

# Ysgol Frongoch



## Assessment Policy and Procedures 2025-27

### INTRODUCTION

*Assessment is a whole-school issue fundamental to the success of the teaching and learning that goes on in any school. Promoting children's learning is the principal aim of schools and assessment lies at the heart of this process.*

The Assessment Handbook 2004

Assessment complements and assists teaching and learning. It is an integral part of the National Curriculum statutory procedures. This policy outlines the purpose, nature and management of assessment in our school.

### Various forms of Assessment

**Formative:** This is the ongoing assessment which takes place through daily interaction with the child e.g. talking, listening, observing, questioning and through written and practical activities. In this way it provides information for the teacher to plan the next steps in children's learning.

**Diagnostic:** This form of assessment is the detailed analysis of specific aspects of a child's performance in order to determine the precise nature of particular strengths and weaknesses i.e. as in a reading test to analyse reading difficulties. It can provide more detailed information about individual children's abilities.

**Summative:** This is the accumulated evidence of what each child knows, understands and can do at a particular time e.g. at the end of a school year in preparing a report to parents. It is a way of providing a "snapshot" in time of each child's achievements.

It is also important to remember two other types of assessment which we regularly use but sometimes take for granted:

- a) Self Assessment. This is where the child is encouraged to make decisions about his/her own work and value his/her comments and judgements on personal achievements.
- b) Peer Assessment. This will involve interaction between children themselves in evaluating their own achievements and indeed the achievements of others.

Assessment is the servant of the curriculum, not its master. However, it is important that the assessment is considered at the planning stage to ensure that assessment opportunities are not missed, and that the outcomes of assessment are used in the planning of future work. Assessment must be accurate, fair and consistent and may be used as a means of celebrating achievements.

## **Rationale:**

- Accurate and informed assessment provides valuable data for the teacher when planning pupil's learning.
- The communication of data to the community shows that we can effectively oversee, plan and develop our curriculum on both an individual and whole school basis.
- It is a continuous process by which teachers find out about their pupils capabilities and achievements.
- It is a moral and statutory requirement.
- This policy outlines the purpose and management of assessment in our school.
- The implementation of this policy is the responsibility of all staff.

## **Aims:**

We assess so that we can:

- Find out what children have learnt
- Enable pupils to make progress in their learning
- Help pupils reflect upon and evaluate their own performance
- Confirm and reinforce good practice and consistent professional judgement of all staff – teachers and support
- Encourage teacher reflection - appropriateness of teaching styles
- Help pupils understand learning objectives
- Provide positive feedback to pupils to enhance motivation
- Encourage dialogue between pupil and teacher
- Identify individual strengths and weaknesses
- Plan effectively both for the curriculum and CPD
- Evaluate and review curriculum and provision
- Differentiate work with regard to the range of abilities in each class (in conjunction with ALNCO support)
- Target our teaching
- Inform and support the process of reporting to parents
- Inform and support the process of transition
- Provide information to external auditors e.g LEA

## **Methods of Assessment**

### **Statutory**

1. Each child in all year groups will be subject to teacher and task/test assessment in the core subjects. Records of assessment in all subjects will be used to update Pupil Progress Tracker and will be updated regularly.
2. Teacher assessment is used on a regular basis. Evidence used includes practical and oral work / written class work / school-based tests.
3. All children will be required to take the National tests at the start of each school year and at the end of each year. The data from these tests will aid the staff in the overall assessment of every individual child.
4. All children will also complete the PASS survey at the start and at the end of each year. This will further inform the Pupil Progress Tracker.

## **Reporting to Parents**

Detailed teacher assessments of individual pupils are used for writing reports to their parents. Mid-year reports are produced during the Spring term with the emphasis being on giving accurate information to parents about their child's knowledge and understanding within all aspects of school life. These reports allow time for the school, pupil and parent to work on specific targets by the end of the academic year and allows progress to be measured more frequently.

End of year reports are summative reports and will enable teacher, pupil and parent to measure progress from previous years and from their Mid-year reports.

Prior to the start of the new academic year where appropriate each teacher refers to:

- individual school data folder
- annual reports
- baseline assessment
- ALN file
- Pupils Progress Tracker
- CATS [Year 4 only]

## **Standardisation and Moderation**

Staff meet regularly to discuss standards. This is done within year groups, across the whole school and also within the Denbigh Cluster.

## **Review**

The effectiveness of this policy will be reviewed at the end of each academic year during staff meetings.

Signed by Headteacher: \_\_\_\_\_

Signed by Chair of Governing Body: \_\_\_\_\_

Date: \_\_\_\_\_

