



Assessment Policy

Rationale

Cefn Saeson aims to ensure that all make meaningful progress in learning and achieve their potential. This ethos supports the belief that every child regardless of intellectual ability or social background should have a rewarding educational experience. Our aims are personal excellence and that every pupil should achieve their full potential. This takes place in a context which encourages the involvement of pupils, parents and staff.

What is assessment?

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils, parents and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

The purpose of assessment

Assessment is intrinsic to curriculum design and its overarching purpose within the curriculum is to support every learner to make progress. It is integral to learning and teaching and it requires effective partnerships among all those involved, including the learner.

Assessment plays a fundamental role in ensuring each individual learner is 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 descriptors or criteria on a best-fit basis.

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

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

Assessment focusses on identifying each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding is used by the teacher, in discussion with the learner, to ascertain the next steps required to move learning forward, including any additional challenge and support required.

- ***Identifying, capturing and reflecting on individual learner progress over time***

Assessment supports teachers in identifying the progress being made by an individual learner, and recording this, where appropriate, to understand the learner's journey over different periods of time and in a variety of ways. This includes developing an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate. Reflecting on a learner's progress over time will enable teachers to provide feedback and help plan their future learning, including any interventions, additional support or challenge that 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. It can also be used as a basis for communicating and engaging with parents and carers.

- ***Understanding group progress in order to reflect on practice***

Assessment also enables teachers and leaders within the school to understand to what extent and in what ways different groups of learners are making appropriate progress. Information that flows from assessing learner progress should be used to identify strengths and areas for improvement in both the curriculum and daily practice, including consideration of how the needs of learners as individuals have

been met. This important focus is a means for the school to ensure our curriculum, and the learning and teaching, helps raise the achievement of all and, in particular, the achievement and attainment of learners from disadvantaged backgrounds. This focus does not relate to external reporting, but contributes to a school's understanding of what it needs to know and reflect on about its learners in order for them all to maximise their potential, as well as its identification of specific challenges and support that particular groups or individual learners might need. This understanding can contribute to processes of self-evaluation and continuous improvement.

Who needs to engage in the assessment process?

Active engagement between the learner and teacher on a regular basis is at the heart of supporting learner progression. To be truly effective all those involved with a learner's journey need to collaborate and work together to establish:

- Where learners are in their learning
- Where they need to go in their learning
- What needs to be done for them to get there, taking account of any barriers to their learning

The role of leaders in assessment is to establish a strong learning culture that supports and challenges teachers to enable learners to make appropriate progress. This should be achieved through:

- ✓ creating a clear vision for a curriculum that supports learner progression
- ✓ creating an environment that develops the necessary knowledge and skills to promote learner wellbeing
- ✓ creating an environment based on mutual trust and respect, rather than one focused on compliance and reporting
- ✓ enabling teachers to develop the knowledge and skills necessary to carry out their role in assessment effectively
- ✓ ensuring there is a clear picture of learner progression within the school that is understood by all teachers, a process that embeds regular ongoing professional dialogue on progression into their systems to support self-reflection and inform improvement
- ✓ ensuring there is a clear understanding of learner progression across schools and, where appropriate, settings, that feeds into discussions on learner progression within the school or setting
- ✓ considering how additional challenge and support for the learner can be best provided, including working with other partners
- ✓ encouraging engagement between all participants in the learning and teaching process in order to develop effective partnerships
- ✓ ensuring that the statutory requirements have been met and that due regard has been paid to this guidance for assessment, and that teachers are taking account of this in planning, learning and teaching and within daily practice

The role of the teacher is to plan for and provide effective learning experiences that are appropriate to the age and development of each individual learner. They should enable learners to appreciate where they are in their learning, where they need to go next and how they will get there. Teachers should support and challenge learners effectively to ensure they each make progress. This should be achieved through:

- being clear about the intended learning, and planning engaging learning experiences accordingly
- sharing intended learning appropriately with learners
- evaluating learning, including through observation, questioning and discussion
- using the information gained from ongoing assessment to reflect on own practice to inform next steps in teaching and planning for learning
- providing relevant and focused feedback that actively engages learners, encourages them to take responsibility for their learning, and moves their learning forward
- encouraging learners to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes they have undertaken and what they have achieved
- providing opportunities for learners to engage in assessing 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 a range of feedback to move their learning forward
- involving parents and carers in learner development and progression, with the learner's involvement in this dialogue increasing over time
- engaging in dialogue with leaders and fellow teachers 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

The role of the learner is to participate in and contribute to the learning process in a way that is appropriate to their age and stage of development. This will help learners to develop knowledge, skills and understanding, and to apply them in different contexts. As they make progress along the continuum 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, and develop positive attitudes towards receiving, responding to and acting upon feedback in 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

The role of Parents, carers and external partners

- engage regularly with the school or setting and its teachers in order to understand and support their child's progression in learning
- share relevant knowledge and understanding with the school or setting and its teachers, 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 or setting, plan ways of supporting that learning within and outside the school or setting

Recording & Reporting on learner progress

The Assessment, Recording and Reporting policy operating within Cefn Saeson is designed to fulfil the requirements of both Formative and Summative assessment and to have these fundamental principles at the forefront of its thinking.

When designing their curriculum departments consider what information that flows from assessing learner progress needs to be gathered and recorded in order to illustrate and record progress in learning, along with when this should take place and in what level of detail. This will be reported to parents throughout the year. This includes, one full report, one parents evening and two interim reports.

Summative Assessment is the assessment of learning, and is important in providing information about pupil progress. Each pupil is assessed against a target level at the end of Key Stage 3 or target grade at the end of Key Stage 4. The target is based on prior attainment. Pupils are tracked every term and in Key Stage 4 predicted grades for end of Key Stage are given at various points throughout the year. Our targets aim to be aspirational. Pupil progress reports are issued to pupils and parents after each data collection. The data collection also identifies underachievement and constructive discussions can take place between pupil, parent and staff. Summative Assessment involves the moderation of work at Key Stages 2 & 3 and also the end of Key Stage 3 when levels for each National Curriculum subject are finalised. Every pupil in Key Stage 3 is assessed against the National Literacy, Numeracy and Digital Competency Framework.

Formative assessment or 'Assessment for Learning' provides clear guidance to pupils about how they are able to achieve their targets. AFL principles are embedded in the teaching and learning process in Cefn Saeson and include;

- ✓ the sharing of success criteria;
- ✓ understanding clearly what they are trying to learn, and what is expected of them;
- ✓ effective feedback about the quality of their work and what they can do to make it better;
- ✓ questioning which checks understanding but which also develops successful, ambitious learning
- ✓ peer and self-assessment developed as ways of encouraging pupils to take greater responsibility for their own learning;
- ✓ given advice about how to go about making improvements;
- ✓ involved in deciding what needs to be done next, and who can give them help if they need it.

Learners should clearly understand how their work is to be assessed, so that they are more likely to know what is expected of them and determine realistic and achievable targets for themselves.

Assessments should highlight strengths and weaknesses, but should emphasise positive achievement. They should be designed to encourage pupils to aim for higher standards and to plan for the next stage of learning.

Homework

Homework is used to support and reaffirm learning that has been undertaken in the classroom. Homework is an integral part of education in that it:-

- Promotes students' self-discipline and personal responsibility for learning and organisation.
- Reinforces work started in class, extending knowledge and understanding.
- Gives opportunities to practise and develop skills.
- Allows parents to become involved in their child's learning.
- Is valuable in ensuring students' progress and raising achievement.

There will be no set amount of homework specified per department; it will set at the discretion of the department. Homework will generally be set on Teams, however, it may be set in a different format.

Adopted by the Governing Body on 16th October 2022

Chair of Governors Signature

P.A. Rees