Llanedeyrn Primary School

Assessment – #TheLlanWay

Here at Llanedeyrn Primary School, we believe that assessment needs to be rigorous, embedded within our teaching and learning, and inform next steps for learning.

Purpose of Assessment

The purpose of assessment is to support each individual pupil to progress at an appropriate pace, while ensuring that they are supported and challenged accordingly.

Changes

As part of the new Curriculum for Wales, we are moving away from national teacher assessments. Summative end of phase and stage assessments have been removed and this helps to ensure that assessment is forward-looking.

Pupils at Llanedeyrn will build on prior learning throughout the academic year and this will continue as they transition from year group to year group. Our focus will be on identifying where the pupil is in their learning, their next steps, and the support or challenge needed to move forward in their learning. We are continuously assessing pupils' progress – not making one-off judgements at specific points in time.

Entry to School

Pupils are assessed as they start Primary School. During the first six weeks of Reception, they undertake the Baseline Assessment. This allows teachers to gain an understanding of where a pupil is in their learning, identify their strengths, their next steps, and the support needed to make progress.

When a new pupil starts in our School, they are assessed so that we gain an understanding of their capabilities, skills, and knowledge which allows us then to identify next steps. There is consideration of Numeracy and Literacy skills, capabilities, and well-being abilities – physical, social, and emotional development.

The Focus of our Assessment

Our assessment focuses on identifying each individual's strengths, achievements, areas for improvement, and any barriers to learning. This is used by teachers and support staff, in discussion with the pupil, to decide the next steps needed to move learning forward. This would also include any additional challenges and support.

Assessment has been embedded into day-to-day practice in a way that engages the pupil and allows teachers to respond to the individual needs of the pupils within their classroom.

To be truly effective, all those who are involved with a pupil's learning journey need to collaborate and work together to establish:

- where they are in their learning;
- where they need to go in their learning;
- what needs to be done for them to get there and taking account of any barriers to their learning.

At the beginning of every Literacy genre and Maths topic, the pupils take part in a *cold task*. This allows the teachers to see gaps in their knowledge and any misconceptions. This will change what the teacher will be teaching. These may include:

- Quiz questions;
- Creating a mind-map of everything they know about this topic/key concept/key vocabulary;
- Drawing a picture of what they understand by this topic/key concept/key vocabulary;
- A cold write in the style/format that will be taught in order to assess their use of key techniques and strategies;
- Giving pupils a set of 4-5 key events, concepts, processes and asking them to rank them in order of how confident they feel with them;
- Asking them to tell their partner anything they know about the key items.

In all teaching and learning, it is important that the teacher gets regular feedback on pupils' progress in their learning. This can be done through effective questioning such as:

- Give me an example of…
- Can you give me more detail on that answer?
- Give me something that is not an example of…
- Which is better/more effective/closer to this or this?

Teachers can also elicit information about pupils' learning by asking them to:

- Draw a picture of their learning;
- Complete a brain dump of everything they know about…
- Rank or sort information about their learning;
- Attribute a measure of their confidence to key concepts by RAG rating.

Comparative Judgement

Another way that we assess pupils' work is through Comparative Judgement. Comparative Judgement is comparing two pieces of work and deciding which is better. Teachers can generally make a snap judgement without needing to refer to a mark scheme or analyse the work in too much detail. This can be repeatedly done, meaning that work can be ranked. When the work is ranked, teachers can ask questions and identify what a pupil needs to do to improve their work to reach the highest standard.

Reading

As part of our Reading scheme, every half term, pupils are Benchmarked. This allows teachers to see if progress is being made in reading. If individuals require benchmarking more frequently then this is completed at the teacher's discretion.

Salford Reading tests are completed in January and July, and this provides a reading age for the pupil, that can be compared to their chronological age.

Interventions

CLIP
This is a reading and comprehension programme. Those who receive the intervention CLIP, are assessed at the beginning of the 10-week programme and then assessed at the end of the programme allowing progress to be tracked.

Maths Factor
Maths Factor is a Mathematical intervention that supports understanding of Maths. Pupils are assessed at the beginning of the intervention and at the end after a fixed period of time.

Speech Links
Speech Links is an intervention that supports the production of sounds. Pupils of concern are assessed in September and given a standardised score.

Language Links
Language Links is an intervention that supports the understanding of language. All pupils in Reception are assessed in September and given a standardised score. Those who are allocated the category blue and red are then tested in subsequent years.

Wellcomm
Wellcomm is a language and communication-based intervention that takes place with Nursery pupils. Those who undertake Wellcomm are assessed at the beginning of the programme and at the end after a 10-week block.

Personalised Assessments

Statutory online personalised assessments are completed bi-annually. These enable the teacher and pupil to understand how their Reading and Numeracy skills are developing and what the next steps should be.

Communication with Parents and Carers

Our School has an open-door policy. Teachers can speak briefly at the end of the day to Parents and Carers, however Parents and Carers are able to make appointments to meet the teacher for more in-depth conversations.

Every term, we hold Parents and Carers evenings. During these meetings, teachers share information regarding the progress that is made. Parents and Carers are invited in to see the pupils' books and digital evidence in the week prior to the Parents and Carers evenings.

In the Summer term, Parents and Carers receive a written report of the progress their child has made.

Next Steps:

- To continue to develop assessment in line with the new Curriculum for Wales ensuring that we know where our pupils are and the next steps needed for their learning;
- Ensure that staff provide feedback and feed forward for pupils so that next steps are evident;
- Ensure that pupils follow this information, respond to it, and focus on their next steps so that progress is made.