



THE SAINTS FEDERATION

Assessment and Progression Policy

Document Control

Organisation	The Saints’ Federation All Saints C/W Primary School St. David’s CiW Primary School St. Mellons CiW Primary School
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March 2024	Created	N/A	Policy created
May 2026	2.0		Name changes and addition of St. Mellons Adopted by the Saints’ Federation Governing Body

Signed by Chair of Governors on behalf of the Governing Body

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Signed by the Executive Headteacher:

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Date approved: (by full Governing Body)

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The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school’s planning, policies, practice and ethos. As a rights respecting school we not only teach about children’s rights but also model rights and respect in all relationships. This policy is linked to:

Article 3: Everyone who works with children should always do what’s best for each child

Introduction

In Wales, we want to make the most of both assessment for learning and assessment of learning. These two aspects of assessment should pull in the same direction. Schools need to align the best of both to improve learning outcomes for every learner and school effectiveness more generally.

(‘Making the Most of Assessment’, 2010)

This policy was formulated in consultation with all teaching staff and governors. It outlines the purpose, nature and management of assessment in our school.

At The Saints’ Federation we believe that quality assessment practices are essential in informing teaching, learning and pupil progress. It is also an integral part of the statutory procedures.

The implementation and ownership of this policy is the responsibility of all teaching staff.

Rationale

Whilst assessment can take different forms, the prime reason for all assessment information should be to help pupils improve their learning and subsequently raise standards of achievement.

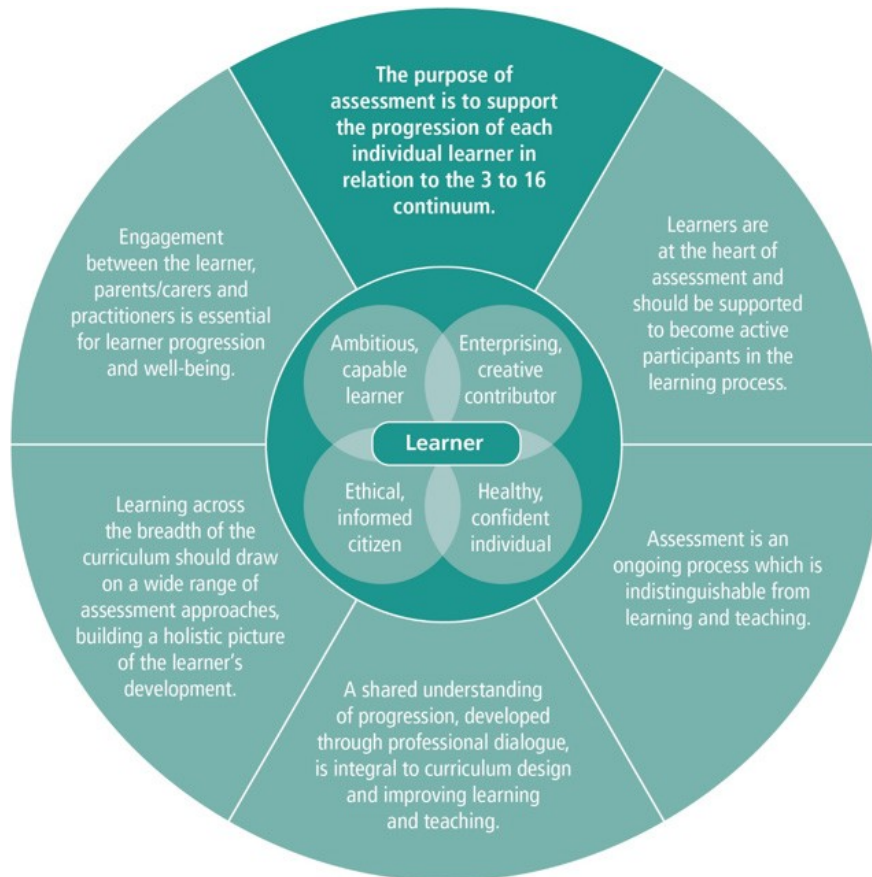
The information that assessment generates should provide a shared language for discussing progress and improvement. It should be dependable and purposeful. Useful assessment information needs to be valid, reliable, manageable and meaningful for teachers, learners and other audiences.

Effective assessment systems in school make good use of both qualitative information (teacher and learner commentary) and quantitative information (such as levels, outcomes, and other numerical data derived from assessments). Statutory assessment requirements support, but should not override teacher assessment.

Practitioners use a range of new strategies and build on current approaches relating to formative assessment. These assessment strategies include providing high quality feedback to learners, self-assessment and peer-assessment. When planning and providing learning experiences, practitioners are 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.

(Curriculum for Wales - Assessment Arrangements: What’s Changing in Assessment? 2022)



Objectives

- To involve each pupil in their learning and encourage them to take responsibility for moving on to their next target.
- To inform teaching and target setting so that it meets the needs of the individual child.
- To provide evidence through the tracking of pupil progress which will support the school in identifying trends, development needs and resource allocation to support school improvement.
- To raise standards of achievement and attainment.
- To provide information to enable the school to report to parents and other stakeholders.
- To produce learners who are active in their own learning.

Assessment Practices

Assessment of Learning/Summative Assessment takes place after the learning and tells us what has been achieved.

Assessment for Learning (AfL)/Formative Assessment is an integral part of the learning and teaching process. Assessment evidence is actually used to modify teaching to meet the needs of pupils and improve learning. Unlike summative assessment, AfL is conducted during day-to-day classroom practice and takes place during learning. It also gives pupils an active role in the assessment process

'Formative assessment describes all those processes by which teachers and learners use information about student's achievement to improve their achievements. So it's about using information to adapt your teaching, to adapt the work of your pupils to put the learning back on track ... to make sure the learning is proceeding in the right direction and to support that learning. So it's what happens when you don't just lecture students and rattle through the material and then ask them if they understood OK.' Dylan Wiliam, Nov 2006

At The Saints Federation:

- Assessment for learning is dovetailed with assessment of learning and school self evaluation whenever possible.
- Assessment for learning includes sharing learning objectives, sharing and negotiating success criteria, giving feedback to pupils, effective questioning and encouraging pupils to assess and evaluate their own work and the work of others.
- Assessment of learning provides evidence of individual, class, cohort and school outcomes and levels.

Frequency of Assessment and Recording

Within the class environment (which includes a wide variety of settings), learners' progress is considered frequently and often informally through formative assessment. Teachers, teaching assistants and learners use this information on a day-to-day basis. This includes:

- The sharing of learning objectives and success criteria
- The use of effective AfL strategies, including peer and self assessment
- Marking and Feedback (see Marking and Feedback Policy)
- Target Setting (for individuals and for cohorts)
- Lesson Evaluations
- Group reading records
- Weekly spelling tests
- Oracy presentation assessments

Summative assessments are used to support judgements on the level at which a child is working at a particular time. This consists of:

- Baseline assessment – First 6 weeks of Reception
- MIST (Middle Infant Screening Test) – Spring Term Year 1
- MALT (Maths assessment for Learning Tool)– Autumn Term Year 1
- NGRT (National Group Reading Test) – Autumn & Summer Term Years 2-6
- NGST (National Group Spelling Test) – Autumn Term & Summer Term Years 2-6
- CAT (Cognitive Ability Test) – Year 3-6
- PTE (Progress Test English) – Year 2-6
- PTM (Progress Test Maths) – Year 2-6
- SWST (Single Word Spelling Test) - Autumn Term & Summer Term Years 2-6
- Salford Reading Accuracy - Autumn Term & Summer Term Years 2-6
- Salford Reading Comprehension - Autumn Term & Summer Term Years 2-6
- National Reading Test – Summer Term Years 2-6
- National Numerical Procedure Test – Summer Term Years 2-6
- National Numerical Reasoning Test – Summer Term Years 2-6

Roles and Responsibilities

Class teachers will:

- Provide a supportive learning environment that includes constructive marking and feedback
- Plan learning activities that are well matched to pupils' abilities and provide opportunities for appropriate skill development
- Share clear and appropriate learning objectives with pupils
- Use appropriate AfL strategies to enable pupils to identify next learning steps
- Track pupil progress by using lesson evaluations to record significant over and underachievement
- Report to parents on progress, attainment, achievement and next steps through termly parent consultations and an annual written report
- Support pupils in setting appropriate individual learning targets (including those that form the basis of IDPs)
- Carry out school-based tests and statutory assessments
- Ensure that information is transferred to a receiving teacher/school
- Identify learners in need of extra support
- Liaise closely with teaching assistants, Additional Learning Needs Coordinator and Senior Leadership Team

Additional Learning Needs Coordinator will:

- Co-ordinate the provision for and managing the responses to children's special needs
- Ensure that an agreed, consistent approach to additional learning needs is adopted
- Liaise with and advise other staff
- Work in partnership with class teachers to identify and support pupils with additional learning needs
- Contribute to the development of joint and detailed assessments and observations of pupils with specific learning problems
- Manage the records of all children with special educational needs
- Support class teachers in devising strategies, drawing up Individual Development Plans (IDPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with ALN and on the effective use of materials and personnel in the classroom

- Liaise closely with parents of pupils with ALN, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaise with outside agencies, arrange meetings, complete documentation and provide a link between these agencies, class teachers and parents
- Maintain the school's ALN Level of Provision register and records
- Assist in the monitoring and evaluation of progress of pupils with ALN through the use of existing school assessment information, e.g. class-based assessments/records, end of year teacher assessment and standardised tests
- Contribute to the in-service training of staff and presentations to governors
- Manage teaching assistants
- Ensure that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- Liaise with the ALNCOs in the feeder High School and cluster feeder primary schools to ensure high quality transition arrangements (see ALN Act)

Headteacher and Senior Leadership Team will:

- Ensure policies are up-to-date, regularly reviewed and consistent
- Disseminate information and ensure appropriate training and support
- Assemble the School Improvement Plan using information provided by staff via evaluations of particular subjects/areas of learning and whole school aspects of self evaluation
- Make assessment procedures clear to all staff and governors and ensure they are followed
- Share expected standards by facilitating whole school and cluster moderation
- Provide Continuing Professional Development (CPD) opportunities for staff
- Collate assessment data and share it with staff to identify areas for improvement
- Ensure the school meets statutory requirements
- Agree whole school and cohort targets and collate appropriate data to inform the target setting process
- Analyse core data sets, including comparative data
- Identify variations between the performance of different groups of learners and respond accordingly
- Evaluate the quality of assessment procedures

The governing body will:

- Agree statutory performance targets
- Agree priorities for the School Improvement Plan
- Approve and review the assessment policy
- Liaise with appropriate staff

Progression

At The Saints' Federation, progression is at the heart of teaching, learning and assessment. In line with the Curriculum for Wales, we recognise that progression is not about moving pupils on at fixed points, but about supporting deepening understanding, increasing independence, and the application of learning over time. Progression is developed coherently throughout the school and is vital in ensuring that all pupils make meaningful and sustained progress.

Progression and the Continuum of Learning

Learning at The Saints' Federation is planned and viewed as a continuum of learning, where pupils build on prior knowledge, skills and experiences. Progression is supported through the Progression Steps, which provide shared reference points at key points in a pupil's journey. These steps are not used as endpoints or expectations for all pupils at a set age, but as guidance to support planning, reflection and discussion about learning over time.

We recognise that pupils progress at different rates and in different ways. Our curriculum is therefore personalised to meet the needs of our pupils and communities, ensuring that progression is inclusive, flexible and responsive.

Curriculum Planning for Progression

Progression is carefully planned through:

- Coherent curriculum design across the Areas of Learning and Experience (AoLEs)
- Explicit consideration of how knowledge, skills and experiences develop from one progression step to the next
- Opportunities for learners to revisit, refine and extend learning in increasingly sophisticated ways

Staff collaborate across the federation to ensure strong continuity and consistency in progression, particularly at key transition points.

Personalised Approach

Progression at The Saints' Federation reflects the identity and values of our schools. Our curriculum and assessment approaches have been personalised to ensure they:

- Meet the needs of our learners and communities
- Support wellbeing alongside academic progress
- Foster high expectations, ambition and equity for all pupils

Equalities statement for Assessment and Progression Policy

At The Saints' Federation, we recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences and as such, seek to reflect this in all of our school policies. In accordance with the Equalities Act 2010 our policies and learning and teaching strategies fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies. Through this policy we seek to:

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

All three schools within The Saints' Federation aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community and this is reflected in the content of each policy.

Each school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, role models and opportunities that challenge stereotyped thinking.