



Assessment Recording and Reporting Procedure

Purpose of Assessment

At Ysgol Brynffordd the key purpose of assessment is to assist children and staff in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired and what concepts have been understood. This enables teachers to reflect on what children are doing and informs their future planning. The outcomes of our assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation. Our assessments also provide information for others including:

- Parents to show progress/concerns, and involve them in the teaching process
- Other teachers to help them to plan and gain informed views
- Outside agencies e.g. LA, to provide hard evidence of attainment and as an aid to target setting
- ALN Co-ordinator to provide hard evidence of attainment
- Monitoring of standards

Planning Assessments

At Ysgol Brynffordd we feel it is important to plan assessment opportunities in:

- What the children know
- What they understand
- What they can do

Formal assessments for the Core Subjects are timetabled throughout the year. Initial and long-term plans are completed termly or half-termly and a copy given to the Headteacher.

Short-term plans are completed each week and activities, resources, assessment opportunities and evaluations are included.

Key Stage planning takes place termly to review topics and other areas of curriculum provision.

The whole staff work as a team to moderate and level the work at Ysgol Brynffordd School meets regularly with other small schools and as a whole consortium to moderate and level work in both the foundation phase and key stage two.

Assessment opportunities are included in all teachers' long and short-term plans, and these form the next stage of teaching and learning.

Assessments might be discussion or observations with notes taken, a photograph, children's work, results of tests, etc.

Teaching Strategies and Learning Opportunities

At Ysgol Brynffordd School we provide for differing abilities and strengths through the use of a variety of activities and materials. We provide learning experiences, which accommodate a variety of learning and teaching styles.

Within each class activities are provided which require different groupings of children (that is, in pairs, groups, individual or whole class).

Differentiation

Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs.

At Ysgol Brynffordd School we actively involve children in as wide range of activities as possible to develop flexibility in their own learning approaches. We are aware that there are a range of differences between children, not just 'ability', and build on what individual children know and can do.

Evidence

Evidence is information that supports a judgement:

- To support the judgements of staff for formative, diagnostic and summative assessments
- To evaluate curriculum provision and learning experiences
- Information for other staff in school
- Information for other users such as parents, transfer documents, support staff, referrals

Keeping Evidence

A wide range of evidence is kept in the form of:

- Assessment file for each individual child

- Class grids (long-term topic plans with coverage highlighted)
- Variety of reading and language records
- Children's books
- Teachers' notes of observations record of achievement folders
- Baseline Assessment
- Test results
- Self-assessments

Evidence of Self-Assessment

Children at Ysgol Brynffordd School are involved in their own self-assessment. They are encouraged to evaluate their own work and achievements, and, where possible, set their own targets.

This is done through a variety of different strategies both formal and informal.

Formative Assessment

At Ysgol Brynffordd School, all teachers assess children in their class on a regular basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provides motivation for the children and helps inform planning. These types of assessments take place on a regular basis with:

- Individual assessments
- Group assessments
- Class assessments

Through:

- Observation
- Discussion
- Hard evidence

Diagnostic Assessment

Diagnostic assessments are also carried out by the teachers to help identify strengths and weaknesses of individual children.

This is done through:

- Individual programmes of work
- Checklists
- Specific activities/tasks

These can be linked with support agencies through the ALN Coordinator.

Summative Assessment

Summative assessments are also used to help us decide what a child can do at a particular time.

This is done through:

- Assessments for specific tasks - at the end of a topic or after teaching a specific skill or concept
- Termly assessments for curricular records
- End of Foundation Phase or KS2 outcomes/levels - Teacher Assessments
- Reports: autumn and spring - verbal, summer - written

For Evaluation

Our assessments also help teachers evaluate curriculum provision and learning experiences for individuals, groups, classes, year groups.

Evaluations are carried out weekly through our short-term planning sheets and topic evaluations at the end of each term or half-term. This information helps each teacher plan the next stage forward.

Ways of Assessing

We must not make this complicated. Teachers at Ysgol Brynffordd School assess in a variety of ways using sophisticated techniques of assessment.

These are:

- Observation
- Speaking and listening
- Hard evidence - teacher/child work, test/task

Methods of Assessment

Methods of Formal Assessments include:

- NFER Mathematics - Years 2 - 6 every term
- NFER Reading - Years 2 - 6 every term
- County Maths assessment cards at the end of each module - KS2
- Salford Reading Test - Years 2 - 6
- CATs Test Year 4
- NARA for ALN pupils
- Youngs Parallel Spelling Tests
- Dolch Spelling
- Ravens
- BPVS
- Learning Support Service Assessment Pack for Schools

Recording

Recording needs to be ongoing, manageable and useful, not just completed to be handed in.

At Ysgol Brynffordd School the purpose of recording is to:

- Help teachers monitor children's progress - many of our records, for example reading, daily work, records of achievement, are shared with the children.
- The sharing of these records helps motivate the children
- Recognise achievement and celebrate this with each child. This is achieved through:
 - a positive approach to marking
 - Use of house points, motivation stickers, sharing assembly, star of the week/seren yr wythnos, most house points in year for the week, most house points in school for the week.
 - Note strengths and weaknesses

Records are kept of:

Help and support needed

Identification of ALN

Individual programmes of work

Other records include;

Home/Reading Records

Weekly

Assessment Files & evidence files

Continuous

Short-term plans

Weekly

Long-term plans

Half-termly/termly

Test results (spelling, mental, tables etc)

Weekly

End of Foundation Phase Outcomes and KS2 levels

Yearly

Individual portfolios

Samples of work in the core subjects, Language, Science and Maths will be collected for levelled portfolios. Portfolios will be updated termly or when any significance is noted.

At Foundation Phase -work will be selected by the class teacher for Language, Numeracy and PSE.

At Key Stage 2 -work in Language, Numeracy and Science will be selected in consultation with the child's assessment and evidence file. Ysgol Brynffordd is in the process of gathering evidence of levelled work for each core subject and evidence of literacy and numeracy skills across the curriculum.

INCERTs is used to track pupils, with the use of photographs as supporting evidence throughout the school. **INCERTs** is updated on a termly basis.

Reporting to parents

Written Reports

Our reports are summative and informative, they provide information on children's progress and achievements throughout the school year. The reports are written in the summer term, near the end of the school year. They follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance record is noted as well as authorised and unauthorised absences. Opportunity is given for parents to discuss the report with the class teacher.

Home/reading records provide a two-way communication about each child's progress in reading. These records are exchanged daily, with teachers hearing children read as often as possible.

Home/ School Diaries are provided for some children so that general information about behaviour etc can be shared with parents on a regular basis.

Verbal Reports

Parents' Evenings are held in the autumn, spring and summer terms. Parents have the opportunity to discuss their child's progress with the class teacher. School records are used to inform these meetings.

Personal contact with parents on a regular basis before and after school. This varies from child to child and teacher to teacher.

Workshops are provided covering various areas of curriculum and school life, reading, starting school etc.

Open afternoons are held.

Reporting to parents in both formal and informal ways is seen as important by the teaching staff at Ysgol Brynffordd School in developing a partnership with parents. It means we are able to give a full picture of their child and the curriculum provision and learning opportunities provided by school.

Additional School Records

- The Headteacher's reports to the Governing Body contain summaries of the school's activities for each term. Copies of these reports are kept in the office.
- Minutes of the Governing Body are prepared by the Clerk to the Governors and form a record of matters discussed. These are available from the School office with prior request.
- A record of Staff Meetings and INSET attended by Staff is also kept.
- A copy of the School prospectus is available in school and on the school web site which reports all the activities of the school and gives a summary of Foundation Phase and KS2 results of the school and results nationally. However, Ysgol Brynffordd School has been exempt from reporting Foundation Phase outcomes since 2004 as we have been a pilot school.

- These results are also reported to parents, by the Governors, in their Annual report to Parents.
- Parents are given the opportunity at the Annual Governors Meeting to question the Governors regarding assessment and reporting procedures.
- Weekly newsletters.

Review of Policy

This policy will be reviewed in the light of changes in

- National Curriculum assessment reviews
- Consortium/INSET training
- The Staff and organisation within the school
- Any other relevant matters

Policy Number	Date Reviewed	Date Adopted	Date of Next Review
YBGD3	May 2026	May 2024	May 2027