



# Henllys Church in Wales School

## Supporting Learner Progression and Assessment Policy

February 2024

**Growing and Learning Together through the Love of Christ**



From September 2022, the Curriculum for Wales became statutory for all maintained primary schools in Wales. The Curriculum for Wales is a continuum of learning for pupils aged 3-16 and has been developed to fulfil four key purposes, with the aim of children in Wales becoming;

- ✓ **Ambitious, capable learners**
- ✓ **Healthy, confident individuals**
- ✓ **Enterprising, creative contributors**
- ✓ **Ethically, informed citizens**

As stated in the Curriculum for Wales 2022 assessment guidance, the Curriculum for Wales roll out marks a significant shift in the role of assessment within education, at both a national and a school/setting level. The purpose of assessment is to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly. To do so, the Curriculum for Wales (CfW), as defined in the Supporting Learner Progression: Assessment Guidance sets out that assessment should be for three key reasons:

- **To support individual learners on an ongoing, day-to-day basis**
- **To identify, capture and reflect on individual learner progress over time**
- **To understand group progress in order to reflect on practice**

To enable this approach to assessment, aspects of the current arrangements that do not support the ethos of Curriculum for Wales have been removed e.g. outcomes and levels and new requirements have been introduced to ensure that supporting learners to make progress is at the heart of assessment going forward.

At Henllys Church in Wales School, we have worked together with all stakeholders to design our new curriculum including the knowledge, skills and experiences that best support our learners to progress in the ways described in Curriculum for Wales. We will continue to develop assessment arrangements to support each individual learner to progress in relation to our curriculum. The focus will be on identifying where the learner is in their learning, their next steps and the support or challenge needed to move forward in their learning.

Progression in learning is how a learner develops and improves their skills and knowledge over time. This means increasing their breadth and depth of knowledge, deepening their understanding, and refining their skills, all while becoming more independent and applying their learning to new situations.

## The Five Principles of Progression



### Our learners are increasing their effectiveness when they are:

- Becoming increasingly effective at learning in a social and work-related context.
- Able to seek appropriate support and identify sources of that support with increasing independence.
- Able to ask more sophisticated questions with increasing confidence.
- Able to find and evaluate answers from a range of sources with increasing independence.
- Able to take increasingly successful approaches to self-evaluation, identification of their next steps in learning and have they developed more effective means of self-regulation.

**At Henllys, pupils are given ample opportunities to identifying strengths and areas for development through the broad range of Assessment for Learning strategies which are embedded across the school. AfL and pupil engagement in effective feedback is a key feature of our Marking and Feedback policy.**

### Our learners are developing a deepening understanding of the ideas and disciplines within the Areas when they are:

- Able to take an holistic approach to their learning suitable to their age and stage.
- Becoming increasingly aware of ways in which ideas and approaches can be coherently grouped and organised.
- Able to experience and understand disciplinary learning in each of the Areas and see these in the context of the four purposes and the statements of what matters (as they progress through their learning journey).

Through our broad range of topics, pupils at Henllys are able to articulate their learning in each of the Areas and also articulate the purpose and context of their learning. This is clearly evident when undertaking 'listening to learners with their books' scrutinies at the end of each term.

**Our learners are refining and growing sophistication in the use and application of skills when they are:**

- Developing a range of skills including: physical, communication, social, cognitive and Area specific skills.
- Developing the skills of evaluating and organising information in applying what they have learned.
- Demonstrating more refined application of existing skills, and experiencing opportunities to develop new, more specific and more sophisticated skills.
- Becoming able to effectively organise a growing number of increasingly sophisticated ideas.
- Applying their understanding in various contexts.
- Able to communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience.

**Examples of this at Henllys are learners developing, using and applying their skills in a broad range of contexts and being challenged at an appropriate level.**

**Our learners are increasing their breadth and depth of knowledge when they are:**

- Acquiring both breadth and depth of knowledge.
- Developing an increasingly sophisticated understanding of concepts that underpin different statements of what matters.
- Able to see the relationships between these concepts and use them to further shape, make sense of and apply knowledge. This consolidates their understanding of concepts.

**At Henllys, our learners show clear progress in knowledge, understanding and skills and they are being given opportunities to apply knowledge to consolidate their understanding.**

**Our learners are making connections and transferring learning into new contexts when they are:**

- Making connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school. Over time these connections will be increasingly sophisticated, explained and justified by learners.
- Able to apply and use previously acquired knowledge and skills in different, unfamiliar and challenging contexts.

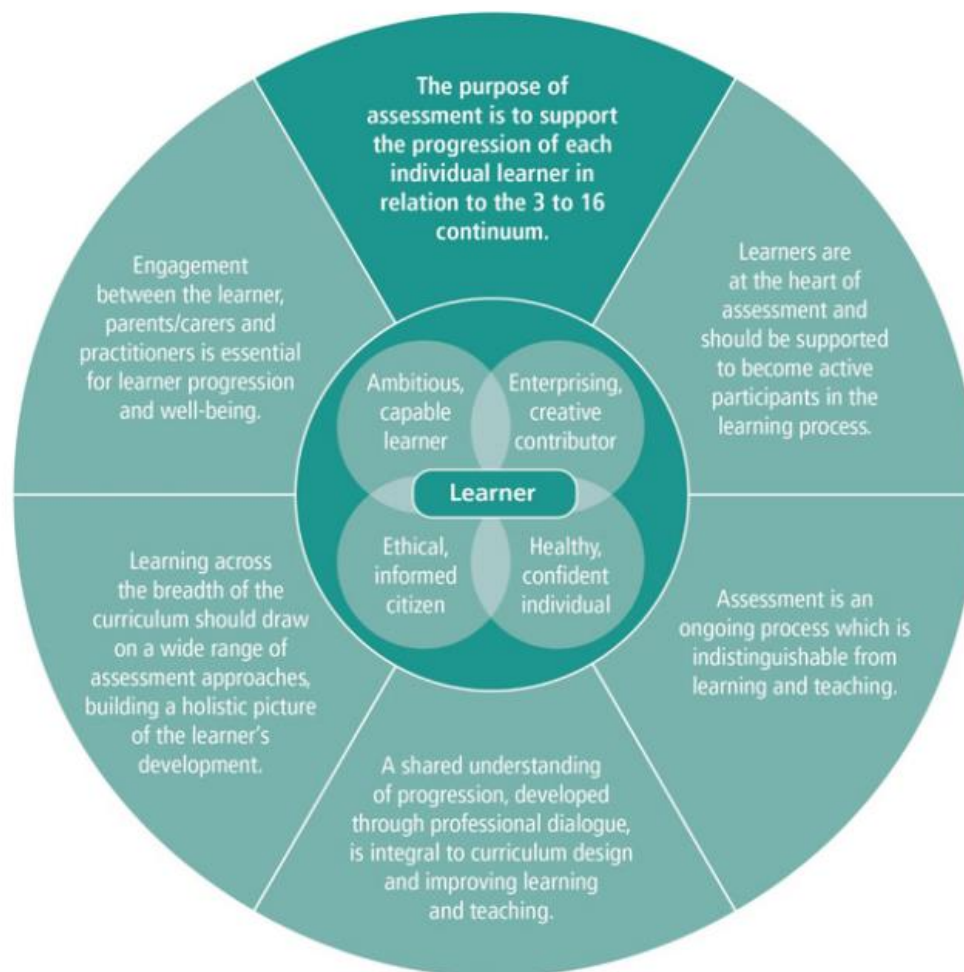
Examples of this at Henllys include pupils making connections independently, applying their understanding in unfamiliar contexts and valuing a range of wider school experiences.

## Planning for Progression

In line with our Teaching and Learning Policy, teaching staff plan a broad and balanced curriculum which builds on pupils' skills and knowledge over time. To ensure planning for progression in each of the AoLEs, teachers use Planning for Progression overviews which include the relevant Statement of What Matters, 'I CAN' statements and suggested learning experiences.

Teachers also include age appropriate literacy, numeracy and DCF skills in every lesson to ensure pupils are given every opportunity to progress in their use and application of these cross-curricular skills. (refer to our Teaching and Learning Policy for further details).

## The Principles of Assessment at Henllys C.I.W. School

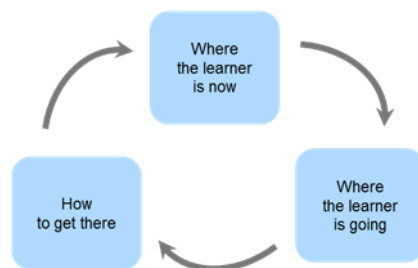


At Henllys, the purpose of marking and assessment is to support every learner to make progress and to become increasingly responsible for their own learning. Children should be given timely feedback about their work focussing on success and next steps to enable children to become reflective learners and help them reduce the gap between current and desired performance. We ensure that each individual is supported and challenged accordingly and that assessment contributes to developing a holistic picture of the learner. It is not used to make a "one-off judgement" but to inform the next steps in teaching and learning.

Assessment will identify learners' strengths, achievements and areas for improvement. We discuss learning regularly with our learners so that they can take increasing responsibility for their own learning and to ensure that learning is moved forward and additional challenge or support is given if necessary.

## **Formative Assessment**

**Assessment for Learning** is at the heart of our Marking and Feedback Policy and is used to **support individual learners on an ongoing, day-to-day basis**. It helps learners understand their current level of knowledge and skills development and enables them to identify ways in which they can develop further to reach their desired outcome.



The CfW 2022 states that 'Active engagement between the learner and practitioner on a regular basis is at the heart of supporting learner progression.' At Henllys, all those involved with a learner's journey collaborate and work together to establish:

- 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.

Throughout the school, learners will be fully involved in the assessment process. Learners will be encouraged to take ownership of their learning and have many opportunities to reflect using a range of assessment for learning activities (**refer to our Marking and Feedback Policy for further details**).

## **Pupil Progress Reviews**

Pupil progress reviews take place three times a year. Face-to-face meetings take place with parents (and pupils where appropriate) in October and February/March. The review involves parents and pupils looking through their books and providing parents with the following information:

- **Level of effort in each of the 6 AoLE and in the use of skills.**
- **Reading and spelling ages (GL assessment Y3 to Y6).**
- **Reading/phonics level in R, Y1 & Y2.**
- **Positive comments and any areas of concern.**
- **Engagement in home learning.**
- **Attendance and punctuality.**
- **Targets in Maths & Numeracy and LLC.**

A detailed written report, which has been developed within the cluster, is shared with pupils and parents in July. The report outlines pupils' attitudes to learning and progress in each of the Areas of Learning and targets for improvement in Maths & Numeracy and LLC.

## **Summative Assessment**

At Henllys we use a variety of strategies to **identify, capture and reflect on individual learner progress over time** and to **understand group progress in order to reflect on practice.**

### **On Entry Assessment**

Pupils in Reception are assessed on entry within the first 6 weeks of joining the school. A narrative is written about each pupil's social and emotional development and physical development, as well as their understanding of Language, Literacy and Communication and Maths and Numeracy.

### **National Tests**

Pupils in Year 2 to Year 6 sit the National Reading, Procedural and Reasoning tests in May each year and the results are shared with parents. The tests are used to monitor progress, help identify our MAT pupils and also pupils who may be in need of targeted intervention. Analysis of the test results will be used to improve pupils' skills in reading and numeracy.

### **GL Assessment**

Pupils in Year 2 to Year 6 sit online reading, spelling (except Year 2) and maths tests in September, Feb/March and June. Results from these tests are also used to identify our MAT pupils and those who may be in need of targeted intervention. Detailed progress reports are written identifying the progress of individual learners as well as groups of learners e.g. eFSM, CLA, ALN, EAL and MAT pupils. Teachers

also use the tests diagnostically, to identify patterns and trends in attainment within each cohort which then informs planning.

### **Salford Reading Test**

We use the Salford Reading Test to assess the progress of pupils in reading in Year 1, Year 2 and ALN learners in Year 3 to Year 6. These pupils are tested in September and then at the end of the Autumn, Spring and Summer Terms to measure the impact of intervention. Once pupils' reading ages are at least 6 months above their chronological ages they are taken off targeted intervention.

## **Use of Trackers**

### **Phonics & HFW (reading and spelling) Trackers**

Pupils in Reception, Year 1 and Year 2 are tested on their phonics knowledge and the reading and spelling of appropriate phase high frequency words in September, February/March and June. Detailed progress reports are written identifying the progress of individual learners as well as groups of learners e.g. eFSM, CLA, ALN, EAL and MAT pupils. The results are also used to identify pupils in need of phonics booster sessions or additional support.

### **Maths Baseline**

Pupils in Reception and Year 1 undertake a baseline assessment in September, February/March and June to monitor progress, diagnose gaps and identify pupils in need of maths intervention and/or support.

### **GL Assessment Trackers**

Progress of pupils is tracked in Year 2 to Year 6 in GL reading and maths and in Year 3 to Year 6 in GL spelling. Analysis of the trackers monitors progress, diagnoses gaps and identifies pupils in need of intervention and/or support.

Pupil progress reports/reviews, summative assessment data, class trackers are all kept in electronic assessment folders for each cohort and the information is passed on as the pupils progress through the school.

## **Use of Portfolios**

To develop a shared and consistent understanding of progress, Henllys has a range of portfolios in place. Staff meetings are regularly used to promote professional dialogue and agree samples of pupils' work which clearly shows evidence of the 'I CAN' statements for each of the Areas of Learning and Experience. The portfolios are updated at the end of each topic and show samples of work in Progression Steps 1, 2 and 3.

Henllys also has year group portfolios in place for each of the four purposes to ensure staff have a clear understanding of progression in pupils developing as:



- ✓ **Ambitious, capable learners**
- ✓ **Healthy, confident individuals**
- ✓ **Enterprising, creative contributors**
- ✓ **Ethically, informed citizens**

Staff meetings are also used to promote professional dialogue and to update this portfolio too.