

Assessment, Recording and Reporting (ARR) Policy



*Learning together in a changing
world, creating success for all.*



TRINITY FIELDS SCHOOL and RESOURCE CENTRE

ASSESSMENT, RECORDING and REPORTING (ARR) POLICY

Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.

School context

Trinity Fields is a **Rights Respecting School**; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF's "Rights Respecting School Award" in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

Refer to pupil friendly "**Pupil Participation**" policy and our whole school "**Pupil Participation**" policy for further details.

We are a **Healthy School**; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

Refer to "**Health and Well-being for Pupils**" policy and our whole school "**Health and Well-being**" policy for further details.

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child's education.

During the re-accreditation process (2019), the school's work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

Trinity Fields School has held the **IQM Centre of Excellence** status for the past 4 years and attained Flagship School status for the first time in **April 2018**. We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils’ ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

Our overarching philosophy is summarised in the following statement:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

Rationale

This policy sets out our Assessment, Recording and Reporting (ARR) processes and how they inform learning and teaching. Excellent learning and teaching are achieved through the implementation of the outcomes of careful analysis of information gained from relevant and regular assessment and accurate recording. We celebrate all achievements and share these successes whenever possible.

The term ‘assessment’ refers to a spectrum of activities carried out to define a pupil’s achievements, understanding or progress. We also demonstrate the **value added** for each pupil; this refers to the

child's current attainment against previous attainment. This in turn is used as evidence to demonstrate the impact of our provision up on each pupils' learning. It is therefore essential that this policy is understood and implemented by all staff.

This policy aims to:

- ensure consistent approaches to ARR throughout the school;
- inform stakeholders about our ARR arrangements.

Due to the highly complex learning and medical needs of some of our pupils they may not make significant progress during their time with us. Some pupils may even physically deteriorate as a result of their medical conditions, losing skills and knowledge as part of this deterioration. However, these pupils are also entitled to high quality learning, teaching and assessment experiences. However, the results of assessments for these pupils must be handled very sensitively.

This policy should be read in conjunction with the following school policies:

- Teaching, Learning and Curriculum (TLC)
- Additional Learning Needs (ALN)
- Strategic Equality Plan (SEP)
- Marking

Aims

This ARR policy aims to:

- support the use and consistency of assessments within the school and to use the information to inform teaching and planning; raising standards of achievements for each pupil;
- support staff commitment to refining their assessment skills;
- formalise our assessment systems;
- ensure assessment procedures are suited to the needs of all of our pupils;
- increase the focus of all staff on pupils' learning outcomes;
- ensure pupils' achievements are recognised, shared and celebrated and in turn that the school's effectiveness is demonstrated and recognised.

Objectives

To ensure that:

- pupils, wherever possible are involved in formative assessment/Assessment for Learning (AfL) and that this is integral to their learning, informing them of their progress and how to improve;
- assessments have a positive contribution to pupils' motivation and desire to achieve;
- accurate and useful summative assessment data is collected that can inform future teaching and further support pupils' learning;
- recording systems are consistent across the school and that they operate in such a way as to make collected data that is comprehensive, accessible and valuable;
- reporting procedures follow Welsh Government requirements and that outcomes are reported to all involved with pupils' learning.

The assessment process will enable staff to:

- obtain **feedback** so that future learning experiences are correctly matched to pupils' individual needs;
- **monitor** and **evaluate** the learning programmes provided;
- **confirm** general impressions of pupil performance;

- **diagnose** particular difficulties that pupils are encountering;
- **select** pupils for working groups within the class and across the school, where appropriate;
- **motivate** pupils;
- **report** progress and achievements to pupils, parents/carers and colleagues;
- **appraise** our teaching performance;
- **comply** with official regulations and legal requirements.

Key purposes

Information derived from assessments should be capable of serving several general purposes:

- **formative**, so that on an ongoing basis the positive achievements of pupils may be recognised and discussed and inform planning for the appropriate next steps;
- **diagnostic**, so that the strengths and areas for development for pupils may be identified and scrutinised and the appropriate next steps taken;
- **summative**, so that the overall achievements of pupils may be recorded in a systematic way and at a particular time, e.g. reporting to parents/carers at the end of each key stage. This will be achieved through using standardised materials and is moderated to ensure consistency and to allow relevant comparisons to be made;
- **evaluate**, so that the information about pupils' achievements may be used to make curriculum planning and resource decisions; analysis of the data is also used to evaluate the effectiveness of the curriculum learning experiences offered;
- **norm-referencing**, so that the performance of higher achieving pupils can be compared to that of other pupils, where relevant. Standardised tests are based on a norm-referenced approach;
- **criterion-referencing**, so that teachers can assess pupils against a predetermined objective in one specific activity, e.g. a spelling test. This is about the quality of each pupil's achievement irrespective of other pupils;
- **self-referencing**, so that pupils are involved in comparing what they are achieving at present with what they have achieved previously.

Key principles

The process of assessment is supported by some key principles. In order to support highly effective support in the classroom, assessment should:

- be integral to the processes of curriculum planning, teaching and learning;
- take account of previous levels of pupil performance and be capable of detecting any significant changes;
- indicate learning successes and identify area requiring further development;
- focus upon learning processes as well as learning outcomes;
- be based upon criteria which are clear and precise;
- be objective and consistent;
- actively involve pupils in the process of self-assessment, encouraging them to review, reflect, record and evaluate their performances, employing AfL strategies suited to the abilities of the pupils.

Furthermore, good practice in assessment should:

- support and reinforce the implementation of the schemes of work within areas of learning;
- be an important professional responsibility of each teacher;
- ensure that the demands on staff are kept to the minimum compatible with the effective monitoring of pupils' progress.

Statutory Requirements

Statutory assessments: pupil performance in relation to key areas as required by WG has to be formally assessed and reported on at ages 5 (Foundation Phase Baseline), 7 (Upper Foundation Phase), 11 (Year 6) and 14 (Year 9). All pupils will have their achievements recorded through robust and accurate teacher assessments using a 'best fit' basis in relation to defined levels. These arrangements are currently implemented by the relevant class teachers with support from the Assistant Headteacher. **This is currently being reviewed in line with updated Welsh government Guidance.**

Where appropriate for individual pupils in Y2-Y9, progress in reading and numeracy is assessed using the National Reading and Numeracy tests.

Reporting: a written report is sent to parents/carers at the end of each year by 31st July detailing their child's progress and achievements in Routes for Learning, PIVATS and other teacher assessments.

These results are shared with Governors at an annual data presentation (Autumn term GB meeting) and are documented pupils' annual report to parents.

Annual reports: class and subject teachers will report annually to parents/carers on each Area of Learning and Experience (AoLE) together with details of achievements in other areas and activities undertaken that year. Pupils in the 14-19 Learning Pathways department will receive reports covering their progress and achievements in a wide range of accredited courses; and will also include: Careers and the World of Work, Language, Literacy and Communication, Mathematics and Numeracy, Personal and Social Development and RE. **The content of school reports is currently being revised for Summer 2022 to reflect the new curriculum.**

Person Centred Annual reviews:

For pupils with Statements, a Statement will remain in place, maintained by the Local Authority until Welsh Government provide specific information on the transformation of Statements to IDPs in the coming years of implementation but by September 2024.

Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

In all cases of a Statement of SEN (In accordance with the SEN Code of Practice for Wales 2002 a child's Statement of Special Educational Needs is reviewed annually) or an IDP, a review meeting will be held at least annually, and all stakeholders invited to contribute.

The review meeting will take a person-centred approach to ensure the wishes, views and opinions of the pupil are captured and considered. Parental / carer engagement forms a critical aspect of the process with views and understanding of the child or young person's needs will be taken fully into account. There will also be collaboration between other stakeholders, including health and social services. We value a holistic approach to this review meeting, where pupils' views are central.

These reports will be translated into languages other than English or Welsh, where appropriate. If necessary, an interpreter would also be present during the annual review.

Pupils transferring to other schools/further education: to enable schools to maintain up to date records on individual pupils, all pupil records should be forwarded to the new school within 15 days of transfer. At Trinity Fields we would hope that most transfers would be gradual and planned with input from our staff. However, on occasions family circumstances might necessitate hasty family

moves and a pupil having to change schools. It is important that pupil records are sent on swiftly and that telephone communication between the new and previous class teachers takes place to enable basic information to be transferred at speed.

Individual Education Programmes (IEPs): all pupils have an IEP which outlines the key targets for learning. In discussion with staff, parents and therapists we use the format of **Appendix 2**. IEPs are written by class teachers at the end of every half term, after liaison with therapy staff where appropriate. They are then monitored by the School Leadership Team before being shared with parent/carers during the first week of the half term. A termly parents' evening is also planned to discuss the IEP in more detail. IEPs run for a term. They are issued in October, February and May, with new annual aims developed following the Summer Term annual assessments, linking to information held within Statements of SEN and IDPs.

Learning and skills plans: these are developed in partnership between Careers Wales and pupils; they are developed in conjunction with parents/carers, pupil and class teacher as part of the Person Centred Annual Reviews from Year 9 upwards. Further details will be found in the Transition Policy.

Statutory baseline assessments: all pupils of reception age must be assessed using the Foundation Phase Profile in the Autumn term, and results are collated and sent to the LA. Copies of these results can be found in the Assessment Co-ordinator's File.

Non-Statutory Assessment, Recording and Reporting

- Some of our pupils are in the process of having their assessment of special educational needs written for the first time, e.g. new nursery aged pupils and some pupils who transfer from other schools/local authorities. These pupils will still have an annual review type report prepared for them and a meeting to discuss progress with parents/carers, despite there being no statement to review. All pupils, wherever possible will be invited to attend and contribute to their annual review meeting.
- All new pupils are assessed within two weeks of starting at Trinity Fields using a range of appropriate assessments. These will include Routes for Learning and PIVATS and may include the Foundation Phase Profile and relevant developmental profiles. Thereafter these are assessed annually in May each year as part of the whole school assessment. See **Appendix 3** for a copy of our assessment flowchart.
- Each pupil has a Pupil Work Folder. See **Appendix 4** for details of contents.
- IEPs and individual targets are displayed in all classes.
- Many of our pupils remain working towards Level 1 of the National Curriculum for many years, sometimes throughout their time at school. We do not feel this demonstrates fairly our pupils' substantial progress in acquiring additional skills and knowledge during their school life. In partnership with the LA we have adopted the PIVATS assessment scheme which is a structured approach to assessing, tracking and measuring small steps in learning, and is used to assess all pupils in English and Maths for pupils up to Y10. Trinity Fields is working closely with the LA to lead the use of PIVATS for SRBs across the authority.
- In addition to PIVATS, pupils working at working at P3 or below (and who are likely to remain at this level for a substantial part of their school life) are assessed using the Routes for Learning resources.
- External accreditation takes place for all pupils aged 14-19. This includes: ASDAN, AQA and Duke of Edinburgh Award. All pupils in the 14-19 department work towards an accredited course in Literacy and Numeracy.
- Each pupil has a Learning Profile kept by the class teacher and teaching assistants. This is a record of past IEPs and annual reviews for the Key Stage, any therapy assessments and programmes and any other relevant current information about a pupils learning. A full copy of pupil records is kept in the main office.

- The majority of our pupils have reading record books, which give details of their progress with reading or their responses to books, pictures and stories.
- Pupils' work and workbooks are marked and dated, with every third piece using marking stickers, following our Marking Policy; they provide vital evidence of learning and progress. All pupils also have a virtual file, in which video and photographic evidence is stored.
- All pupils have IEPs which follow the 'Going for Gold' system, which is specific to Trinity Fields. This incorporates 3 annual aims, which are broken down into termly targets. Targets are set in conjunction with therapists and specialist staff where appropriate. Progress is recorded termly and feeds into the end of year 'Going for Gold' award celebrations.

Next Steps Target Setting

- IEP targets are set termly for each pupil based on their annual targets and Statements/ IDPs.
- Following whole school assessments in May of each year, teachers set 'Next steps for English and Maths.
- Pupils who are working within Routes for Learning are set individual targets based on their Routemap progress.

Assessment for Learning (AfL)

- A range of innovative strategies are used to support pupils with AfL, which include self-assessment and where appropriate peer assessment. Pupils are encouraged to reflect and discuss their own learning progress and further learning needs.
- All pupils are encouraged to develop AfL skills. Where pupils are working at levels of very early cognitive ability, this may take the form of immediate feedback, usually specific to the pupil; animated praise, clapping, cheers, or something they are known to enjoy, such as music or a preferred toy.

Recording

- Pupils' work is annotated to show the level and type of help they have been given or whether the work has been done independently. Every third piece of written work is annotated using the marking stickers, which helps to standardise work. See **Appendix 6** for marking stickers.
- All pupils have IEP recording folders in class, which all key staff who work with the pupil contribute to. This provides an ongoing record of the pupil's progress towards their IEP targets.
- Non-paper based learning is recorded in class field note files and may incorporate the use of photographs, reference to audio/video recordings and staff notes and observations.
- Use of video evidence is vital to record the achievements and progress of pupils working at the earliest levels. See **Appendix 7**. Eye tracking records and evidence from pupil's Eye Gaze sessions are also useful indicators of the progress made by these pupils in a range of cross curricular areas.
- Pupils undertaking ASDAN/AQA schemes compile portfolios of evidence and files of course work for this external accreditation.
- Records are stored electronically for end of year assessments. These can be viewed using PIVATS.
- Pupils' confidential data is stored securely in a centrally locked cupboard.

Monitoring and moderation

- A range of evidence of pupil work is collected and moderated on a termly basis from each age phase. This work is standardised by class teachers and moderated as part of ongoing staff professional development, to ensure consistency of judgements with a focus on 1 AoLE each term. See **Appendix 8** for AoLE evidence collection rotation.
- As part of the EAS Special School curriculum moderation, pupil work is moderated externally. Fully annotated evidence and Learning Journeys for each of these pupils is internally moderated

each half term, and externally moderated bi-annually at EAS moderation meetings and across SRBs. The focus of these moderations are under review (Summer 2022 to reflect CfW).

- All teachers take part in standardisation and moderation of the work of pupils, in regular teacher meetings. See **Appendix 9** for overview of moderation and standardisation processes.
- Pupils' work is collected and used for standardisation and moderation purposes at a range of levels- pupil, whole school, EAS and National levels. See **Appendix 10** collection of evidence overview.
- In addition to this, the whole school has half termly focus for aspects of Literacy and Numeracy, and termly moderation of pupil work takes place of fully annotated cross curricular work, which is then submitted for external moderation at the South Wales Cross Consortium moderation Network.

Reporting

Information on pupil progress and achievement is reported both formally and informally and includes the following:

- **Pupils**: praise, rewards such as star charts, certificates and in front of whole school in Friday Star Award Assemblies, letters to parents/carers from the headteacher; Going for Gold assemblies etc.;
- **Parents/carers**: texts to parents/carers, phone calls, SeeSaw app, reviewed IEPs, annual School Reports, Statement review meetings, parents afternoons, celebration events, Annual Governors' Report to Parents;
- **Local and national government**: end of Key Stage statutory reporting;
- **Other agencies**: MDT/multi-agency meetings, CLA meetings and annual reviews that include IEPs and school reports;
- **Local Community**: local media, Twitter and school website.
- **Parents/Carers**: termly theme planners are sent home termly. See **Appendix 11** for termly themes and contexts for learning.

Healthcare and manual handling

- Where pupils have nursing or medical needs an assessment is made of their health needs and a Healthcare Plan is drawn up. These are amended annually or when any relevant change occurs.
- A manual handling risk assessment is carried out annually for relevant pupils.

Equal Opportunities

See whole school Equalities Policy and plan for full details.

All pupils aged 14-19 have the opportunity to undertake work for accreditation to enable them to achieve a range of recognised external qualifications.

Assessments are continually monitored and evaluated to ensure that all pupils are enabled to access materials and activities appropriately regardless of their ability or need.

Parental involvement

The school values and encourages open communication with parents/carers and other agencies. Parents/carers and other agencies are encouraged to report to school anything that their child may have achieved out of school. This is usually celebrated in whole school assemblies.

Criteria for evaluating the success of the policy

This policy will be amended and agreed by all teachers and governors after discussion. It will then be reviewed annually by the co-ordinator after discussion with staff.

When reviewing the ARR policy the following questions will be asked:

- In what ways does our rationale reflect the current practice in school?
- How do we demonstrate that we are successful in meeting the aims of the ARR policy?
- Does the documented evidence show that pupils are experiencing breadth and balance across the whole curriculum?
- How does the co-ordinator demonstrate that the policy framework has been understood, implemented and effective?
- What strategies are used to ensure parents and governors understand the ARR processes?
- How can we show that pupils are aware of their targets for learning?
- What evidence is there to show that the strategies used are effective?
- Does the allocation of resources allow for effective implementation of the policy?
- How do we identify pupil achievement and fulfilled our legal requirements in this area?
- What evidence is there around school that demonstrates pupil achievements?

Responsibilities

The **Headteacher** is responsible for ensuring that the ARR policy is:

- drawn up in consultation with all stakeholders, including governors, staff, parents/carers and where appropriate pupils;
- complies with all legal and statutory requirements, in particular the Disability Discrimination Act (2005) and the WG's SEN Code of Practice and ALNET;
- implemented;
- monitored, reviewed and evaluated as part of the school's policy review cycle.

Governors are responsible for being involved in drawing up the policy and in sanctioning its use.

The **ARR Coordinator** is responsible for:

- supporting the headteacher in ensuring that the ARR Policy is implemented effectively;
- reviewing and updating the policy to maintain its standards of relevance, efficiency and statutory obligations;
- supporting colleagues in all aspects of their work relating to ARR;
- disseminating relevant material to staff, and notify them of appropriate in-service training;
- contributing to staff development through in-house training on new developments;
- keeping up to date with current views, requirements and developments in the field of ARR.

Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes. Further updates will be made as guidance on the Donaldson curriculum and Welsh Government assessment developments are published.

Signed		Headteacher
Signed		Chair of Governors
This policy will be reviewed in line with the school's policy review cycle.		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.

Annual Person Centred Review Report

Name	
DOB	
School	
Date of Review	

A greener place Man gwyrddach



*This publication is available in Welsh, and in other languages and formats on request.
Mae'r cyhoeddiad hwn ar gael yn Gymraeg, ac mewn ieithoedd a fformatau eraill ar gais.*

Appendix 2 IEP Format



Trinity Fields School and Resource Centre
Learning together in a changing world
Creating Success for All

Keys to Success

Going for Gold.....




Aneulu am gorau !


Name

Teacher

Date Issued:


Se

 Me		

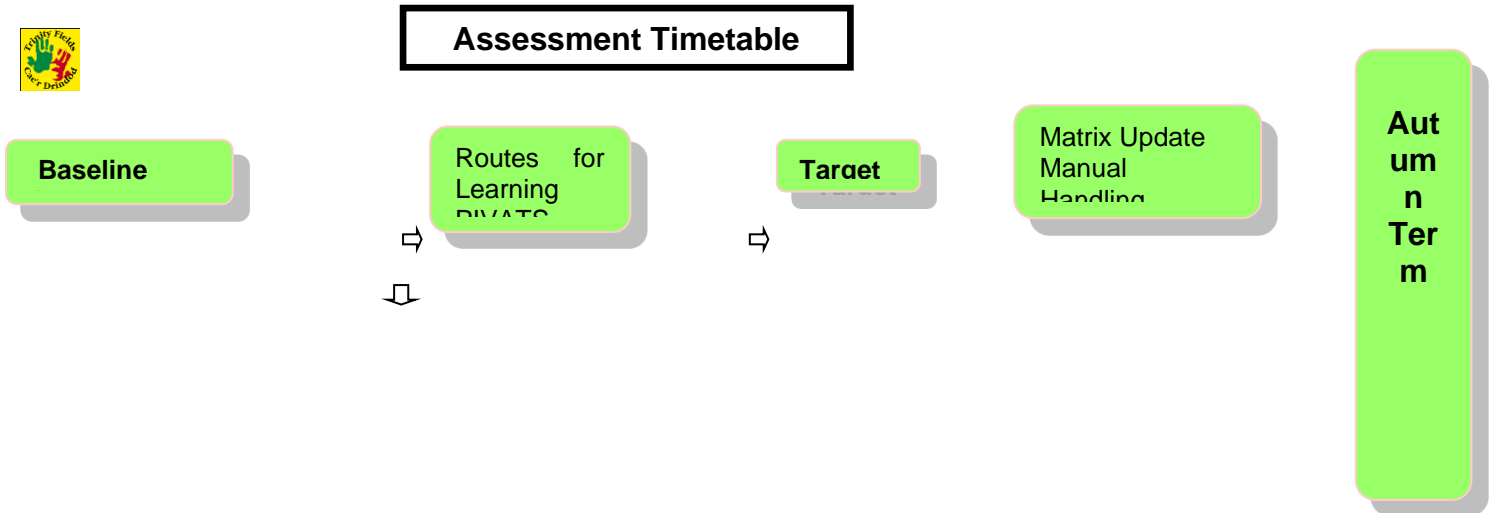
 My teacher		
K- 'Know'...You can do it! -		

<p><i>Ambitious, Capable Learners</i> (Mathematics, Language, Literacy and Communication: inc Welsh)</p>		
<p>E- 'Enjoy' life and be happy! <i>Healthy, Confident Individuals</i> (Health and Wellbeing, THRIVE, Multi agency links)</p>		
<p>Y- 'Yourself' ...Be ready for life! <i>Creative, Enterprising, ethical informed citizens</i> (Digital Competency, Independence, Transition, Work Awareness)</p>		

Article 12: Every child has the right to be heard.
Article 19: Education must develop every child's personality, talents and abilities
Article 28: Every child has the right to an education.
Article 42: Every child has the right to know their rights.



Appendix 3 Assessment Flowchart



Annex 4 Pupil File Contents

Baseline Data Input

Transition Phase Work File Contents

Scrutiny of

Preparation and Distribution of Class Assessment

Internal Moderation

IEPs New and

Video Observations Log

Annual Report

2. Field Notes and Observations

IEPs New and evaluated

3. Languages, Literacy and Communication

(including IEP work)

Internal

Preparation of Assessment Materials
Guidance for teachers
Individual Pupil Recording

Spring Term

4. Mathematics and numeracy

(including IEP work)

5. Health and Wellbeing

(PSHE, Well Being and Citizenship, Personal, Social, Health and Economic Education, SRE, Healthy Eating)

Moderation of

- Routes For Learning
- PIVATS
- Salford Reading Test
- National Reading and

Internal

Summer Term

6. Humanities

(RE, Geography)

IEPs New and evaluated

Assessment

Scrutiny of

Analysis

7. Science and Technology

(Science, ICT, Design & Technology)

8. Expressive arts

(Art, Drama, Music, Dance & digital media)

9. Certificates and Achievements

Keys To Success

Appendix 5

Appendix 6 Marking Stickers

Name

Class
Date

Area of Learning -

Witness Report:

PIVATS:

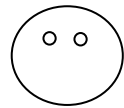
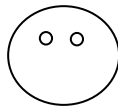
Name

Class
Date

Area of Learning -

Witness Report:

PIVATS:



Name

Class
Date

Area of Learning -

Witness Report:

PIVATS:

Name

Class
Date

Area of Learning -

Witness Report:

PIVATS:

Appendix 7 Video Log







Assessment Video Log

Name:.....

Date	Area of Learning	RfL/ PIVATS	Witness report and next steps

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Evidence Collection for Areas of Learning and Experience

Autumn 1	Autumn 2
	
Spring 1	Spring 2
	
Summer 1	Summer 2
	

- Each class will provide one piece of work that has been marked as per Marking Policy and standardised every half term for the focused Area of Learning and Experience.
- These will be collected by the AoLE leads and stored either virtually or physically.
- Spring 2 will require age phases to present evidence to include the range of LLC, Modern Foreign Languages and Welsh Language.

Appendix 8 AoLEA Evidence Collection Rotation

Appendix 9 Overview of Moderation and Standardisation Process

Moderation and Standardisation			
	Internal	External	Frequency
Pupil Work and Portfolios of evidence	All work annotated in line with marking policy. Selected pieces completed with marking stickers. This will be physical work, field note observations, photographs, learning snapshots or video evidence accompanied by annotation.		Ongoing
EAS Pupil Moderation	Pupils working within P2, P4, P6, P8/L1 levels in Maths and Numeracy and Language, Literacy and Communication are identified. Fully annotated evidence for these pupils is internally moderated each half term.	Pupil work is externally moderation at EAS and across SRBs. Moderation meeting bi-annually.	Termly Internal check-in. Bi-annual External presentation of work.
LNF Moderation (South Wales Cross Consortium Moderation Network)	Teachers will submit evidence for Literacy and Numeracy. 3 pieces of fully annotated cross curricular pieces of work for one pupil to demonstrate a specified aspect of the LNF. These are internally moderated initially.	Evidence uploaded to Hwb for external moderation at the termly Aberavon meeting.	Termly
Curriculum Moderation	Each class will provide one piece of work that has been marked and standardised with marking stickers every half term for the focused Area of Learning and Experience. These portfolios of evidence will be collected by the AoLE leads and stored either physically or virtually.		Half Termly
PIVATS Moderation		Standardised samples of pupil work is presented at PIVATS Moderation Meetings	Termly

Appendix 10 Collection of Evidence Overview

Collection of Evidence			
Level	What	Frequency	Person Responsible
Pupil	Baseline Assessment	New pupils within two weeks of entry	Class Teacher
	IEP evaluations and evidence folders	Termly	"
	PIVATS Assessment Evidence	Ongoing	"
	Routes for Learning Evidence	Annual	"
	End of Year reports	Annual	"
	14-19 Accreditation	Annual	CW
	Attendance data	Annual	CT
	Individual Behaviour Plans	Ongoing	TMc
	Thrive/ ELSA Assessment Data	Annual	TMc
	Field Notes Folders	Ongoing	Class teacher
Whole School	Areas of Learning and Experience portfolios	Half Termly throughout year (See collection plan)	Class Teacher/ AoLE Teams
	Annual Pupil Data report for Governing Body and SER	Annual	Assessment Co-ordinator
EAS	EAS 'P' Level pupil moderation	Termly	Teachers / Assessment Co-ordinator
	PIVATS moderation SRBs	Termly	
National	LNF Moderation Group Literacy and Numeracy	Termly	Teachers/ Internal Verifier
	End of Age Phase Results- Foundation Phase, KS2, KS3.	Annual	Class Teachers. Assessment Co-ordinator
	National Reading and Numeracy Tests	Annual(where appropriate)	Assessment Co-ordinator

Appendix 11a Termly Themes 3-13

Themes and Contexts for Learning

Foundation Phase 3-7

	Autumn	Spring	Summer
Year 1	I Am Amazing!	In The Jungle	Teddy Bear's Picnic
Year 2	Special Times	Rainbow World	Spectacular Seashore
Year 3	Woodland Adventure	Journeys and Explorations	Muck, Mess and Mixture
Year 4	Up in the Sky	Home and Away	Celebrations

School Curriculum 7-13

	Autumn	Spring	Summer
Year 1	All About Me	Above and Below (Space & Sea)	Do Cows Drink Milk?
Year 2	Pirates, Plans and Adventures	Roald Dahl's Delights	At the Fairground
Year 3	Superheroes	Vile Victorians	All Creatures Great and Small
Year 4	Carnival Time	Wonderful Weather	Helping Others
Year 5	Our Community	Global Gourmet	Incredible Animals
Year 6	Lights, Camera, Action	Time Travellers	Under the Ocean
Year 7	Celebrations	To Infinity and Beyond	Amazing Castles (Minecraft)

Appendix 11b Contexts for Learning 14-19

14-19 Contexts for Learning – 5 Year Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Identity	Beliefs and Values	The Environment	Sport and Leisure	Wales and the World	The World of Work
Year 2	Community Spirit	Special Occasions	Personal Wellbeing	Health and Fitness	Enterprise	Moving On

Year 3	Relationships	Different Cultures	Active Citizen	Keeping Healthy	Communication	Growing and Changing
Year 4	Valuing Each Other	Seasonal Activities	Doing Things for Myself	Science and Technology	Around the Globe	Independent Living
Year 5	Communication	Expressive Arts	Welsh Culture	People Around Me	E-safety and the Media	Skills for Life