

Assessment Policy – 2023-2026

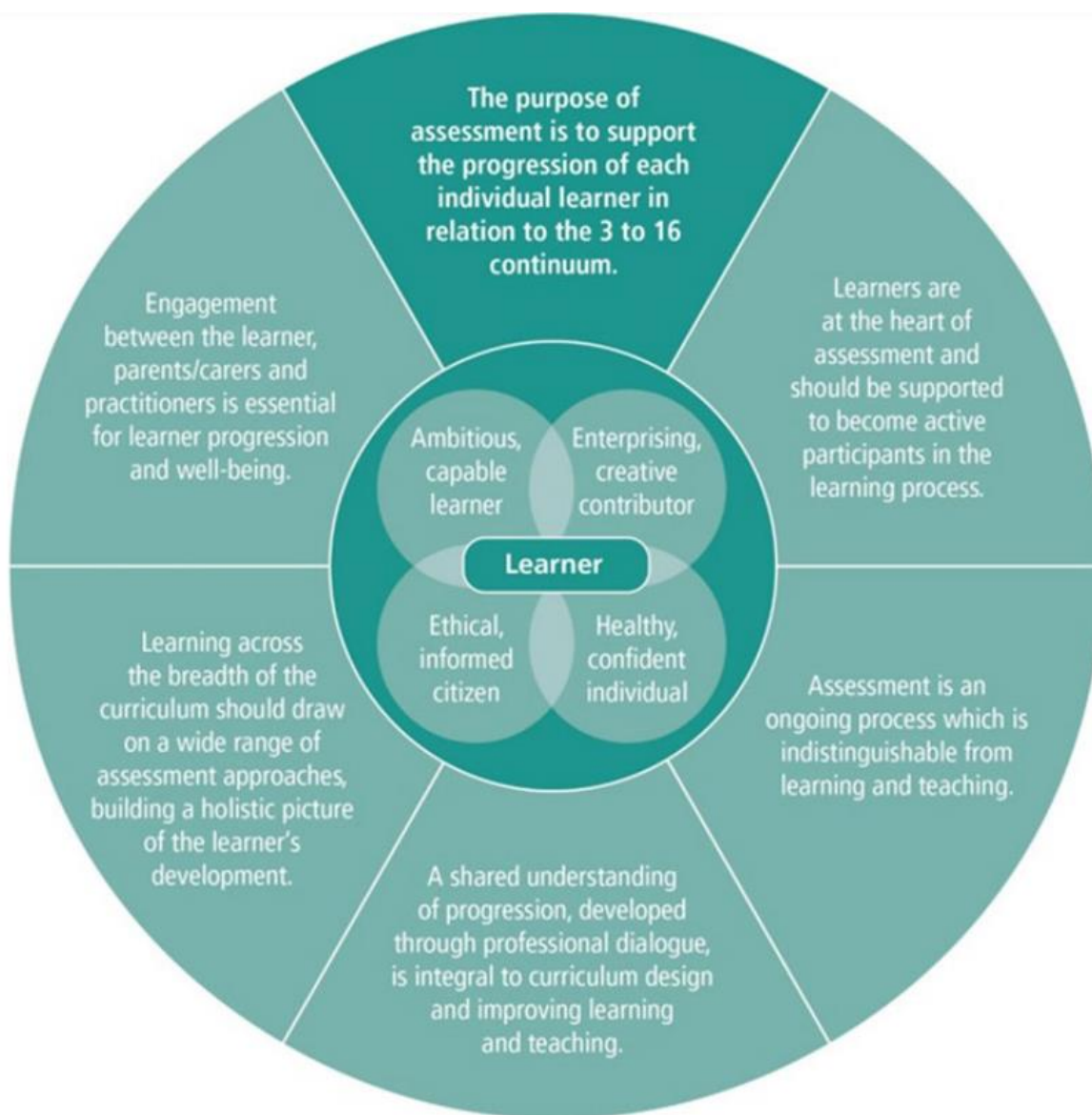
Ysgol Uwchradd **Llanidloes** High School



Status	Version 1
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Date of Issue	September 2023
Agreed by	Governing Body
Next Review Date	Summer 2026
Authorisation	Chair of Governing Body Date: September 2023 Signature: <i>Mrs Margot Jones</i>

Introduction

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. Assessment plays a crucial role in enabling each individual learner to make progress at an appropriate pace.



What research underpins our approach to assessment?

Our approach to assessment is underpinned by secure research, including the following:

- **Education Endowment Foundation:** Our approach to teaching and learning draws heavily upon the Education Endowment Foundation's 'Teaching and Learning Toolkit', including research relating to feedback.¹
- **'Feedback: Strategies and Techniques' (Mike Gershon 2023):** 'When we give feedback to learners, we recognise this is half the journey. The second part, is ensuring the feedback is used, acted on, and implemented. Sometimes, that might be as simple as learners having a minute or



¹ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

two to discuss and reflect on what we have said. At other times, it might mean planning a lesson in which learners have multiple opportunities to practice implementing a written target we have given them. Feedback on its own is not sufficient. Feedback with implementation is.’²



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- **‘Effective approaches to assessment that improve teaching and learning’ (Estyn, Oct 2022):** ‘Where the use of assessment is particularly strong, [schools] ensure that it has a formative role in improving teaching and helps pupils better understand their learning. In these schools, leaders and staff have often moved away from a focus on the use of summative data for external accountability. Instead, they have thought more carefully about how their assessment practices identify the progress pupils are making across the curriculum and how their teaching can be adjusted in response to this information.’ (Estyn)³

- **‘Successful Futures – an Independent Review of Curriculum and Assessment Arrangements in Wales’ (Donaldson, 2015)** emphasised the need to ‘align assessment with the purposes of learning’ and ‘assess what matters’ (Donaldson, 2015, p.74). Fundamental to this approach was recommendation 37, that ‘assessment arrangements should give priority to their formative role in teaching and learning’ (Donaldson, 2015, p.77)

- **The Ebbinghaus forgetting curve** describes how learned information fades over time when no effort is made to retain it. His work, which is well supported by subsequent research, shows that appropriately spaced repetition of learning helps reduce the amount of information forgotten by the learner.⁴
- **Butler:** Research indicates that comment only marking is more effective in improving pupils learning than grades. Comment only marking is also more effective than using both grades and comments as pupils often disregard comments and focus on the grades, which do not give actionable steps for improvement (Butler 1988)
- **Welsh Government’s New Curriculum ‘Assessment Arrangements’:** Schools with the most effective practice, use a range of information that ‘flows from assessing learner progress’ (Welsh Government, 2022b, p.1) to inform their approaches to teaching and curriculum planning. In the best cases they combine ongoing, formative information gathered day-to-day in the classroom with additional evidence that is collected at set points throughout the academic year.⁵

The purpose of assessment at Llanidloes High School

In 2022 the Welsh Government published guidance to support assessment arrangements.⁶ This guidance states clearly that assessment should be ‘proportionate’ and ‘used to directly support learner progression and inform teaching.’ (Welsh Government, 2022b, p.1). This means assessment should primarily be ‘forward-facing’ and inform pupils’ future progression. The teacher’s goal in providing assessment feedback is to give learners access to their expertise and to help learners understand where they need to go next, how they need to target their future efforts, and what they

² <https://supportingvulnerablelearners.cymru/wp-content/uploads/2022/11/Guide-1-Feedback-min.pdf> p4

³ <https://www.estyn.gov.wales/system/files/2022-10/Effective%20approaches%20to%20assessment%20that%20improve%20teaching%20and%20learning.pdf> p1

⁴ Ebbinghaus, H. (1964) Memory: A contribution to experimental psychology

⁵ <https://www.estyn.gov.wales/system/files/2022-10/Effective%20approaches%20to%20assessment%20that%20improve%20teaching%20and%20learning.pdf> p15

⁶ <https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/>

can do to improve. It should also inform teachers' planning for learning and help them adapt teaching approaches.

Assessment is intrinsic to curriculum design and should contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development, in order to inform next steps in learning and teaching. Assessment should **not** be used to make a one-off judgement on the overall achievement of a learner at a set age or point in time against descriptors or criteria on a best-fit basis.

Assessment has three main roles in the process of enabling learner progression:

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

When planning and delivering learning experiences, staff should be clear about the specific role of each assessment being undertaken, and what the understanding gained from assessment will be used for and why.

How do we plan effective approaches to assessment?

- We develop policies and practices for assessment that prioritise its formative role in teaching and learning, align with the principles of assessment in the Curriculum for Wales and draw upon the context of the school and relevant educational research.
- We ensure that staff have a clear understanding of formative assessment and can choose carefully from a range of strategies that best support the needs of the pupils in their class. These strategies include:

- **Multiple choice quizzes and 'close the gap questions'**, for example, to identify misconceptions and deepen learning
- **Low stake topic tasks**
- **Diagnostic questioning.** For example, teachers draw upon their clear understanding of the intended learning and design questions that can assess pupils' understanding and misconceptions. They use these skilfully throughout the lesson to assess progress and adjust the direction of the lesson if required.
- **'Exit tickets'** where pupils respond to a short task that evaluates their understanding of the learning goals for that session



- **'Pit stops'** may be used by teachers to address common mistakes that they have identified when monitoring the work of pupils in the classroom. This approach is used judiciously so as not to interrupt the flow of learning within the classroom unnecessarily.
- **Whole class feedback** where teachers analyse pupils' work after the lesson to pick out common strengths and areas for improvement. When used well, this allow teachers to make decisions about learning that can apply to the whole class and address any concerns before moving on. It can also help address teacher workload concerns. However, this approach needs to be used alongside high-quality, specific feedback for individual pupils. For example, teachers might give their class whole-class feedback a number of times through a term and marry this up with regular, but not quite as frequent, individual written feedback.
- **Feedback action time.** Ensure learners are given opportunities to act on the feedback they receive. If feedback is verbal, learners need time directly after it is delivered to think about it and

put it into practice. If feedback is written, learners need dedicated lesson time during which they can reflect on their feedback, ask questions about it and attempt to implement it.⁷

- **Highlighting actioned feedback.** At the start of the lesson, pupils are given time to read their teacher's marking and highlight the next step with a highlighter. Then when they next act on that or respond to that advice, they highlight it. For example, the teacher may say, 'Remember capital letters at the start of names,' to which pupils may respond 'David knew that as soon as he reached Albion Lane, he would...'*
- **Pupil self and peer-review.** Some learners, generally the most conscientious, may act independently on the feedback they receive. Most, however, will not. Prompting is required. Time is necessary.⁸ For example, pupils may use whole class feedback sheets mentioned above to: view examples of work that meet the success criteria; identify positive elements in their own work; and partially redraft errors.*
- **Partial redrafts (or yellow box marking):** Pupils may be challenged to complete a new task or a partial redraft corresponding to their selected target to practise the skill or consolidate the knowledge. The teacher may indicate the section of work to be redrafted using a yellow box.
- **Enquiry/Project tasks** that challenge pupils to apply their learning and skills in engaging and meaningful contexts.



- **Hot seat:** During lessons, ask individual pupils to take a 'Hotseat' with the teacher for 60 seconds for a one-to-one discussion about the pupil's work and written feedback. Pupils then have time to act on this feedback immediately. For example, the pupil may annotate some of their work in green ink, produce brief notes in the margin or complete a partial redraft.

- **Group feedback conferences during lessons:** Similarly, teachers may lead a 'group conferences' to engage several pupils in discussing a task and modelling effective feedback and questioning that supports pupils in moving their learning forwards.

Learners may also lead conferences during which they take the role of the class teacher in applying the skills they have learned to support each other's learning.

- **Mental contrasting** is where an individual makes a contrast between the goal they want to achieve and the process they need to go through to achieve that goal. For example, learners may be invited to turn a teacher's verbal feedback into 'if ... then ...' statements ("If I want to learn to play this piece of music proficiently, then I will need to commit myself 30 minutes of daily practice at home over the next week.")

- We have a clear understanding of progression through our school's curriculum, collaborate regularly with other schools and settings to deepen our understanding of progression across schools and phases and share effective approaches to teaching and assessment.
- We develop and sustain coherent approaches to professional learning that focus on effective pedagogy in teaching and assessment and encourage a reflective culture across the school.
- We consider evidence of pupils' academic progress alongside information on their well-being and their attitudes to learning. This provides a useful contextual background for teachers when considering alternative approaches to teaching that help overcome barriers to learning and target underachievement.



⁷ <https://supportingvulnerablelearners.cymru/wp-content/uploads/2022/11/Guide-1-Feedback-min.pdf> p3

⁸ <https://supportingvulnerablelearners.cymru/wp-content/uploads/2022/11/Guide-1-Feedback-min.pdf> p4

- **Welsh Government's New Curriculum 'Assessment Arrangements'** says schools with the most effective practice, use a range of information that 'flows from assessing learner progress' (Welsh Government, 2022b, p.1) to inform their approaches to teaching and curriculum planning. In the best cases they combine ongoing, formative information gathered day-to-day in the classroom with additional evidence that is collected at set points throughout the academic year.⁹ At Llanidloes High School, additional evidence gathered at set points during the year include:
 - Cognitive Ability Tests (at the beginning of Year 7)
 - National tests (annual)
 - Accelerated Reader/Maths assessments (four times per year across Years 7-9)
 - Mock examination results (annually across Year 7-13)

How do we use assessment effectively to refine and improve teaching?

- We build in regular opportunities to assess pupils' learning using a range of formative approaches and use this information to monitor and refine the next steps in teaching. For example, mastery learning approaches combine feedback with additional support for pupils who are falling behind.
 - We ensure that teachers have a clear understanding of the intended learning for sessions and use questioning skilfully to assess pupils' understanding and adjust the direction of the lesson if required.
 - We use support staff effectively by ensuring that they are fully involved in the assessment of pupils' learning and have regular opportunities to discuss pupils' progress with class teachers.
 - We have well-established processes to ensure staff continually evaluate the success of assessment strategies by reflecting upon how well approaches impact on the quality of teaching and pupils' learning and how they can be further refined.



How do we fully involve pupils in the assessment process?

- We ensure that pupils have a clear understanding of what success looks like and how it can be achieved.
- We ensure that success criteria are specific to the intended learning and provide focus for formative assessment practices, such as peer and self-assessment. Where appropriate, pupils are encouraged to develop strong independent learning skills by choosing from a differentiated range of success criteria at an appropriately challenging level.
- We ensure that teachers use a range of feedback strategies effectively, to help pupils understand what they have done well, what they need to do next and how to do it.
- We ensure that approaches to peer assessment are planned for and modelled carefully by teachers and involve pupils in understanding the impact of their feedback on their peers.
- We develop a strong culture of collaboration within the classroom, where teachers engage with pupils in examining critically the effectiveness of success criteria in supporting their self and peer-assessment to ensure that they are sufficiently helpful.
- We collaborate regularly with parents to share evidence of their children's progress and create engaging opportunities to further their learning at home.



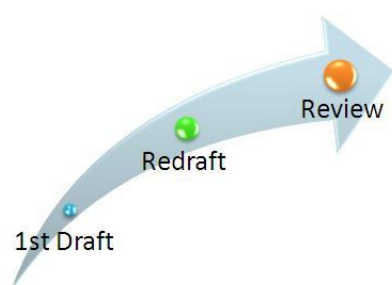
⁹ <https://www.estyn.gov.wales/system/files/2022-10/Effective%20approaches%20to%20assessment%20that%20improve%20teaching%20and%20learning.pdf>
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Varying approaches across and within each Area of Learning and Experience (AoLE)

‘Policies set the direction for how feedback is delivered in schools, and they require a careful balance. They should specify the need for evidence informed principles to be at the heart of practice, and exemplify this, but the methods and timing should be left to a teacher’s professional judgement.’ Education Endowment Foundation (EEF; 2021, p.4).

At Llanidloes High School, we recognise that the subject content, understanding and skills associated with the curriculum in each AoLE are varied. Consequently, the most appropriate assessment strategies across each AoLE are similarly varied. We give teachers the flexibility they need to formatively assess in the way that best matches learning activities and is best-fitted to secure strong learner progress. Below are assessment strategies that are commonly employed by each AoLE.

- Language, Literacy and Communication

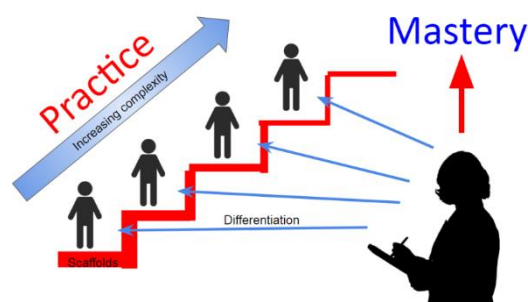


Five-minute edit/redraft: Target implementation strategies are all about ensuring feedback is not lost. They involve the teacher recognising learners need opportunities to act on their feedback, and that planning these into lessons means all the effort the teacher puts into producing written feedback has as positive an impact as possible. For example, immediately after providing feedback, teachers may announce a ‘five-minute edit’. This is where the lesson stops completely, and every learner has to focus on using their feedback to go back and edit something they have previously done.

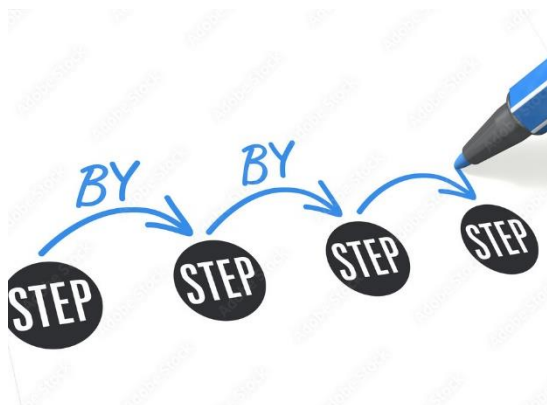
Implementing feedback during subsequent lessons: For example, a teacher of French may want to improve learners’ use of the past tense. They know that different learners in the class are at different points with this. They plan a lesson in which learners receive written feedback at the start, focused on their use of the past tense when speaking. They then plan a series of opportunities for learners to act on this feedback through the course of the lesson. This involves three separate speaking and listening activities, each of which focuses on a different topic, but all of which require learners to use the past tense and, therefore, to practice implementing their targets. In this way, teachers may structure upcoming lessons to work in sync with their provision of written feedback. The feedback is neither lost nor forgotten. Instead, it is the key focus for learners as they work through the succession of speaking and listening activities.

- Science and Technology

Verbal Feedback – e.g. increasing complexity: Studies of verbal feedback show slightly higher impacts overall (+7 months).¹⁰ The teacher may say something like, ‘You’re making great progress with your investigation. Now I’d like you to also consider what might happen if you had to control for variable atmospheric pressure, and if that is even possible.’ In a biology lesson, the teacher may circulate through the classroom while learners are working on an experiment. The teacher may focus on giving real-time feedback to groups and individuals, helping them to refine the quality of their experiments and the methods they are using to measure and record data.



¹⁰ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>



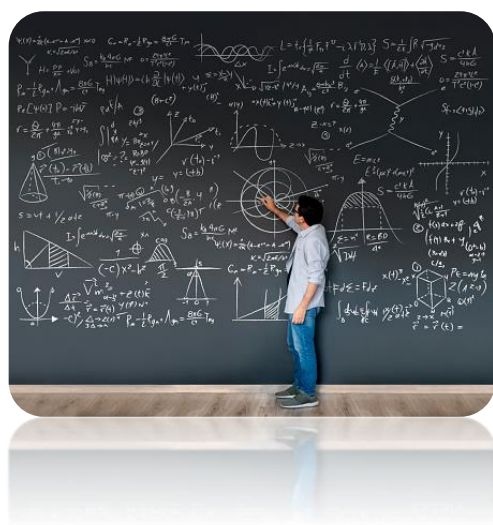
Step-by-step feedback: We can sometimes assume too much of learners when we give written feedback. Of course, our expectations are always high, but there is the risk that we assume learners implicitly understand what our feedback means. Sometimes, however, those assumptions are incorrect, and learners can struggle to make sense of our feedback. When a teacher spots this happening with certain learners, they may either try changing their written feedback from continuous prose to a step-by-step list, or try supplementing their written feedback with a small diagram showing the steps the learner needs to take to implement the target. Breaking feedback down into a series of steps means teachers are doing the process of analysis for the

learner, as this is usually where their struggles will lie. They can then focus on putting the feedback into practice, without getting bogged down in the challenge of working out what your feedback really means.

Formal whole class feedback: This is where we identify a range of pieces of feedback that are relevant to the class as a whole, capture these and then share them with learners, usually by displaying them on the board. For example, a teacher might run an experimental science lesson with their learners, which learners then have to write up. The teacher takes in learners' books and marks them. As they do, they pull together a list of eight things covering most of the mistakes and areas of improvement relevant to the class. The teacher translates this into a list of eight targets. At the start of the next science lesson, the teacher displays the list of targets on the board. At this point there are two options. First, the teacher can ask learners to look through the targets and to decide which they feel are most appropriate for them. Second, before returning the books, the teacher can run through them and write down the numbers of the most relevant targets for each learner.

Pre-emptive feedback: This is where we plan feedback in advance, based on our prior knowledge of learners, or our prior experience of having taught a given lesson or topic. For example, a design and technology teacher might know that every time Year 8 learners design and create particular product, they always end up making similar errors, mistakes and misconceptions. The teacher decides to take advantage of the knowledge they have accrued by planning some pre-emptive feedback, pausing pupils' early design work to share 5 specific targets that address these mistakes and misconceptions.

- **Numeracy and Mathematics**



Informal whole class feedback: Informal whole class feedback is when we talk learners through themes or patterns we have identified that are relevant to everybody, and then ask learners to take account of this in their future work. For example, a maths teacher might notice that lots of learners are having trouble factorising equations. Rather than give every learner a similar piece of written feedback about this, the teacher takes five minutes to lead an informal discussion with the whole class, in which they talk through the various issues learners are having, and then sums this up in the form of general feedback. The teacher would then give learners an opportunity to tackle some more problems involving factorising, inviting them to practice applying the feedback they have just heard. While this is happening, the teacher has an excellent chance to circulate and assess the extent to which different learners have understood the feedback and are able to make use of it.

Peer modelling: Modelling is a tried and tested teaching technique, with peer modelling a powerful variation. We can transfer this across to written feedback. Teachers can help a learner make sense of written feedback by getting them to work with a peer who can already do the thing in question. For example, a maths teacher might give written feedback asking a learner to work through their problem-solving in a methodical manner, showing each step of their working by writing it down. They would then identify a learner who can already do this and ask the first learner to work with their peer as part of the target implementation process. This brings the feedback to life. The peer modelling provides a concrete, easy-to-access demonstration the first learner can use both to make sense of the written feedback and to understand how to implement it in their own work.

- **Humanities**

Verbal feedback – Prompting thinking: Teacher circulate through the classroom giving verbal feedback. For example, a geography teacher may say: ‘Your map of our local area is coming along well. I’d like you to think about who might use your map, and whether you might need to give them extra information.’ This piece of feedback is akin to a prompt. It is designed to prompt the learner into thinking at a deeper level about the production of their map. The teacher has recognised that the learner is successfully tackling the task of creating a map, and so they are using their feedback to change the direction of the learner’s effort. The feedback helps focus the learner’s attention on an additional element of map construction – thinking about the end user.

Verbal exemplification: When a teacher is concerned about a learner’s ability to decode and make sense of their written feedback, they may use verbal exemplification. This is when the teacher identifies, either in advance or once learners have received written feedback, which learners may need additional support to make sense of what has been written. Talking learners through what the feedback means is a way of unpacking it. This does a little bit of the work for the learner and, as such, is a form of scaffolding. It is particularly effective when a learner lacks confidence. Supplementing written feedback with verbal exemplification is a way to help these learners gain confidence, giving them greater certainty and making it easier for them to use written feedback.

- **Expressive Arts**

Verbal feedback – Increasing complexity: This is a simple way to increase the level of challenge within a task. Increased complexity means learners have more to think about and, therefore, more demands on their resources. Increased complexity looks different for different learners. However, as a general rule, it involves the teacher introducing something extra - an additional element that learners must take account of. For example, in an art lesson, the teacher may give verbal feedback such as: ‘It’s very clear that we have a single light source in this image. What I’d like you to try for the remainder of the lesson is seeing what would happen if you brought in a second or third light source.’ Similarly, in a music lesson, the teacher observes learners’ composition work and uses their technical knowledge to give rapid feedback the learner can use to change what they are doing, refine their efforts, or attempt something more challenging.



Implementing feedback during subsequent lessons: A drama teacher may be supporting learners to create a short play. They have recently marked a set of scripts written by their class. Each of these stories received written feedback from the teacher. Rather than give the stories back and then move



the learning on, the teacher decides to plan a lesson in which implementation of the feedback takes centre stage. They may run a three stage lesson. First, learners receive their stories with written feedback attached. Paired discussion gives learners a chance to talk through their feedback and make sense of it. While this is happening, the teacher circulates to support learners who are uncertain about their feedback through scaffolding, modelling and re-explaining. Second, learners select a section of their story to rewrite and rehearse, in line with their written feedback. The teacher encourages learners to plan their rewriting with a partner, providing further opportunity for verbal rehearsal and reflection. Third, learners perform the revised sections of work and respond to peer appraisal.

- **Health and Wellbeing**

Real time verbal feedback: Real time feedback is delivered by the teacher, while the learning is in progress. For that reason, this is usually verbal feedback, though it might on occasion be written. This is where we give the learner an alternative option to pursue, meaning they must target their effort differently compared to what they have been doing. For example, in a PE lesson, the teacher might ask a learner who is practicing short rugby passing to try throwing passes without looking (the purpose of which is to fool opposition defenders). This alternative represents an increased level of challenge, meaning the learner's effort is now channelled in a different direction to previously.

Whole class feedback: A Health and Social Care teacher might give whole-class feedback a number of times through the week and marry this up with regular, but not quite as frequent, individual written feedback.



Specific roles and responsibilities

Teachers will:

- Identify key moments within the learning where they must check pupils' understanding and competence to progress further. Teachers will think carefully about what information they want assessments to capture, and how successful those assessments are in providing useful information.
- Ensure written feedback is provided within three weeks of work being set. Where appropriate, this feedback will use the 'Positif/Positive, Targed/Target, Ateb/Answer' (PTA) approach (see appendix 4).
- Assess pupils' understanding in a variety of different ways appropriate to the learning and use this information to determine further teaching that needs to take place to correct misconceptions or develop mastery.
- Provide 'in the moment' or 'on the go' verbal and written feedback, being careful not to distract or disrupt pupils' thinking.*
- Reflect upon how the information they gather can impact positively on the quality of teaching and how approaches to assessment can be further refined, drawing upon research.
- Provide frequent, diagnostic and clear feedback linked to the learning intentions, that helps pupils understand what they have done well and clearly identifies what they need to do next and how to do it.* In line with Education Endowment Foundation research, this assessment policy does not 'over specify the frequency of feedback.'¹¹ Rather, teachers are free to draw on their professional skill to determine when and how to provide feedback. However, the EEF notes that 'feedback interventions delivered immediately after learning, delivered up to a week after, and delivered during learning are all associated with similarly sized positive effects on attainment.'¹²
- Provide learners with dedicated time in which they can act on, respond to and implement your feedback (see 'Reflect 2 Perfect' approach detailed in appendix 3).
- Ensure that pupils have a clear understanding of the specific intended learning in sessions (rather than completion of a task). Ensure that pupils have a clear understanding of what success looks like and how it can be achieved.
- Provide constructive feedback that challenges pupils to become increasingly effective and independent in moving their own learning forwards.
- Ensure assessment is continuous and incremental, and provides focused feedback that enables pupils to improve while the learning is taking place, not just at end of a unit of work so that it has a beneficial impact on pupils' progress.
- Ensure pupils have meaningful opportunities to respond to any feedback given to improve the quality of their work.
- Use the national literacy, numeracy and digital competency frameworks to support planning for learning across the AoLE.
- Frequently discuss planning and assessment of pupils' progress with teaching assistants, fully involving them in the learning process.
- Use skilful questioning and modelling to support pupils to go beyond superficial responses to provide thoughtful and in-depth answers, using higher level subject-specific vocabulary confidently
- Use assessment to: evaluate pupils' progress towards learning goals; identify common pupil misconceptions; identify skills that need to be revisited; and inform/adapt teaching.

¹¹ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

¹² https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1685894614 p19

- Base their approaches to assessment upon a clear understanding of progression in learning and carefully consider the progression steps and the principles of progression to secure a clear understanding of the journey they wish their learners to take.
- Work with colleagues to plan and create assessment strategies that are appropriate to the stage of development of pupils.
- Collaborate with colleagues to analyse assessment data - including evidence that is collected at set points throughout the academic year - and engage in honest and challenging discussions, identifying where their practice can be improved.
- Evaluate the success of the assessment strategies they employ.
- Ensure that pupils understand how to receive and use feedback appropriately and appreciate their own active role in the feedback process. This will help pupils develop strong attitudes to learning and approach challenges confidently.
- Monitor the quality of pupils' feedback to each other and work with them to identify how it can be improved.
- Carefully consider how feedback will be received, including impacts on self-confidence and motivation.¹³
- Avoid over-reliance on summative testing to make judgements about past learning.
- Avoid overusing strategies which have little impact on pupils' learning, for example feedback stamps or praise marking (Hattie & Timperley, 2007).

Learning Managers will:

- Regularly use first hand evidence to facilitate team discussions about: the impact of teaching and assessment on learning; the future learning needs of pupils; and whether teaching, self-¹⁴evaluation priorities and/or professional learning need to be adapted in light of assessment feedback.
- Use pupil feedback productively as part of their self-evaluation processes when evaluating the impact of assessment practice on their learning.
- Plan professional learning opportunities to improve the skills of their AoLE team in understanding and using a range of assessment approaches formatively.
- Avoid tick-list approaches to tracking that do not provide information that helps their team understand the needs of pupils or inform teaching.
- Use the national personalised assessments thoughtfully, to understand pupils' progress in learning and adjust teaching to support their next steps.
- Avoid use of best-fit of level descriptors or progression steps, to track pupils' progress. In these instances, 'assessment practices do not always help teachers to understand pupils' learning and to adjust their practice accordingly.'¹⁵
- Base their approaches to assessment upon a clear understanding of progression in learning and carefully consider the progression steps and the principles of progression to secure a clear understanding of the journey they wish their learners to take.
- Build into their curriculum planning at least one block of learning each term that leads up to a rich task or 'main event'. Staff then work backwards from this purpose to carefully plan the discrete learning to support pupils' progress towards the overall goal. They plan for regular assessment opportunities to identify how pupils are progressing towards learning intentions and can

¹³ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

¹⁴ An asterisk signifies that this approach to marking constitutes one of the four strategies employed in Llanidloes Primary School, helping to maintain a degree of consistency as pupils move between phases.

¹⁵ <https://www.estyn.gov.wales/system/files/2022-10/Effective%20approaches%20to%20assessment%20that%20improve%20teaching%20and%20learning.pdf>

continually adjust the direction of travel. Where appropriate, pupils are involved in the rich task or 'main event' curriculum design process, which helps them understand the next steps required for their learning.

- Regularly analyse assessment data with team members - including evidence that is collected at set points throughout the academic year – supporting honest and challenging discussions, identifying where their practice can be improved.
- Develop strong relationships between team members and parents (who are integral to the learning process). Share learning experiences from the classroom with parents and provide support for parents to further develop specific aspects of their child's learning at home.

Senior leaders will:

- Provide space and time for teachers to trial research-driven teaching and assessment approaches and to reflect upon their experiences.
- Provide AoLE's with the flexibility they need to decide the most appropriate times to carry out assessments and record progress based on those 'hinge moments' in their learning plans.
- Plan opportunities for staff to collaborate across year groups when looking at assessment and progression within the curriculum.
- Plan thoughtfully to collaborate with other settings, including across the cluster, to develop a shared understanding of progression and productive approaches to assessment, providing useful opportunities for staff to share good practice in assessment and strengthen teaching across the continuum of learning.
- Share information on pupils' well-being and their attitudes to learning to help teachers identify alternative approaches to teaching that will help overcome barriers to learning and target underachievement.
- Encourage staff to carry out their own research, trials and evaluations of assessment approaches in the classroom and share good practice with colleagues.
- Give Learning Managers and teachers the flexibility to use their professional judgement when deciding upon how best to share learning intentions and success criteria with pupils. For example, teachers do not always share them at the start of lessons to help engage pupils' curiosity in the learning journey. In a few cases, teachers use strategies such as beginning lessons with 'big questions' to encourage pupils to think carefully about the intended learning without telling them exactly what the learning entails.

Appendix 1: Workload impact assessment

1. Is this policy new or existing? **It is a new policy.**
2. Which staff does this policy affect? **All teaching staff.**
3. Where has this policy originated from? What is this policy designed to achieve? **The policy has originated from the need to review marking and assessment arrangements in light of Welsh Government's new curriculum guidance¹⁶, Estyn's 'Effective approaches to assessment that improve teaching and learning'¹⁷, the Education Endowment Foundation's research on effective assessment¹⁸, Mike Gershon's research on feedback that supports our most vulnerable learners¹⁹ and well-documented concerns about teacher workload²⁰. The policy aims to draw on reliable research to ensure learners at Llanidloes High School receive the feedback they need to make strong progress without placing unreasonable workload demands on teachers.**
4. Is the policy compliant with the relevant Terms and Conditions Document. **Yes. Section 49.3 requires teachers to 'assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.'**
5. Does this policy duplicate work? **Implementation of the assessment policy does not involve duplication of work.**
6. Does this increase workload? Approximately, how many hours per week will this policy generate? Does the policy result in additional meetings? Can some other task be reduced or eliminated? **This policy is better supports the Governing Body and headteacher to carry out their duty to have regard to the need for teachers at the school to be able to achieve a satisfactory balance between the time required to discharge their professional duties (section 51.4 of the STPCD). There should be a reduction in teachers' assessment workload through the introduction of a more flexible marking and assessment framework. For example, the policy encourages verbal real time feedback and whole class feedback that at times can be used in place of individual written comments. The policy states that this approach can 'help address teacher workload concerns. However, this approach needs to be used alongside high-quality, specific feedback for individual pupils. For example, teachers might give their class whole-class feedback a number of times through a term and marry this up with regular, but not quite as frequent, individual written feedback.' Similarly, when outlining the role of the teacher, the policy states, 'teachers are free to draw on their professional skill to determine when and how to provide feedback. However, the EEF notes that feedback interventions delivered immediately after learning, delivered up to a week after, and delivered during learning are all associated with similarly sized positive effects on attainment.'²¹ The reduction in hours spent assessing learners will vary depending on each teacher's/AoLE's preferred assessment approach.**
7. Is this in directed/working time? **The policy adopts a flexible approach that provides teachers and AoLE teams flexibility to choose suitable assessment approaches matched to the pupils' learning activities. This enables teachers to maintain a suitable work/life balance and complete assessment within their directed time.**
8. Is staff training needed? **Yes. This will take place during directed time, such as briefings, AoLE meetings, staff meetings and INSET.**
9. What resources are needed before policy is adopted? **None.**

¹⁶ <https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/>

¹⁷ <https://www.estyn.gov.wales/system/files/2022-10/Effective%20approaches%20to%20assessment%20that%20improve%20teaching%20and%20learning.pdf>

¹⁸ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

¹⁹ <https://supportingvulnerablelearners.cymru/courses/feedback/>

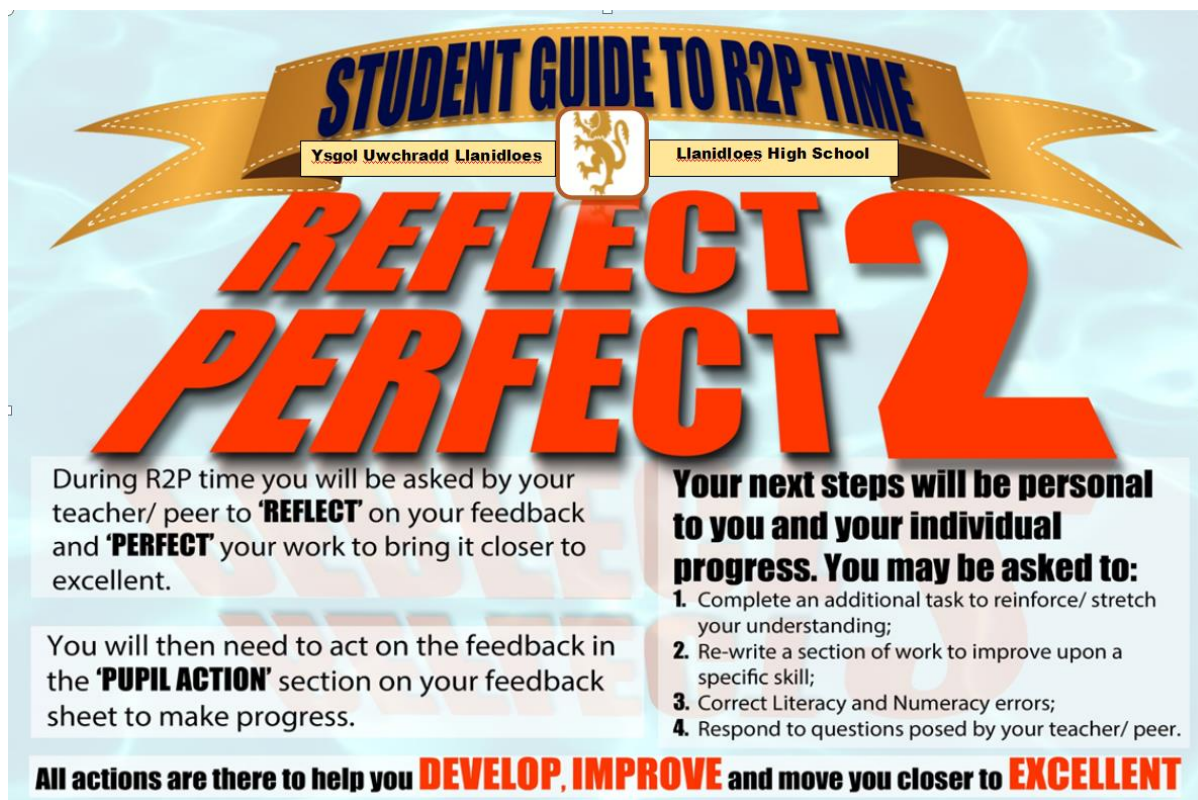
²⁰ <https://www.nasuwt.org.uk/advice/conditions-of-service/workload/tackling-excessive-teacher-workload-england-wales.html>

²¹ [https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher Feedback to Improve Pupil Learning.pdf?v=1685894614](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher%20Feedback%20to%20Improve%20Pupil%20Learning.pdf?v=1685894614) p19


Appendix 2: Marking codes

Correction Code			
✓	Correct answer	Units are required in the answer	U
✓✓	Exceptional work	More method needs to be shown	M
③	Circled number: Mistake	A ruler needs to be used	R
↵	The same mistake is repeated below	A compass needs to be used	C
?	This work does not make sense	Please show working out	WO
R	The rounding accuracy needs to be shown, e.g. 2 d.p.	The answer needs to be simplified	S
GRAPHS AND CHARTS			
S	A suitable scale is needed	Suitable axes are required	A
L	The axis needs to be labelled	Units on the labels	U
T	A title is needed	Explain the trend (mainly for Science)	E

Appendix 3: Reflect to perfect strategy



STUDENT GUIDE TO R2P TIME

Ysgol Uwchradd Llanidloes  Llanidloes High School

REFLECT PERFECT 2

During R2P time you will be asked by your teacher/ peer to **'REFLECT'** on your feedback and **'PERFECT'** your work to bring it closer to excellent.

You will then need to act on the feedback in the **'PUPIL ACTION'** section on your feedback sheet to make progress.

Your next steps will be personal to you and your individual progress. You may be asked to:

1. Complete an additional task to reinforce/ stretch your understanding;
2. Re-write a section of work to improve upon a specific skill;
3. Correct Literacy and Numeracy errors;
4. Respond to questions posed by your teacher/ peer.

All actions are there to help you DEVELOP, IMPROVE and move you closer to EXCELLENT

Appendix 4:

P	Positif/Positive	Bydd eich athrawon yn ysgrifennu sylwadau, graddio am ymdrech. Your teachers will write comments and grade for effort.
T	Targed/Target	Ysgrifennu'r llythyren 'T' mewn cylch yn agos at y cyngor ar sut i wella'ch gwaith Write the letter 'T' in a circle next to where they tell you how to improve
A	Ateb/Answer	Ymateb i'r athro. Wrth asesu gwaith eich hunan neu rywun arall: Defnyddiwch ben gwyrdd Respond to the teacher. When you assess your own learning or someone else's learning: Use green pen