

Assessment and Feedback Policy Guidance

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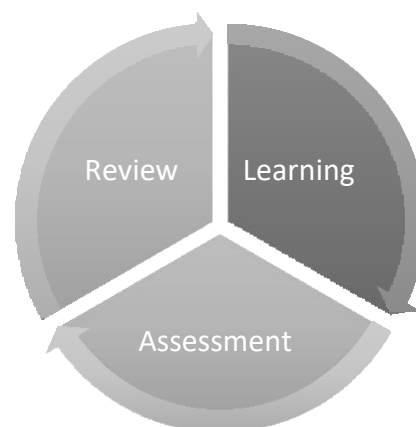


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Assessment and Feedback policy

Assessment can be described as ‘...the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there’

Learning, assessment and review are a constant process at XXXXX. We know that the feedback pupils receive, both through classroom dialogue and through more formal avenues, such as written feedback on pupil's work or formative assessments, has a huge impact on their progress and attainment in school: ‘...the most powerful single moderator that enhances achievement is feedback’ (John Hattie, Visible Learning)



This assessment and feedback policy is XXXXXX School's response to recent developments through the lens of the Four Purposes of the Curriculum for Wales. A holistic view of each learner is established using a range of qualitative and quantitative tools, which is evaluated by educators and translated into impactful adjustments to provision and practice to enable continued learner progress.

We recognise that assessment is a vital element of careful curriculum planning. There are four main types of assessment:

- **Formative** i.e. providing information that assists further planning
- **Diagnostic** i.e. determining knowledge, skills and possible weakness.
- **Summative** i.e. summarises individual pupils' overall attainment and progress.
- **Evaluative** i.e. providing information about teaching schemes and methods about the suitability of resources and in-service training.

The mandatory expectations of the Principles of progression underpin the principles of assessment of the school. **Further detail and considerations can be found in Principles of progression – Support materials (appendix)**

Assessment Aims

- Assessment arrangements support every learner to progress by facilitating practitioners' understanding of each individual learner's needs so they can use that understanding to help plan teaching, learning and the next steps in learners' progression.
- Assessment arrangements develop a holistic picture of the learner; to build this picture, assessment is an ongoing process that is embedded into day-to-day practice, making assessment indistinguishable from teaching and learning.
- Assessment is an ongoing, continuous process, where learners are assessed throughout the year against the delivered curriculum and a range of digital and paper-based assessment tools.
- Ongoing assessment allows practitioners to understand and support learner progress in relation to the adopted curriculum.

- Assessment arrangements enable practitioners to assess where a child is in respect of the 3-16 continuum at any point of entry to school.
- Assessment focuses on consolidating and moving learning forward by identifying and understanding the learning which has already taken place and using this to ensure that each learner is challenged and supported appropriately, according to their individual needs.
- Assessment practice should be consistent, practical, manageable and an integral part of the learning process.

Key Principles of feedback

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work. Adults should not take this responsibility away by doing the hard-thinking for the pupil.
- Feedback can be given in a range of written, verbal or digital forms.
- Children should receive feedback either during the task itself or during the next appropriate session. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Within these principles, our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

Aims of XXXX School Assessment and Feedback Policy:

The policy aims to provide interested parties with our procedures when assessing the progress the children at XXXX make during their time with us. It looks at:

- Formative assessment.
- Regular feedback (oral, written and digital) given to children as a result of this assessment and how this will inform the lessons that we plan to teach.
- Our use of summative assessment to inform teachers, support staff, subject leaders and senior leaders about the learning and progress of individuals and different cohorts of children.

A Formative assessment: the day-to-day assessment of children's learning that forms an essential element of the teaching and learning process at XXXX . It may take a variety of forms:

- The sharing of success criteria

- The observation of children's responses to learning activities.
- The asking of probing, open ended questions of children.
- The reading of pupils' work.
- The use of regular short re-cap quizzes.
- The visual scanning of work for pupil attainment and development.
- Discussions with children.
- Pupil self-assessment.
- The use of peer assessment.

As a result of formative assessment, a teacher or a member of the support staff team may use their professional discretion to decide to give written or verbal feedback to a pupil or a group of pupils. This regular assessment of children's learning will also inform teachers' medium and short-term planning. Teachers at XXXXX are expected to make adjustments to planning based on the formative assessment they make about children's learning.

*Principles to follow when assessing **for** learning:*

- the means of assessing progress should be planned from the beginning;
- the assessment tasks must be integral to the learning activity;
- the task assesses the intended skills, knowledge and understanding and include personal effectiveness i.e. it is a valid task;
- a pupil's skills, knowledge and understanding are developed as a result of the assessment with the pupils developing the ability to make connections in their learning;
- all pupils should be able to demonstrate achievement at some level;
- the teacher needs to know what form of feedback is most effective and follow it through with the pupil;
- the pupil needs to understand and act upon the next steps in learning provided by the teacher;
- assessment is on-going and dynamic i.e. a process not an event;
- how a pupil learns is as important as what they learn;
- a combination of being both sensitive and honest with the learner is critical in managing their commitment to learning;
- the capacity for self-assessment has to be taught.

B. Feedback to pupils about their learning: the means by which teachers and support staff give children information about how well they are learning and how they can take their learning further.

Feedback is carried out during and after some form of formative assessment as detailed above. It is vital that this feedback is effective and is for the child and not produced for adults who may be monitoring books.

Through this effective feedback we aim to:

- a) Inform the pupil what they have done well and what they need to do to improve. In doing so we aim to:
 - raise children's self-esteem by praising them for what they do well
 - encourage them to raise their aspirations
 - motivate them to produce high quality responses to learning activities

- b) Gauge children's understanding and identify (and address quickly) any misconceptions and so create a school ethos where mistakes are acceptable and an important part of learning.
- c) Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning and that of others.
- d) Embed opportunities for children to critique each other's work across the curriculum, identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- e) Be mindful of teacher workload, whilst maintaining a system of summative and formative assessment that is meaningful, manageable and motivating.

We recognise the importance of using a variety of evidence when assessing children's attainment which include observations (see above) and do not expect that all lessons will lead to work being produced in books.

Before a piece of written work is undertaken, children should be clear about what is going to be assessed when the work is looked at. We set out clear lesson objectives and success criteria, which enable the adults and pupils to assess effectively against the success criteria.

Teachers and support staff demonstrate the value they put on children's written responses by looking in children's books regularly and feeding back to children about their learning. This feedback may take a variety of forms. It is important to note, at this point, that at XXXXX we feel that in order to maintain our belief in the importance of the provision of regular quality feedback that actively helps children to make progress, not all pieces of written work will be marked to the same detail. In the secondary, not all work will be marked. However, specific tasks will receive detailed feedback that can ensure good progress follows.

We believe that children's progress will be maximised by the quality of feedback they receive, not the quantity, taking into consideration teacher workload. Feedback should also be adapted to pupils' needs, subject specific, in line with the success criteria.

Progress of children is tracked and monitored carefully by the Headteacher, SLT and ALNCO and discussed termly with ALL staff as part of our pupil progress meetings where target setting and action plans for intervention are written accordingly, ready for the next term.

Progress of all groups of learners is communicated clearly to governors through a series of termly reports. This encourages evaluative, supportive dialogue and informs self evaluation and improvement planning.

A range of assessment tools are used formatively throughout the year to generate progress information.

Please refer to your own school's assessment calendar, progress review meeting dates and baseline assessment data collected.

Assessment	Purpose	Output	When
Example only Personalised Assessments (WG) - Reading	Reading and comprehension skills evaluation	Individual learner feedback All Wales standardised score	To be completed by school (Add month)

Assessment of learning, when it is valid and reliable, is used to:

- provide pupils with a perspective over time on how they are progressing and teachers with a view on the effectiveness of provision;
- provide a summary of a pupil's achievements at a designated point in time such as end of topic, end of year, transition to another school or college, place of employment;
- report the attainment of individual pupils and groups of pupils to parents and governors.
- indicate how well a school, or education system as a whole, is performing by monitoring trends and patterns;
- inform the targeting of resources to where the need is the greatest.

How is assessment information collated, processed and responded to?

Pupil Progress Profiles – A document, completed termly by teachers, that collates all of the most recent and relevant qualitative and quantitative pupil progress information. This information includes assessment data/information on individual learners through the lens of the Four Purposes. Teachers are provided time to populate this document during a dedicated staff meeting prior to the meetings.

Pupil Progress Meetings – Termly meetings, during which teachers engage in a semi-structured interview with senior/ department leaders to discuss the holistic progress of their learners using a range of up-to-date assessment information captured within the Pupil Progress Profiles. Teachers establish and present holistic individualised learner progress through the lens of the Four Purposes and consider information on adapted targeted provision and support for learners. It is then incumbent on teachers to oversee the implementation of changes to planning, provision and support identified for the respective learners.

Semi-structured interview - questions between SLT/ department leads and classroom teachers during Pupil Progress Meetings could include:

1. Tell me, in an evidence-based manner, about this pupil's progress in their skills in ...
2. Tell me, in an evidence-based manner, about this pupil's progress in relation to the 5 principles of progression.
3. What adjustments and/or interventions are to be made to enable this pupil to continue to progress in a targeted way?

Providing effective feedback to learners

The nature and quality of feedback to pupils are critical if real progress is to be made. Feedback is effective if:

- teachers recognise and celebrate achievement in all its forms;
- learners know what they do well and how they can improve;
- teachers regularly provide pupils with opportunities to reflect on and talk about their progress in learning;
- learners are given opportunities to assess and evaluate their own and others' work;
- learners learn from feedback from their peers;
- marking is up to date, accurate, reliable and helpful to learners;

- feedback to learners also informs a teacher's planning of lessons and how they may usefully revise teaching and learning strategies.

Our assessment procedures are regularly discussed and reviewed at staff meetings. We aim to ensure assessment is manageable and effective and directly impacts on raising standards and supporting learners.

Reporting to Parents & Carers

We value a strong relationship with parents and carers and pride ourselves on regular communication.

- We regularly invite parents and carers in to meet with their child's teacher and discuss their child's progress and areas for development in each subject, either face to face and or virtually. The school provides a termly report to parents about their child's progress either through parent meetings or written reports.
- The regular reports we share, summarises each child's:
 - Progress
 - Next steps for the pupil
 - Attendance and punctuality
 - Attitudes towards learning
 - Advice to parents on how to support the pupil

Link to regulations about reporting school and pupil information guidance:

<https://www.gov.wales/sites/default/files/publications/2019-09/regulations-about-reporting-school-and-pupil-information-guidance.pdf>

Appendix A

Principles of progression



Prompts to support self-evaluation and a ***shared understanding of progression***.

PUPILS – Our learners

When assessing individual **learner effectiveness** please consider the following

Are they :

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?

Are our **learners developing a deepening understanding of the ideas and disciplines within the Areas?** Are they...

>> 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)?

Are our **learners increasing their breadth and depth of knowledge?**

Are they...

>> 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.

Are our **learners refining and growing sophistication in the use and application of skills**

Are they...

>> 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.

Are our **learners making connections and transferring learning into new contexts?**

Are they...

>> 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?

SCHOOL LEADERS

Learner effectiveness

In this regard, **schools could consider** the extent to which their learners are developing their affiliation, autonomy and agency within their learning, progress and assessment.

They could draw on information in respect of, for example:

>> Behaviour, attendance, well-being and other barriers to learning. What is the impact? How are learners being supported to overcome those barriers?

>> How effectively are learners developing their metacognitive skills across the curriculum. Is there evidence of the development of self-regulated learning?

>> Learners' ability to articulate their strengths and areas for improvement; can they also articulate how they will improve?

>> Effective use of one-page profiles (where relevant) and other methods for sharing information about learner needs with practitioners.

>> How effectively are learners developing their integral skills (for example their personal effectiveness and their planning and organising skills).

>> Questioning across the curriculum; is there a culture where learners and teachers value questioning.

Are learners able to draw on many sources of information to find answers and then evaluate what they have found with increasing independence?

>> Does practitioner feedback allow learners to engage effectively with that feedback?

Learners developing a deepening understanding of the ideas and disciplines within the Areas?

In this regard, as a **school**, **leaders could consider:**

- >> Do we have a rigorous process to check that the curriculum design allows for this holistic approach to learning and understanding? What will be our next steps?
- >> How well do we as a school understand 'understanding'? Do our curriculum design and assessment arrangements facilitate progression through deepening understanding (rather than, for example, over reliance on acquisition of knowledge / memory?)
- >> How well are learners being challenged to see the big picture within their learning and experiences?
- >> What are the most appropriate approaches to support our learners to consolidate their learning? Are they being implemented?
- >> As learners progress, how well can they 'see' and articulate their learning in a particular area or discipline as part of their own wider development? To what extent do learners see the value of what they are learning?
- >> How well do our assessment arrangements draw out a learner's ability to articulate the purpose and context of their learning.

Learners increasing their breadth and depth of knowledge

In this regard, **school leaders** could consider:

- >> How well do our evaluation and improvement processes allow us to understand the progress in learning within each area and across the curriculum? (Curriculum design: purpose – progression – assessment)
- >> How well do our evaluation and improvement processes allow us to triangulate the evidence of learning with any assessment information? How can we 'see' evidence of real 'understanding'?
- >> Have our assessments been designed appropriately? This is inextricably linked with curriculum design and understanding progress. How well do our assessments draw out evidence of understanding through application and transfer to other contexts?
- >> Has the curriculum been appropriately, effectively and coherently sequenced so as to facilitate progression (in terms of knowledge, understanding, skill development and with regard to disciplinary progression)?
- >> Is our curriculum challenging learners to make sense of what they are learning within the bigger picture? How well are learners afforded the opportunities to apply their knowledge in order to consolidate their understanding?
- >> How well does our curriculum design ensure increasing breadth and depth in knowledge along a 3-16 continuum?

Learners refining and growing sophistication in the use and application of skills

In this regard, **school leaders** could consider:

- >> How well are skills being developed within learning?
- Is there a clear continuum for this, visible through the planning for progression and then replicated in the learning?
- >> How well are skills being identified across the curriculum and is the pedagogical approach to their development allowing learners to become increasingly aware of how and when to use and apply these skills in various contexts?
- >> How well are learners being supported with their skill development (particularly learners with identified needs)?

- >> How well are we using a range of assessment approaches to identify gaps in skill development?
- >> How well are learners able to use their skills and apply their learning? Do our assessment arrangements draw on these principles?
 - >> Is our curriculum challenging enough? Are pupils' skills being tested to the maximum and then developed further at an appropriate rate?
- >> How well do we assess learners' ability to organise ideas and apply their learning?
- >> How well do we use a variety of strategies, experiences and assessment arrangements to allow for various modes of communication.

Learners making connections and transferring learning into new contexts?

In addition, **school leaders** could also consider, for example:

- >> How well does the curricula within areas and the overall school curriculum allow for these connections to be made by learners? How well are they able to independently make those connections? How can this be evidenced within the school's assessment arrangements?
- >> How well are our learners developing their integral skills (for example their critical thinking and problem solving)? Are they being challenged to apply their learning in different, unfamiliar and more challenging contexts?
 - >> This should form an integral part of the school's assessment arrangements as it represents the essence of true understanding. Are learners being challenged to apply their understanding in unfamiliar contexts?
- >> How well does the school curricula support learners to enjoy and value a range of experiences as part of wider school life and beyond?

APPENDIX - B

**Welsh Government guidelines around assessment in line with Curriculum for Wales
The curriculum for Wales – Progression code**

<https://www.gov.wales/sites/default/files/publications/2021-11/curriculum-for-wales-progression-code.pdf>
[curriculum-for-wales-statements-of-what-matters-code.pdf \(gov.wales\)](#)

Making and Implementing Assessment Arrangements

Curriculum

Mandatory

Schools must ensure that the assessment arrangements that are made:

- require the ongoing assessment of every learner throughout the school year by the relevant practitioner
- require practitioners to assess the progress made by learners
- require practitioners to assess the next steps in their progression
- require practitioners to assess the learning and teaching needed to make that progress
- are suitable for learners of differing ages, abilities and aptitudes
- are implemented

Assessment arrangements must be made at the same time as the curriculum is being designed.

Schools must ensure that the arrangements for assessing on-entry:

- require the assessment of abilities and aptitudes of learners against the relevant curriculum to determine the next steps in their progression and the learning and teaching needed to make that progress
- are suitable for learners of differing ages, abilities and aptitudes
- include arrangements for assessing learners'
 - numeracy and literacy skills
 - physical, social and emotional development
- take place within 6 weeks of the learner first beginning in the school.

Reading and numeracy assessments

Curriculum

Mandatory

As part of their ongoing assessment arrangements to support understanding of learner progression in the mandatory cross-curricular skills in Curriculum for Wales, schools are required to use personalised assessments in reading and numeracy. These assessments are available for flexible use throughout the year, and schools should use them as part of a range of assessment approaches for learners in Years 2 to 9, in accordance with the [administration handbook](#).

Requirements relating to reading and numeracy assessments for learners in Years 2 to 9 lie within the Education (National Curriculum) (Assessment Arrangements for Reading and Numeracy) (Wales) Order 2013 which places duties on head teachers of maintained schools to administer these assessments. Transitional legislative provision is in place until

September 2024 at which time new regulations will be made in respect of reading and numeracy assessment from 2024 onwards.

In keeping with the formative purpose of these assessments, the requirement for a governing body to send a school's reading and numeracy assessment results to their local authority (as set out in the School Performance Information (Wales) Regulations 2011) has now been removed.

Sharing Information with parents and carers

Requirements for the provision of information to parents and carers in respect of a learner's progress and attainment within pre-Curriculum for Wales arrangements are set out in the Head Teacher's Report to Parents and adult Pupil (Wales) Regulations 2011.

The Provision of Information to Parents and Adult Pupil (Wales) Regulations 2022 ("the 2022 Provision of Information Regulations") place duties on head teachers of maintained schools, including maintained nursery schools, to provide information to parents and carers and [adult learners](#) in respect of a learner's progress against the school or setting's curriculum and details of the future progression needs and how they can be supported, both by the school or setting and the parent and carer. These Regulations are being rolled out on a phased basis as part of the Curriculum for Wales roll out and will eventually revoke the 2011 Regulations. These regulations go beyond the 3-16 continuum as they include provision for adult learners and reports for school leavers who are post compulsory school age.

Curriculum Mandatory

The 2022 Provision of Information Regulations place duties on head teachers of maintained schools to make arrangements for information on progress of the learner to be provided to:

- adult learners
- the parents of adult learners (if it is considered appropriate)
- to the parents and carers of learners at a school.

To ensure parents and carers have the relevant information needed to be able to offer support to their child throughout the academic year, head teachers are required to put in place arrangements so that the following information is shared with them for learners:

- a brief summary of the learner's well-being
- a brief commentary on their key progress and learning

- a brief summary of the key progression needs of the learner and the next steps to support their progression
- brief advice on how the parent and carer can support their child's progression.

How this information is provided to the parent or carer or adult learner is to be decided by the head teacher but must be provided before the end of each term.

Provision of termly information focuses on identifying key learning and key progress made by the learner throughout the term and identifying their key future progress needs.

However, it will remain important for parents and carers and adult learners to understand the overall progress of a learner across the year. Whilst termly progress updates can improve engagement and understanding of key learner progress and needs, it remains important that parents and carers have a picture of the learner's overall progress across the breadth of the curriculum.

Curriculum

Mandatory

The 2022 Provision of Information Regulations therefore place a duty on the head teacher to make arrangements to provide information on the annual progress of learners, including any adult learners. This information must include:

- a brief commentary about the progress in learning across the relevant curriculum
- a brief summary of the learner's progression needs and the next steps to support their progression
- brief advice on how parents and carers can support their child's progression
- feedback and progress on the learner's personalised assessments, as set out in the personalised assessments [administration handbook](#)
- brief commentary about the learner's well-being
- a brief summary of any qualifications attained
- a summary of the learner's attendance during the period showing the number of authorised and unauthorised absences (within the meaning of the [Education \(Pupil Registration\) \(Wales\) Regulations 2010](#)) and the number of possible attendances
- particulars of the arrangements under which the information provided may be discussed with the learner's teachers by the parent and carers or adult learner.

It will be for the headteacher to determine the most appropriate form with which to provide information to parents and carers and the timing of the provision of annual progress information.

Headteachers must make a school leaver's report available to any learner who ceases to be of compulsory school age when they leave the school, to support their onward education or vocational journey. The school leaver's report must be provided no later than 30 September following the end of the school year during which, or at the end of which the learner left the school and must include:

- the learner's name
- the learner's school or setting

- details of any approved relevant qualification and any unit or credit towards such a qualification awarded to the learner
- brief particulars of the learner's progress and achievements in subjects (other than those in which the learner has achieved a qualification or a unit or credit towards a qualification)
- brief particulars of the learner's progress in any activities forming part of the school curriculum, in the school year during or at the end of which the learner left the school.

Certain sections of the report require the learner's signature to confirm:

- the learner's name
- the learner's school
- brief particulars of the learner's progress and achievements in subjects (other than those in which the learner has achieved a qualification or a unit or credit towards a qualification).

A signature of a practitioner who is familiar with the learner and their achievements is required in the section of the report referring to details of any qualifications and any units or credits towards qualifications awarded.

If it appears necessary, head teachers should translate documents or information under the legislation or provided in an alternative format such as braille or audio tape.

Assessment in PRUs

Curriculum

Mandatory

The local authority, the management committee and the teacher in charge of a PRU are required to make and implement on-going assessment arrangements to support learner progression throughout the school year, and to make arrangements for assessing the ability and aptitude of learners in respect of the relevant Curriculum, on entry to a setting to identify the next steps in their progression and the learning and teaching needed to support that progress.

Making and implementing assessment arrangements

Curriculum

Mandatory

The local authority, the management committee and the teacher in charge of a PRU must ensure that the assessment arrangements that are made:

- require the ongoing assessment of every learner throughout the school year by the relevant practitioner
- require practitioners to assess the progress made by learners
- require practitioners to assess the next steps in their progression
- require practitioners to assess the learning and teaching needed to make that progress
- are suitable for learners of differing ages, abilities and aptitudes are implemented.

Assessment arrangements must be made at the same time as the PRU's curriculum is being designed.

PRUs must ensure that the arrangements for assessing on-entry:

- require the assessment of abilities and aptitudes of learners against the PRU's curriculum to determine the next steps in their progression and the learning and teaching needed to make that progress
- are suitable for learners of differing ages, abilities and aptitudes
- include arrangements for assessing learners':
 - numeracy and literacy skills
 - physical, social and emotional development

take place within 6 weeks of the learner first registering in the PRU.

Learners up to Year 9 who have dual registration in a mainstream school and a PRU should take personalised assessments in reading and numeracy. The responsibility for ensuring the assessments are taken rests with the headteacher of the mainstream school at which the learner is registered, who can arrange for the learner to take the personalised assessments in either setting.

Appendix C – Example for Cluster discussion

An Overview of Assessment Tools

A range of digital and physical assessment tools are used formatively throughout the year to generate objective and subjective progress information and useful learner/group feedback on strengths and areas for development within knowledge and skill domains for educators and learners to work with.

Assessment	Purpose	Output	When
Personalised Assessments (WG) - Reading	Reading and comprehension skills evaluation	Individual learner feedback All Wales standardised score	December each year July each year
Personalised Assessments (WG) – Procedural Mathematics	Procedural mathematics knowledge and skills evaluation	Individual learner feedback All Wales standardised score	December each year July each year
Personalised Assessments (WG) – Numerical Reasoning	Numerical reasoning skills evaluation	Individual learner feedback All Wales standardised score	December each year July each year

GL - New Group Reading Test (NGRT)	Reading and comprehension skills evaluation	Individual learner and group feedback Reading age Standardised score	April each year
GL - New Group Spelling Test (NGST)	Assessment of spelling ability	Individual learner and group feedback Spelling age Standardised score	September each year
GL - Pupil Attitudes to Self and School (PASS)	Monitoring attitudes to self and school for ELSA referral	Individual and group feedback	September each year
Planning in the moment (PITM - Early Years)	To inform teaching and learning provision/support	Observation and recorded evidence of progress	Continuous assessment
Full FP Profile	On entry assessment and progress for PSD, LLC, MD and PD	Observation feedback Progress levels	Autumn term Summer term
Taith 360	Evaluate and monitor progress along the 3-16 CfW continuum	Subjective teacher assessments	Half-termly updates (minimum)
Read, Write, Inc Assessments	Phonics assessment	Read, Write, Inc level and groupings	September each year January each year May each year
PM Benchmarking Reading Assessment	Reading skills progress Administration of appropriate home and school reading provision	PM Level Oxford Reading Tree (etc) Level Reading age	September each year January each year May each year
Published scheme such as White Rose/ Big Maths/ Abacus Maths end of unit assessments	Evaluate progress against the taught curriculum	Feedback on pupil knowledge and skills	On completion of learning unit
Weekly spelling assessment	To inform future instruction and provision	Strengths and areas for development for learners and teachers	Weekly
Weekly mental maths assessment	To inform future instruction and provision	Strengths and areas for development for learners and teachers	Weekly

Cold and Hot Writes/maths assessments	To shape provision around need and evaluate progress against delivered curriculum	Subjective teacher assessment (AfL)	At the start and end of learning sequences
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Further References

[learner-well-being-and-assessment-mutual-support-systems.pdf \(gov.wales\)](#)

<https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/supporting-learner-progression-assessment-guidance>