

Abertillery
Learning Community



LOWER SCHOOL ASSESSMENT AND REPORTING POLICY

Policy:	Lower School Assessment and Reporting
Age Range:	3-11
Type:	Non-Statutory
Sub Committee:	Standards and Progress
Governing Body Approval:	March 2026
Review Date:	March 2027
Staff Lead:	

Version Control

Version	Key Changes	Sub Committee Approval (Date)	Full GB Approval (Date)	Review Date
1.0		2 nd October 2024	11 th December 2024	October 2025
2.0	<ul style="list-style-type: none"> • Links removed/ added to associated documents • Wording revised in various sections • Section 3.4 removed 	4 th February 2026	25 th March 2026	March 2027

Review

Monitoring, Evaluation and Review

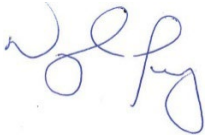
The Senior Leadership team, will annually review this policy and make any further recommendations to the Governing Body.

The Governing Body will monitor the application of this policy and associated procedures in order to ensure its continued effectiveness and compliance.

Headteacher:



Chair of Governors:



Date: 25th March 2026

Table of Contents

1. Assessment

- 1.1 Rationale and Principles
- 1.2 Assessment Calendar
- 1.3 Nursery Baseline
- 1.4 Observations

2. Predictions and Target Setting

- 2.1 Rationale and Principles
- 2.2 CAT4

3. Tracking Progress

- 3.1 SIMS
- 3.2 Literacy
 - 3.2.1 Oracy
 - 3.2.2 Read Write Inc
 - 3.2.3 Benchmarking
 - 3.2.4 Accelerated Reader
 - 3.2.5 Mark-making/writing
 - 3.2.6 Reading Personalised Assessments
- 3.3 Mathematics & Numeracy
 - 3.3.1 Maths Diagnostics
 - 3.3.2 Numeracy Personalised Assessments
- 3.4 Pupil Progress Meetings

4. Feedback Policy

- 4.1 Rationale and Principles
- 4.2 Link to Feedback Policy

5. Reporting to Parents/Carers

- 5.1 Open Afternoons
- 5.2 Autumn Term Digital Summary
- 5.3 Spring Term Learner Review
- 5.4 Summer Term Annual Summary

1. Assessment

1.1 Rationale and Principles

The purpose of assessment is to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly. To do so, the Curriculum for Wales (CfW), sets out that we assess for three key reasons to:

- support individual learners on an ongoing, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress in order to reflect on practice

Learner progression along a continuum of learning from ages 3-16 is central to Curriculum For Wales. Lower School encompasses the first 3 progression steps on this continuum:

- Progression Step 1 – Nursery & Reception
- Progression Step 2 – Years 1 to 3
- Progression Step 3 – Years 4 to 6

When assessing learners' progress at Abertillery Learning Community, we use a range of assessment methods to enable practitioners to develop a holistic picture of the learner – their strengths, areas for improvement and the support and challenge needed to take their learning forward.

We use the descriptions of learning to help us understand what learners' progress should look like and provide reference points on the pace of progression to inform our curriculum design and learning and teaching. We are aware that no one method of assessment will fully capture learners' progress. Therefore, at Abertillery Learning Community we use a wide range of methods to build a holistic picture of the learner and support them in making progress.

1.2 Assessment Calendar

A comprehensive assessment calendar which includes all assessment activities. This calendar is reviewed every July and the next year's calendar is produced including current deadlines and any new activities. This is then shared with all staff.

[Lower School Assessment Calendar](#)

[Lower School Use of Data](#)

1.3 Nursery Baseline

When children begin their learning journey at Abertillery Learning Community it is vital that we accurately capture their starting point. A baseline that provides a picture of where learners are 'on-entry'. The baseline is completed within 6 weeks of the learner starting Nursery (September, January & April intakes). This information provides a picture of where learners are 'on-entry' and enables practitioners to plan experiences that meet the needs of all learners and enable them to make progress from their starting points.

[ALC Nursery Baseline](#)

1.4 Observation

Curriculum for Wales guidance on assessment states that:

Observational assessment should be used and practitioners should look for evidence of embedded learning to assess what a learner can do consistently and independently in a range of learning experiences.

In Progression Step 1, observation plays a significant role in assessment and tracking. The Curriculum for Non-Maintained Settings states that observation helps us to find out what motivates, interests and engages young children and to understand their skills and competencies. Effective observation enables us to analyse what we see and hear, and to respond in ways that will help learners make progress. We use a range of observation types to inform current and future planning. Our observations may be planned and specific; they may be timed over a period or be spontaneous occurrences when something new or significant is noticed. Using a range of observation techniques ensures we obtain a detailed understanding of each learner. At Abertillery Learning Community, our aim is to build on these principles to ensure observation is used effectively across Progression Steps 2 and 3.

[Example of a planned PS1 observation](#)

2. Predictions and Target Setting

2.1 Rationale and Principles

To ensure learners make good progress in Literacy & Maths, every learner from Reception to Year 6 has an end of year teacher prediction. Learners are targeted to be working at expected level (0), above expected level (+1), below expected level (-1) or well below expected level (-2). Teachers draw on lots of evidence to assess learners and make realistic, challenging predictions.

The following are used to support this process – observations; baselines; the Literacy & Numeracy Framework; the Descriptions of Learning; the Statements of What Matters; the Principles of Progression from the AoLE documents; Personalised Assessments, RWI Assessments, AR Star tests; Independent write outcomes; Benchmarking, performance in class and knowledge of the child.

From Years 3 to 6, SLT set end of year targets which are based on standardised assessments including personalised assessments and CAT4 data.

2.2 CAT4

To help with the target setting process, learners in Year 2 and Year 5 sit the CAT4 tests. These are a suite of Cognitive Abilities Tests developed to support schools in understanding learners' abilities and likely academic potential. CAT4 comprises four batteries of tests that assess the main types of mental processing. They assess reasoning with words; reasoning with numbers; reasoning with shapes and designs & thinking with and mentally manipulating precise shapes. The set of four scores obtained from assessments with CAT4 provides a profile of a learner's abilities, as well as providing an overall summary score of their reasoning abilities across the four areas.

3. Tracking Progress

3.1 SIMS

SIMS is used at Abertillery Learning Community to record assessment information and End of Year predictions and targets, and to track learners' progress towards these. In Nursery, outcomes of the on-entry baseline assessment are recorded. From Year 3, End of Year targets are set in Literacy and Maths, and data drops take place termly, with teachers recording whether or not learners are on-track to meet their EoY targets. Standardised scores from Personalised Assessments and CATS are recorded on SIMS to further support teachers in tracking learner progress.

3.2 Literacy

Literacy encompasses oracy, reading and writing. When setting End of Year predictions and targets and assessing how learners are performing, we consider each of these competencies to make an informed and rounded judgement.

3.2.1 Oracy

Oracy is assessed on entry to Nursery as part of the baseline process. In Progression Step 1, this information is used to inform interventions, such as Teaching Talking, and to highlight where referrals to the Speech and Language Service are necessary. In Progression Steps 2 and 3, learners' progress in oracy is tracked through Pupil Progress Meetings. Where progress in oracy is a concern, relevant interventions are implemented and referrals to external agencies such as SenCom and the Speech & Language Therapy Service are considered.

3.2.2 Read Write Inc.

Read Write Inc. is the phonics scheme used to teach reading in Progression Steps 1 and 2 at Abertillery Learning Community. Assessments are carried out five times over the school year. The assessment results provide a numerical value for each learner, which is recorded on RWI trackers. Teachers use a supporting document to establish whether learners are at or above the expected level at each assessment point and, if they are below expected level, whether they should be 'On Watch' or require intervention or urgent intervention. RWI managers use the trackers to monitor learner progress and, where no progress has been made between assessment points, to consider any additional or alternative provision needed.

[RWI tracker support document](#)

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	MF	FSM (Y/N)	ALN	R1	R2	R3	R4	R5	R EoY Target	Y1 1	Y1 2	Y1 3	Y1 4	Y1 5	Y1 EoY Target	Y2 1	Y2 2	Y2 3	Y2 4	Y2 5	Y2 EoY Target
2	M	N		1	1	1	1	1		1	1	2	2	2		3	4				5
3	M	N		1	2	2	2	2		2	3	3	4	4		4	6				6
4	M	Y		1	1	2	2	2		2	2	2	2	2		2	3 (blending)				3
5	F	N		3	6	6	8	9		10	9	10	11	11		11	12				12+
6	M	N		1	2	2	2	3		2	4	3	4	3		4	5				6
7	M	N		1	2	2	2	2		2	2	2	2	3		4	5				5
8	F	N		2	6	6	8	9		9	11	12	12	12+		12+	12+				12+
9	F	N		1	3	3	6	8		6	8	10	10	11		11	12				12+
10	F	N	Y	1	1	1	1	1		1	1	1	1	1		1	1				2
11	F	Y		1	3	3	4	6		4	4	6	6	7		7	9				9
12	F	Y		1	2	2	2	3		3	4	4	4	7		7	11				9
13	F	N		3	6	6	8	8		8	8	9	9	9		10	10				12
14	M	N		2	6	6	8	8		8	8	8	9	11		12+	12+				12+
15	M	N		3	6	6	8	8		8	8	9	9	10		10	10				12
16	M	N		2	6	6	6	10		10	11	11	11	12		12+	12+				12+
17	M	Y		2	2	2	2	2		2	4	4	4	4		4	5				8
18	M	N		3	6	6	8	8		10	10	11	11	11		11	12+				12+
19	F	N		1	2	3	6	8		8	8	10	11	11		11	12+				12+
20	M	N		1	1	1	1	1		1	2	3	3	6		6	6				8

3.2.3 Benchmarking

If learners reach the end of the Read Write Inc. scheme before the end of Year 2, they are assessed using PM Benchmark assessments. These are also carried out five times over the school year, in line with RWI assessments. Benchmarking assessments provide a learners' reading age.

	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	M/F	FSM (Y/N)	ALN	C.A.	Y3 1	C.A.	Y3 2	C.A.	Y3 3	C.A.	Y3 4	C.A.	Y3 5	Y3 EoY Target
1	M	N	N	8.1	11-12									13
2	F	N	N	7.11	10-11									12
3	M	N	N	7.3	8-8.5									9.5
4	M	Y	N	7.5	10-11									12
5	F	N	N	7.8	11-12									13
6	F	N	N	7.7	11-12									12
7	F	N	N	7.5	10-11									12
8	M	Y	N	7.11	10-11									12
9	F	Y	N	7.8	10-11									12
10	M	N	N	8.1	10-11									12
11														
12														
13	F	N	N	8.1	10-11									12
14	M	N	Y	8	8-8.5									9.5
15	F	N	N	7.1	8-8.5									9.5
16	F	N	N	8.1	9-10									10.5
17	F	N	N	7.8	10-11									12
18	F	N	N	8.1	11-12									13
19	F	N	N	8	10-11									12
20	F	N	N	7.7	11-12									13
21	M	N	N	8.1	11-12									13
22	M	N	N	7.3	11-12									12.5
23	M	N	N	7.4	11-12									13
24	M	N	N	7.9	10-11									12
25	M	N	N	7.5	10-11									12

3.2.4 Accelerated Reader

Accelerated Reader is a computer-based program we use to monitor reading practice and progress in Years 3 to 6. The learners read books, then complete a quiz which is written to ensure they have read the entire book. The results of the quizzes are used to monitor progress. Every 6 to 8 weeks learners take a 'Star Test.' These tests generate a reading age and also put learners into 5 categories – above benchmark, at benchmark, on watch, intervention and urgent intervention. This data is used to group learners and to monitor progress. The program also generates an instructional report which suggests next steps.

3.2.5 Mark-making/writing

The assessment calendar sets out four dates over the school year when learners' independent writing is assessed; an initial baseline assessment at the beginning of each year, followed by three progress assessments. Following each assessment, learners' independent writing is analysed to establish what they can and cannot do in relation to age-related expectations, to consider what progress has been made and to identify their next steps. This information is used to plan teaching and learning for groups and individuals.

[Writing Assessment Support Documents](#)

3.2.6 Reading Personalised Assessments

Learners from Years 2 to 6 complete the Reading personalised assessments in November and April. These assessments help support progression in reading by providing feedback on learners' skills, progress and age-standardised scores. We use this information to help plan teaching and learning.

3.3 Mathematics & Numeracy

3.3.1 Maths Diagnostics

Maths diagnostic assessments are carried out at five points during the school year. The diagnostics are year-group specific and link directly with the maths skills taught in each year group. In September, learners are assessed using the previous year's diagnostic assessment to identify any learning gaps that need to be plugged. Throughout the year, the diagnostic assessments are used to assess how learners have retained taught skills, to identify any learning gaps and to inform future planning.

[Maths diagnostic assessments](#)

3.3.2 Numeracy Personalised Assessments

Learners from Years 2 to 6 complete the Numeracy personalised assessments in November and April. These assessments help support progression in numeracy by providing feedback on learners' skills, progress and age-standardised scores. We use this information to help plan teaching and learning.

3.4 Pupil Progress Meetings

Pupil Progress meetings are held in October, January and April for every learner from Nursery to Year 6. Line managers meet their team to discuss the progress of every learner. Prior to the meeting, line managers consider class data and prepare questions for the teacher. In all discussions FSM, vulnerable learners and pupils with ALN are a focus. Actions are agreed by the class teacher and line manager which are monitored using TLR teaching & learning logs and revisited in the next meeting.

[Process for Pupil Progress Meetings](#)

[An example of data for Pupil Progress Meeting](#)

[An example of a Pupil Progress Data document](#)

4. Feedback Policy

4.1 Rationale and Principles

At Abertillery Learning Community, the following guidance from Welsh Government, outlined in the Curriculum for Wales, underpins our approach to marking and feedback:

Learners are at the heart of assessment and should be supported to become active participants in the learning process. Assessment should support learners on an ongoing, day-to-day basis and focus on identifying each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This should be achieved by embedding assessment into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning. This allows the practitioner to respond to the individual needs of the full range of learners within their classroom on an ongoing basis. Active engagement between the learner and practitioner on a regular basis is at the heart of supporting learner progression.

The role of the practitioner is:

- *to enable learners to appreciate where they are in their learning, where they need to go next and how they will get there;*
- *to provide relevant and focused feedback that actively engages learners, encourages them to take responsibility for their learning, and moves their learning forward;*
- *to encourage learners to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes they have undertaken and what they have achieved;*
- *to provide opportunities for learners to engage in assessing their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively;*
- *to develop learners' skills in making effective use of a range of feedback to move their learning forward.*

4.2 Link to Feedback Policy

[Feedback Policy](#)

5. Reporting to Parents/Carers

The Welsh government guidance states that parents, carers and external partners have an important role to play in the assessment process and schools and settings should engage with them so that they can support learner progression in an appropriate way. It states Schools and settings should encourage and enable parents and carers to:

- engage regularly with the school or setting and its practitioners in order to understand and support their child's progression in learning
- share relevant knowledge and understanding with the school or setting and its practitioners, which will support their child's learning and progression
- respond actively to information provided about their child's learning and, in collaboration with the school or setting, plan ways of supporting that learning within and outside the school or setting.

The learner also has a part to play in the assessment process. As they make progress along the continuum with increasing independence, learners should be supported and encouraged 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, and develop positive attitudes towards receiving, responding to and acting upon feedback in 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

Taking account of the above we use the following activities to ensure parents/carers and learners are aware of the progress they are making and their next steps.

5.1 Open Afternoons

In October and July there is an open afternoon, where parents/carers are invited into school to visit the classroom, view books and chat with the teacher. Learners are encouraged to attend these sessions so school, home and the learner are involved.

5.2 Autumn Term Digital Summary

In December a digital report is sent home. Depending on the age of the learner this includes a photograph or a short clip via a QR code showing what the learner has enjoyed in the term. It also includes an attitude to learning box which describes effort/attitude over the term and next steps in learning, as well as progress against previous targets.

[Autumn Term Digital Summary](#)

5.3 Spring Term Learner Review

A learner review is completed in March. This is an opportunity for a discussion between the teacher, learner and parent/carer. At this meeting progress made towards targets will be discussed along with next steps.

[Spring Term Learner Review](#)

5.4 Summer Term Annual Summary

In July a written summary is sent home. This comments on progress made in all AOLEs, attitudes to learning and next steps.

[Summer Term Annual Summary](#)