

Ysgol Gymunedol  
**Llangatwg**  
Community School

Main Road, Cadoxton  
Neath, SA10 8DB  
**Ffôn/Tel:** 01639 634 700  
**Email:** llangatwg@npt.school  
**Prifathro/Headteacher:** Mr. A Rowlands  
BA (Hons), PGCE, NPQH

# Assessment, Progression, Recording and Reporting Policy

Signed: 

Chair of Governing Body

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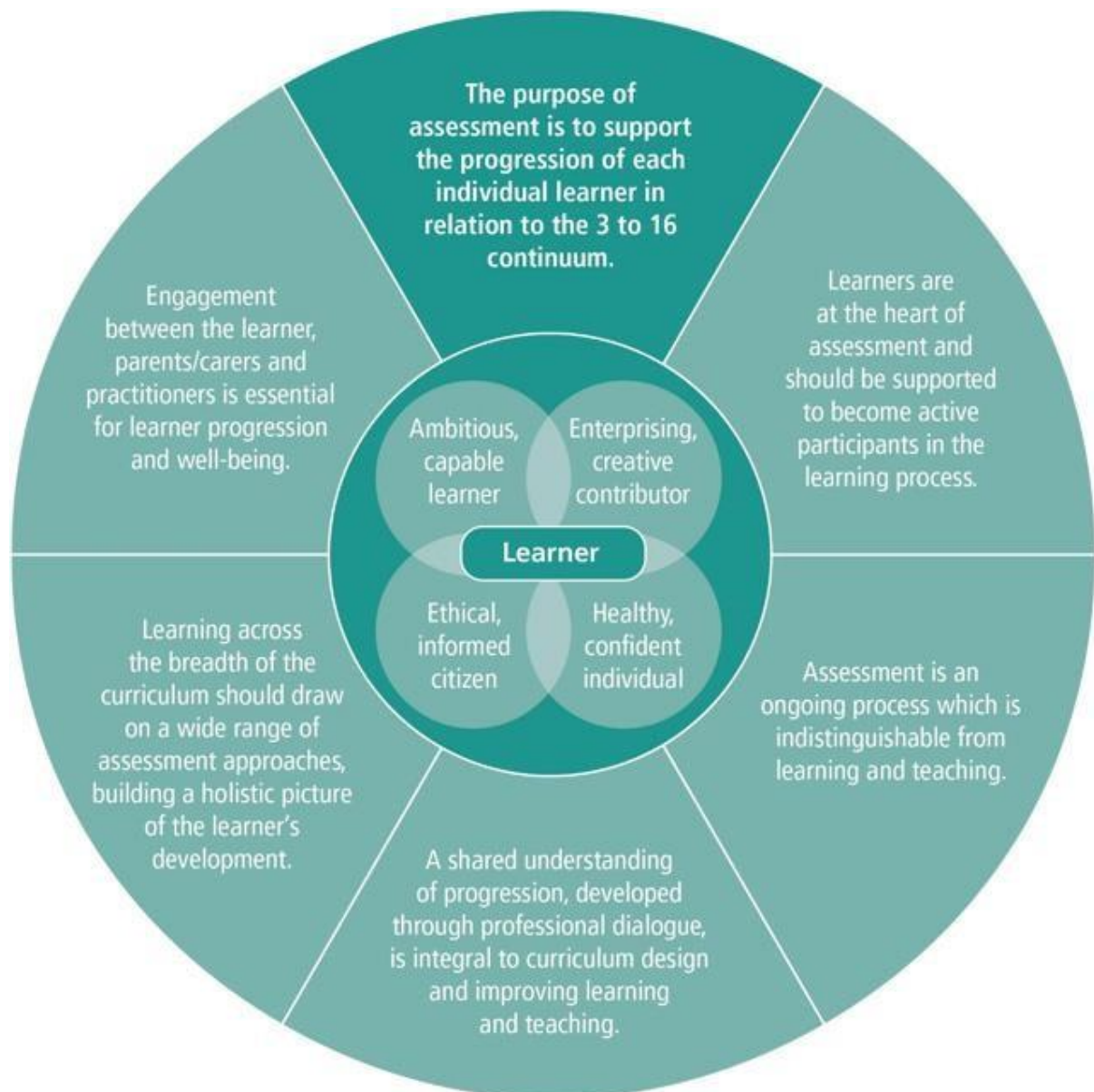


## Assessing learner progression in Llangatwg

In Llangatwg Community School we believe that the purpose of assessment is to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly.

**There are three main reasons to assess:**

- support individual learners on an ongoing, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress in order to reflect on practice



## What does this mean in practice?

### 1. Support individual learners on an ongoing, day-to-day basis

Assessment will focus on identifying each individual **learner's strengths**, achievements, **areas for improvement** and, where relevant, **barriers to learning**. This understanding should be used by the practitioner, in discussion with the learner, to ascertain the **next steps** required to move learning forward, including any additional challenge and support required. This should be achieved by **embedding assessment into day-to-day practice** in a way that **engages the learner and makes it indistinguishable from learning**. This allows the practitioner to respond to the individual needs of the full range of learners within their classroom on an ongoing basis.

### 2. Identify, capture and reflect on individual learner progress over time

Assessment will support practitioners 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 practitioners to provide feedback** and help **plan their future learning**, including any interventions, additional support or challenge that may be required. This will include both immediate **next steps** and **longer-term objectives and goals** that the learner will 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**.

### 3. Understand group progress in order to reflect on practice

Assessment will also enable practitioners and leaders within Llangatwg 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 will ensure the 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 or setting'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**.

We believe we are best placed to design the most appropriate curriculum and assessment arrangements for our learners and their contexts.

The focus of our assessing will be on identifying where each learner is in their learning, their next steps and the support or challenge needed to move forward in their learning.

With our primary feeder schools, we are developing a single continuum from 3 to 16 that will help ensure a smoother learning journey for learners. Assessment is key to supporting each individual learner to make progress along the same continuum at an appropriate pace, ensuring that they are both supported and challenged to reach their potential. We will no longer use the summative end of phase/stage assessments as this will help to ensure that assessment is forward-looking. Learners will continue to build on prior learning throughout the academic year and this will continue as they transition from year group to year group.

Our curriculum is developing so as to incorporate the progression outlined in the principles of progression. We aim to plan and deliver learning experiences which have assessment embedded within, practitioners will be aware of how they are contributing to a learner's overall journey.

We expect learners to make continuous progress. The purpose of assessment is to assess that progress, to understand each individual learner's progress and identify how to tailor ongoing support to effectively enable the learner to continue to progress. This approach will also help provide valuable information to inform transition processes.

- Assessment in Llangatwg is about continuously assessing learners' progress – not making one-off judgements at specific points in time.
- Assessment needs to reflect that learners' progression may be varied with different strengths and needs to improve, so it doesn't make sense to categorise learners into a particular 'best fit' level. A 'best fit' approach can provide limited information about a learner as strength in one aspect of learning can hide a need for further support elsewhere.

### **What does this mean for Llangatwg and what to avoid?**

When assessing learners' progression, using a range of assessment methods, practitioners will develop a holistic picture of the learner – **their strengths, areas for improvement and the support and challenge needed to take their learning forward.**

The descriptions of learning which form part of the Curriculum for Wales guidance will not be seen as the 'new levels'. They **will not be** used to undertake specific assessment activities at each progression step and they **will not be** broken down to create specific assessment criteria or to form a 'tick list' against which learners would be assessed at a set age or point in time.

The descriptions of learning have been designed to help practitioners understand what learners' progress should look like and provide reference points on the pace of progression to inform curriculum design and learning and teaching. By setting out what progression should look like, the descriptions of learning can help practitioners think of a wide range of assessment methods to understand that progress. No one method of assessment will fully capture learners' progress and so it is important to use a wide range to build a holistic picture of the learner and support them in making progress in relation to Llangatwg's curriculum.

Assessment/assessing **is not to** be seen as an additional 'bolt on' used to make a one-off judgement about a learner, rather than a fundamental part of the teaching and learning process.

As a school and through the Camau workshops we will develop new strategies and build on current approaches relating to formative assessment including providing high quality feedback to learners, self-assessment and peer-assessment. When planning and delivering learning experiences, practitioners will be clear about why and how the understanding gained from each assessment activity will be used to inform future learning.

The interrelationship between curriculum, assessment and pedagogy is key to supporting learners to make meaningful progress in their learning.

The arrangements for taking Personalised Assessments for reading and numeracy will continue. The Personalised Assessments can support the Curriculum for Wales, in-line with the new approach to

assessment and they can provide Llangatwg with a formative tool to reflect on learners' strengths in reading and numeracy, and possible next steps to take their learning forward.

Assessment in Llangatwg should give practitioners the information they need to help them improve learning outcomes. Assessment should help practitioners understand what learners know, understand and can do. It should support teaching and learning and should not be used to measure school/practitioner performance for accountability.

### **Assessment for learners aged 14 to 16 including external qualifications**

Assessment for the purposes of awarding external qualifications is different in nature, as these have a greater level of external control and prescription. However, when assessing to award external qualifications the approach will build on the principles of Curriculum for Wales.

For learners aged 14 to 16, the principles of assessment and statutory requirements outlined in this guidance will continue to apply to day-to-day learning and teaching as part of Llangatwg's curriculum. These assessment arrangements will continue to focus on understanding and supporting the progress made by these learners across the full breadth of the curriculum, and not just those aspects they are taking qualifications in.

By supporting learners to understand their **strengths, areas for improvement and next steps**, assessment can help learners prepare for their external qualifications including making informed choices about the qualifications they take.

### **The importance of having a shared understanding of progression**

Progression in learning is a process of developing and improving in skills, knowledge and understanding over time. This focuses on understanding what it means to make progress in **a given area or discipline as learners increase the depth, breadth and sophistication of their knowledge and understanding, skills and capacities, and attributes and dispositions**. As they do so, **they will make links across their learning and apply this in new and challenging contexts**. This is **key to enabling them to work towards realising the four purposes**, as they progress through their school or settings and into different pathways beyond school.

Supporting learners to make progress in Llangatwg is a fundamental driver of Curriculum for Wales. Progression is reflected in the statements of what matters, the descriptions of learning for each of these statements and is also the primary purpose of assessment. Understanding how learners progress is critical to learning and teaching and should inform the design of curriculum and assessment arrangements as well as classroom/setting planning and practice.

It is crucial that as a cluster of schools we participate in professional dialogue to develop and maintain a shared understanding of learner progression. Having a shared understanding of progression means that practitioners, collectively within their school or setting, across their cluster, and with other schools or settings beyond their cluster, understand:

- their expectations for how learners should progress and how knowledge, skills and experiences should contribute to this in our curricula (drawing on the statements of what matters, descriptions of learning and principles of progression)
- how progression should join up for learners across their learning journey and in particular at points of transition to ensure coherent progress (for example, between primary and secondary school)
- how their expectations for progression compare to other schools and settings, to ensure coherence and a sufficient pace and challenge in their approach to progression when developing their curriculum and assessment arrangements

Transition will also Provide a clear, holistic picture of a learner’s progression and well-being as they move between different groups, classes, and settings, particularly when moving between primary school and secondary school. This is key to support their journey along the continuum and to ensure coherent progress. To support this and ensure joined-up progression for learners, new Transition Plans are needed between secondary schools and their feeder primary schools to reflect their new Curricula. This will enable learners to continue to build on prior learning throughout the academic year and this will continue as they transition from year group to year group.

Under the 2022 Transition Regulations transition plans must cover the following matters:

- proposals generally for managing and co-ordinating the transition of learners from the feeder primary schools to the secondary school
- proposals generally for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- proposals for how each individual learner’s progression will be supported as they transition from primary school to secondary school
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped:
- achieve continuity of learning
- support individual learner progression

### **What is a shared understanding of progress and why is it important?**

Developing and maintaining a shared understanding of progression means that practitioners, collectively within Llangatwg and with other schools and settings in our cluster and Local Authority together explore, discuss and understand:

our joint expectations for how learners should progress and how knowledge, skills and experiences should contribute to this in our curricula – drawing on the principles of progression, statements of what matters and descriptions of learning

how to ensure coherent progression for learners throughout their learning journey and in particular at points of transition (for example, across and between primary and secondary school; or schools and from year to year within Llangatwg)

how our expectations for progression compare to those of other schools and settings, to ensure coherence and equity across the education system and a sufficient pace and challenge in our approach to progression in our curriculum and assessment arrangements.

A shared understanding of progression therefore is integral to curriculum design and improving learning and teaching and is essential to support every learner to progress.

There is a clear link between these discussions and transition arrangements both within Llangatwg and between other schools. This includes planning to support Year 6 learners’ transition to secondary school. In reality, some discussions between Llangatwg and our feeder primary schools may contribute to both developing and maintaining a shared understanding of progression and supporting transition arrangements. However, when coming together to develop their understanding of progression, we envisage all practitioners in our cluster of schools will consider not only progression at Year 6 and Year 7 but the 3-16 continuum as a whole.

## **Why is a shared understanding of progression important for our curriculum?**

Practitioners understanding the progress they want learners to make throughout their education, and how to put this into practice in a coherent way across Llangatwg and our cluster, is vital to ensure:

- coherence – Curriculum for Wales provides schools and settings with flexibility within a national framework. Practitioners developing a shared understanding of progression in Llangatwg and across our cluster helps ensure learners' experiences are joined-up, authentic and relevant, and also helps identify how to sequence learning effectively. This helps ensure that learners make continuous progress and supports them to progress over time. Discussions between schools and settings beyond our cluster helps support coherence across the education system, supporting equity in the provision for learners
- smooth transitions – a shared understanding across a school cluster ensures the best possible transitions within and between primary and secondary school for learners, as institutions will understand what and how learners have been learning and will be learning and what their next steps in learning should be to support their education and well-being. For the same purpose, we will engage with other providers with whom we have relationships to support learner transition and dual registered learners.
- the pace and challenge of expectations – the process of developing a shared understanding enables practitioners in Llangatwg to explore whether our expectations for learners are sufficiently challenging and realistic and whether any support is required by individuals, further supporting equity for all learners

## **How will Llangatwg develop a shared understanding of progression?**

Ongoing professional dialogue within Llangatwg and across our cluster and partners in the local authority is central to building and maintaining this shared understanding of progression. This professional dialogue is important to:

- provide ongoing opportunities for practitioners to reflect on their understanding of progression and how it is articulated in their curriculum, thus feeding into their curriculum and assessment design, planning and self-evaluation and improvement processes
- provide ongoing opportunities for practitioners to compare their thinking to other similar schools and settings, providing a level of consistency of expectation while retaining local flexibility
- strengthen understanding of approaches and practice between schools and settings,

To support this ongoing professional dialogue, all those participating in discussions will do so on an equal basis with practitioners sharing and reflecting on their own experiences of the learning process and of supporting learners to progress. This enables them to learn from each other in a supportive environment.

The focus of discussions regarding progression will naturally evolve over time as we move through the phases of curriculum design into first teaching and then ongoing review and improvement.

To reflect the importance of these discussions between practitioners, leaders in Llangatwg will put into place arrangements that will enable practitioners to participate in professional dialogue for the purpose of developing and maintaining a shared understanding of progression.

## **Arrangements to enable professional dialogue between practitioners**

Professional dialogue between practitioners will happen on an ongoing basis. These decision on how often these discussions will take place will be guided by:

- our improvement priorities
- how practitioners' understanding of progression is developing within their school/setting the manner in which their learners are making progress

### **Setting out the arrangements in a plan**

Llangatwg will put in place a plan for developing a shared understanding of progression which:

- sets out the arrangements that enable practitioners to participate in professional dialogue to develop and maintain a shared understanding of progression
- outlines how the outcomes of this dialogue will inform future discussions, curriculum and assessment design and learning and teaching
- is kept under review and revisited regularly to ensure that the arrangements remain fit for purpose

The plan may contain the following:

- The priorities for discussions across an academic term/school year, ensuring that progression across the full breadth of the curriculum is covered appropriately on an ongoing basis.
- A timetable for various meetings/engagement opportunities.
- An indication of most appropriate practitioners to contribute to the most relevant discussions in supporting learner progression (depending on the focus of the discussions under consideration).
- An outline of how the outcomes of these discussions will be captured to inform our self-evaluation processes and how their subsequent improvement priorities in turn help identify the areas for consideration during these conversations.
- An indication of how these discussions can support learner transition from year to year within a school/setting as well as between schools and settings)
- Identification of how internal discussions will inform wider discussions with other schools/settings as appropriate and vice versa.

### **Self-evaluation**

This professional dialogue should inform self-evaluation, by supporting an understanding of where we may want to revise our curriculum. This might help define future priorities for leadership, curriculum design, planning, learning and teaching.

### **How we will support professional dialogue – discussions beyond Llangatwg and our cluster**

Where possible, we will engage in professional dialogue beyond our cluster to help increase their understanding of progression. There will be opportunities for practitioners to engage in discussions on progression as part of:

- local or regional networks and support
- the National Network for Curriculum Implementation
- the CAMAU i'r Dyfodol project, a national research project designed to build capacity in understanding and developing progression from 3 to 16 across the curriculum in schools across Wales which practitioners from Llangatwg attend at a Local Authority level

The learning gained from such discussions at a local authority and national level should feed back into processes at a school level. In turn, the outcomes of professional dialogue within the school, setting and/or cluster will provide valuable input into discussions at a regional and national level. This relationship at the local, LA and national level will help bring coherence as schools and settings engage with and enact Curriculum for Wales and it evolves within schools and settings.



## **Communicating with parents/carers**

Regular communication between schools and settings and parents/carers is vital for learners to progress along the learning continuum.

Communicating termly with parent/carers in a way that engages them in their learners' journey, will enable them to understand how their child is progressing and how best to support their learning.

Llangatwg will continue to communicate with parents in a number of different ways such as end of term/year reports, parents' evenings, assemblies and many of these will have been refined and developed to support learners during periods of blended recovery and re-engagement with learning. Building on these approaches, communications can be made using a variety of methods and in a way that best suits the audience for example, face-to-face, digital, written.

Feedback may include:

- A brief summary about a learners' progress in learning
- Information about future progression needs/next steps for the individual learner required to support their progression
- Brief advice on how parents/carers can support progression at home
- information on a learners' general health and well-being.

A summary of individual learner progress across the curriculum will be provided annually and will focus on progression, learner well-being and the individual needs and support for the learner.

We will encourage learners with opportunities to contribute to this communication process, by enabling learners 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.

## **How assessment links to accountability in Llangatwg**

Evaluation, improvement and accountability arrangements within the education system are separate to assessment arrangements but historically have been seen to influence how assessment is perceived and how it is undertaken. The new framework for evaluation, improvement and accountability supports the realisation of Curriculum for Wales.

This aims to drive behaviours which positively support and enable our vision for curriculum and assessment, giving us the confidence to learn and improve their practice continually to best support learner progression. We aim to develop Self-reflective behaviours that are nurtured in a supportive and collaborative environment, that will raise standards and support every young person to fulfil their potential.

Effective self-evaluation will involve us developing and implementing curriculum and assessment arrangements, to ensure they are supporting learner progression. Assessment should not be carried out for the purpose of accountability. However, information that flows from assessing learner progress can contribute to the evidence of learner progress in a school, both its extent and pace, and will be used to support the professional dialogue needed to underpin self-evaluation processes.

Dialogue informed by the information that flows from assessing learner progress can help build a shared understanding of progression within and across schools to ensure progress is being made at an appropriate pace and learning and teaching is providing appropriate challenge and support for all learners. Identified improvements should then, in turn, be reflected in daily practice.

The Governing body has a responsibility to support the head teacher and to provide appropriate challenge across the breadth of activities carried out in Llangatwg. However, the Governing Body will

not use assessment information as a proxy for standards in school, or to rank and compare with other schools.

### Who should be involved in assessing?

#### Leaders

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

- creating a **clear vision** for a curriculum that supports learners' realisation of the four purposes and supports individual 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 practitioners **to develop the knowledge and skills** necessary to carry out their role in assessment effectively
- ensuring the **design, adoption, review and revision of a curriculum** that affords opportunities for practitioners to **plan purposeful learning that addresses the needs of each learner**
- developing and embedding processes and structures that enable practitioners to develop a **shared understanding of progression**
- ensuring there is a **clear picture of learner progression** within the school or setting that is understood by all practitioners, 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 **practitioners are taking account of this in planning, learning and teaching and within daily practice**

#### Practitioners

The role of the practitioner in Llangatwg 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**. Practitioners 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
- supporting the **promotion of learner well-being** through assessment practice
- **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 practitioners** to ensure they have a **clear picture of the progress** being made within Llangatwg
- identifying any **additional challenge or support learners may require**, engaging with **external partners** where necessary

### Learners

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

### Parents, carers and external partners

Parents, carers and external partners have an important role to play and Llangatwg will engage with them so that they can support learner progression in an appropriate way.

Schools and settings should encourage and enable parents and carers to:

- engage regularly with the school or setting and its practitioners in order to understand and support their child's progression in learning
- share relevant knowledge and understanding with the school or setting and its practitioners, 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

### Notes on Learner well-being and assessment: mutual support systems

(<https://hwb.gov.wales/api/storage/88a9bd44-9410-4bbb-addc-3fb45f93ff12/learner-well-being-and-assessment-mutual-support-systems.pdf>)

Practitioners can promote the well-being of all learners through their classroom practice, particularly in how they assess and where that process of assessing promotes the learners' sense of affiliation, autonomy and agency and their capacity to take ownership of their own learning.

Assessment in the CfW is designed to support individual learners on an ongoing, day-to-day basis and to identify, capture and reflect on individual learner progress over time. This can contribute significantly to the mental, emotional and social well-being of all learners. One's mental emotional and social well-being are three facets that contribute to educational well-being.

The concept of well-being in this sense (as opposed to thinking in terms of health or illness) goes beyond feelings of satisfaction and happiness and should include developing and flourishing as a person, being fulfilled and contributing to their community.

As the word suggests, it is concerned with 'being' at the present moment, as well as 'becoming' and 'preparing for the future'.

### **How assessment links with affiliation, autonomy and agency**

The CfW outlines the capacities and attributes learners develop as they realise the four purposes and acquire the integral skills that underpin these purposes. There are six key principles underpinning assessment practice that can contribute to the promotion of well-being.

As practitioners plan and use assessment on an ongoing, day-to-day basis and to identify, capture and reflect on individual learner progress over time, they will have continuing opportunities to promote affiliation, autonomy and agency and hence the well-being of all learners. The role of the practitioner including enabling learners to appreciate where they are in their learning, where they need to go next and how they will get there...ensuring they make progress...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
- Providing relevant and focussed feedback that actively engages learners encourages them to take responsibility for their learning, and which moves their learning forward
- 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 their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively usually involve learning over a period of time. It is important to recognise that there will often be more than a single pathway to achieving a learning intention and that achievement can be demonstrated through a variety of evidence.

### **Llangatwg will engage external partners to:**

- help practitioners assess and identify the needs of learners who may require additional support and then help them through the provision of advice and support. This may include specialist educational support and support from other agencies (for example health services)
- provide information about learning progression that has taken place and been assessed in other contexts (for example for learners in joint placements between a school and another setting)

What does assessing look like in Llangatwg?

### **Individual learner needs**

All assessment activity should challenge and support learners to make progress. Llangatwg will choose specific means to implement practice that identifies and addresses any needs of individual learners for additional challenge or support (see below).

There are a number of fundamental matters that we consider when making assessment arrangements to support their curriculum and providing learning experiences in the classroom. These are as follows.

### **Breadth and depth**

- Assessment is an ongoing process that is **embedded within day-to-day planning and practice** as it is **fundamental to the learning process**.
- **Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways.** Assessment planning and practice, built into the curriculum and classroom practice, should recognise this and **allow for a variety of diversions, stops and variations in pace** in a learner's journey.
- Learners' progression will be assessed in relation to the breadth of the Llangatwg curriculum, which is designed to reflect the principles of progression, and informed by the descriptions of learning. As such, practitioners should assess all learners across the 3 to 16 continuum based on the progression articulated in the Llangatwg curriculum and also in each practitioner's planned learning intentions. In doing so, practitioners will take into account the **diverse needs** of individual learners across the breadth of the curriculum.
- At each progression step, we will not undertake specific assessment activities that are designed to make a judgement about a learner's overall progression at a set age or point in time.
- The purpose of the descriptions of learning is to provide guidance on the direction and pace of progression in order to support practitioners and inform their curriculum design and learning and teaching. **They are not a series of criteria to be directly assessed against, nor can they be assessed by discrete assessment tasks, independent of learning and teaching activities.** Practitioners should **use descriptions of learning to develop a wide range of assessment approaches that help determine whether and how progress is being made.** Specific assessment approaches will depend on the knowledge, skills and experiences being developed and on the needs of learners.
- As part of the learning process, practitioners and learners will develop an understanding of **how each learner learns and what their attitudes and approaches to learning are**, in order to **support their continuing progress and to foster commitment to their learning.**

## Approach

- At whatever point a learner enters Llangatwg, practitioners will ensure they understand **where they are in their learning and the progression they have made to date**. This understanding should be used to identify the learner's starting point and how we can best move learning forward. Practitioners will take account information provided by those who have previously supported the education of the learner (e.g. feeder schools). Proactively engaging in the sharing of information to support a learner's onward journey will be important in this process.
- Assessment is key to supporting deep learning and will be used to identify whether a learner needs to **consolidate learning**, whether **further support** is needed and/or whether the learner can **progress to the next steps in learning**.
- **Observational assessment** will be used and practitioners will look for evidence of embedded learning to assess what a learner can do **consistently and independently** in a range of learning experiences. This should be informed by a good understanding of child development.
- Llangatwg will plan a range of assessment methods and techniques that are fit-for-purpose and support progression across the breadth of the curriculum. Some of these may be specific to individual areas of learning and experience (Areas), some may apply across more than one Area and others may be specific to learners with additional needs.
- As learners progress along the 3 to 16 continuum, they will engage more directly in the assessment process. Practitioners will provide opportunities for learners to undertake **peer assessment and self-assessment**, supporting them to develop these skills in a way which is appropriate to the developmental stage of each learner.
- Assessment methods and techniques should be selected, and adapted where appropriate, according to the needs of the learner. This will consider their developmental stage and any barriers to learning, ensuring that each learner is able to **demonstrate progress in line with their individual ability**.
- Statutory online personalised assessments are part of the wider assessment arrangements and are designed to help the practitioner and learner understand how a learner's reading and numeracy skills are developing and what the next steps should be. The assessments will be taken annually. The assessments are available for flexible use throughout the year and will provide a range of feedback on the skills of individuals and groups which should be used to support planning for progression. Online personalised assessments are designed to support learning and teaching and are not to be used for the purpose of external accountability.

## Recording learner progress

The design of the curriculum in Llangatwg considers the principles of progression on the type of information that may be relevant – that is, information that reflects:

- 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 the information gathered on learner progression is proportionate and is used within the school or setting to directly support learner progression and inform teaching. This will also support a school's self-evaluation processes, but should not be used for the purposes of external accountability.

It can also be used to:

- 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 the school or setting's self-evaluation process

Llangatwg will still maintain the educational and curricular record as required by the Pupil Information (Wales) Regulations 2011. These Regulations provide that "curricular record" means a formal record of a pupil's academic achievements, the pupil's other skills and abilities and his or her progress in school, as detailed in the Schedule to the Head Teacher's Report to Parents and Adult Pupils (Wales) Regulations 2011.

The Head Teacher Reporting Regulations are being phased out in accordance with the roll out of the new curriculum and the detail will then be set out in the Schedule to the Provision of Information by Head Teachers to Parents and Adult Pupils (Wales) Regulations 2022.

## Feedback to improve pupil learning and progress

### Principles

- 1) Lay the foundations for effective feedback
  - Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
  - High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).
- 2) Deliver appropriately timed feedback that focuses on moving learning forward
  - There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
  - Feedback should focus on moving learning forward, targeting the specific learning and skills gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, skills, subject, and self-regulation strategies.
- 3) Plan for how pupils will receive and use feedback
  - Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
  - Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.



## **Providing Feedback at Llangatwg School**

To ensure feedback has the required impact on pupil learning and progression it must be planned for, timely and linked to learning intentions. The formative assessment toolkit outlines strategies on how pupils can receive feedback to support them on an ongoing day-to-day basis and over time.

These formative assessment strategies will allow learners to articulate:

- What they are learning
- How they are learning
- Why they are learning
- Their strengths
- Their areas for improvement
- Their next steps in learning

Formative and summative assessment strategies should also allow both teachers and learners to identify progress made in relation to the principles 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

Learners can provide self/peer written feedback using a green pen or orally during collaboration.

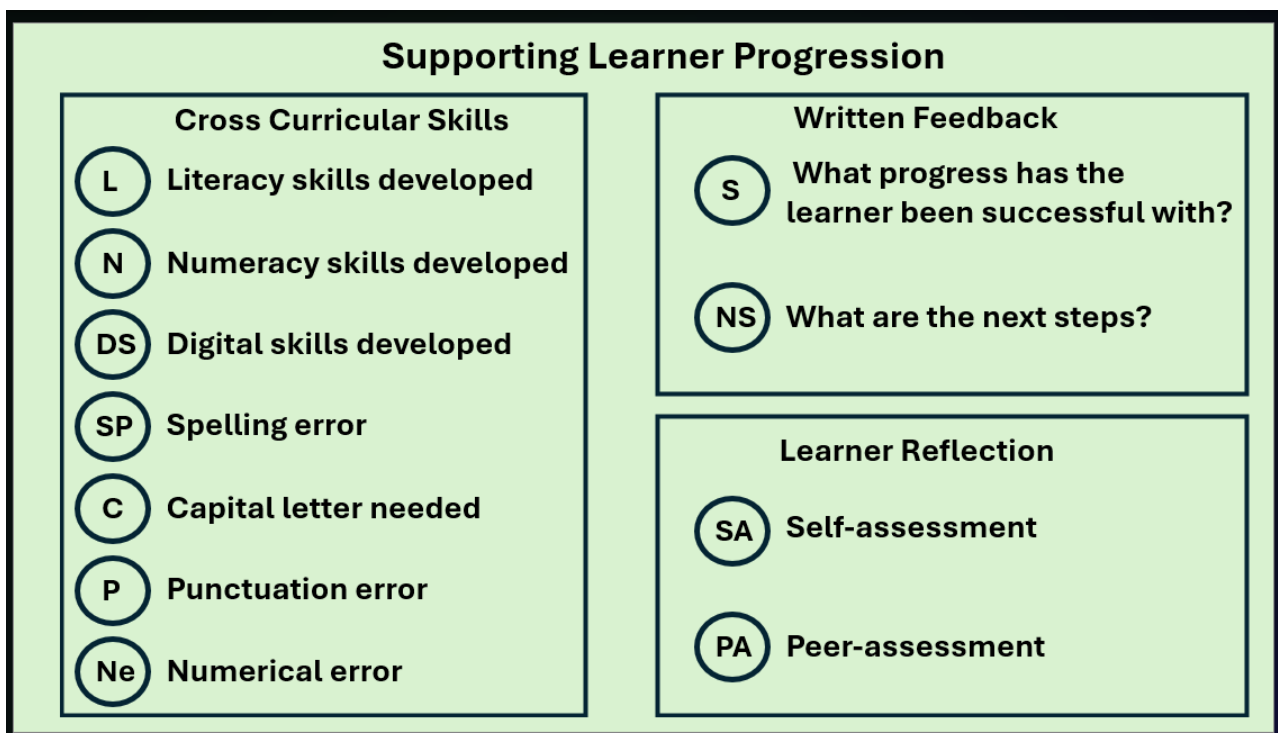
## **Written Feedback Requirements**

Written feedback will be required on at least a half termly basis. AOLEs will identify relevant work to provide written feedback on and use their shared understanding of progression to provide written feedback on the progress the learner has made and what their next steps are. AOLEs will need to plan how learners will respond to the feedback given and how to identify the impact of the feedback.

### **Written feedback on summative assessments**

- Learners will complete summative assessments on at least a termly basis at a relevant point as agreed by AOLEs.
- Summative assessments can assess both skills along with knowledge and understanding.
- Written feedback will be provided using the common assessment feedback form will be used for summative assessments.
- Progress scores from summative assessments will be stored on AOLE tracking sheets.
- AOLEs will also need to plan how learners will respond and act upon the feedback provided.

***Each AOLE will provide an Assessment Overview to include formative and summative assessment information***



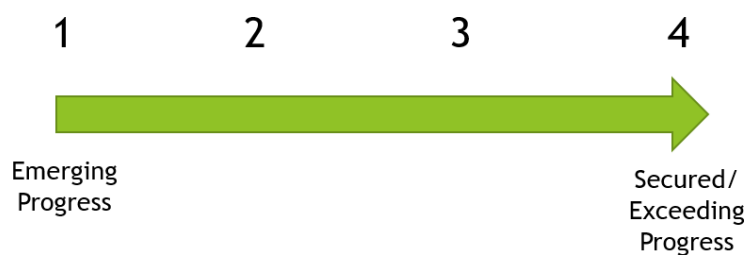
### Tracking Progress

Each AOLE will identify and record outcomes from both formative and summative assessments on the departmental tracking spreadsheet. The progress scores will feed into learners reports

## Reporting Progress

Progress will be reported on a scale of 1 to 4. An explanation of each number can be found below.

Progress	
4	Secured / exceeding progress
3	Securing progress
2	Developing progress
1	Emerging progress



Departments are required to use the range of assessment strategies discussed to come up with a judgement

### Grade Characteristics

An explanation of each of the grades awarded is provided below:

#### Attitude to learning

Attitude to learning includes a range of consistent learning behaviours which demonstrate the aspiration to achieve their best.

#### Learner Effectiveness

Learners will have the opportunity to develop emotional intelligence and awareness, becoming confident and independent. Learners should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable, being able to identify and recognise different types of value and then use that value.

## **Planning and Organising**

Learners should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources.

## **Punctuality**

Being on time for lessons is vital for success. Lower grades for punctuality will mean vital learning opportunities are lost, which will affect your child's progress.

The grades awarded in each case are:

- Excellent (E)
- Good (G)
- Satisfactory (S)
- Insufficient (I)
- Cause for concern (X)