Ysgol Awel y Môr

Progression and Assessment Policy

Policy owned by	Date adopted by the Governing Body	Signed on behalf of the Governing Body	Review date
C Foulkes - Headteacher	Summer 2026		Summer 2027

Version	Date	Author / Owner	Description of Changes	Approved By	Next Review Date
1.0	Summer 2026	Catrin Foulkes Headteacher	Initial policy creation	Temporary Governing Body	Summer 2027
1.1					
1.2					
2.0					
2.1					

Introduction

At Ysgol Awel y Môr, we recognise that assessment is fundamental to effective learning and teaching and is integral to the successful implementation of the Curriculum for Wales. Assessment is not a separate activity but an ongoing, embedded process that supports learners in making continuous progress over time.
Our approach to progression and assessment is designed to develop a holistic understanding of each learner, recognising their strengths, identifying areas for development and understanding how they learn. Assessment enables practitioners to plan responsive, inclusive learning experiences, ensuring appropriate challenge and support for all pupils.

We believe that assessment should:

- Support learners to understand their own progress and next steps
- Actively involve pupils in their learning through reflection and self-evaluation
- Inform teaching, planning and targeted intervention
- Provide meaningful information for parents, staff and stakeholders

At Ysgol Awel y Môr, assessment serves to:

- Support day-to-day learning and progression
- Track and reflect on progress over time
- Inform whole-school improvement through analysis of group and cohort trends

Our aim is to create a culture where all learners are motivated, engaged and confident, recognising that with effective feedback, support and challenge, every pupil can make progress and achieve their full potential.

Aims and Objectives

At Ysgol Awel y Môr, our approach to progression and assessment is designed to support and enhance pupil learning and continuous progression across all areas of the curriculum. We aim to ensure that all learners develop a clear understanding of their strengths and areas for development, enabling them to make informed next steps in their learning journey.

Assessment is used to inform high-quality teaching, planning and targeted interventions, ensuring that learning experiences are responsive to the needs of all pupils. It also enables us to provide clear, meaningful information to parents, carers and wider stakeholders, supporting strong partnerships in learning.

We place a strong emphasis on promoting pupil motivation, confidence and self-esteem, recognising the important role assessment plays in shaping learners' attitudes towards learning. In addition, our practice ensures the early identification of pupils who may require additional support, as well as those who would benefit from increased challenge, enabling timely and effective provision to maximise progress for all learners.

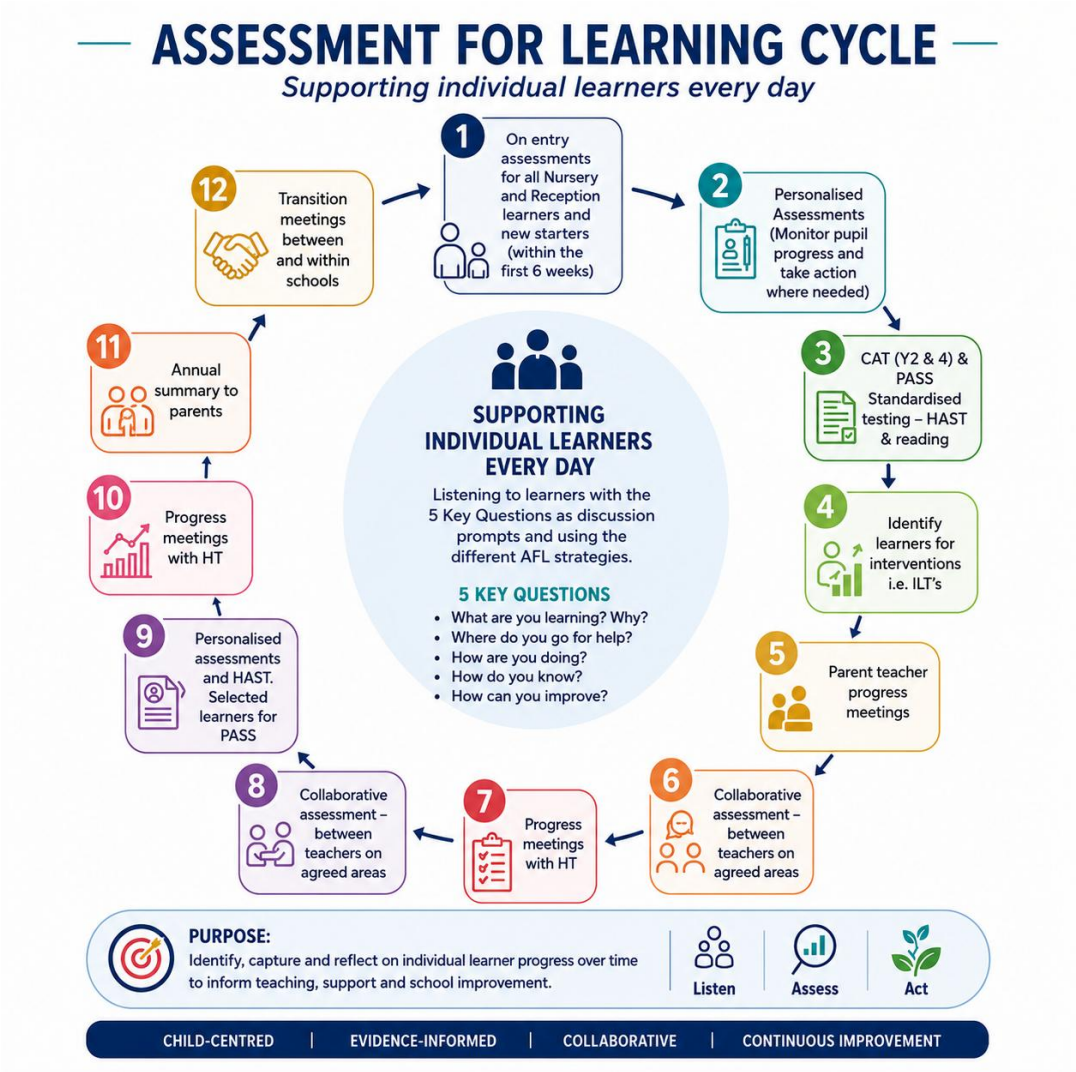
Assessment Cycle

Assessment at Ysgol Awel y Môr follows a clear and continuous cycle that supports both day-to-day learning and long-term progression.

The cycle includes:

- On-entry assessment for Nursery and Reception pupils within the first six weeks
- Baseline and ongoing formative assessment, including daily Assessment for Learning strategies
- Statutory and school-based assessments, including Personalised Assessments (Autumn and Summer)
- Identification of learners requiring additional support or challenge
- Targeted intervention cycles, informed by assessment outcomes
- Regular pupil progress meetings involving teachers and senior leaders
- Opportunities for collaborative professional discussion to support consistency and shared understanding
- Ongoing communication with parents, including termly updates
- Annual reporting of progress
- Transition arrangements, ensuring information is effectively shared between classes and phases

This cycle is continuous and ensures that assessment is used consistently to inform teaching, support learners and drive school improvement.



Assessment for Learning

At Ysgol Awel y Môr, Assessment for Learning (AfL) is an integral part of day-to-day teaching and is embedded within all learning experiences. Practitioners employ a clear range of strategies to support learners in understanding their learning, making progress and identifying their next steps.

Teachers ensure that learning objectives and success criteria are shared and discussed with pupils, enabling them to understand what they are learning and why. Effective questioning and timely, constructive feedback are used to deepen understanding and move learning forward. Pupils are actively involved in self and peer assessment, developing their ability to reflect on their work, recognise strengths and identify areas for improvement. This approach supports the development of learner independence, responsibility and reflective practice, while also valuing pupil voice and collaborative learning through structured strategies such as talk partners.

A progressive approach to AfL strategies is implemented across the school:

Progression Step 1:
Practitioners use ongoing observation as a key part of Assessment for Learning, monitoring pupils across a range of activities to understand what they know and can do. Observations are used to inform immediate next steps and adapt learning experiences. Recording is simple and purposeful, supporting the identification of strengths and areas for development and informing future planning. Reporting is ongoing and ensures that pupils and parents are given clear feedback about progress, supporting learners to move forward in their learning.

As they move through the progression step learners begin to develop their understanding of assessment through simple strategies such as traffic light systems and 'roll the dice', enabling them to express confidence and engagement in their learning in a supportive environment.

Progression Step 2:
Learners build upon these skills by using traffic light systems with comments where appropriate, 'roll the dice', and 'tell a friend' to verbalise their thinking. They are introduced to 'two stars and a wish', with appropriate scaffolding, to support peer and self-assessment and to begin identifying specific areas for improvement.

Progression Step 3:
Learners independently draw upon a wide range of AfL strategies and begin to select the most appropriate method to evaluate and improve their work. At this stage, pupils demonstrate increased ownership of their learning and are able to use feedback effectively to inform their next steps.
Through this structured and progressive approach, assessment supports all learners to become confident, reflective and independent, ensuring that they understand how to improve and are actively involved in their own learning journey.

Summative Assessment
At Ysgol Awel y Môr, summative assessment is used to monitor and evaluate learner progress over time, providing a clear overview of attainment and supporting both individual development and whole-school improvement. Assessment information is shared with parents, carers and stakeholders to ensure a shared understanding of each learner's progress and next steps.
Summative assessment is an integral part of the school's ongoing cycle of improvement. The school

complies fully with Welsh Government requirements for Personalised Assessments, with all learners from Year 2 onwards completing statutory Reading and Numeracy assessments twice yearly (Autumn and Summer terms).
The outcomes of these assessments are used to:

Identify learners' strengths and areas for development
Inform teaching, planning and targeted intervention
Support a broader understanding of learner progression over time

These results are considered alongside a range of other assessment evidence, including teacher observations, classwork and ongoing formative assessment, ensuring a balanced and holistic view of each learner's progress.
Summative assessment also underpins termly pupil progress discussions, where practitioners and senior leaders review both individual and cohort performance. These discussions enable staff to identify trends, plan appropriate support and challenge, and ensure that all learners are making appropriate progress.
A structured approach to the analysis of assessment data is embedded across the school. Information is used to identify patterns and trends in attainment, informing self-evaluation and supporting continuous school improvement. This ensures that teaching and learning are adapted to meet the needs of all learners and to raise standards.
A whole-school tracking system is used to record and monitor progress consistently. This is supported by structured intervention cycles, allowing practitioners to evaluate progress regularly and identify pupils who require further support, those making expected progress and those exceeding expectations.
Through this approach, summative assessment provides a comprehensive and reliable picture of learner progress, supporting both individual outcomes and the strategic development of the school.

Recording

At Ysgol Awel y Môr, recording is purposeful and directly supports teaching and learning by informing next steps for all learners. Evidence is gathered through a range of sources, including observations, pupils' work and assessment data, and is used to build a clear picture of progress over time. Staff apply professional judgement to ensure that recording remains meaningful and focused on improving outcomes.

Our approach to recording is flexible and manageable, ensuring that it supports teaching without placing unnecessary workload on staff. At the same time, there is a strong emphasis on clear documentation and evidence collection, enabling progress to be tracked effectively and success to be recognised and celebrated.

Reporting to Parents

Ysgol Awel y Môr (Agreed Practice):
Parents receive clear information about progress and next steps.
Regular opportunities for communication between school and home. (Termly)
Reports focus on strengths and areas for development.

Ysgol Awel y Môr is committed to maintaining strong partnerships with parents and carers through clear and regular communication about pupil progress.

The school provides:

- Termly updates on learner progress, outlining strengths, achievements and next steps
- Ongoing communication through discussions, meetings and informal feedback
- At least one annual written report, which includes information on:
    - Progress and achievement
    - Well-being and attitudes to learning
    - Areas for development and next steps

Parents are also provided with opportunities to discuss their child's progress through planned consultation meetings, and additional meetings may be arranged where needed.

Information shared with parents is:

- Clear and accessible
- Focused on supporting learner progress
- Aligned with the principles of the Curriculum for Wales

This ensures that parents and carers are fully informed and able to support their child's learning effectively.

Intervention and Support

At Ysgol Awel y Môr, assessment is used to ensure the early identification of pupils requiring additional support or challenge. Information gathered through assessment informs the planning of targeted interventions, enabling staff to respond effectively to individual learner needs. The impact of support is regularly monitored to ensure that interventions are effective and that pupils make sustained progress. A structured and consistent approach is taken across the school, with a strong emphasis on using assessment data to inform decision making and working closely with the ALNCo to ensure appropriate provision. Interventions are implemented in planned cycles, with progress reviewed, allowing staff to clearly evaluate impact and adapt provision where necessary.

Equality and Inclusion

Ysgol Awel y Môr is committed to ensuring that assessment practices are inclusive and equitable for all learners.
Assessment arrangements:

- Provide equal opportunities for all pupils, regardless of ability, background or need
- Support learners with Additional Learning Needs (ALN) through appropriate differentiation and personalised provision
- Ensure that all pupils are appropriately supported or challenged to achieve their full potential

Assessment information is used to identify and remove barriers to learning, ensuring that all pupils can make meaningful progress.

Roles and Responsibilities

At Ysgol Awel y Môr, all staff share responsibility for ensuring that assessment is used effectively to support teaching and learning. Practitioners use assessment information to inform planning, adapt teaching and respond to the needs of all learners. There is a strong emphasis on whole-school ownership

and consistency, ensuring that assessment practices are embedded across all areas of learning.

Leaders play a key role in monitoring standards, supporting staff and ensuring consistency in assessment practice across the school. A clear structure of roles is in place, including responsibilities for senior leaders, coordinators and governors, to ensure that assessment processes are implemented effectively and contribute to school improvement.

Through this shared and structured approach, assessment remains a consistent and integral part of teaching, with all staff working collaboratively to support learner progress and outcomes.

Monitoring and Review
This policy will be monitored and reviewed regularly to ensure it remains effective and reflects current practice and national guidance.