



YSGOL GYFUN GYMRAEG GLANTAF



ASSESSMENT & REPORTING POLICY *(Pilot Sept 2023)*

Derbyniwyd:

Adolygwyd :



ASSESSMENT & REPORTING POLICY

A research-based rationale for assessment and feedback

An evidence-based approach has been used to create the school's vision for progress, assessment and feedback. The basis of the school's rationale are the guiding principles for assessment within the Curriculum for Wales: *"The overarching purpose of assessment is to support every learner to make progress. When planning and delivering learning experiences, schools and practitioners should be clear about the specific role of each assessment being undertaken and what the understanding gained from assessment will be used for and why."* (1)

Furthermore, *"Assessment arrangements should give priority to their formative role in teaching and learning"* (2) in order to ensure that assessment has a direct impact on learners' progress.

We are also conscious that *"some forms of marking ... are unlikely to improve pupils' progress,"* (3) e.g. generic comments such as "very good" and that our teachers *"should mark less in terms of the number of pieces of work marked, but mark better."* (3) Indeed, *"Marking was identified as the single largest contributor to unsustainable workload in the Department for Education's 2014 Workload Challenge"* (3) and therefore we aim to ensure that all assessment and feedback activities have a high impact, resulting in measurable progress for learners without creating unnecessary workload for teachers.

Live feedback and assessment

In implementing Ysgol Gyfun Gymraeg Glantaf's learning and teaching model, we want it to be clear for teachers and learners that *"Assessment is an ongoing process which is indistinguishable from learning and teaching."* (1) Feedback works both ways: formative assessment (e.g. by questioning, using small whiteboards, observing practical work, digital assessment or checking pupils' written work) provides teachers with information, enabling them to identify misconceptions, assess progress and understanding and adjust their teaching accordingly; feedback from teachers to pupils (e.g. via live marking, pitstops and target setting) can remove misconceptions and provide opportunities for pupils to receive regular, precise guidance on how to improve their work, *"giving effective and timely feedback and support to students that focuses on improving learning"* (4), thereby training them to succeed. Teachers should also use, *"purposeful opportunities for pupils to assess their own and their peers' learning where appropriate"* (5). According to extensive research by the Educational Endowment Foundation, effective feedback can result in up to 6 months of additional progress (6). Therefore, we have based our assessment and feedback vision at Ysgol Gyfun Gymraeg Glantaf on three key principles:

1. High quality feedback is the foundation on which to use assessment to drive progress, but, for feedback to be effective, teachers need time to give it and pupils need time to act on it.
2. Feedback can be given to the pupil through various approaches – verbal, digital, written or recorded; it can be shared with individuals, groups or whole classes.
3. Feedback needs to be precise, concise and specific, focused on the task, subject, and strategies that encourage independent learning and delivered in a way that pupils can understand, accept and act upon it.



Since teachers are only expected to offer written feedback on High Challenge Tasks or tasks leading up to High Challenge Tasks, we expect detailed and precise live feedback within lessons. Live feedback can be given to individuals, groups or the class as a whole; be verbal and/or written; and should lead to immediate progress for the pupils.

Summative Assessment

At Ysgol Gyfun Gymraeg Glantaf, the innovations being implemented in assessment are based on three key principles:

1. Robust assessment and tracking data should be reliable, accurate and valid.
2. Tracking and assessment should be used purposefully and meaningfully to monitor the progress of all learners and drive improvements in standards.
3. High Challenge Tasks will allow for more bespoke assessment and feedback, resulting in an increase in assessment quality and effectiveness.

These principles align with the assessment goals set out in the Successful Futures report, while ensuring that our learners have the best possible chance of achieving their potential. When using tracking and assessment data, we want to ensure *that "Assessment should also enable practitioners and leaders within the school to understand whether different groups of learners are making expected progress" (1).*

We have therefore implemented our assessment cycle since September 2023. Initially, CAT4 tests are completed by year 7 and this (along with the results of the year 6 National Reading and Numeracy Tests) is used to produce expected GCSE grades agreed by Leadership Team Members for all learners, as well as to identify learners who need additional support. Whole-school tracking is completed three times a year when teachers are expected to record the learners' current attainment (based on Departmental Assessment Plans) in relation to their GCSE Potential Grade in years 7+8, the current level of learners in year 9 and the current attainment of the learners in years 10-13, as well as recording the pupils' Attitude to Learning based on agreed criteria.

Departmental Assessment Plans have been created and agreed, with at least one High Challenge Task completed in each assessment cycle, with full and detailed written or verbal feedback for High Challenge Tasks in the form of individual and/or whole-class feedback. Where appropriate in KS4 and KS5, these assessments can be in the form of mock exams and be completed in an exam hall. Formal assessments like this help build resilience in our learners and, in preparing for these, they develop the skills and revision strategies necessary to become *"ambitious, capable learners... ready to learn throughout their lives"* and *"are building their mental and emotional well-being by developing confidence [and] resilience" (7).* Acting on Feedback Time must follow all High Challenge Tasks to allow learners to respond to the feedback given. We realise that verbal feedback very often has a better impact than written feedback. Where appropriate, online and independent learning can be marked automatically or whole class feedback given. We trust our teachers to determine which method of formative feedback is best suited to move learners forward in their learning.

After each assessment cycle, the Leadership Team, Progress and Wellbeing Leaders and Department Leaders will analyse assessment and tracking data for individuals, specific groups and entire cohorts of learners. Post-tracking action plans are then drawn up and incorporated into departmental development plans and discussed at department meetings to further raise standards, identify pupils who are performing below their expected level of progress and ensure specific steps are taken to address this through classroom support, in the form of home contact and/or additional interventions, or revision sessions in KS4 and 5.



Quality assurance and improvement processes

INSET training has focused on the principles of effective feedback (8). Performance management observations and targets as well as the RHAG (*Glantaf Teaching Programme*) training programme include a focus on questioning, assessment and feedback within lessons. Regular scheduled quality assurance activities (learning walks, pupil voice and scrutiny of work) should "*consider how well verbal and written feedback helps pupils to know how well they are doing and what they need to do to improve*" (5) and feed into the departmental and whole school improvement plans. Line management meetings with the Leadership Team should include a focus on data analysis as well as quality assurance activities.

References

1. Curriculum for Wales guidance - assessment: <https://hwb.gov.wales/curriculum-for-wales/designing-yourcurriculum/developing-a-vision-for-curriculum-design/#assessment>
2. Successful Futures: <https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf>
3. EEF: A Marked Improvement? (2016):
https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Marking_Review_April_2016.pdf
4. CAMAU Project: Progression Frameworks and Progression Steps Background Paper:
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3806608
5. Estyn Guidance for Inspectors: What We Inspect:
https://www.estyn.gov.wales/system/files/2021-12/What%20we%20inspect_0.pdf
6. Education Endowment Foundation Teaching & Learning Toolkit:
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>
7. Curriculum for Wales guidance – the four purposes: <https://hwb.gov.wales/curriculum-for-wales/designingyour-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes>
8. Teacher Feedback to Improve Pupil Learning guidance report:
https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf



APPENDIX 1

	Target Setting	Tracking	Reporting to Parents
Yr 7	<p>AoLE GCSE Targets are set by using</p> <ul style="list-style-type: none"> • CAT4 Testing • Year 6 National Reading and Numeracy Tests • Tests and High Challenge Tasks (Health and Well-being + Expressive Arts AoLEs) 	<ul style="list-style-type: none"> • We will track against the AoLE GCSE Targets by using High Challenge Tasks in the subjects • These grades will only be shared internally - a grade will not appear on pupils' work 	<ul style="list-style-type: none"> • We will only report to parents on the progress of pupils against the AoLE GCSE Targets at the end of the academic year (+/=-) • We will report on Attitude To Learning (ATL) only during the first two interim reports
Yr 8	<p>AoLE GCSE Targets are reviewed at the start of the academic year by taking into account:</p> <ul style="list-style-type: none"> • Previous targets • Year 7 Reading and Numeracy Tests • Pupil Performance in High Challenge Tasks during Year 7 	<ul style="list-style-type: none"> • We will track against the AoLE GCSE Targets using High Challenge Tasks in the subjects • These grades will only be shared internally - a grade will not appear on pupils' work 	<ul style="list-style-type: none"> • We will report to parents on the progress of pupils against the AoLE GCSE Targets three times during the year (+/=-) • We will report on ATL in all interim reports
Yr 9 (2023-4 only)	<p>KS3 End Target Levels are set by using</p> <ul style="list-style-type: none"> • Year 8 Reading and Numeracy Tests • Pupil attainment level at the end of Year 8 (Cofnod 3) 	<ul style="list-style-type: none"> • We will track against the Target Levels by using High Challenge Tasks in the subjects • These levels will be shared and appear on pupils' work 	<ul style="list-style-type: none"> • We will report to parents on the attainment of National Curriculum levels three times during the year and submit final Levels of Attainment in May 2024 to the Government. • We will report on ATL in all interim



			reports
Yr 9 (2024+)	<p>AoLE GCSE Targets at the start of the academic year are reviewed by taking into account:</p> <ul style="list-style-type: none"> • Previous targets (AoLEs) • Year 8 Reading and Numeracy Tests • Pupil Performance in High Challenge Tasks in the AoLEs during Year 8 	<ul style="list-style-type: none"> • We will track against the AoLE GCSE Targets by using High Challenge Tasks in the subjects • These grades will only be shared internally - a grade will not appear on pupils' work 	<ul style="list-style-type: none"> • We will report to parents on the progress of pupils against the AoLE GCSE Targets three times during the year showcasing the Target Grade and the Current Grade • We will report on ATL in all interim reports
Yr 10	<p>Subject Specific GCSE Targets are set at the start of the academic year by using:</p> <ul style="list-style-type: none"> • Previous targets (AoLEs) • Year 9 Reading and Numeracy Tests • Pupil performance in High Challenge Tasks in the subject during Year 9 	<ul style="list-style-type: none"> • We will track against the Subject Specific GCSE Targets by using High Challenge Tasks / Controlled Assessments / Mock exams in the subjects • These grades will be shared occasionally on pupils' work 	<ul style="list-style-type: none"> • We will report to parents on the progress of pupils against the GCSE Subject Specific Targets three times during the year showcasing the Target Grade and the Current Grade • We will report on ATL in all interim reports
Yr 11	<p>Subject Specific GCSE Targets are reviewed at the start of the academic year by using:</p> <ul style="list-style-type: none"> • Previous Subject Specific GCSE targets • Pupil performance in High Challenge Tasks / Controlled Assessments / External 	<ul style="list-style-type: none"> • We will track against the Subject Specific GCSE Targets by using High Challenge Tasks / Controlled Assessments / Mock Exams / External Examinations in the subjects • These grades will be shared occasionally on pupils' work 	<ul style="list-style-type: none"> • We will report to parents on the progress of pupils against the GCSE Subject Specific Targets three times during the year showcasing the Target Grade and the Current Grade • We will report on ATL in all interim reports



	Examinations in the subject during Year 10		
Yr 12	<p>Subject Specific AS Targets are set at the start of the academic year by using:</p> <ul style="list-style-type: none">● GCSE grades● ALPs targets	<ul style="list-style-type: none">● We will track against the Subject Specific AS Targets by using High Challenge Tasks / Controlled Assessments / Mock exams in the subjects● These grades will be shared occasionally on pupils' work	<ul style="list-style-type: none">● We will report to parents on the progress of pupils against the Subject Specific AS Targets three times during the year showcasing the Target Grade and the Current Grade● We will report back on ATL in all interim reports
Yr 13	<p>Subject Specific A-level Targets are set at the start of the academic year by using:</p> <ul style="list-style-type: none">● AS grades● ALPs targets● Pupil performance in High Challenge Tasks / Controlled Assessments / External Examinations in the subject during Yr 12	<ul style="list-style-type: none">● We will track against the Subject Specific A-level Targets by using High Challenge Tasks / Controlled Assessments / Mock Exams / External Examinations in the subjects● These grades will be shared occasionally on pupils' work	<ul style="list-style-type: none">● We will report to parents on the progress of pupils against the Subject Specific AS Targets three times during the year showcasing the Target Grade and the Current Grade● We will report back on ATL in all interim reports