual pupils, this will further aid transition
- use all assessments to inform future planning and set next steps in learning
- keep evidence for clearly defined and useful purposes –e.g. to help pupils and their parents gain a better understanding of their progress, for teachers within and across year groups and to enable outside agencies to make informed judgements on standards and achievement within our school
- use examples of pupils' work to help all parties involved to understand pupils' strengths and weaknesses and how they can improve.

AGREED PRACTICE FOR REPORTING TO PARENTS AND GUARDIANS

A summary of individual learner information is written annually in the Summer Term. The information provided to Families should not contain descriptions of the topics and learning activities the learner has undertaken, unless this is to provide context, but should focus on the progression itself and the individual needs and support of the learner.

It is important that information and feedback can be easily understood and should be concise and jargon-free. The Principles of Progression offers us an organising framework and shared narrative for our communications with Parents and Carers.

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While the Personalised Assessment reporting to parents and carers is a statutory requirement, our summary reports also share information on any support, interventions or additional needs required for the learner's development. This written summary report includes a narrative around:

- the progress their child is making in all Areas of Learning and Experience
- their future progression needs
- how future progression needs can be supported at home
- their general well-being in school

Each term, Learning Review Meetings are organised for learning dialogue with families. Learners in Years 4, 5 and 6 are included in these meetings. Learners in all other year groups, contribute to the meetings by selecting favourite pieces of work. Parents are invited to share written or verbal comments that we place in the learner's books. Learners are enabled to gather examples of their learning, articulate their own progress and achievements, and convey their aspirations and views on the next steps in their learning as part of the dialogue between the Teacher, Parents and themselves in Y4-6.

Parents are invited to make an appointment with the class teacher or a member of the Senior Leadership Team (SLT) or to discuss their child's performance at any time throughout the school year.

Reporting at Clytha whether verbal or written is agreed to be:

- presented in clear, straightforward language and free from jargon
- a true, holistic picture of the learner
- as encouraging and constructive as possible
- a summary of standards achieved and progress made, supported by evidence
- to identify the learner's strengths and weaknesses and to provide information on how the child can move forward, specific targets

TRANSITION

We aim to work in partnership with all schools and settings in order to ensure the smooth transition of all our pupils, upon entry to school, from year group to year group and through the phases of the children's primary school journey.

Transition arrangements include:

- All new parents to Clytha are invited to meet with the Head teacher and Class Teacher personally for one on one discussion about their child specifically.
- Nursery and Reception Meetings held to discuss life and learning in our Early Years environments.
- Annual internal Transition sessions providing our learners with quality time with their new Teachers.
- Meet the Teacher Meetings to welcome families and prepare for new systems and routines.
- Transition Leaflets for learners and Families with images and details of each class

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- Transition Films of each new classroom to reassure our learners and families.
- Liaison between Teachers within and across year groups, discussing transition and using the transition proforma as a guide
- Reception Teachers visit all children in non-maintained settings who are awarded a place at our school.
- Close transition projects and arrangements with High Schools', particularly John Frost High School. This process begins in Y4.
- We meet all Secondary Schools' individual requirements for transfer documentation and information to support the learner
- Coherence and consistency in our shared understanding of progression.