YSGOL BRO TAF

ASSESSMENT, RECORDING AND REPORTING POLICY

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OUR PURPOSE, VISION AND VALUES

PURPOSE

At Ysgol Bro Taf we are committed to harnessing the power of education to enrich our learners' lives, ensuring that the communities of Pontypridd thrive now and for future generations.

Delivering equity and excellence is at the heart of our school, where there is a place and opportunity for everyone, every day, to discover their brilliance.

VISION

- Foster a culture of aspiration where everyone strives to discover their brilliance
- Provide a dynamic and innovative curriculum which broadens our learners' horizons through progressive learning experiences
- Enable consistently outstanding teaching and embrace every moment as an opportunity to learn
- Build **ONE** community characterised by fun, equity, and inclusivity, where everyone feels supported, trusted and valued
- Empower our community to realise that leadership is not confined to a select few but can be embraced by all.

VALUES

Be **Brave**	We will not be afraid to take risks and will overcome challenges by being resilient.
Be **Respectful**	We will be kind and value everyone in our community.
Be **Optimistic**	We will embrace opportunities and challenges with a 'can-do' attitude.
Be **Trusting**	We will rely on each other's integrity and competence, fostering a collaborative and supportive culture.
Be **Aspirational**	We will set ambitious goals, strive for excellence and pursue personal growth to achieve our full potential.
Have **Fun**	We will promote enjoyment and seek fulfilment, celebrating both our individual and collective achievements.

1. INTRODUCTION

1.1. Learner progression along the continuum of learning from ages 3 to 16 is central to the Ysgol Bro Taf Curriculum. Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.

1.2. This policy outlines the key principles and purpose of assessment. It provides a clear direction for the assessment arrangements at Ysgol Bro Taf. In order to support learners' progress, this policy also covers the key processes needed for effective learner progression, namely:

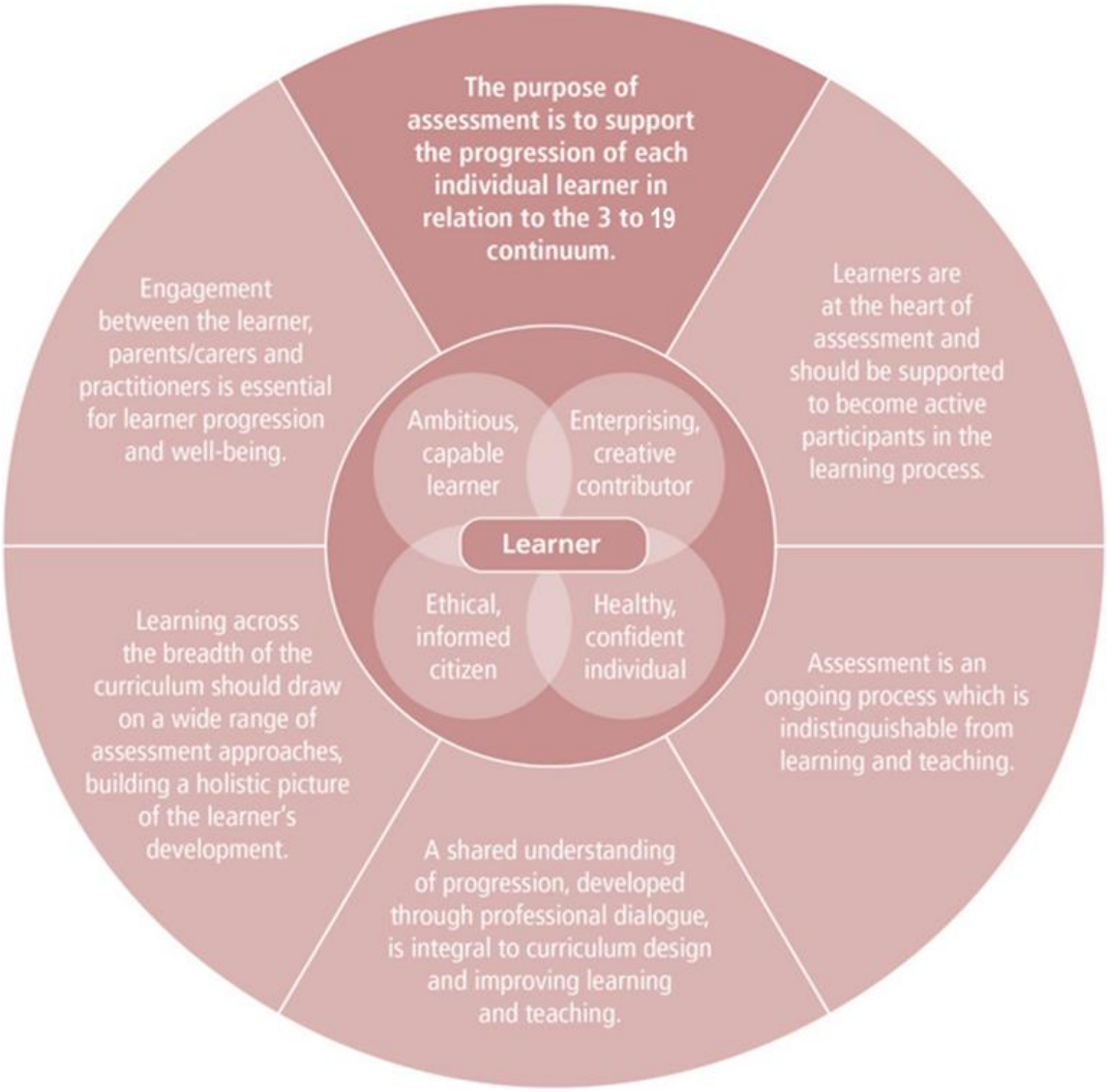
- ensuring a shared understanding of progression
- transition along the 3 to 16 continuum
- communicating and engaging with parents / carers.

1.3. This policy details the aspects of the assessment arrangements that are statutory for all schools, as well as those aspects to which the school has due regard when designing and planning our curriculum. These are conflated with activities that contribute to external accountability and national monitoring. Information gathered through individual learner assessment is for use with the school only.

1.4. Ysgol Bro Taf is committed to creating an inclusive environment to help ensure that all young people have access to a high standard of education and reach their full potential, irrespective of age or ability. In support of this commitment, this policy has been developed to take the needs of all learners into account and recognises that their identity, language, ability, background and the support they may need differs given their particular circumstances.

1.5. Assessment is the systematic collection, interpretation, and use of information to give a deeper appreciation of what pupils know and understand, their skills and personal capabilities, and what their learning experiences enable them to do.

2. OUR KEY PRINCIPLES



3. THE PURPOSE OF ASSESSMENT

3.1. Assessment is intrinsic to the design of our curriculum and its overarching purpose within the curriculum is to support every learner to make progress. It is integral to learning and teaching and it requires effective partnerships among all those involved, including the learner.

3.2. Assessment plays a fundamental role in ensuring each individual learner is supported and challenged accordingly. It should contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching. Assessment will not be used to make a one-off judgement on the overall achievement of a learner at a set age or point in time against descriptors or criteria on a 'best-fit' basis.

3.3. To support individual learner progression, assessment has three main roles:

- supporting individual learners on an ongoing, day-to-day basis
- identifying, capturing and reflecting on individual learner progress over time
- and understanding group progress in order to reflect on practice.

3.4. When planning and delivering learning experiences, the school and our staff will be clear about the specific role of each assessment being undertaken, and what the understanding gained from assessment will be used for and why.

3.4.1. Supporting individual learners on an ongoing, day-to-day basis

Assessment should focus on identifying each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. This understanding will 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 will 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.

3.4.2. Identifying, capturing and reflecting 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 their 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 which may be required. This should include both immediate next steps and longer-term objectives and goals that the learner should 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/carers.

3.4.3. Understanding group progress in order to reflect on practice

Assessment will also enable practitioners and leaders within the school to understand whether different groups of learners are making expected progress. This will be used to identify strengths and areas for improvement in both the school curriculum and daily practice, including consideration of how the needs of learners as individuals have been met. This important focus is a means for schools to ensure their curriculum, and the learning and teaching, helps raise standards as well as helping to raise the attainment of learners from disadvantaged backgrounds. It is not about external reporting, but about a school understanding what it needs to know about its learners in order for them all to maximise their potential and identifying specific challenges and the support which particular groups might need. This understanding will also contribute to a school's process of self-evaluation and continuous improvement.

4. WHO NEEDS TO ENGAGE IN THE ASSESSMENT PROCESS?

4.1. Active engagement between the learner and practitioner on a regular basis is at the heart of supporting learner progression. To be truly effective, all those involved with a learner's journey need to collaborate and work together. The foundation for this engagement and partnership is establishing:

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

4.2. The school will design, adopt and implement a curriculum that enables learners to realise the four purposes, providing for appropriate progression for all learners. To fully support progression along the 3-16 continuum, the school will also work collaboratively with the cluster and, where appropriate, across wider networks.

4.3. The main participants in the learning process, of which assessment is a fundamental part, are leaders, practitioners, learners, parents/carers and external partners.

4.3.1. Leaders

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

- 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
- developing and embedding processes and structures that enables practitioners to develop a shared understanding of progression

- ensuring the development and review of a curriculum which affords opportunities for practitioners to plan purposeful learning that addresses the needs of each learner
- ensuring there is a clear picture of learner progression within the school that is understood by all practitioners – a process that should not lead to additional burden being placed on practitioners or learners
- 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 due regard has been paid to the statutory requirements and guidance for assessment, and that practitioners are taking account of this in planning learning and teaching and within daily practice.

4.3.2. Practitioners

The role of the practitioner is to plan for and provide effective learning experiences which 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
- sharing intended learning appropriately with learners
- evaluating learning, including through observation, questioning and discussion
- providing relevant and focused 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
- developing learners' skills in making effective use of feedback to move their learning forward
- involving parents/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 their school
- identifying any additional challenge or support learners may require, engaging with external partners where necessary.

4.3.3. Learners

The role of the learner is to contribute and participate in the learning process, in a way that is appropriate to their age and stage of development. This will help them to develop knowledge, skills

and understanding, and apply them in different contexts. As they make progress along the continuum and 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
- 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.

4.3.4. Parents / carers and external partners

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

We will encourage and enable parents/carers to:

- engage regularly with the school and its practitioners in order to understand and support their child's progression in learning
- share relevant knowledge and understanding with the school 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, plan ways of supporting that learning within and outside school.

We 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/or support from other agencies (e.g. health services)
- provide information on learning progression that has taken place and been assessed in other contexts (e.g. for learners in joint placements between a school and another setting).

5. PLANNING FOR ASSESSMENT WITHIN THE SCHOOL'S CURRICULUM

5.1. The principles of progression and the descriptions of learning, articulated in Curriculum for Wales guidance, are intended to guide curriculum design and learning and teaching, with assessment being an integral part of both.

5.2. Assessment arrangements at the school will be determined as part of designing our own curriculum. This will be appropriate for the needs of all our learners. Within our curriculum, assessment arrangements will be designed, planned and delivered in accordance with the following.

- **Statutory requirements:** These are the legal duties which must be undertaken by law. The proposed duties for schools are set out in 'The law' section of Curriculum for Wales guidance
- **Statutory guidance, including the key principles of assessment:** These are the elements which headteachers and governing bodies must have regard to when planning for learning at both school level and classroom level
- **School design**: These are the elements that each school may choose to develop and implement to support assessment, in addition to the above. As part of this, we will consider taking forward collaborative approaches through participation in clusters and wider networks
- **Individual learner needs:** These are the elements which the school will choose to implement to support the needs of individual learners in order to provide additional challenge or support.

5.3. There are a number of fundamental matters that the school will consider when designing our curriculum and providing learning experiences in the classroom. These are as follows:

5.3.1. Breadth and depth

- Assessment is an ongoing process that is embedded within day-to-day practice and is fundamental to the learning process
- Progression in learning is a process of increasing sophistication, rather than being about a body of content to be covered. Progression is not linear and different learners are likely to progress in markedly different ways. Assessment, built into the school curriculum, will recognise this and allow for a variety of diversions, stops and spurts in a learner's journey
- Learners should be assessed in relation to the school curriculum, which has been designed to reflect the national principles of progression, drawing on the descriptions of learning and intermediate steps between. Practitioners will assess all learners across the 3 to 16 continuum based on the progression designed in our school curriculum. In doing so, we will take into account the diverse needs of individual learners
- The school will not undertake specific assessment activities at each progression step to make a judgement about a learner's progression at a set age or point in time

- The purpose of the descriptions of learning is to provide guidance on the pace of progression in order to support practitioners and inform curriculum design and learning and teaching. They are not a series of criteria to be directly assessed against, nor can they be met with single assessment tasks
- As part of the learning process, practitioners and learners will develop an understanding of how each learner learns and what their attitude and approach to learning is, in order to support their continued progress and to foster commitment to their learning.

5.3.2. Approach

- When a learner enters a school at any point, the school will ensure they understand where they are in their learning and the progression they have made to date. This understanding will be used to identify the learner's starting point and how the school can best move learning forward. Practitioners will take account of information provided by those who have previously supported the education of the learner.
- 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 will be informed by a good understanding of child development.
- 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.
- The school 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 distinctive to individual areas of learning and experience, some may apply across more than one area, and others may be specific to learners with additional needs.
- Assessment methods and techniques will be selected, and adapted where appropriate, according to the needs of the learner. This will consider the 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 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. Online personalised assessments are designed to support learning and teaching and are not to be used for the purpose of external accountability.

5.3.3. Internal Moderation

To develop a shared understanding of progression, practitioners will have opportunities to work collaboratively. This includes the moderation of literacy, numeracy and digital skills. They will engage in professional dialogue about the quality demonstrated in a range of examples of learner work.

Faculties and the Lower School should use moderation to quality assure the assessment process. This provides opportunities for professional learning. It also helps teachers to develop consistency in their judgements about progress by agreeing criteria and applying shared standards in faculties and across the school. Leaders should select and review samples of pupil work throughout the year. By discussing these with their colleagues, they should reach an agreement about assessment standards.

Shared understanding of assessment standards by:

- providing regular opportunities for internal moderation in and across faculties as part of the school's calendar and professional learning programme
- supporting teachers to gather selective evidence of pupil work that illustrates standards of work linked to AoLE's and the progression of skills
- building a bank of examples of pupils' work to exemplify standards linked to our skills frameworks.

The process of internal moderation involves teachers:

- scrutinising examples of pupil work that illustrate the range of assessment standards
- agreeing assessment criteria and marking conventions before reviewing the work
- reviewing the examples against the agreed assessment criteria and frameworks
- discussing their initial judgements with colleagues and identifying areas where views about standards may differ
- identifying strengths and weaknesses in pupil performances
- reaching consensus about assessment standards
- using the insights they gain to improve teaching, learning and assessment practices.

5.3.4. Recording learner progress

When designing our curriculum, the school will consider what assessment information needs to be gathered and recorded in order to gauge progress in learning, along with when this should take place and in what level of detail.

The Headteacher will ensure that the information gathered on learner progression is proportionate and is only used within the school to directly support learner progression and inform teaching. It will not be used for the purposes of external accountability. It may be drawn upon to:

- inform communications and engagement activity with parents/carers
- support the transition of learners along the 3 to 16 continuum
- help practitioners and leaders develop their understanding of progression
- inform curriculum development and inform future learning and teaching
- identify where improvement and support are needed as part of the school's self-evaluation process.

6. TARGET SETTING

6.1. Pupil progress is tracked from the starting point, including a baseline assessment on entry to school, to establish expected learning pathways.

6.2. The Cognitive Abilities Test (CAT4) will be used to assess a pupil's ability to reason with and manipulate different types of material. The CAT4 tests comprise of 4 batteries of tests that assess the main types of mental processing which play a substantial role in human thought. The results of these tests provide us with information about a pupil's ability which helps teachers effectively plan.

6.3. The CAT4 batteries assess:

- reasoning with words
- reasoning with numbers
- reasoning with shapes and designs
- thinking with and mentally manipulating precise shapes.

6.4. CAT4 results show pupils' scores in each of these areas. The raw scores are converted into Standard Ages Scores (SAS), which means they are weighted to take into account the pupil's age when they sat the test. The average SAS score is 100. Around two-thirds of pupils in the national age group will score between 85 and 115.

6.5. Using the mean SAS score, will support targets as follows:

Cognitive Ability Tests		Progress Passport
High to very high ability	=>119	1
Above Average	104-118	2
Average	89-103	3
Below Average Ability	74-88	4
Very Low Ability	<74	5

6.6. Once baseline assessments are completed, the school will identify an appropriate target grade from five Progress Passports.

- This will equate to one Global Grade which will provide an end of Year 11 target
- A global grade is a generated targeted for each pupil based on (but not limited to) CATS, Personalised Assessments and teacher judgements
- All global targets will be reviewed by SLT and teachers of each AoLE confirmation and will amended accordingly
- The Progress Passport will be shared with pupils, parents and carers.

Progress Passport 1 A/A* Grade	Assessments including (but not limited to) CATS, Personalised Assessments and teacher judgements suggest that a pupil is likely to reach a high level of attainment by age 16 if they continue to make consistently expected progress (e.g. grade A/A* at GCSE)
Progress Passport 2 B/C Grade	Assessments including (but not limited to) CATS, Personalised Assessments and teacher judgements suggest that a pupil is likely to reach a good level of attainment by age 16 if they continue to make consistently expected progress (e.g. grade B/C at GCSE)
Progress Passport 3 C/D Grade	Assessments including (but not limited to) CATS, Personalised Assessments and teacher judgements suggest that a pupil may reach an average level of attainment by age 16 if they continue to make consistently expected progress (e.g. grade C/D at GCSE, some level 2 qualifications)
Progress Passport 4 D/E Grade	Assessments including (but not limited to) CATS, Personalised Assessments and teacher judgements suggest that if a pupil continues to make expected progress on this Passport they are more likely to achieve a Level One Qualification (e.g. GCSE grade D/E).
Progress Passport 5 F/G Grade	Assessments including (but not limited to) CATS, Personalised Assessments and teacher judgements suggest that if a pupil continues to make expected progress on this Passport they are likely to achieve qualifications at a Level One Grade only (e.g. GCSE grade F/G).

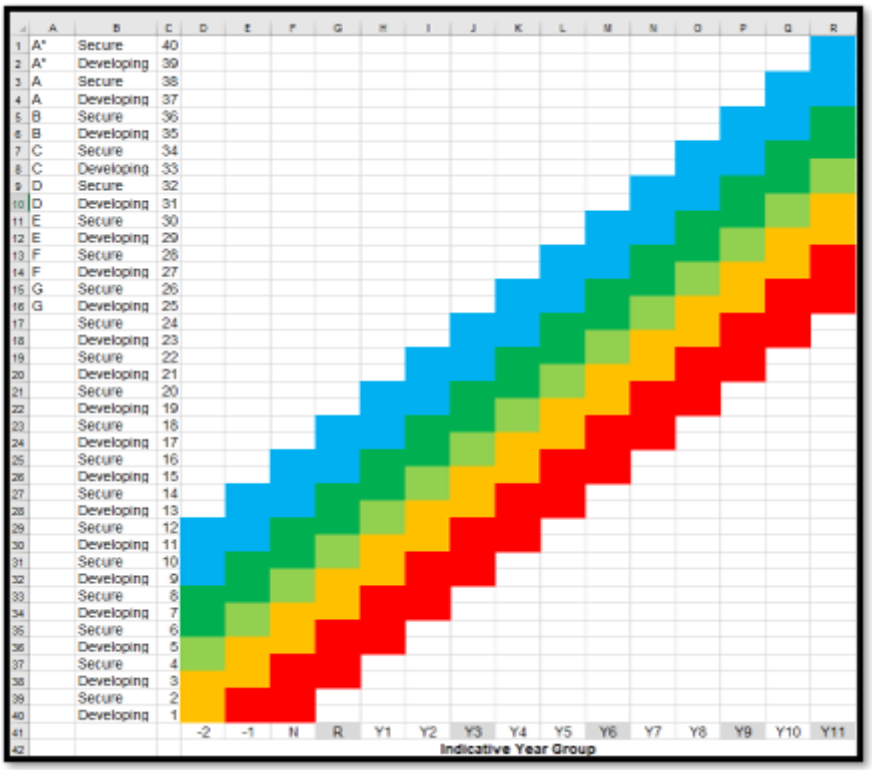
7. ASSESSMENT

7.1. Each Progress Passport is underpinned by the Ysgol Bro Taf Progression Map.

7.2. The Progression Map includes a scale of 1 to 40 progression and starts at Nursery and moves through to a GCSE style grade of A*-G.

7.3. The Progress Passport Grades equate to a point on the progression map beginning at 25 (G grade). For example, 40 equates to an A* grade.

7.4. The pathway points scale will be used to determine the progression of pupils, projecting a progression journey from Nursery to Year 11.



		Expected (for age)												
Passport	Target (Y11)	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11
A*-A	37	13	15	17	19	21	23	25	27	29	31	33	35	37
B-C	34	10	12	14	16	18	20	22	24	26	28	30	32	34
C-D	32	8	10	12	14	16	18	20	22	24	26	28	30	32
D-E	29	5	7	9	11	13	15	17	19	21	23	25	27	29
F-G	25	1	3	5	7	9	11	13	15	17	19	21	23	25

8. ASSESSMENT OF LEARNING

8.1. At Ysgol Bro Taf, each AoLE will track learners' progress along the continuum based on the descriptions of learning from within each AoLE. These feed directly into the CfW Descriptions of Learning and are supported by the Ysgol Bro Taf Progression Maps from 3 to 16.

- Pupils in Nursery – Year 6 will be assessed holistically through each AoLE
- Pupils in Year 7 and 8 will be assessed holistically through each AoLE
- Pupils in Year 9 will be assessed through discrete subject disciplines from each AoLE
- Pupils in Year 10 and 11 will be assessed in line with GCSE/Vocational specifications.

8.2. In addition to AoLE based tracking and monitoring, pupils will be assessed against the Ysgol Bro Taf skills framework for Literacy, Numeracy and Digital skills providing an evaluation of progression of skills. Assessment of skills progression will be linked to the progression map points.

Expectation for listening and speaking

	Progression Step 1	Progression Step 2		Progression Step 3		Progression Step 4	Progression Step 5
	Reception	Year 1	Year 3	Year 5	Year 7	Year 9	Year 11
	Progress Point 10	Progress Point 12	Progress Point 16	Progress Point 20	Progress Point 24	Progress Point 28	Progress Point 32
Listening to understand (listening)	Listen to and understand basic concepts in language, *e.g. position and comparison.*	Listen to, understand and use basic concepts in language, *e.g. position and comparison.*	Listen to, understand and begin to infer the gist of what I hear.	Listen to, understand, recall and infer the general meaning of what is heard, even when different to their perspective.	Recall, infer and interpret the general meaning of what is heard, even when different to their perspective, and respond appropriately	Understand and analyse general meaning and implied ideas, including different people's views to arrive at their own conclusions	Understand, predict and evaluate meaning and implied ideas in different situations
		Respond to a variety of cues *(e.g. body language, facial and hand gestures)*	Use and respond to a variety of cues *(e.g. body language, facial and hand gestures)* to predict general meaning	Use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts	Use techniques to remember the main points of presentations, *(e.g. make notes, summarise, review)*	Identify and explain bias and objectivity. Use techniques to remember, record and respond to what is heard	Evaluate critically and respect different people's views and use them to arrive at their own considered conclusions
Clarity and purpose (speaking)	Produce many speech sounds accurately.	Speak clearly in sentences to give information.	Speak clearly with expression and gestures to support communication	Adjust speech for a different audience and can change tone and vocabulary. Make choices, through planning to use persuasive techniques to engage the audience.	Speak clearly, using language appropriate for different audiences and purposes, varying expression, vocabulary, tone and gesture to engage the audience	Select and adapt language appropriately for different audiences and purposes and convey meaning effectively to engage the audience.	Speak fluently and confidently, using range of techniques, expressions and gestures to present ideas and issues for different audiences
	Name objects and events.	Describe objects and events, building and extending vocabulary.	Organise what is said so that listeners can understand, *e.g. emphasising key points, sequencing an explanation.*	Organise talk so that audiences in different contexts can follow what is being said	Organise talk so that different audiences in different contexts can follow what is being said	Organise and adapt talk to respond spontaneously to the audience's reaction	Organise and adapt talk to respond spontaneously to the audience's reaction and evaluate their performance critically
Developing and using vocabulary (listening and speaking)	Experiment with newly learned vocabulary. *(e.g. by repeating new words that are heard)*	Use words that that been heard in appropriate contexts	Develop and adapt vocabulary through listening, and use these new words in a variety of situations.	Build vocabulary, developing pronunciation and communicate appropriately or different audiences and purposes.	Build vocabulary, develop pronunciation, intonation and sentence structure, and use these to communicate for different audiences and purposes	Listen to discipline specific and general academic vocabulary, and use this to communicate effectively in different contexts	Show sophisticated understanding of the power and effect of spoken language when listening and speaking. This includes listening to and using precisely discipline specific and general academic vocabulary
Collaborative talk (listening and speaking)	Be introduced to the concept of turn taking in more structured situations *e.g. adult led group work.*	Take turns in conversations, following the topic.	Adopt a range of given roles.	Adopt a range of roles and manage contributions appropriately.	Listen and contribute to group discussions, taking different roles, and provide questions and comments that focus on reasons, implications and next steps	Listen and respond to others with questions, comments and suggestions to structure and develop group talk to reach compromise / consensus	Respond with confidence and sensitivity to the ideas of others, reflecting on information and ideas, and asking relevant questions
	Give simple opinions to others.	Understand that other people may have different opinions to our own.	Communicate appropriately depending on the situation, including formal situations.	Express opinions on challenging or contentious issues in authentic contexts.	Explore challenging or contentious issues in authentic contexts, including sustaining a role		Interact responsively, critically and confidently with familiar / unfamiliar audiences in formal and informal situations and achieve a variety of purposes when speaking
Questioning (listening and speaking)	Begin to ask questions to clarify understanding.	Begin to ask and answer questions to clarify understanding.	Ask and answer questions and exchange ideas and information on topics (familiar to new).	Ask and answer questions in response to information and opinions of others.	Ask and answer questions, building on and developing the ideas of others	Sustain a convincing point of view, anticipating and responding to other perspectives	Speak from an assumed perspective convincingly to meet the demands of different situations, contexts and purposes
	Begin to ask questions to clarify understanding of what has been said/heard/seen (including audio visual material).	Begin to ask and answer questions to clarify understanding of what has been said/heard/seen (including audio visual material).	Check understanding of what has been heard/seen (including audio visual material) by asking relevant questions or making relevant comments.	Give opinions in response to other's points of view.	Respond to others' points of view, by seeking clarity, summarising or explaining what they have heard, read or seen	Respond to others' points of view with confidence and sensitivity, summarising or explaining what they have heard, read or seen	Respond to others' points of view, using different techniques *(e.g. rhetorical questions, gestures)*

Year 8 Example

										Literacy																Numeracy															
										Speaking and Listening						Reading			Writing						Number				Algebra			Geometry				Statistics				
Pupil	NC Year	Reg Group	Class	Baseline Assessment (CAT S, National Testing, Teacher Assessment)	Progress Passport 2024-25 (derived from Baseline Assessment)	AoLE ATL Y8 - Data Capture 1	Progress Passport 2024-25 DC 1	Expected Target for Age	AoLE Progress (STEM) DC1	Listening to understand	Clarity and purpose (Speaking)	Developing and using vocabulary	Collaborative Talk	Questioning	Mean	Reading Strategies	Understanding, response and analysis	Mean	Vocabulary and spelling	Sentence construction	Punctuation	Planning and organising writing for different purposes	Improving	Mean	Number System	Relationships with the Number System	Calculation	Mean	Patterns and Sequences	Solving	Graphing	Mean	Measuring	Shapes and Space	Angles	Mean	Collecting Data	Representing Data	Interpreting Data	Mean
Pupil 1	8	8R	8A 24/25	126	1	Excellent	A*-A	31	32	30	30	32	29	31	30.4	31	30	30.5	32	32	31	32	30	31.4	31	32	32	31.7	31	31	32	31.3	32	31	31	31.3	32	31	31	31.3
Pupil 2	8	8R	8A 24/25	114	2	Excellent	B-C	28	27	28	28	28	28	29	28.2	27	28	27.5	28	29	28	29	28	28.4	29	28	28	28.3	25	28	29	27.3	28	28	29	28.3	29	28	29	28.7
Pupil 3	8	8R	8A 24/25	128	1	Good	A*-A	31	32	31	31	31	31	31	31	31	31	31	32	30	27	26	27	28.4	29	31	31	30.3	31	31	28	30.0	31	29	30	30.0	30	31	30	30.3
Pupil 4	8	8R	8A 24/25	131	1	Good	A*-A	31	32	32	32	32	30	30	31.2	32	30	31	32	32	32	32	32	32	30	30	32	30.7	30	28	31	29.7	29	28	31	29.3	29	30	30	29.7
Pupil 5	8	8R	8A 24/25	128	1	Could improve	A*-A	31	29	28	29	27	28	29	28.2	27	29	28	31	32	32	31	32	31.6	32	31	31	31.3	32	31	28	30.3	28	31	31	30.0	31	32	27	30.0
Pupil 6	8	8R	8A 24/25	113	3	Unsatisfactory	C-D	26	24	26	26	26	25	27	26	27	27	27	27	24	24	26	25	25.2	24	24	25	24.3	25	26	25	25.3	25	25	24	24.7	24	27	20	23.7

8.3. On an ongoing basis, and not by any specific data drop date, teachers will update the system when making a judgement on a learner's progress against each objective. This will allow teachers, learners and their parents / carers to diagnostically understand their progress and to identify specific learning that requires additional support. AoLE leaders will also signpost certain assessment evidence that will be used to support judgements about progress and will form a basis for discussion for moderation and future curriculum design.

8.4. Teachers will use Bromcom to record pupil assessment data inline with Assessment Plans and use this information to form a judgment on progress towards a target grade.

Upper School

8.5. Marks or full grades are used to record attainment in each assessment. Full grades are also used for both Year 11 Predictions and Targets. To denote that a learner requires additional support in order to reach their target, fine grades (developing and secure) will be used in addtion to the grade Prediction.

8.6. The definition that teachers must follow to ensure consistency across the school for each grade is:

- **Prediction:** The predicted grade that the pupil is likely to attain at the end of the key stage, should they continue to work at the same current level without any further intervention
- **Target:** The end of Year 11 target discussed and agreed by both pupils and teachers. This should be set having considered prior attainment, current performance and baseline assessments. Changes to targets can only be made following discussion with the Head of Upper School and AHT Progress Lead.

9. DEVELOPING A SHARED UNDERSTANDING OF PROGRESSION WITHIN AND ACROSS SCHOOLS

9.1. Progression is a fundamental aspect upon which school curricula, and therefore assessment arrangements, are designed and planned. To deliver equity for learners across Wales, it is essential that there is a shared understanding of progression, including expectations around what progression may look like and the pace at which learners may progress. This shared understanding will be developed through both professional learning and as an ongoing process both within and across schools, of which professional dialogue is a fundamental aspect.

9.2. Professional dialogue for this purpose provides opportunities for leaders and practitioners to share and reflect on the impact of their school curriculum, their experiences of the learning process and of supporting all learners to progress. This enables them to learn from each other and support a process of continuous improvement. This forms part of, and builds upon, the interactions which take place on a daily basis as part of learning and teaching, e.g. learner to learner, learner to practitioner and practitioner to leader. It will help leaders and practitioners to understand the impact that learning and teaching has upon all those involved.

9.3. During the process of developing a shared understanding of progression, leaders and practitioners will consider:

- how the school has designed its curriculum and assessment arrangements to reflect the principles of progression, guided by the descriptions of learning
- the impact this has had upon teaching
- the impact this has had upon individual learners and how this is demonstrated in their progression and the outcomes of their learning
- the process of learning, i.e. how their learners are learning.

9.4. The insight and understanding gained as a result of this professional dialogue should inform each school's self-evaluation process, helping define future priorities for leadership, curriculum design and learning and teaching.

Professional dialogue within a school

9.5. The school will continue to develop and embed a process and structures that enable the staff to develop a shared understanding of progression as articulated in the principles of progression, drawing on the descriptions of learning and broader Curriculum for Wales guidance. As part of this, the school will ensure that all practitioners have the opportunity to take part in professional dialogue for this purpose. This process should also ensure that this understanding is reflected in the development and refinement of both the school curriculum and daily practice.

9.6. This will be an ongoing process that takes account of the full breadth of the school curriculum and changes to qualifications as part of Wave 1.

Professional dialogue between schools

9.7. Professional dialogue between schools for the purpose of developing a shared understanding of progression will also be a continuous process that takes account of the full breadth of the curriculum. It should build upon the professional dialogue that has taken place within schools, and should enable schools to learn from each other.

9.8. The school will work with its cluster to put appropriate arrangements and processes in place to support this, with each school participating on an equal basis. The cluster will work together to establish the most effective ways of working.

10. TRANSITION ALONG THE 3 TO 16 CONTINUUM

10.1. The learner will be at the centre of the transition process. Effective transition is about supporting all learners along the learning continuum, as they move between different groups, different classes, different years and different settings. Ensuring the well-being of all learners should be an important and integral part of the process, recognising the needs of individuals, while also supporting both continuity and progression in their learning. The understanding of each individual learner gained from assessment is essential in supporting this process.

Transition planning

10.2. The Headteacher and governing body will ensure that transition arrangements are considered when school curricula are designed and planned. This includes developing and embedding a robust and effective process for the transition of learners along the 3 to 16 continuum. This will be an ongoing process, which recognises the diverse needs of all learners and supports each individual in their learning journey.

10.3. In order to meet the needs of all learners within the cluster, the school will jointly plan to support learner progression, with a focus on effective communication between practitioners, learners and their parents/carers. This should build upon any curriculum and assessment planning that takes place across the cluster.

Learner involvement

10.4. Learners should be involved in the transition process to provide insight into what motivates them, what their preferences are, how they learn, what barriers there may be to their learning, what their strengths and areas for development are, as well as to suggest potential next steps.

11. COMMUNICATING AND ENGAGING WITH PARENTS/CARERS

11.1. Communicating effectively with parents/carers on an ongoing basis is an important way to foster positive relationships in order to engage them in purposeful and meaningful dialogue. When undertaken well, this can help aid learner progression by helping parents/carers to understand how they can support learning within and outside the school environment. Consideration should also be given to other people who are important for a learner, such as their advocate or social worker.

11.2. Schools should develop and implement processes to support effective two-way communication and engagement with parents/carers. When developing these processes, consideration should be given to using a wide variety of different communication means, e.g. face-to-face, digital, written, etc.

11.3. In terms of individual learner information, what should be shared with parents/carers, how and when during the school year is a decision for schools. However, care should be taken to ensure that any information provided is done so in a timely, open and fair manner. Information on any support, interventions or additional needs required for the learner's development should also be shared.

Learner involvement

11.4. The Headteacher will ensure that learners are provided with opportunities to contribute to the communication process. Where possible, learners should be enabled 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. Ideally this should be a three-way communication process between the learner, their parents/carers and practitioners.

Reporting learner progression

11.5. As part of this communication and engagement process, the school will ensure that we formally report to parents/carers at least once a year for all learners aged 3 to 16. This will be timed to allow for further discussions to take place between practitioners, the learner and their parents/carers and for next steps to be put in place.

11.6. Each formal report will include the following information about each learner:

- their overall well-being
- their progress in learning across the breadth of the curriculum
- their progression of literacy, numeracy and digital skills
- next steps required to support their progression
- their attitude to learning
- their attendance.

11.7. The school may choose to communicate the above information through more than one report or on more than one occasion during the year in the form of an interim report where appropriate.

11.8. The information provided will be individually-tailored to the learner and be focused on supporting their development and progression. It will not contain descriptions of the topics and learning activities the learner has undertaken, unless this is to provide context. To ensure the information can be easily understood by its intended audience, it should be concise and jargon-free.

11.9. While the provision of the personalised assessment reports to parents/carers is a statutory requirement, this is only a small element of what may be provided and should be considered in the context of the wider communication and engagement process with parents/carers.

The Process of Completing Annual Progress Reports to Parents

11.10. It is the responsibility of the Head of Lower School and each Head of Faculty to ensure the quality and accuracy of the reports.

11.11. All Heads of Faculty must return the Quality Assurance Confirmation form to the ARR lead by the deadline.

APPENDIX A: SUMMER TERM CALENDAR

Year group	Comments bank generation		QA of comments banks (HOF) Head/Deputy of Lower School		Entry into Bromcom (NP/KD)	Data entry by staff		Generated by	QA SLT	Date issued to parents
Year 9 & 10	**Opens:**	08/04/25	**Opens:**	06/05/25	By: - 19/05/24	**Opens:**	20/05/25	13/06/25	w/c 16/06/25	**20/06/25**
	Closes:	06/05/25 (pm)	**Closes:**	12/05/25		**Closes:**	10/06/25			
Year 7	**Opens:**	28/04/25	**Opens:**	12/05/25	By: - 23/05/25	**Opens:**	**02/06/25**	20/06/25	w/c 23/06/25	**27/06/25**
	Closes:	12/05/25 (pm)	**Closes:**	19/05/25		**Closes:**	**16/06/25**			
Nursery to Year 6	**Opens:**	12/05/25	**Opens:**	02/06/25	By: - 13/06/25	**Opens:**	16/06/25	By 04/07/25	w/c 07/07/25	**11/07/25**
	Closes:	23/05/25 (12pm)	**Closes:**	09/06/25		**Closes:**	30/06/25 (pm)			
Year 8	**Opens:**	12/05/25	**Opens:**	02/06/25	By: - 13/06/25	**Opens:**	16/06/25	By 04/07/25	w/c 07/07/2	**11/07/25**
	Closes:	23/05/25 (12pm)	**Closes:**	09/06/25		**Closes:**	30/06/25 (pm)			