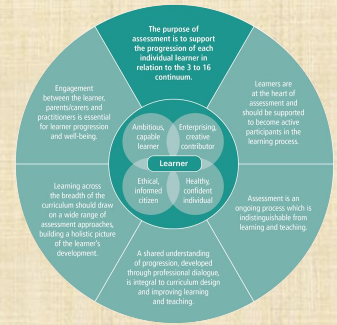


Policy Progression, Assessment and Marking @ HENDRE



This policy aims to support staff through planning for the Curriculum and meeting the requirements for Recording and Reporting.

The following focuses clearly on whole-school provision, including leadership, well-being support and teaching and learning in order to ensure that also learners are given opportunities to make progress at an appropriate level and pace.

Rationale - Mission

Through our Hendre Mission Statements we aim to contribute to the overall development, progression and success of each and every Hendre pupil. Central to both Hendre Schools is our value for 'Nurture'. We strive to nurture the ambitions and aspirations of all of our pupils through encouraging happy learners who have the highest expectations of themselves.

At Hendre, we see teaching and learning as being founded on the principle of opportunity for achievement and excellence for all. This means that all of our pupils have the right to an education appropriate to their abilities and needs and should be appropriately challenged and supported to enable them to achieve to their full potential. This, alongside the importance of supporting the development of the whole child and celebrating the unique abilities and talents of all of our pupils, ensures a climate which is conducive for everyone to achieve to their very best.

The relationship between Progression, Assessment and Marking;

Assessment has three main roles in the process of enabling learner progression:

- *Supporting individual learners on an ongoing, day-to-day basis - through formative observations and regular marking.*
- *Identifying, capturing and reflecting on individual learner progress over time - through personalised and baseline assessments, limited standardised testing and learner surveys.*
- *Understanding group progress in order to reflect on practice - through baseline assessment and observation.*

Keeping Parents and Carers Informed

Regular communication between home and school is vital for learners here at Hendre. At every stage we encourage our learners to share the progress they have made and the moments they are most proud of. This is achieved through sharing successes with both parents and the wider community.

As part of every learners journey we communicate termly with parents and carers in a variety of ways. This ensures parent's understanding of the breadth and depth of their child's learning and progress and how best to support them. Pupils are active participants in this process as they choose what they want to share and how best to share it ;

- Initial and Midpoint Parent Consultations
- Ongoing Parent Open Afternoons
- Expressive Arts Showcases
- PTA Events
- Café Hendre
- Learning Journals (Online)
- Twitter , SeeSaw, Class Dojo
- School Website



Identifying, capturing and reflecting on individual learner progress over time - through personalised and baseline assessments, limited standardised testing and learner surveys.

Stages of Progression

At Hendre, a shared understanding of progression has been achieved through ongoing, collaborative professional learning and dialogue around the principles of progression, statements of what matters and descriptions of learning. This has established shared expectations of how learners should progress, how knowledge, skills and experiences contribute to this, coherent progression for learners throughout their learning journey and expectations of progress to ensure equity for all learners with sufficient pace and challenge in its approach.

We encourage our staff at Hendre to engage in regular professional dialogue. This is used as a platform to discuss the needs of both individual and groups of learners and to support with identifying further progress needed. These meaningful discussions ensure a consistent approach in teaching and learning across the school and support a successful transitional process between classes and schools.

At Hendre, Progression Steps provide us with 'reference points' and act as a roadmap for each individual learners' progress. Within each of our Progression Steps, we have identified four layers of progression - Emerging, Developing, Secure and Embedded. These support practitioners in identifying the next steps in the learning continuum with our Hendre Curriculum providing our learners with the knowledge, skills and experiences that they need to reach or go beyond each progression step. All children will be given the opportunity to deepen their understanding through these four stages, starting with the Emerging stage and progressing to the Embedded stage before moving on to the next Progression Step.

Identifying, capturing and reflecting on individual learner progress over time - through personalised and baseline assessments, limited standardised testing and learner surveys.

EMERGING

I am experiencing and exploring key concepts.

DEVELOPING

I am deepening my understanding of key concepts and expanding my knowledge further.

SECURE

I am confident with key concepts and I am beginning to transfer my knowledge and skills to different contexts.

EMBEDDED

I am able to lead and facilitate learning to others. I am able to apply my knowledge to a variety of contexts.

Our effective curriculum tracking systems ensure coverage and breadth and depth of learning at each Progression Steps. This ensures the ongoing progress of all of our children.

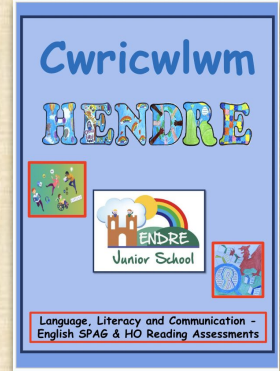
Identifying, capturing and reflecting on individual learner progress over time - through personalised and baseline assessments, limited standardised testing and learner surveys.

Baseline assessments will be undertaken as part of the ongoing teaching and learning process and recorded on pupils' 'Learner Roadmaps' on a termly basis. These assessments will provide ongoing observations of individual learners in order to identify where that learner is on their individual learning journey and where they need to go next. These assessments will also provide ongoing group observations in order to monitor the progress and next steps of specific groups of learners e.g. MAT, RADY. All staff are encouraged to engage in ongoing professional discussions around both individual and group progress in order that they may share and adapt their pedagogical approaches.

Progress is also regularly monitored through 'Learner Roadmaps' which allow staff to set goals for personalised ambitious progress for all learners at all stages.

Baseline data will be supplemented by Single Word Spelling and Read Write Inc tests. This data will be used to track the progress of RADY learners relative to their peers in order to ensure equity for all.

Reading age tests and greater use of baseline data also drives literacy and numeracy interventions at all stages. PASS survey results are used as part of a holistic assessment and, alongside ELSA assessments drive progress in Well-Being, within the classroom and as part of individual and group interventions.



Roles and Responsibilities

Teachers

At Hendre the quality of teaching is one of the most important factors which determines the realisation of the potential of all of our learners. Teachers therefore create a classroom climate in which the best from all pupils is expected and where the achievements of all are valued and rewarded.

In line with the Professional Teaching Standards for Wales all teachers at Hendre; ;

- Carry out ongoing observations of all learners in order to capture an accurate picture of where they are in their learning journey.
- Generate and keep an ongoing record of 'progress.
- Seek parental views and communicate effectively with parents in order that they remain updated of their child's learning and progress.
- Set ambitious long and short term targets for all learners and ensure targets set are addressed through highly effective teaching and learning.
- Liaise with outside agencies where appropriate to support the well being and attainment of all learners.
- Drive the Four Core Purposes at the highest level for all learners.
- Effectively plan and differentiate their teaching and learning with open ended outcomes and flexible approaches to assessment.
- Understand that all learners learn differently and provide opportunities for them to do so.
- Encourage collaboration amongst learners and where possible organise learners into mixed ability groupings so that they may learn from and support each other through peer assessment.
- Provide a range of resources which give learners the freedom to assess their learning and build their independence.
- Share examples of effective assessment so that others may learn from their practice.

Governors

Governors at Hendre ensure that all children's needs are met and that teaching and learning is of the highest standard. Governors participate in regular Governor Engagement opportunities that include learning walks, book looks and listening to learners to ensure this. They provide regular and ongoing feedback to leaders of learning and act as critical friends to support the ongoing MER cycle.

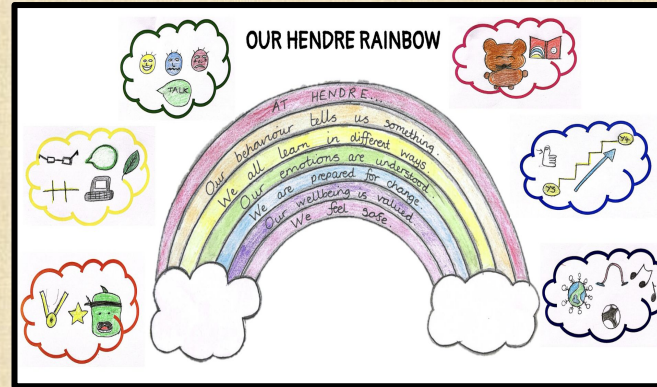
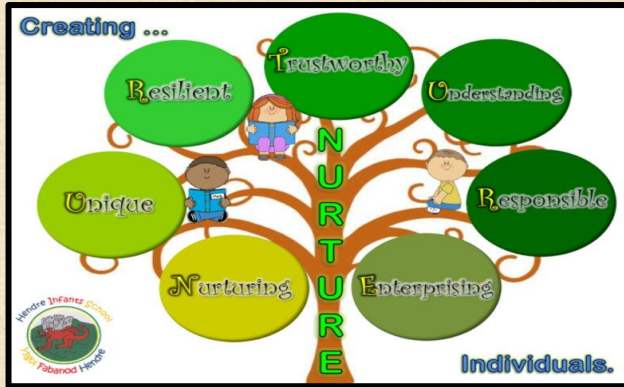
Lead Governor for Assessment and Progression ; Mrs S Roberts

Well Being

Our whole school approach to Well Being seeks to support the well being of all by promoting a positive, happy environment in which all learners can form positive relationships and thrive. As part of this approach all of our learners are provided with access to the outdoors, resources to help them self regulate, opportunities to relax and unwind, resources to facilitate children's dominant schemas and interests, opportunities to participate in extra curricular clubs and masterclasses etc.

To meet Hendre's **RADY Pledge**, those learners who are identified as vulnerable have access to additional opportunities to develop their skills, strengths and talents in order to support their potential and aspirations.

At Hendre our **RADY Pledge** permeates our approach to teaching and learning and ensures that we have an equitable model to give more support, guidance, and challenge to identified 'more able', disadvantaged learners in all lessons to ensure their ongoing progress and success and that assessment is conducted in the most appropriate way for those learners..



Transition Arrangements

Excellent communication between teachers, across progression steps and from year to year is essential in ensuring suitable provision is provided for all learners.

At Hendre effective recording and communication systems ensure that teachers are aware, at the start of each year of ;

- The progress made by 'more able' learners and those with 'potential'.
- Learners individual strengths, talents and areas for development.
- Progress made to date in pursuit of the Four Core Purposes and Integral Skills.
- Descriptions of Learning, Cross Curricular Competencies and Progression Steps already covered and those that need to be developed further.