

GRIFFITHSTOWN PRIMARY SCHOOL

INSPIRE CHALLENGE ACHIEVE



Title	Assessment & Progression Policy
Date	July 2025
Reviewed	July 2026
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UNCRC Article 28 – The right to an education

UNCRC Article 29 – The right to an education which develops my personality, respect for others rights and the environment

Assessment & Progression Policy

Aims

1. To ensure all pupils make progress, knowing their achievements and what they need to do next in relation to the 3 – 16 continuum.
2. To ensure all pupils are supported and challenged accordingly.
3. To support all pupils to become active participants in the learning process.
4. To build a holistic picture of the development of all pupils.
5. To guide and focus learning and teaching

Roles and Responsibilities

Issues relating to assessment and progress will involve all staff. Each **class teacher** must complete assessments for all pupils within their class and ensure they make appropriate progress. The **Head and Deputy** will have specific responsibilities to ensure that the policy of the school is put into practice. **Governors** will review the policy annually and understand the policy. The role of the **learner** is to contribute and participate in the learning process. We will work in collaboration with **parents** who will play an active role in the progress of their child by supporting learning tasks at home. We will engage with **external partners** to help assess, identify the needs of, and support pupils who may require additional support.

Progress

Supporting learners to make progress is a fundamental driver of the Curriculum for Wales. We will support our learners to:

- understand where they are in their learning and where they need to go next
- develop an understanding of how they will get there
- respond actively to feedback on their learning
- review their progression in learning and articulate this both individually and with others
- reflect on their learning journey and develop responsibility for their own learning over time

We have a range of strategies available to us to help our learners to become better, more reflective learners. [How to AfL Booklet.docx \(sharepoint.com\)](#)

The five principles of progression provide a mandatory requirement of what progression must look like for learners.



Staff can find detailed guidance at:

[Developing a vision for curriculum design - Hwb \(gov.wales\)](#)

A Shared Understanding Of Progression

Professional Learning opportunities enable the continued development and refinement of a shared understanding of progression within each of the Areas of Learning & Experiences. Curriculum for Wales Leader liaises with AOLE Leads and class teachers to highlight the nuances within each AOLE.

Pedagogy

At Griffithstown Primary we understand that good learning and teaching is essential for pupil progression. Our rich, authentic curriculum supports our learners to become

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

and is underpinned by the ***twelve pedagogical principles*** set out by Curriculum For Wales.

Detailed guidance at:

[Pedagogy - Hwb \(gov.wales\)](https://gov.wales/pedagogy-hwb)

Feedback

To ensure our learners' achievements are acknowledged and that they know where to go next in their learning we provide high quality oral feedback and written feedback.

Written Feedback

Written feedback must be constructive, focus on success and improvement needs against learning intentions; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. When providing written feedback, teachers' handwriting must be in the LetterJoin style.

Effective written feedback must:

- Move the learning on
- Relate to success criteria
- ***Accompany any QR codes and SeeSaw/HWB stickers***
- Involve all adults working with pupils in the classroom
- Give pupils opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Allow specific time for pupils to read, reflect and respond to marking
- Respond to individual learning needs, marking face-to-face with some pupils and at a distance for others
- Inform future planning and individual target setting
- Use consistent codes throughout school
- Raise pupils' self-esteem
- Include Welsh marking comments in all books
- Be recorded in red; HLTA/TAs, supply teachers & student teachers will initial their feedback.

Oral/Verbal feedback

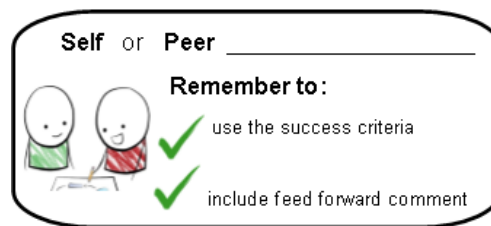
During a lesson, teachers' comments to pupils must focus firstly on issues surrounding the learning intention and secondly on other features. Explicit guidance on what they can do to improve, as well as what has been done correctly, is given. 'VF' is written in a pupil's book when a teacher has given verbal feedback and a brief comment is added summarising the key issues.

Peer / Self-assessment

All pupils must be exposed to metacognition opportunities as an integral part of all teaching and learning and taught how to self and peer assess effectively. Teachers must use ***the electronic Learning Pit displayed on their screensaver*** at least once per day, for pupils to reflect on feelings/attitudes about their learning journey as they progress through an activity. ***Portable Learning Pit boards must be used for learning if an electronic board is unavailable.***



To support individual learners' progression we empower them, through **modelling and training** to assess their own work and that of others. Peer and self-assessment will be signposted with this sticker.



As pupils gain effective assessment of learning skills, the sticker prompts become unnecessary.

- All learning must have a success criteria that is shared, at any point in the lesson, and understood by all.
- Self and peer assessment must always be linked to the success criteria and must focus on closing the gap between current performance and desired performance to move the learning on.
- Pupils progress from oral to written assessments according to stage not age.
- Pupils who no longer require sticker prompts must record their assessments inside a pencil cloud.

Summative Assessments

To identify standards and support learners to make progress, we gather standardised data at specific times in the year and in specific areas.

Baseline assessments are made of pupils in our Nursery & Reception years. These assessments provide a means of assessing pupils' relative strengths and weaknesses at the time of entry to school and will help teachers to plan programmes of activities that target specific needs. It assists in identifying pupils who may have additional learning needs so that support can be given promptly and provides a baseline against which the progress and performance of pupils can be evaluated subsequently.

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On entry to each subsequent year group baseline assessments are made in oracy, phonics/reading, spelling and writing, maths, Welsh oracy, and well-being using Taith 360 tracker.

Pupils with standardised scores below 90 and spelling/reading ages more than 12 months from their chronological age, are identified as in need of basic skills intervention. Pupils are reassessed as the year progresses and data analysed. Progress meetings take place between each class teacher and the Head/Deputy on a termly basis and with the ALNCo for identified pupils. Professional discussions identify those pupils who are not progressing as expected and future strategies are discussed and planned.

Diagnostic maths interviews must inform teachers' planning in all year groups. They are also used to track pupils' maths progress in Nursery, Reception and Y1, and the progress of less able pupils in other year groups. For pupils with additional learning needs Blanks Levels are used termly. Pupils from Year 2 to Year 6 complete Personalised Assessments once per year.

Standardised Assessment Expectations

No initial assessments must be conducted within the first two weeks of the year (Y2-Y6.)

- Must be administered:
 - by the class teacher (not supply, PPA teacher or TA)
 - at a time when the pupils are calm and engaged
 - following high quality preparation including exposure to test style questions
 - in small groups of no more than ten pupils at a time.
- Teachers must ensure the required resources are available e.g., headphones, calculators, pencil and paper for jottings
- Teachers must ensure they have read and understood the administration guidance specific to each assessment, including opportunities for wellbeing breaks
- Teachers must ensure pupils are at ease and able to perform at their best, including praise and ongoing words of motivation
- Absent pupils must be assessed on their return to school
- The results of the assessment, and other improvement indicators as identified on the assessment spreadsheets, must be added by the stated deadline.

Summative Assessment Opportunities

ALN & MAT pupils are assessed appropriate to their ability.

What?	Who?
Baseline Snapshot Expectations (September, January, April, June)	Nurs, Rising 3s
Baseline Snapshot Expectations (September, June)	Rec
Phonics & reading of 'tricky words' (every six weeks)	Nurs – Y2, & pupils in other year groups not scoring on STAR
PM Reader (termly or as required)	Nurs – Y2, & pupils in other year groups not scoring on STAR
STAR Reader (Sept, Dec, March, June)	Y2 - Y6
STAR Maths (Sept, Dec, March, June)	Y2 - Y6
Maths Diagnostic Interviews (half termly or as required)	Nurs – Y2, & pupils in other year groups not scoring on STAR
Parallel Spelling Test (Sept, Dec, March, June)	Y2 - Y6
English Writing Progression Grid (Sept, Dec, March, June) – June must be a narrative piece	Rec – Y6
English Oracy Progression Grid (Sept, Dec, March, June)	Rec – Y6
Welsh Oracy Progression Grid (Dec, March, June)	Rec – Y6
Welsh Reading Progression Grid (May)	Y2 – Y6
Welsh Writing Progression Grid (May)	Y2 – Y6
Cwestiynau Campus (All 12 in September, January & June)	Rec – Y6 (One set for Rec – Y2, one for Y3 – Y6)
Personalised Assessments (May)	Y2 – Y6
Motional Snapshot (as required)	Nurs – Y6
Blanks Levels Assessments (Sept then as required)	Identified pupils
Attitudes to Learning and Wellbeing (half termly)	Rec – Y6

Progression Grids

Progression Grids developed by teachers identify features of a typical learner in specific year groups. The grids record a pupil's attainment and identify the pupil's next steps.

Grids for, English: Speaking and Listening, and Writing; Welsh: Speaking and Listening, Reading, and Writing, are used alongside scheduled summative assessments and are in the pupils' English and Welsh books. The statements in the grid are dated as achieved.

Reporting

Parent/teacher consultations (PTCs) are held once a term. Parents are invited into school in the autumn and spring terms to discuss attainment, progress and wellbeing. Progress certificates must be shared with parents prior to PTCs to inform the conversation. The final optional meeting occurs in the summer term, after parents have received end of year reports. PTCs focus on progress of the whole child and how further development can be supported at home.

An end of year report is compiled and sent out to parents at the end of the summer term. These reports:

- Give details of coverage and pupil progress in all AOLES
- Outline social and moral development
- Include Personalised Assessment results for Y2 to 6
- ***Include Progress Certificates mapping termly attainment***
- Set targets for further developments
- Provide pupils with the opportunity to reflect / target set
- Provide parents and pupils the opportunity to evaluate / comment on progress made.

Transfer of Information



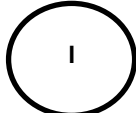
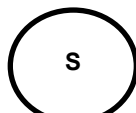
Pupil information is transferred from year group to year group in a face-to-face meeting between teachers. This includes:

- all standardised data, including Personalised Assessment data
- progress
- well-being information – including friendship groups
- health issues
- attendance data
- Pre Basic Skills tracking
- ALN tracking
- IAP documentation
- WOPPs documentation
- FSM status
- Safeguarding / CLA information.

Primary to Secondary School

Face-to-face meetings are completed between Y6 teachers and the Heads of Y7 for all feeder secondary schools. Enhanced transition opportunities occur for all vulnerable pupils during the summer term.

Marking Codes

^	Missing words or phrases
//	New paragraph needed
/	Start a new line
—	Highlights an error that must be corrected or improved
[]	Redraft this section
Sp	‘Sp’ written in the margin to highlight misspelt words. For ALN, PBS & BS pupils, and pupils in PS1 & 2, the error is underlined and the correct spelling written in the margin or above the word. More able pupils locate the mistake within the line and correct .
	Two stars and a wish
Q	Close the gap question
	Verbal feedback
	Independent
	Support given

Appendices

1. Reports

Curriculum Coverage Template



Summer Term – *Our Sustainable World*

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Griffithstown Primary School
Ysgol Gynradd Griffithstown



Year 6 Curriculum Coverage
Progression Step 3

2022 - 2023



Autumn Term – *Horrible History*

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Spring Term – *Cymru Am Byth*

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PS1 Progress Summary Template

Next year I need to
Message from Mr Blackburn
Intervention



Griffithstown Primary School
Ysgol Gynradd Griffithstown



I think _____

Pupil A's Journey Through Reception
2022 - 2023

Class Teacher: Mrs R Jones

Attendance up to 12th June 2023

Overall attendance:

Authorised absences:

Unauthorised absences:

Social & Emotional Development
Language, Literacy & Communication

[illegible]

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PS2 & PS3 Progress Summary Template

My contribution to school life and our community
Next year I need to
Message from Mr Blackburn
Intervention

☐

Griffithstown Primary School
Ysgol Gynradd Griffithstown

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I think _____

Pupil A's Journey Through Year 6
2022 - 2023
Class Teacher: Mr I Pembrey

Attendance up to 12th June 2023

Overall attendance:


Authorised absences:

Unauthorised absences:

Health & Well-being
Language, Literacy & Communication

Mathematics & Numeracy
Science & Technology, Expressive Arts & Humanities

Pupil /Parent Response Form PS1




We invite you and your child to respond to their progress summary in writing. Please support your child as they complete the evaluation overleaf. Your responses will be read, noted and filed. Should you wish to meet with your child's teacher on Monday 17th July please contact the school to make an appointment.

Parents' Comment
Progression Step 1 2022 - 2023

Child's Name: _____


Class Teacher: _____





Pupil's Comment
Progression Step 1 2022 - 2023

Name: _____

What did you think of Reception?

 ☐


 ☐

 ☐

I really liked _____

In September I will try to _____

Pupil /Parent Response Form PS2




We invite you and your child to respond to their progress summary in writing. Please support your child as they complete the evaluation overleaf. Your responses will be read, noted and filed. Should you wish to meet with your child's teacher on Monday 17th July please contact the school to make an appointment.

Parents' Comment
Progression Step 2 2022 - 2023

Child's Name: _____

Class Teacher: _____



Pupil's Comment
Progression Step 2 2022 - 2023

Name: _____

This year I have tried my best to _____

Now I am better at _____

I will try hard to _____

In September I am looking forward to _____

Pupil /Parent Response Form PS3



We invite you and your child to respond to their progress summary in writing. Please support your child as they complete the evaluation overleaf. Your responses will be read, noted and filed. Should you wish to meet with your child's teacher on Monday 17th July please contact the school to make an appointment.

Parents' Comment
Progression Step 3 2022 - 2023

Child's Name: _____

Class Teacher: _____



Pupil's Comment
Progression Step 3 2022 - 2023

Name: _____

Teacher: _____

This year I have worked really hard at _____

Now I am better at _____

I feel that I still need help with _____

I am most proud of _____

In September I am looking forward to _____

2. Examples of Progression Grids

Speaking& Listening

	Progression Step 3					
	Year 4		Year 5		Year 6	
Talking & Listening in Different Contexts	Talk and listen confidently in different contexts exploring and communicating ideas.		Talk and listen with confidence in an increasing range of contexts.		Talk and listen confidently in a wide range of contexts, including some that are of a formal nature.	
	Vary the use of vocabulary and level of detail.		Use talk which engages the interest of the listener by beginning to vary expression and vocabulary.		Use talk which engages the interest of the listener by varying expression and vocabulary.	
Listening & Understanding	In discussion, show understanding of the main points.		In discussion, listen carefully and make contributions.		In discussion pay close attention to what others say.	
	Through relevant comments and questions, show they have listened carefully.		Ask questions that are responsive to others' ideas, needs and views.		Ask questions to develop ideas and make contributions that take account of other's views.	
Collaboration / Presenting Information, Ideas & Opinions	Begin to develop and organise ideas thoughtfully.		Develop and organise ideas thoughtfully.		Develop and organise ideas thoughtfully, adapting talk to the purpose.	
	Convey opinions clearly sometimes including reasons.		Provide simple reasons to support their views when expressing opinions.		Provide more detailed reasons to support their views when expressing opinions.	
Speech	Begin to be aware of standard forms when they are used.		Use some of the features of standard English, vocabulary and grammar appropriately.		Begin to use standard English in formal situations.	
Evaluating their Own Work	Begin to adapt what is said to the needs of the listener, varying the use of vocabulary and level of detail.		Suggest changes in vocabulary and style which would improve talk.		Able to evaluate talk and understand how changes in vocabulary and style can improve its quality.	

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Writing

	Progression Step 3					
	Year 4		Year 5		Year 6	
Handwriting	Produce legible handwriting in the 'Letter Join' cursive (joined) style and present appropriately.		Produce legible handwriting in the 'Letter Join' cursive (joined) style and present appropriately.		Produce legible handwriting in the 'Letter Join' cursive (joined) style and presentation is adapted according to the task.	
Planning, editing & Evaluating	Use a scaffold to plan & organise their writing with increasing efficiency.		Begin to plan & organise their writing independently.		Plan & organise their writing independently.	
	Independently edit and improve their work against the success criteria.		Independently edit and improve their work against the success criteria.		Independently edit and improve their work against the success criteria.	
	Spelling is usually accurate including that of common polysyllabic words.		Spell high-frequency, polysyllabic and plural words correctly.		Spelling conforms to regular patterns and is generally accurate.	
Punctuation, grammar & sentence structure	Basic grammatical structure of sentences is usually correct.		Begin to extend meaning & use different sentence structures.		Extend meaning and use different sentence structures.	
	Use full stops & capital letters accurately & a wider range of punctuation with some degree of accuracy.		Full stops, capitals and question marks are used accurately. Punctuation is beginning to be used within the sentence e.g. speech marks, commas.		Full stops, capitals and question marks are used accurately. Punctuation is used accurately within the sentence e.g. speech marks, commas.	
	Structure their writing into paragraphs.		Structure their writing into paragraphs.		Structure their writing into paragraphs.	
Using vocabulary	Words are sometimes used for variety and interest.		Vocabulary choices are often adventurous and words are sometimes used for effect.		Vocabulary choices are often adventurous and words are used for effect.	
Communicating meaning	Writing is organised, imaginative and clear and is beginning to be adapted to different readers.		Writing is organised, imaginative and clear and is organised appropriately for the purpose and the reader.		Writing is organised, imaginative and clear for the purpose of the reader.	
	The main features of different forms of writing are used appropriately.		Writing in a range of forms is lively.		Writing in a range of forms is lively.	
			Ideas are sometimes sustained and are beginning to be developed in interesting ways.		Ideas are often sustained and developed in interesting ways.	
			Opinions are stated and sometimes supported with reasons.		Opinions are stated and supported with reasons.	