

Assessment, Recording and Reporting Policy

Burlais Primary School

"Working Together Learning Forever"



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Introduction

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. This policy links to Articles 12, 28-31.

This policy has been developed through whole-school consultation, review of procedures and reflection on current developments in teaching, learning and the role of assessment.

At Burlais Primary School, the main purpose of assessment is to help children progress. Continuous monitoring provides a clear picture of how each child is developing and enables teachers to identify the skills and concepts learners have secured and what they need to learn next.

Assessment informs teaching strategies, shapes future planning and allows learners to raise their expectations, celebrate achievements and increase their self-motivation.

Our assessment approach is fully aligned with the Curriculum for Wales and follows the statutory guidance Supporting learner progression: assessment guidance, which identifies three main roles for assessment:

1. supporting individual learners on an ongoing day-to-day basis
2. identifying, capturing and reflecting on learner progress over time
3. understanding group progress in order to reflect on practice.

We also follow the statutory Progression Code, ensuring all assessment supports sustained learner progression across the 3-16 continuum and is rooted in the principles of progression.

In line with Curriculum for Wales guidance, assessment is embedded within learning and teaching, is indistinguishable from the learning process, and involves learners as active participants in understanding their progress and identifying next steps.

We also administer the mandatory online Reading and Numeracy Personalised Assessments annually for learners in Years 2-6. These provide valuable formative information to support teaching and future progression.

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In line with national regulations, we provide parents and carers with termly progress information and an annual summary report, ensuring clear communication about learning, well-being, progression needs and ways families can support learning at home.

Aims and Objectives

At Burlais Primary School, our assessment aims and objectives reflect both Assessment for Learning (formative assessment) and Assessment of Learning (summative assessment) within the requirements of the Curriculum for Wales, the statutory Supporting learner progression: assessment guidance, and the Progression Code. Assessment in our school supports the three nationally defined roles:

- Supporting individual learners on a day-to-day basis (formative)
- Identifying, capturing and reflecting on learner progress over time (formative and summative)
- Understanding group progress to reflect on practice (formative and summative).

Our aims and objectives are to:

Promote High Standards and Learner Progress

- Ensure that both formative and summative assessment contribute to achieving the highest possible standards for every pupil, recognising each child as a unique learner with individual progression needs.
- Support sustained, meaningful learner progress along the 3-16 continuum through assessment practices rooted in the principles of progression.

Make Assessment Integral to Learning & Teaching

- Embed Assessment for Learning (formative assessment) as a continuous, natural part of teaching, guiding pupils' next steps and informing immediate instructional decisions.
- Use Assessment of Learning (summative assessment), including teacher-designed summative reviews and statutory Personalised Assessments, to capture a reliable picture of learner progress at key points throughout the year.
- Recognise that under Curriculum for Wales, summative judgments are based on a holistic understanding of progress within the school's curriculum.

Support Core Skills: Literacy, Numeracy and Cross-Curricular Competence

- Use formative assessment to help learners build secure literacy and numeracy skills, ensuring they can access all Areas of Learning and Experience.
- Use summative assessment information (including personalised assessment profiles) to track progress in cross-curricular skills and inform future planning.

Involve Learners Actively in the Assessment Process

- Share learning objectives (LO's) and success criteria with pupils so they can understand expectations and contribute to shaping their own learning journey.
- Promote learner engagement in self-assessment and peer-assessment, enabling them to reflect meaningfully on both formative feedback and summative outcomes.
- Support pupils to use assessment information—formative and summative—to recognise strengths, identify next steps and set personalised targets.

Use Assessment Information Purposefully

- Combine formative evidence (observations, discussions, everyday learning) with summative evidence (end-of-unit tasks, teacher termly reviews, personalised assessments) to create a complete picture of progress.
- Use both types of assessment to understand individual and group progress, informing planning and supporting continuous school improvement in line with Wales' evaluation and improvement guidance.

Target Setting and Progression

- Use formative assessment to set meaningful, responsive next-step targets with learners on an ongoing basis.
- Use summative information to review longer-term progress against the school's curriculum expectations, monitor the impact of teaching and inform strategic planning.

Partnership with Parents and Carers

- Communicate both formative insights and summative progress clearly to parents and carers throughout the year.
- Meet the statutory requirement to provide termly progress updates and an annual progress summary, including information

about personalised assessments, progression needs and ways families can support learning.

Transition and Continuity

- Use formative and summative assessment information to support transition between classes and onward to secondary school, ensuring continuity of learning across the 3-16 continuum.

Leadership, Governance and School Improvement

- Provide the Headteacher and Governing Body with reliable assessment information—drawn from both formative and summative sources—to support self-evaluation, track overall effectiveness and inform improvement priorities.

Statutory National Assessments

- Administer statutory Reading and Numeracy Personalised Assessments annually (Years 2-6) and use their outcomes as part of the school's summative evidence base while recognising their formative purpose.

Purposes of Assessment

Assessment is carried out to monitor each child's progress and support their development, helping us identify strengths, needs and those requiring additional support, while also informing pupils, teachers and parents about learning. It enables us to plan effective teaching and learning strategies, set meaningful targets, motivate learners, and determine appropriate groupings.

Assessment also provides a baseline for tracking progression over time, helps evaluate the effectiveness of our policies and practices, and highlights both achievement and areas requiring improvement, ensuring that all learners continue to make purposeful progress.

Methods of Assessment

At Burlais Primary School, we use two complementary types of assessment: Assessment for Learning (formative assessment) and Assessment of Learning (summative assessment). Both work together to support the Curriculum for Wales principle that assessment should help every learner make sustained progress across the 3-16 continuum and fulfil the three statutory roles of assessment: supporting day-to-day learning, capturing progress over time, and understanding group progress to inform practice.

Assessment for Learning (AfL) – Formative Assessment

Assessment for Learning helps identify the next steps needed for pupils to progress. It recognises and builds upon pupils' strengths while identifying areas that need further development. Formative assessment is proactive, forward-looking, and designed to promote future learning. It aligns with Curriculum for Wales expectations that assessment is an ongoing process woven into daily teaching and learning.

Formative assessment enables both learners and teachers to understand what progress has been made and what goals should be set next. We believe assessment must be essentially formative in both function and purpose, placing the learner at the centre of the process. For this reason, formative assessment is embedded within everyday classroom interactions.

Formative assessments are used to:

- identify children's strengths and gaps in skills/knowledge
- identify personalised next steps for learning
- inform future planning
- enable teachers to choose effective teaching strategies
- support target setting for individuals, groups and classes
- track each child's pace and depth of progress over time
- evaluate the effectiveness of teaching and learning
- refine future learning strategies
- identify individuals or groups requiring specific intervention support.

AFL structures which build assessment capacity in the child to improve their own work (our core classroom business).

Structure	Impact
Growth mind set, understanding learning, no ability grouping other than RWInc	• Know what learning is • Can't do yet culture • Praise for achievement and effort, not ability • Higher expectations for all
Know LO & co-construct SC	• Know what is aimed for • Prior knowledge more rigorous • Immersion in subject matter • Key skills shared • Pupils' ideas collated and used
Effective talk and questioning, prior knowledge lesson starts, ongoing individual questioning, random talk partners, no hands up, mixed ability	• Greater thinking and responses to questions • Improved involvement and ownership of learning • Monitors understanding
Analysis of good/poor examples	• More likely to apply excellence
Mixed ability	• Using pupils as resources
Walkabouts with help	• Efficient interventions
SNOT	• Increased self-reliance
Visualiser stops	• Models excellence and improvement
Peer coaching	• LA more likely to understand, HA more likely to extend understanding
Self- assessment	• Improvements owned by the pupil
Cooperative improvement	• Two heads better than one

Teacher response marking	• Develop pupils' learning and monitors attainment
Differentiated challenges, choices, growth mind set ethos	• Allows teacher/pupil control over appropriate learning level

Assessment of Learning (AoL) - Summative Assessment

Assessment of Learning is carried out at specific points in time to provide a summary of what a learner has achieved. Summative assessment helps teachers, leaders, pupils and parents understand attainment and progress over a defined period. It is used to evaluate learning that has already taken place and to provide reliable evidence of progress across the school year.

Summative assessment contributes to tracking individual and cohort-level progress, informs planning, and, when used appropriately, supports school self-evaluation and improvement in line with the national Evaluation, Improvement and Accountability framework.

Summative assessments are used to:

- identify attainment at a given point through standardised or school-devised assessments
- record performance in specific curriculum areas at specific times
- provide age-standardised or comparative information where appropriate
- highlight patterns of strength and areas requiring development at class, cohort or whole-school level
- support accurate transition information between teachers and settings.

Personalised Assessments

Under Curriculum for Wales, summative assessment includes the Reading and Numeracy Personalised Assessments, which are statutory from Year 2 onwards and must be taken at least once each year. These assessments provide progress and age-standardised scores, but are fundamentally

intended as formative tools to support next steps in learning—not for accountability or comparison between schools.

School-based Summative Assessments

At the start of the academic year, pupils in Years 1-6 undertake school-based baseline assessments (e.g., NGRT and spelling) to provide a starting point for monitoring progress. Additional summative assessments may be carried out throughout the year according to need.

On-Entry Assessment

On-entry assessment is an essential part of the assessment arrangements at Burlais Primary School and supports the Curriculum for Wales requirement to understand each learner's starting point so that teaching can respond to their needs.

All Foundation Phase pupils (Nursery to Year 2) are assessed in their first six weeks each September, and any new pupil joining Key Stage 2 also completes an on-entry assessment within six weeks of arrival. Assessments consider social and emotional development, physical development, early literacy and mathematical understanding. Teachers gather information through observation, practical activities and discussions, and record it using school-designed sheets.

Assessment information is shared with parents of Nursery pupils at the end of the six-week period, either verbally or in written form, including progress made, next steps and strategies to support learning at home.

On-entry information forms the foundation for Assessment for Learning, helping teachers plan responsive learning experiences and identify any need for early support.

Pupil Overviews / Tracking Sheets

Teachers complete termly Pupil Overviews to analyse individual learner progress and identify trends within their class. These overviews enable staff to monitor pupil achievements, recognise what is working well, and highlight groups or individuals requiring additional challenge or support. They also help identify pupils who may have Additional Learning Needs or

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who are not making expected progress, ensuring timely intervention. Completed during the summer term, Pupil Overviews inform class organisation for the following year and contribute to staff Performance Management Targets, supporting strategic planning and continuous improvement across the school.

Planning for Assessment

Planning for assessment at Burlais Primary School is grounded in our learning and teaching policy and fully aligned with the Curriculum for Wales. Learning experiences are designed around rich, authentic topics that move from Local → National → International contexts, ensuring relevance, purpose and strong connections to the four purposes. These topics are co-constructed with learners through EPIC (Everyone Planning In Class), enabling pupils to influence what and how they learn, in line with Curriculum for Wales principles of learner voice and shared ownership.

When planning, teachers identify clear, specific, skill-based Learning Objectives (LOs) that reflect the descriptions of learning and principles of progression set out in the Progression Code. These LOs are shared with learners and revisited throughout lessons and sequences of learning. Success Criteria (SC) are devised with learners wherever appropriate, ensuring they understand what successful learning looks like and can take an active role in assessing their own progress.

Assessment opportunities are intentionally planned into learning experiences and include both:

- Formative (Assessment for Learning)—continuous assessment embedded in daily teaching to identify next steps, adapt learning experiences and support learner progression; and
- Summative (Assessment of Learning)—planned opportunities to evaluate what learners have achieved over time, including use of statutory Reading and Numeracy Personalised Assessments. These national assessments provide important information about progress and skills development, while remaining fundamentally formative in purpose.

Ongoing observation, dialogue and evaluation allow teachers to assess key skills across Areas of Learning and Experience (AoLEs). Assessment information is used to plan responsive teaching, identify learners needing additional challenge or support, and provide timely, meaningful feedback. Assessment also contributes to our whole-school approach to recognising progress, celebrating achievement and encouraging pupil motivation.

Learning Objectives, Success Criteria, Feedback to Pupils, and Self and Peer-Assessment

At Burlais Primary School, learning, teaching and assessment are planned together to support learner progression in line with the Curriculum for Wales. Learning Objectives, Success Criteria, feedback to pupils, and self and peer-assessment play a central role in this process, ensuring clarity, purpose and shared understanding between teachers and learners.

Learning Objectives

We believe that effective assessment of learning is dependent on learning objectives being clear to both learners and teachers. Teachers assess the achievements of pupils against learning objectives. Likewise, pupils are also encouraged to assess themselves against learning objectives for the lesson. Learning Objectives (LO) and Success Criteria (SC) are used to display the lesson focus, particularly with our older children. Learning Objectives are sometimes presented as an open question allowing the children reflect upon what they are learning as a lesson progresses. These can sometimes be referred to as WALT's and WILF's (We Are Looking To and What I'm looking for).

Clear, specific, skill-based Learning Objectives are essential to effective assessment and to supporting learner progression. Teachers plan LOs that reflect the skills, concepts and knowledge learners need to develop in line with the principles of progression set. These Learning Objectives are shared with pupils so that both teachers and learners understand the focus of the learning.

LOs may be written as statements or as open questions to encourage reflection and enquiry. In lessons, pupils are encouraged to refer to Learning Objectives as they work, using them to check progress, guide decision-making and understand what effective learning looks like.

Success Criteria

Success Criteria describe what successful learning looks like and help pupils understand how to meet the Learning Objective. At Burlais, Success Criteria are often co-constructed with learners, ensuring that pupils are active participants in understanding and monitoring their own progress.

To help pupils understand what quality looks like, teachers regularly use WAGOLL (What A Good One Looks Like) examples. These models show pupils the features of effective work, demonstrate expectations for quality, and make the Success Criteria concrete rather than abstract. WAGOLLs may be produced by the teacher, previous learners (anonymously), or created collaboratively.

We also use WABOLL (What A Bad One Looks Like) examples when appropriate. These deliberately imperfect samples help learners identify common errors, misunderstandings or missing elements. Analysing a WABOLL strengthens pupils' ability to critically evaluate work, refine Success Criteria, and avoid recurring misconceptions.

Success Criteria:

- make expectations transparent
- guide pupils in self-assessment and peer-assessment
- support teachers in providing specific, actionable feedback
- help learners evaluate the quality of their work and identify improvements

Together, Learning Objectives and Success Criteria enable learners to take ownership of their learning, develop metacognitive skills and work with increasing independence.

Feedback to pupils

High-quality feedback is vital in helping learners understand their progress and what they need to do next. Feedback at Burlais Primary School is:

- timely, often given verbally during learning
- specific, addressing Learning Objectives and Success Criteria
- actionable, providing clear next steps to move learning forward
- developmental, supporting learners in developing skills over time

Feedback is directly related to pupils' performance against the Learning Objective and Success Criteria and may be given during the lesson, at the start of the next session, or through written comments. All feedback aims to celebrate achievement, clarify misconceptions and guide improvement.

Examples of effective feedback practices include:

- verbal prompts during learning
- conferencing and mini-plenaries
- written comments to recognise success and set next steps

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- sharing strong examples of work to model quality and expectations

Self-Assessment and Peer Assessment

Self-assessment and peer-assessment are central to developing reflective, independent learners who understand their own progress. Learners are regularly encouraged to evaluate their own work—and that of their peers—using the shared Learning Objectives and Success Criteria.

Self-assessment enables pupils to:

- reflect on their strengths and achievements
- identify areas needing improvement
- take responsibility for their learning
- understand their next steps

Peer-assessment helps pupils to:

- offer constructive feedback
- understand what quality looks like
- learn from seeing how others approach tasks
- develop respectful, purposeful dialogue about learning

These approaches are modelled explicitly by teachers to ensure pupils understand how to give and receive feedback sensitively and accurately. Younger children engage in verbal peer discussions, while older pupils use written or structured formats to provide feedback.

Target Setting

Target setting at Burlais Primary School supports both Assessment for Learning (formative assessment) and Assessment of Learning (summative assessment) and plays an important role in helping learners make sustained progress. Targets may be set at school, class, group or individual level and are used to support the three nationally defined roles of assessment—supporting day-to-day progress, capturing progress over time, and understanding group progress to improve practice.

We set targets across the school to support improvement, guide teaching and learning, and ensure high expectations for all pupils. Targets are reviewed regularly throughout the year as part of our ongoing monitoring of learners' progress, consistent with the principles of progression outlined in the Progression Code.

Targets are often set at the beginning of a new learning sequence or topic and reviewed as learning progresses. New targets are introduced when pupils move on to new content or skills.

Learners are actively involved in discussing, shaping and recording their own targets. These targets may relate to learning behaviours, specific skills, or personal development. Pupils may record targets in books, digital tools or on class displays, and they review them regularly with their teacher. Approaches such as Two Stars and a Wish help pupils identify what they have done well (formative evidence) and what they need to improve next.

Teachers use a variety of methods to record and track targets, including:

- pupil books
- digital tools (e.g., tablets)
- class charts
- wall displays
- summative assessment overviews or progress trackers

Evidence of progress is collected through formative assessment (day-to-day learning) and summative assessment (captured checkpoints), ensuring a holistic picture of each pupil's development.

Pupils with Additional Learning Needs have personalised targets set within their Individual Development Plans (IDPs), in line with the Burlais Primary School A.R.R. Policy

Additional Learning Needs Code. Target setting for ALN learners is a collaborative process involving the ALNCo, class teacher, support staff, the learner and their parents/carers, ensuring that targets are meaningful, appropriate and reviewed regularly. In addition, formal and informal assessments, are carried out by the Speech and Language Therapist throughout the pupils' time in the STF.

Targets at Burlais Primary School:

- are clear, specific and measurable
- are based on evidence from formative and summative assessment
- are challenging yet achievable within a reasonable timeframe
- have explicit success criteria so learners understand what is expected
- support sustained progress toward the four purposes
- reflect a shared understanding of progression across our curriculum

Standardisation and Moderation

Within each Area of Learning and Experience (AoLE), teachers at Burlais Primary School maintain collections of standardised examples of work to support consistent professional judgment. These examples act as permanent points of reference and help ensure a shared understanding of what progression looks like across different skill areas. Teachers also use digital evidence, including iPad recordings, to capture pupils' reading, oracy and practical skills. This is especially valuable in the Foundation Phase, where experiential and practical learning form a significant part of the curriculum.

Cluster and Cross-Phase Moderation

Moderation remains an essential component of ensuring accurate, consistent and reliable assessment under the Curriculum for Wales.

Moderation occurs across all Progression Steps and AoLEs, including collaboration with cluster schools in areas such as Literacy and Mathematical Development. These sessions focus on comparing evidence, discussing learner progress, and aligning expectations across schools.

Teachers engage in school-based, cluster-based and cross-phase moderation to ensure consistency in formative and summative assessment judgments. These processes help ensure that:

- assessment is reliable and fair,
- progression is interpreted consistently across classes and year groups,
- expectations are aligned within and beyond the school, and
- transition to new year groups and classes, including secondary school is supported through high-quality assessment information.

Reporting to parents

Reporting to parents and carers at Burlais Primary School follows the statutory requirements of the Provision of Information by Head Teachers to Parents and Adult Pupils (Wales) Regulations 2022, which mandate termly progress information and an annual summary report for all pupils. These arrangements ensure parents receive regular, clear and meaningful updates on their child's progress, wellbeing and next steps.

Parents receive verbal progress updates at two formal parents' evenings, held in the autumn term and spring term. These meetings provide opportunities to discuss learning, wellbeing, next steps, and how families can support learning at home.

At the end of the summer term, every child receives a comprehensive annual written report. In line with national expectations, the report includes:

- a clear commentary on learning across the curriculum
- the child's progression needs and next steps
- advice on how parents can support learning at home
- a brief overview of wellbeing
- feedback on the child's statutory personalised assessments (Reading and Numeracy)
- a summary of the child's attendance for the year

Monitoring, Evaluation and Review

The assessment lead and the Senior Management Team are responsible for monitoring the implementation of this policy.

This policy will be reviewed annually and consideration given to its value, relevance and success.

All staff will be included in the review process.

Policy Date - May 2016

Last review - March 2026

Other Related Policies

This policy should be used in conjunction with the following policies:

- English policy
- Mathematics policy
- LNF Policy
- Policy for children with Additional Learning Needs
- Marking policy
- Foundation Phase Policy

Appendix 1

Timetable of Summative Assessments

Month	Summative Assessment	Year Group
September (up to Year 2) or within first 6 weeks of child starting at Burlais	On-Entry Assessment	Nursery - Y2 (within 6 weeks of starting)
December	Read Write Inc Testing	Rec-Y6
January	PASS Audit	Y3-Y6
May	National Tests Literacy	Y2-Y6
	National Tests Numeracy	Y2-Y6
	New Group Reading Test	Y1-Y6
	Single Word Spelling Test	Y1-Y6
June	Read Write Inc Testing	Rec-Y6