Belonging, Engaging, Aspiring, Creating, Opportunity, Nurturing

Ysgol Golwg Pen y Fan – Assessment overview (Appendix 1)

*Please note that formative assessment should take priority to ensure learning and teaching is responsive and meets the needs of all learners. Any information/ data collected should be used in conjunction with formative assessment and observation to develop a holistic understanding of children's progress and used to adapt planning and teaching. All information from the assessments below must be uploaded to your class folder in the assessment file, in the School's Microsoft Team Space.

Activity	*Class/ Audience*	*Frequency:*	*Focus:*	*Information / Description:*
Ongoing day to day assessment (assessment for / as learning)	All classes Learners – Teacher - TA	Every day	Children's learning and progress	A range of assessment for/ as learning strategies should be used daily to identify where the children are at, where they need to go and how they are going to get there. Information from ongoing day to day assessments should be used to adapt planning and teaching to ensure we are supporting and challenging our children effectively. E.g. Verbal and written feedback (See policy)
On-entry assessment	Reception class or any child moving into your class from another school. Learner - Teacher – TA – SLT	Take place within 6 weeks of the learner first beginning in the school.	Numeracy skills, literacy skills, physical, social and emotional development	Observation should take priority when undertaking the on-entry assessments. More than 1 adult can undertake and contribute to the on-entry assessments. ***The agreed cluster on-entry assessment should be used for reception children.*** We must ensure that the arrangements for assessing on-entry: • require the assessment of abilities and aptitudes of learners against our curriculum to determine the next steps in their progression and the learning and teaching needed to make progress. • are suitable for learners of differing ages, abilities and aptitudes. • include arrangements for assessing learners' o numeracy and literacy skills

				o physical, social and emotional development
Personalised Assessments	Year 2 – Year 6 Learner – Teacher – SLT – Parents/ Carers	Up to twice a year	Literacy PA Numeracy Procedural PA Numeracy Reasoning PA	Personalised assessments are accessed online via Hwb. The Hwb administration will release the assessments on the agreed dates. Assessment outcomes should be used to support planning and teaching, enabling learner progress. Further information can be found here: Reading and numeracy assessments - Hwb
Phonics Check	Year 1 & 2 (any identified learners from Year 3 up) Learner – Teacher – SLT		Phonics	Phonics check provides a baseline for children's phonics awareness - identify strengths and gaps in children's phonics. Information should be used to support individual children to enable progress.
Single Word Spelling Test (SWST)	Learner – Teacher – SLT		Spelling Reading	SWST provides a snapshot of children's spelling. SWST provides a snapshot of children's reading. Information from the assessment should be used to influence planning and teaching to support children's progress.
Virtual Data Wall	All classes Teacher – SLT	Termly	2024 – 2026 focus: spelling and phonics	The virtual data wall provides an overview of individual learner progress (in cohorts). Information on the data wall should be completed before a pupil progress meeting, and numbers inputted into the data wall should be informed by formative assessments, observations, books, data information etc…
Pupil Progress Meeting	All classes Teacher – SLT	Termly	2024 – 2026 focus: spelling and phonics	Pupil Progress meetings provide a valuable opportunity for open dialogue between SLT and teacher regarding the progress of individual children/ groups of children. Identified progress and next steps for individuals should be captured in the pupil progress meetings. The virtual data wall and examples of learning, work, books etc… should be

				used to inform pupil progress discussions. Clear actions should be set and reviewed in the next pupil progress meeting to ensure an ongoing support and challenge is provided for individual children through an ongoing review cycle.
Universal Learning Provision (ULP), Individual Development Plans (IDPs), Behaviour Support Plans, Risk assessments, Positive handling plans	Identified children Teachers – TAs - Leaders - Parents	Termly	Individual needs and support	Appropriate plans should be reviewed and updated on a termly basis to ensure we are providing the most effective support and provision for individual learners.
English as an Additional Language (EAL) Assessments	Identified children Teachers – TAs - Leaders - Parents	Annually	A-E Acquisition assessments	A-E acquisition assessment should be undertaken with EAL learners annually. These should be updated on Teacher Centre to ensure we have an accurate record. Add in on data wall?
Service Children/ Gypsy Roma Traveller/ Refugees	Identified children Teachers – TAs – Leaders	Within 6 weeks of a child joining your class	Individual needs and support	Undertake appropriate assessments/ observations to gather where children are at and any support they require. Decide what information would be useful to gather to support you in planning and teaching for groups of learners.
Formal Parents Evening	All classes Teacher – Parents/ Carers	Once a year – Autumn Term	Children's wellbeing and progress	Opportunity to discuss the child's wellbeing and progress with parents and carers. This is also an opportunity to discuss any universal provision and IDP provision and progress. The discussions should include communication around: • a brief commentary of the learner's well-being • a brief commentary on their key progress and learning • a brief summary of the key progression needs of the learner and the next steps to support their progression • brief advice on how the parent and carer can support their child's progression.

Belonging, Engaging, Aspiring, Creating, Opportunity, Nurturing

Book Looks with Parents/ Children	Spring Term Learner – Parents/ Carers – Teacher	Once a year – Spring Term		Opportunity for children to share their learning, progress and next steps with parents/ carers. Teachers to be available to support and discuss progress and next steps of individual learners. It is important that we build in regular opportunities throughout the year for children to talk about their learning, progress and next steps within the classroom environment to develop their meta-cognition skills and understanding of their progress.
Written Reports to Parents/ Carers	All classes Teacher – HT – Parents/ Carers	Once a year – Summer Term	Written report that is based on the well-being and progress of each child.	The written school report should include: • brief commentary about the learner's well-being • brief commentary about the progress in learning across the relevant curriculum • a brief summary of the learner's progression needs and the next steps to support their progression • brief advice on how parents and carers can support their child's progression • a summary of the learner's attendance
Transition	All classes Teacher – Teacher Campus – Campus (where relevant) School - School (where relevant)	Once a year – Summer Term or at any point learners transition to/from the school.	Transition information for next class teacher/ school.	Transition experiences should be planned for and delivered in the summer term, once agreed between teachers/ campuses/ schools. Transition experiences may be planned and deliver at another time during the year, where relevant for children. Transition information to include: - Updated virtual data wall, inc. notes, personalised assessment information, any other SS scores - On-entry assessments (where relevant). - One Page Profiles (where relevant)

Belonging, Engaging, Aspiring, Creating, Opportunity, Nurturing

				- Updated ULPs, IDPs, behaviour plans, risk assessments, positive handling plans, EAL plans etc. (where relevant) - Professional discussion around each child - Any additional information
Service children	See also transition and Service children induction/starter pack	On arrival	Transition information for next class teacher/ school.	Please see above