

ACT Schools - Assessment and Progress Tracking Policy

Commitment

ACT Schools is committed to ensuring high standards of purposeful and appropriate assessment to support pupils' learning, progress and development. Assessment should recognise the individual starting points, needs and abilities of pupils, providing meaningful information to help teachers understand pupil progress and identify appropriate next steps. Assessment should be used consistently across the curriculum to support effective planning, teaching and progression, whilst remaining proportionate and manageable for staff.

Purpose

Assessment should provide teachers and pupils with meaningful information about learning, progress, strengths and areas for development, enabling appropriate action to be taken. Assessment should inform teaching and planning, support the identification of individual and whole-school priorities, and contribute to monitoring progression through the Curriculum for Wales and relevant qualification pathways. Assessment information should be used purposefully to support pupil development and ensure that the school can respond appropriately to identified needs and trends.

Scope

This policy is relevant to all school staff involved in marking and providing feedback to pupils at ACT Schools. This will also be relevant to all members of staff involved in the Quality Assurance processes within Schools. This policy will be shared with all school staff, senior leaders within ACT and be made available to parents and pupils.

Responsibilities

Overall responsibility for this document lies with the Deputy Head of Curriculum and ALN. However, ACT Schools adopts a whole school approach to meeting the needs of pupils and further responsibilities have been outlined below.

Headteacher

- Analyse whole-school assessment data.
- Identify trends and areas requiring whole-school action.
- Use assessment information to inform appropriate provisions and interventions.
- Work with SLT to monitor pupil progress and progression.
- Support whole-school approaches arising from assessment findings.

Deputy Head of Curriculum and ALN

- Oversee whole-school assessment processes.
- Monitor the implementation of the Assessment Policy.
- Quality assure assessment data following each data-capture period.
- Oversee moderation of assessment and progression judgements.
- Support consistency in assessment practice across curriculum areas.
- Work with relevant staff to identify areas for development within assessment practice.
- Support the use of assessment information to inform curriculum planning and pupil progression.

Teachers

- Complete appropriate formative and formal assessment.
- Use professional judgement to assess pupil learning and progress.
- Use assessment information to inform planning and teaching.
- Enter required assessment data accurately during formal data-capture periods.
- Contribute to the assessment and tracking of Curriculum for Wales progression.
- Identify strengths, areas for development and appropriate next steps.

- Contribute to qualification tracking where relevant.
- Participate in moderation and standardisation activities.
- Provide appropriate feedback following assessment in line with the Marking & Feedback Policy.
- Maintain appropriate assessment records where required to support teaching, planning and qualification completion.

ALN Support Team

- Coordinate standardised assessment processes.
- Monitor relevant assessment information to support the identification of pupil need.
- Using assessment outcomes to inform appropriate ALN interventions.
- Maintaining relevant ALN assessment records.
- Supporting teachers to understand and respond to identified learning needs.

Specific ALN assessment processes and responsibilities are outlined within the **ALN Policy**.

Pupils

- Engage positively with assessment opportunities.
- Participate honestly and appropriately in assessment activities.
- Reflect on assessment outcomes and feedback where appropriate.
- Develop an understanding of their current progression and next steps.
- Work towards identified targets and areas for development.

Head of Continuous Improvement

The Head of Continuous Improvement and the Quality Team is responsible for overseeing formal standardisation processes to support consistency and accuracy in assessment judgements across the school.

Communication and Storage

This policy will be shared with all staff through email communication upon implementation. It will be accessible through the staff SharePoint for Schools to ensure relevant staff can access it whenever needed. It will be included as part of ongoing training and CPD, where relevant to school staff. The policy will also be stored on Calon and be made accessible by parents/carers and pupils through the school website. The fundamentals of the policy will be routinely shared with pupils as part of ongoing and best teaching practice.

Principles of Effective Assessment

The following key principles underpin the Assessment and Progress Tracking Policy:

- Assessment is pupil focused and supports learning and progression
- Assessment is timely, meaningful and purposeful
- Assessment provides useful outcomes that can be acted upon by teachers and senior leadership
- Assessment identifies strengths, misconceptions and areas for development
- Assessment encourages reflection and supports pupils to understand their progress and next steps
- Assessment is inclusive and accessible to all pupils
- Assessment recognises individual starting points and learning needs
- Assessment supports progression in line with the Curriculum for Wales
- Assessment informs planning, intervention and curriculum development
- Assessment should provide meaningful information whilst maintaining a manageable staff workload

Expectations for Assessment

ACT Schools recognises that assessment should be tailored to individual needs and should be purposeful, providing useful outcomes for both pupils and staff. As such, a range of whole-school assessments apply to all pupils, alongside class-based assessments monitored by subject teachers.

Baseline Assessment

Pupils will complete baseline assessments upon entry to ACT Schools. This is necessary to establish an appropriate starting point for pupils, recognising that pupils join the school at different stages of their education and with varied starting points.

Upon joining ACT Schools, pupils in Years 7- 9 will complete Lucid Exact as a baseline assessment. For pupils in Years 10- 11, baseline assessment will be completed using WEST assessments. Baseline assessment information will be shared with teachers and should be used to inform planning and identify appropriate support and development opportunities.

Pupils entering Year 10 will also complete baseline assessments in Essential Skills Wales Application of Number and Communication qualifications. These assessments, alongside teacher professional judgement, will be used to establish an appropriate entry point for qualification pathways.

Baseline assessments should be used as a starting point for understanding pupils' learning needs and should not be viewed as a fixed judgement of a pupil's ability or future progress.

Formative Assessment

Formative assessment is an integral part of day-to-day teaching and learning and should be used to establish pupil understanding, identify misconceptions and inform subsequent planning.

Formative assessment may include:

- Questioning and discussion
- Teacher or support staff observation
- Checking understanding
- Low-stakes assessment
- Practical or performance-based activities
- Self-assessment
- Peer-assessment
- Verbal assessment and feedback
- Live assessment during lessons

Formative assessment should be used alongside the feedback processes outlined within the Marking & Feedback Policy to support meaningful opportunities for pupils to reflect, respond and progress.

Teachers should always use professional judgement to determine the most appropriate form of formative assessment according to the subject, learning activity and individual needs of pupils.

Formal Assessment

Formal assessment will take place during whole-school assessment periods at the end of the Autumn, Spring and Summer terms. These will provide opportunities for teachers to record specific outcomes from assessments on central school systems, such as Arbor, as well as to update progress trackers to record and monitor pupils' holistic development. Formal assessment should provide meaningful evidence of pupil progress and should contribute to the termly whole-school data capture process. Exact dates for assessment periods will be recorded on the school calendar and shared with staff at the beginning of each academic year.

There is no set number of formal assessments that must be completed by each subject during an assessment period. Instead, teachers should use professional judgement to determine the most appropriate assessment method and evidence required to establish pupil progress within their subject. Subject teachers may be set

different expectations for what data must be provided and recorded during termly data capture and assessment periods; this will be dependent on the qualification pathways of the individual pupil to ensure they are adequately prepared. Any adjustments made to the assessment processes for individual pupils or subject teachers must be agreed by SLT in advance.

Formal assessment may differ according to the pupil's age, curriculum pathway and qualification requirements.

For pupils in Years 7- 9, assessment is primarily used to monitor progress, inform reporting and contribute to the identification of appropriate future qualification pathways.

For pupils in Years 10- 11, formal assessment may include mock examinations and other assessments aligned with the requirements and end points of the relevant qualification. Subject-specific assessment should reflect the requirements, assessment objectives and expectations of the qualification being undertaken.

Assessment expectations should remain consistent with the principles outlined within the Marking & Feedback Policy. Where work is completed as part of a formal assessment or assessment period, appropriate feedback should be provided to allow pupils to understand their progress and identify appropriate next steps.

Holistic Assessment

Assessment should, where appropriate and relevant, be considered as part of a wider body of evidence rather than relying solely on a single assessment outcome. This is particularly important for pupils in Years 7- 9, where pupils are not yet working towards formal qualifications. Progression judgements should therefore be informed by assessment evidence, feedback, teacher professional judgement and the wider evidence of learning demonstrated by pupils. Progress may be recorded by alternative means to support individual pupils in meeting targets. This may include photo evidence of working towards a skill area, teacher records and statements, or a recorded discussion.

Assessment results should support teachers in understanding pupil progress but should not, in isolation, determine a pupil's progression level, ability or aptitude.

Assessment, progress tracking, and data capture

Progress is monitored through the range of assessment methods listed above and data is provided by teachers at key data capture points throughout the academic year. The following data is collected in line with the school's assessment periods three times per academic year:

Curriculum for Wales Progression

Progress within the Curriculum for Wales Areas of Learning and Experience (AoLEs) will be tracked for all pupils to monitor their holistic development. ACT Schools uses a streamlined progression framework which has been adapted to remain appropriate for the school's pupils, their individual learning needs, as well as their future qualification and progression routes.

Progress is tracked across six AoLEs using a consistent framework of six sub-skill areas within each AoLE. Each sub-skill area contains progressive descriptors across Progression Steps 1–5. These descriptors provide a clear indication of the skills and development expected at each stage and allow teachers to identify the pupil's current position and appropriate next steps.

The five progression levels used by ACT Schools are:

- Progression Step 1- Beginning
- Progression Step 2 – Progressing
- Progression Step 3 – Secure

- Progression Step 4 – Advanced
- Progression Step 5 – Accomplished

Teachers will provide a fine-grade judgement across the six sub-skill areas for each relevant AoLE. An overall average level will also be recorded to provide an overview of progress within each AoLE.

Judgement of progression steps will be informed by assessment evidence and teacher professional judgement. Where there is crossover between subjects or curriculum areas, judgements should be considered collaboratively to support consistency and accuracy. Moderation will also take place to ensure a consistent approach to judging completion of a sub-skill.

Regular data capture will allow progress to be reviewed across each skill area and will provide opportunities to identify appropriate next steps. These next steps should be used to support active pupil targets and allow pupils to understand the skills they are working towards. They may also be used for reporting purposes to support the information given to parents/carers about progress towards targets.

Data Capture

Formal whole-school data capture will take place at the end of the Autumn, Spring and Summer terms. Assessment information will be entered onto Arbor by subject teachers. Data collection will generally operate across a two-week period:

- **Week 1:** Teachers enter required assessment and progress information.
- **Week 2:** Data is reviewed and quality assured by the Deputy Head of Curriculum and ALN.

Following quality assurance, assessment information will be available for analysis by the Headteacher.

Data capture should provide a consistent whole-school picture of pupil progress whilst allowing teachers to use their professional judgement when assessing the progress demonstrated within their subject.

Teachers are encouraged to maintain their own mark books and assessment records where these are useful to inform daily teaching and planning. These do not need to be stored centrally unless required for a specific purpose.

Use of assessment data

Assessment information should be used meaningfully to identify:

- Individual pupil progress
- Strengths and areas for development
- Appropriate next steps
- Areas requiring additional support
- Areas requiring additional challenge
- Subject and curriculum trends
- Whole-school trends
- Appropriate qualification pathways and entry points
- Potential academic or wellbeing interventions

Following each formal data-capture period, assessment information will be analysed to identify appropriate responses and provisions. This may include academic interventions, whole-school approaches to identified areas of need (such as literacy skill development), parent/carer reporting, and PCP meetings involving relevant teaching and support staff.

Assessment data should therefore support action and improvement rather than being collected solely for the purpose of monitoring compliance.

Engagement and attitude to learning

Engagement and Attitude to Learning information will also be captured as part of the termly data collection process.

This information will contribute to the wider understanding of pupil engagement and may help identify potential academic or wellbeing interventions. Engagement information should be considered alongside academic assessment information to support a holistic understanding of pupil progress and development.

Qualification assessment and tracking

Qualification pathways

Assessment should support appropriate qualification pathways for pupils, recognising that pupils may require different routes towards further education, training and employment.

For pupils in Years 10 and 11, assessment information will contribute towards decisions made regarding appropriate qualification entry points, particularly for those where pupils can be entered at different levels. For Essential Skills Wales qualifications, entry level decisions will be informed by a combination of baseline assessment information and teacher professional judgement. Where appropriate, pupils may be entered for Entry 3 or Level 1 qualifications according to their current skills, learning needs and predicted grades/outcomes. There may be opportunities for pupils to complete Level 2 qualifications if they are working above the expected level within their subject.

Qualification tracking

All formal qualifications require appropriate tracking through Arbor as part of the school's data capture processes.

Qualification tracking should monitor progress towards completion and may include evidence requirements such as portfolio completion, assessment objectives, coursework, controlled assessment or other relevant qualification requirements.

For Years 10 and 11, teachers will contribute relevant qualification progress information as part of the termly data-capture process. Subject teachers may also maintain more detailed assessment records or online mark books where required to track qualification-specific evidence or completion. Qualification assessment should always be aligned with the requirements and end points of the relevant qualification. Where appropriate, assessment may be more frequent or targeted towards specific skills, assessment objectives or qualification requirements.

Further information relating to specific qualification pathways can be found within the ACT Schools Curriculum Policy.

Assessment, feedback and support

Assessment and feedback should work together to support progression, engagement and outcomes for pupils. In line with the Schools Marking & Feedback Policy, assessment should identify where pupils are in their learning and provide evidence of progress, strengths and areas for development. Feedback should then provide pupils with appropriate opportunities to understand and respond to this information. Assessment should therefore be considered alongside the expectations established within the Marking & Feedback Policy.

Where appropriate, adjustments may be made to the assessment processes within the school to ensure that the individual needs of pupils are met, as well as to support their holistic development and wellbeing. This may include:

Supporting pupils

Where appropriate and necessary, assessment should be tailored to support the individual learning needs of pupils. Assessment methods should be adapted where required to ensure that pupils have appropriate opportunities to demonstrate their learning and strengths. This may require application for Exam Access Arrangements or reasonable adjustments being made depending on the qualification it is required for (please see the ALN Policy for further details).

Additional Learning Needs (ALN)

Assessment should be adapted to suit the specific learning needs of pupils with ALN where appropriate. This may require reasonable adjustments to ensure that assessment is accessible and provides meaningful information about pupil progress.

The ALN Team coordinates standardised assessment processes, including:

- New Group Spelling Test (NGST)
- New Group Reading Test (NGRT)
- Progress Test in English (PTE)
- Progress Test in Maths (PTM)

NGRT and NGST assessments take place three times per year, once during each term. PTE and PTM assessments take place during the Autumn and Summer terms for Years 7-9 only. These assessments provide standardised scores to support the monitoring of progress in key skills and to inform appropriate ALN interventions. In Years 10-11, these are replaced by formal mock examinations or those aligned with qualification pathways.

Assessment outcomes are recorded both centrally and within relevant ALN assessment documentation. Specific procedures relating to ALN assessment, reasonable adjustments and individual development planning are detailed within the ALN Policy.

Pupils requiring challenge

At times, pupils may require assessment opportunities that extend beyond their current recorded progression level or expected pathway. Teachers should use professional judgement to provide appropriate challenge and opportunities for pupils to demonstrate further development. In some cases, there may be opportunities to pursue a wider range of qualifications, such as GCSEs or VCSEs, if appropriate and reasonable.

Assessment should not unnecessarily limit a pupil's opportunity to demonstrate skills beyond their current recorded position.

Pupils with English as an Additional Language (EAL)

Pupils who are EAL may require adapted forms of assessment to support their understanding of assessment tasks and instructions. Teachers should use professional judgement to ensure that assessment is accessible and appropriately adapted whilst maintaining the integrity of the skill or learning being assessed.

Examination and qualification-based subjects

Subjects requiring formal examinations or qualifications may require bespoke assessment approaches aligned with specific assessment objectives, criteria or examination requirements. Assessment may therefore be more frequent or targeted towards specific skills, assessment objectives or qualification requirements where appropriate.

Moderation, standardisation and Quality Assurance (QA)

Due to the nature of assessment and the variety of recording methods in different subject qualifications, appropriate moderation and standardisation will need to take place to ensure consistency and fairness in the awarding of outcomes and results.

Moderation

Assessment judgements should be moderated at each formal data-capture period to support consistency and accuracy across the school. Moderation will provide opportunities for teachers to collaboratively review assessment evidence and progression judgements, particularly where different subjects contribute evidence towards the same skill area. This will be applicable to assessing progress within the AoLE progression steps, as well as the King's Trust and SWEET qualifications.

Moderation should support teachers to:

- Discuss assessment expectations
- Review evidence of pupil learning
- Develop consistency in professional judgement
- Identify and address differences in assessment judgements
- Share effective assessment practice
- Support accurate progression tracking
- Identify appropriate next steps for pupils

The Deputy Head of Curriculum and ALN will oversee the moderation process, supported by the Quality Team.

Standardisation

Formal standardisation processes and internal quality assurance processes will be overseen by the Quality Team. Standardisation should support a consistent whole-school approach to assessment, ensuring that the assessment framework is applied appropriately across subjects and curriculum areas. Standardisation should be used to support the accuracy and reliability of assessment judgements and should contribute to ongoing development of assessment practice.

Quality Assurance

Assessment processes and data should be quality assured to ensure that information is accurate, meaningful and used appropriately to support pupil progress. The Deputy Head of Curriculum and ALN will quality assure assessment data following teacher submission and before data is analysed by the Headteacher. They will also oversee informal standardisation processes amongst teaching and delivery staff (please see ACT Schools Teaching and Learning Observation Procedures).

Teacher Workload and Wellbeing

The school is committed to safeguarding the needs of teachers when it comes to reducing teacher workload and unnecessary assessment and data collection, where possible.

ACT Schools encourages teachers to assess pupils when necessary and when assessment provides meaningful information to support learning and progression. The school does not expect teachers to assess for the sake of assessment. Professional judgement should be exercised regarding assessment methods, frequency and timing, and should be adjusted according to class and pupil needs.

Teachers are not expected to:

- Complete unnecessary formal assessments where meaningful evidence of progress is already available

- Generate assessment data solely for compliance purposes
- Duplicate assessment information unnecessarily
- Record information centrally where there is no clear purpose for doing so
- Use assessment methods that do not provide meaningful information about learning or progression

The quality of assessment should be judged by its usefulness in supporting learning, progression and appropriate action rather than by the quantity of assessment completed. Assessment should remain manageable and proportionate whilst ensuring that the school has appropriate information to monitor pupil progress and development.

Reporting progress and further intervention

Assessment information will contribute to termly reporting to parents/carers. Reports will include appropriate teacher comments relating to:

- Pupil progress
- Strengths
- Areas for development
- Appropriate next steps
- Assessment information and results

Reports will also include:

- Relevant comments from the ALN Team regarding pupil engagement and support where appropriate.
- Identification of the pupil's current Progression Step.

A 'Progression Step Profile' will also be shared with parents/carers to support their understanding of the progression framework. This will provide information regarding the skills generally associated with each Progression Step, what the pupil's current step represents in terms of skills demonstrated, as well as the next stage of development they will be working towards.

Reporting should provide parents/carers with meaningful information about their child's progress and development, whilst recognising that progression is holistic and should not be determined by a single assessment outcome.

Intervention and Support

Assessment information may identify pupils who require additional academic, literacy, numeracy or wellbeing support. ACT Schools provides support through ALN support staff, including Academic Intervention Workers, who may deliver targeted literacy, numeracy and wellbeing interventions.

Intervention tracking is maintained separately from formal academic assessment data and is reviewed according to pupil engagement and the impact of the intervention. The impact of academic interventions should be considered through subsequent assessment information and data-capture periods to establish whether pupils are making appropriate progress following the targeted support put in place.

Document / Policy Change Request

Any changes to the policy and procedure will be overseen by the Deputy Head of Curriculum and ALN.

Document / Policy Reviewing and Approving

The policy will be reviewed yearly by the Deputy Head of Curriculum and ALN.

References

ACT Schools Curriculum Policy
ACT Schools Assessment Policy
ALN Policy
Observation Policy and Procedure

Glossary

CfW	Curriculum for Wales
AoLE	Area of Learning and Experience
DIRT	Dedicated Improvement and Reflection Time
ALN	Additional Learning Needs
EduKey	An online platform used to create Individual Learning Plans and Pupil Passports for school pupils
Arbor	The School Information Management system used to track progress and data for school pupils
WEST	Wales Essential Skills Toolkit
PCP	Person Centred Planning