

The 3 Purposes of Assessment

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

Identifying, capturing and reflecting on individual learner progress

Understanding group progress in order to reflect on practice



Summary of CfW Assessment Guidance

On Entry

- Schools/settings to determine the assessment arrangements for learners 'On entry' assessment.
- Must include consideration of numeracy and literacy skills and abilities; and well-being abilities, to include physical, social and emotional development.

Assessment

- Ongoing day-to-day assessment to identify the learner's current achievements and plan the direction for their next stages of learning.
- Importance of depth and breadth of learning, deepening understanding, application of skills, making connections, becoming more effective.

Collaboration

- Regular opportunities for professional dialogue between all practitioners within and between schools to reflect, share and discuss learner progress and develop a shared understanding of progression.

Sharing

- Sharing individual learner information with home.
- Transition Plan which looks to establish processes that jointly support learner progression / overall needs and well-being of the learner along the 3 to 16 continuum.



What this might look like at Gwenfro

On Entry

- On Entry assessment to be carried out as a pupil enters our school - where are pupils and what are their next steps.
- Assessment to take place at the beginning of any interventions to measure value added progress (qualitative or quantitative).

Assessment

- Effective pedagogy and use of existing good practise with formative assessment.
- Ensuring teaching, learning and assessment are intrinsic to each other and daily observation, discussion and marking impact on immediate pupil feedback and next steps in planning. Time needed to facilitate application of skills and ensure there is depth of learning.
- Use of TYFU as a digital portfolio - holistic profile of each individual learner and their learning journey.

Collaboration

- Planning Meetings - assessment feeding directly into next steps for learning.
- Departmental Meetings - standardisation and moderation processes.
- Progress Meetings focussing on individuals and groups of learners.
- ALN progress reviews.
- Cluster work - shared understanding.

Sharing

- Engagement with digital portfolio of progression.
- Parent/teacher meetings.
- Interim reports.
- End of year reports.
- Good practise documents.

Learners contributing at every stage of the process