OSBASTON
Church in Wales School

Inspiring • Discovering • Believing

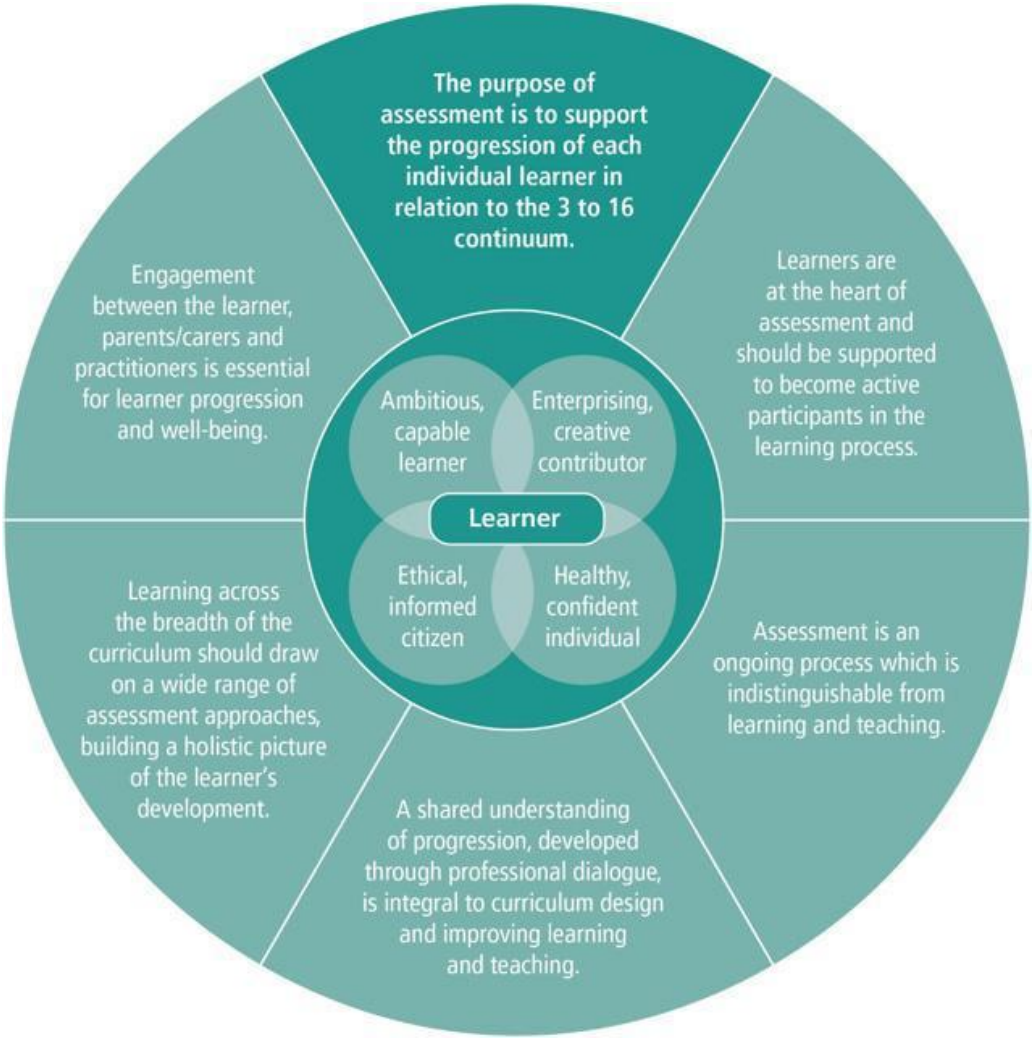
POLICY NAME	ASSESSMENT POLICY
POLICY OWNER	OSBASTON
POLICY AGREED	September 2026
POLICY REVIEW DATE	September 2027

ASSESSMENT

Assessment plays a fundamental role in our delivery of the curriculum, ensuring all learners are supported and challenged to make continued progress in their learning journey.

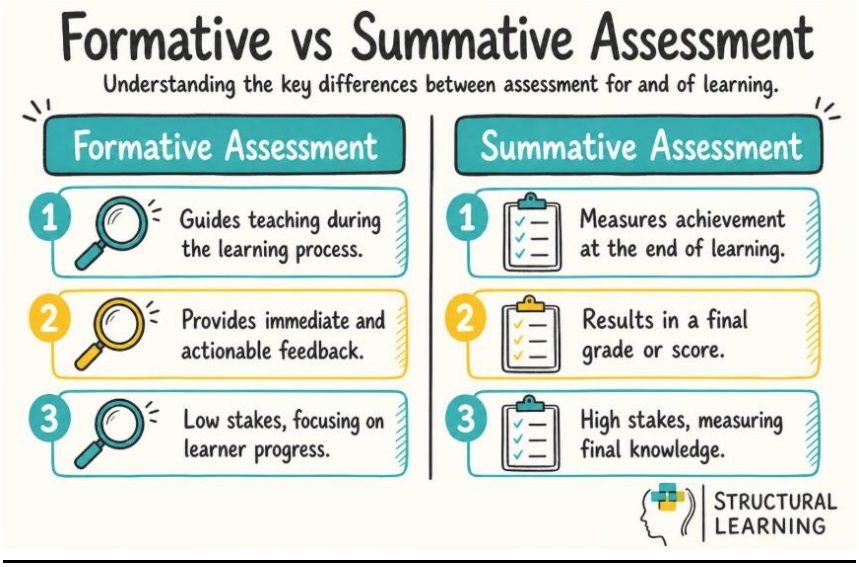
We need to build a holistic picture of every learner, identifying their strengths, areas for development, any barriers to learning and the ways in which they learn. This will be achieved by embedding assessment into our daily practice. It is an intrinsic part of our practice, enabling staff to respond to the individual needs of all learners, securing personalised learning pathways and continuous planning for next steps.

The key principles underpinned within the Curriculum for Wales strengthen this. Assessment should support every pupil to make progress. It is a continuous process and must involve the learner.



Uses of Assessment

Assessment can be used in two ways. It can be used by the teacher to inform future learning, supporting planning for the needs of the individual, group or cohort, known as formative assessment. It can also be used in a summative way, where results of assessments are collated, and information used to support understanding of individual progress, group progress or the progress of a cohort. This data can be explored in a diagnostic way and used to support future learning. There may also be times when this information is used by external bodies to make judgements about standards. We understand this, and place emphasis upon knowing our learners and understanding how to help them progress in skills and knowledge.



(taken from Structural Learning)

When teachers regularly use formative assessment to gather evidence of learning and provide timely, actionable feedback, learners become more aware of their learning process and how to improve. This approach is often known as 'assessment for learning.'

Whilst formative assessment drives ongoing learning, summative assessment provides essential data to certify learner achievement.

A combination of both types of assessment are used to provide a comprehensive view of learner progress and ensure robust provision that supports the holistic needs of all learners.

Our assessment approach is in 3 parts:

Assessment for learning- supporting the development of individuals within and across the learning continuum

Progress in learning- using evidence of skills over time to make judgements about progress of an individual

Quantitative progress- data evidence to help understand individual progress as part of summative assessment

ASSESSMENT FOR LEARNING

Verbal feedback- immediate and during a lesson to support next steps which can be responded to in the moment.

Written feedback- comments by the teacher to support learning. This may include a question, correction or a consolidation of a skill.

Whole class feedback- common errors, next steps, celebration points are shared with the whole class as a result of teacher review of work. These are shared and discussed with the whole class.

Self and peer assessment- reviewing outcome of a lesson and referring to success criteria or the learning objective to reflect upon the work completed.

Success criteria/ Wal Wella - transparency and identification of what good looks like and what should be included in a piece of work and how to improve work.

Pit stops - focused breaks during a lesson to review work, refer back to success criteria, share good practice and to go back and edit.

Online folders- digital experiences that are recorded by learners and document experiences. These may be marked online.

Assessment diaries/ planning - informal records of observations, identified actions for individuals, groups made by the teacher. Short term planning is adaptive and the needs of the learner are central.

PROGRESS IN LEARNING

Listening to learners- how children feel about the task/ activity and experience. Asking for views about their learning, how they learn best, what they have learned.

Book looks- looking at progress over a period of time, comparing work to others, reviewing standards.

Online learning journal- digital profile of learning across a range of experiences and Areas or disciplines (including digital skills) over time.

Skills tracker – Progress of individuals over time to identify whether they have acquired key skills in oracy, writing, numeracy, reading, Welsh. This has been developed to break down skills into year groups (recognising there will be learners who are above and below these expectations), and to measure progress across a term and the year.

Focused book look- termly whole school review of maths, English writing to look at progression across all classes, pupil share sessions. Area Leads or SLT review to look at progress in a specific area related to subject/ school development.

Progress reviews (termly 1-1 with Head teacher) – Oracy, reading, writing, maths, WB to look at progress of learners- and identify actions to help individuals.

Intervention outcomes - progress of a learner in a specific area relative to their starting point.

Spelling/ times tables/ number bonds tests - weekly scores are shared with home to support and reinforce learning.

Parent Consultations/ Reports -feedback on how a learner is progressing.

Learning walk/ lesson observations external review by colleague, Head teacher, EAS partner, Local Authority, Estyn using first hand evidence of learning and progress across a lesson.

QUANTITATIVE ASSESSMENTS

SWST- Spelling test completed in September and May to look at progress and spelling age. (Y1-Y6)

NGRT- Reading test focused upon comprehension of reading and generation of reading age (Y3-Y6)

SWRT Reading test - decoding words test to support interventions generating a reading age. (Y1-Y6)

Read, Write, Inc half termly reading tests with Lower School learners. (R,Y1, Y2)

WG Personalised Assessments- Numeracy, Reasoning, Reading- Provides standardised scores to explore breadth of ability and pupils working above/ below expectations.

CATs- Online tests to identify ability in quantitative, verbal, non-verbal and spatial reasoning for Y4 pupil.s

Other ASSESSMENTS:

Reception School Entry Skills Baseline- Understanding where a learner is at their starting point at our school. We have developed a cluster baseline which draws upon early skills of literacy, numeracy and personal and social development. Outcomes are used to determine whether a pupil is below, at or above the expected development for the start of school.

Dyslexia Screener - for learners who are not making progress in literacy skills. This may support concerns raised by the class teacher. However, provision at this level is through universal provision.

Wellbeing surveys- annual survey- to support whole school self-evaluation processes. These are completed online and actions are implemented to support learners if there is a reported negative response or areas of concern.

Assessment Calendar

*identified pupils only

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept	Entry Skills Baseline	RWI SWST SWRT	RWI SWST SWRT	SWST SWRT* Welsh	SWST SWRT* Welsh	SWST SWRT* Welsh	SWST SWRT* Welsh
Oct	RWI	RWI	RWI				

Nov					CATs		
Dec	RWI Oracy Reading Writing Maths Welsh	RWI Oracy Reading Writing Maths Welsh	RWI Oracy Reading Writing Maths Welsh SWRT*	Oracy Reading Writing Maths Welsh SWRT*	Oracy Reading Writing Maths Welsh SWRT*	Oracy Reading Writing Maths Welsh SWRT*	Oracy Reading Writing Maths Welsh SWRT*
Jan			SWRT*	SWRT*	SWRT*	SWRT*	SWRT*
Feb	RWI	RWI	RWI				
March	Oracy Writing Maths Reading Welsh	Oracy Writing Maths Reading Welsh	Oracy Writing Maths Reading Welsh SWRT*	Oracy Writing Maths Reading Welsh SWRT*	Oracy Writing Maths Reading Welsh SWRT*	Oracy Writing Maths Reading Welsh SWRT*	Oracy Writing Maths Reading Welsh SWRT*
April	RWI	RWI	RWI				
May	RWI	RWI SWST	RWI NNT NRT NNRT SWST	NNT NRT NNRT NGRT SWST	NNT NRT NNRT NGRT SWST	NNT NRT NNRT NGRT SWST	NNT NRT NNRT NGRT SWST

June		SWRT	SWRT	NGRT SWRT	NGRT SWRT	NGRT SWRT	NGRT SWRT
July	RWI Writing Maths Reading Welsh	RWI Writing Maths Reading Welsh	RWI Writing Maths Reading Welsh	Writing Maths Reading Welsh	Writing Maths Reading Welsh	Writing Maths Reading Welsh	Writing Maths Reading Welsh

Glossary of Terms

SWST- Single Word Spelling Test

SWRT- Single Word Reading Test

NGRT- National Group Reading Test

RWI- Read, Writ, Inc phonic programme

WG Personalised Assessments- Welsh Government online personalised assessments

- **NRT-** National Reading Test
- **NNT-** National Numeracy Procedural Test
- **NNRT-** National Numeracy Reasoning Test

CATs- Cognitive Ability Tests