ST JOHN LLOYD CATHOLIC COMPREHENSIVE SCHOOL

School Mission Statement

"Learning and Growing Together in Christ"

"As a Catholic School we aim to develop a Christian Community which believes in and affirms the dignity and value of the individual and encourages its members to develop their potential in terms of knowledge, understanding, spiritual, moral, cultural and physical awareness".

WHOLE SCHOOL ASSESSMENT, RECORDING & REPORTING POLICY

Reviewed by Governors OCTOBER 2023

Introduction

Our school mission statement is 'Learning and Growing Together in Christ'. It is a summary of the values underpinning everything we are aiming to achieve at St. John Lloyd School. We try to make our mission statement a reality by striving to become:

"A Christian community that recognises the dignity and value of the individual, and in which all members are encouraged to develop their potential in terms of knowledge, understanding, spiritual, moral and cultural awareness."

About this policy:

This policy has been written to outline assessment procedures in KS3 and KS4 at St John Lloyd. **Formative** and **Summative** assessment practice at St John Lloyd is underpinned by the Learning and Teaching[1] and Marking and Feedback[2] policies of the school.

Rationale:

Assessment is an essential part of teaching and learning[3]. It is not only concerned with the **summative** testing of pupils in order to determine **what** they have learnt. 'Assessment **of** learning' is of great value and the data produced as a result can provide teachers with detailed assessment data linked to pupil performance.

Equally as important though is the **formative** assessment of pupils – the feedback and comments made every day in class, in exercise books and on key pieces of work - that can have the most profound impact on pupil learning.

Aims:

The aims of this policy are to:

- ✓ track, monitor and support learner progress at St John Lloyd;
- ✓ identify the methods of assessment, recording and reporting at St John Lloyd;
- ✓ encourage and motivate learners to achieve their full potential;
- ✓ make assessment part of the effective planning of teaching and learning;
- ✓ make assessment central to classroom practice;
- ✓ be able to identify underachievers and high achievers and to ensure appropriate support is in place;
- ✓ facilitate effective communication about learners' progress and attainment;
- ✓ ensure assessment monitoring fulfil the national requirements, as identified in the '*Making the most of assessment'* guidance document from Welsh Government;
- ✓ raise the overall standard of achievement at St John Lloyd School.

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[2] See whole School Learning & Teaching Policy
[2] See Whole School Marking & Feedback Policy
[3] See Whole School Learning & Teaching Policy

Principles:

Assessment at St John Lloyd School is underpinned by the following principles[4]:

- ✓ All forms of assessment should help learners improve their learning;
- ✓ Assessment information should provide a shared language for the discussion of progress and improvement;
- ✓ Assessment should be purposeful, manageable and meaningful for learners;
- ✓ Assessment systems should make good use of qualitative (teacher and learner commentary) and quantitative (level outcomes and other numerical data derived from data collection and assessments) information to support learner progress;
- ✓ Assessment for learning must dovetail with assessment of learning;
- ✓ Assessment information should be used consistently across subjects and year groups;
- ✓ Assessment fulfils the statutory requirements as outlined by Welsh Government.

Marking and feedback to support assessment:

The school Marking and Feedback policy[5] should be referred to for detailed information on this aspect of school life; however, as a guideline, the frequency of marking is identified as:

- ✓ **Acknowledgement marking** – as a minimum, acknowledgement marking should be evident in all themes/ topics/ units/ modules of work and should be signed and dated;

- ✓ **Quality (formative/ summative) marking by teacher** – all key assessments at KS3/4 should be quality marked using Appendix 3. At KS4 PPEs, controlled assessment drafts (where exam board regulations allow), folder and exam preparation work should be quality marked as appropriate to the course.

- ✓ **Quality (formative/ summative)** – peer/ self-marking- at least once per term using the whole school approach - Peer assessment should be identified by using the yellow sheet (Appendix 3a) in exercise books and self-assessment should be identified using the purple sheet (Appendix 3b)

- ✓ **Verbal feedback** – as appropriate to support other forms of feedback.

Staff with responsibilities for assessment:

Miss Laura Evans   – Assistant Head Teacher/ Head of English
Mr John Twist   – Examinations & Data Officer

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[4] As outlined in the *Making the most of assessment* WG policy document
[5] See Whole School Marking & Feedback Policy

Assessment, recording and data collection:

Forms of assessment at St John Lloyd School:

Key Stage three:

- ✓ **Formative assessment** is measured through ongoing class learning, in the acknowledgement marking and feedback of class and home learning, as well as in the quality marking and feedback of key assessment tasks. The marking of all work follows the school marking and feedback policy;

- ✓ **Key assessments:** each department has assigned key assessment tasks (commensurate to teaching hours), which underpin curriculum, LNF and DCF skills and prepare pupils for their KS4 studies. Once a key assessment is complete, curriculum level data is uploaded into class mark books on SIMs to monitor and track pupil progress and provide curriculum evidence for End of Key Stage Teacher Assessments. The Head of Department has an overview of individual class, sub-group and whole year group progress via the mark books;

- ✓ **Summative assessment** is measured in end of year examinations across KS3. These examinations are calendared and once complete, curriculum level data is uploaded into class mark books on SIMs to monitor and track pupil progress and provide curriculum evidence for End of Key Stage Teacher Assessments. Year 7 and 8 examinations take place in classrooms and are supervised by class teachers, with boys and girls from different classes and year groups being mixed and Year 9 examinations take place in the main hall and are supervised by external invigilators;

- ✓ **SIMs mark books** – each class has a mark book to record key assessment, interim and full report data. The mark books are comprehensive and provide colleagues with a variety of additional data including: efsm/ EAL/ SEN status, live attendance, Literacy and Numeracy standardised scores and CATs data. The mark book is a crucial tool for teachers/ Heads of Department to monitor pupil progress, track performance and identify individual underachievement in classes and is reviewed regularly by teachers/ subject leaders.

Key Stage four:

- ✓ **Formative assessment** is measured through ongoing class learning, in the acknowledgement marking and feedback of class and home learning, as well as in the quality marking and feedback of non-assessed tasks, end of module and unit tests. The marking of all work follows the school marking and feedback policy, unless specified by WJEC course requirements;

- ✓ At Key Stage four, key assessments are replaced by non-assessed examination units specific to each GCSE subject and the marking of this work follows the WJEC guidelines for the unit of work being studied. These assessments are course specific and could include: oral work, practical work, folder work, written task response and field work;

- ✓ **Summative assessment** is measured in the form of PPEs (pre-public examinations) across KS4. These examinations are calendared and once complete, curriculum grade data can be used in class mark books on SIMs to monitor and track pupil progress and provide curriculum evidence for RAG data. Year 10 and 11 PPEs take place in the main hall, or sports' hall and are supervised by external invigilators. Year 10 and 11 also sit external GCSE examinations in November, January and May each year too;

- ✓ **SIMs mark books** – each class has a mark book to record RAG, interim and full report data. The mark books are comprehensive and provide colleagues with a variety of additional data including: eFSM/ EAL/ SEN status, live attendance, Literacy and Numeracy standardised scores and CATs data. The mark book is a crucial tool for teachers/ Heads of Department to monitor pupil progress, track performance and identify individual underachievement in classes and is reviewed regularly by teachers/ subject leaders;

- ✓ **RAG data** – the Raising Standards Leader has calendared requests for the submission of fine grading predictions and progress monitoring for each pupil in relation to GCSE outcomes. This task is completed in consultation with Heads of Department and is one of the ways that pupils are monitored, tracked and supported in KS4. Mr Mike Kent is the RSL for our school.

Testing at St John Lloyd School:

CAT test data:
In the third week of Year 7, pupils are tested using the CATs4 cognitive ability test. This data is shared with staff through SIMs mark books. As well using the 'mean' CAT score as an indicator of potential, staff look at the individual **'verbal', 'quantitative' 'spatial' and 'non-verbal'** components in order to help identify strengths and weaknesses. Summary data is also provided to staff. In general terms, all pupils with mean CAT scores of **88+** are expected to achieve a minimum of GCSE grade 'C' qualifications and 110+ Mean score of a GCSE target grade between a B-A*. by the end of Year 11. Historical data shows that many pupils with mean scores of below 88 have achieved Level 2 qualifications and, as is the case with FFT data, CAT data is used to raise expectations and as a guide to potential outcomes. It is used in a positive manner in conjunction with the professional judgements of staff.

National Literacy and Numeracy tests:
In line with Welsh Government policy, all pupils in years 7 to 9 sit the National Literacy and Numeracy Tests in May each year. These are marked internally but standardisation takes place centrally. These are held in the main hall each year and within the identified Welsh Government testing window. These tests take place in the main hall and are supervised by external invigilators.

GCSE/ Vocational qualifications:
All students work towards GCSE and BTEC vocational qualifications in Years 10 and 11. All examinations and NEAs are completed in-line with JCQ statutory requirements, with examinations taking place in the sports' hall; these examinations are supervised by external invigilators. A small number of ALN learners may complete Entry Level qualifications to support their personalised learning pathway too.

PISA tests:
St. John Lloyd pupils also take part in the International PISA tests when requested by the Welsh Government.

Assessment - progress monitoring and target setting:

Target setting:

CATs, End of KS2 levels, WG test data, interim reports, PPE and RAG data are the forms of assessment data used to target set and monitor pupil progress at St John Lloyd. Professional judgement is also used to support this process.

Progress monitoring:

Interim report data:

All interim report data is collated centrally by the Data/Exams officer.
Pupils' performance is ranked and compared to their CAT potential and the difference calculated. All those performing at more than ten places below expected performance are interviewed with their parents by SLT/HoL at the appropriate parents' evening/ KS4 focus evening in order to provide advice and learning strategies to promote improvement.

RAG data:

RAG/ fine grading and progress data is collated, monitored and tracked by the RSL. Pupils' RAG and progress performance is monitored against target grades for each individual subject by the RSL and SLT Link managers and underperformance is supported through discussions with pupils/ mentoring/ SLT Focus evenings/ parental meetings and telephone calls. Positive progress is also monitored in the same way and parents are contacted when such achievement is tracked.

Data drops:

In KS4, alongside the interim report data, progress is monitored through two additional data drops in the autumn and spring term to support the Raising Standards process. The RSL uses this data to inform Raising Standards discussions with HODs/ HOFs.

Assessment and reporting:

Reporting to Parents/Guardians

All parents/guardians receive a termly report. The type of report, and date that the report is delivered to parents, is linked to the dates of parents evening, internal school exams, Pre-Public Exams (PPE) and external exams. (See appendix A for school report schedule 2018/19)

KS3 Progress Reports:
Year 7
In the Autumn Term of Year 7, pupils receive an interim report that informs parents on effort, behaviour and home learning. This report both identifies issues early on and reassures parents/guardians that pupils have settled into school life. (See appendix B)

In the Spring term, parents receive a report that informs parents of their End of Key Stage 3 target level, their progress towards achieving this level and behaviour. This report is delivered prior to parents evening. (See appendix C)

Year 8 and 9
In the Autumn and Spring terms, parents receive a report that informs parents of their End of Key Stage 3 target level, their progress towards achieving this level and behaviour. One of these reports is delivered to parents/guardians to coincide with parents evening. (See appendix C)

All parents/guardians of KS3 pupils receive a full report in the summer term. Alongside this, parents of Year 9 pupils also receive WG Literacy and Numeracy reports from the WG tests sat in May/ June.

KS4 Reports
Key stage 4 interim reports (Appendix D) mirror the Key Stage 3 Interim reports but inform on their Current GCSE grade, and Progress towards this grade as opposed to KS3 levels.

Parents/guardians of KS4 pupils receive an Interim report in the Autumn term and a full report in the and the spring term.

Year 11 receive an additional interim report prior to the Eater holidays to aid with planning revision, motivate pupils and to identify any issues prior to their final GCSE exams. Year 10 at the end of the summer term in order to motivate pupils and to identify any issues prior to the commencement of year 11.

Standardisation and Moderation

The school is committed to ensuring robust processes are in place for standardisation and moderation.

Standardisation involves a process of using samples of the work of the same learner or of different learners to enable teachers to reach agreement on levels of attainment by confirming a shared understanding of the characteristics of a level.

This may be regarded as the precursor of **moderation** at the end of a key stage, where a 'best fit' judgement on an individual learner's level of attainment is made.

The school works with partner primaries (St. Mary's, Llanelli and Pentip CIW) in order to ensure consistency of standardisation. English, Maths, Science and Welsh 2nd Language all take part in cluster assessment activities. A cluster leader of assessment for the foundation phase, KS2 and KS3 is appointed with the agreement of the three schools. Assistant Head teacher, Miss Laura Evans, is the Cluster Assessment Lead for the school and leads the moderation process across the cluster.

Internal moderation is also part of the monitoring, evaluation and review cycle and is calendared into the assessment timetable throughout the year.

Office365 Sharepoint:

In-line with ERW/ Welsh Government requirements, all documentation to support the moderation process is completed using the Office365 Sharepoint digital platform.

A copy of the ERW 'Assessment Checklist' is included as an appendix to this policy as is the Welsh Government teacher assessment flow-chart.

Approved:

APPENDICES

Appendix A

Reporting deadlines – 2019/20:

Progress report:	Date:
Year 7	Progress report 1- (X, Y, Z) Friday, 25th October 2019
	Progress report 2 – Friday, 10th January 2020
	Progress full report -Friday, 26th June 2020
Year 8	Progress report 1- Friday, 8th November 2019
	Progress report 2 – Friday, 31st January 2020
	Progress full report -Friday, 26th June 2020
Year 9	Progress report 1- Friday, 25th October 2019
	Progress report 2 – Friday, 28th February 2020
	Progress full report – Thursday, 7th May 2020
Year 10	Progress report 1- Friday, 22nd November 2019
	Progress report 2 – Friday, 3rd July 2020
	Progress full report – Friday, 27th March 2020
Year 11	Progress report 1- Friday, 6th September 2019
	Progress report 2 – Friday, 13th March 2020
	Progress full report - Friday, 24th January 2020

Appendix B

ST JOHN LLOYD CATHOLIC SCHOOL
LEARNING AND GROWING TOGETHER IN CHRIST

Year 7 Interim Report - Autumn Term 2018

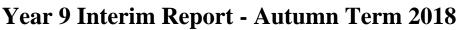**Name:**   **Form:**

% Attendance (To 24th October 2018):

Unauthorised absences (To 24th October 2018):

Subject	Effort	Home Learning	Behaviour
Religious Education			
English Language			
Mathematics			
Science			
Welsh			
Art			
French			
Geography			
History			
ICT			
Music			
Physical Education			
Technology			

Effort – The definition refers to pupils who:	
X	**Always do their best.**
Y	**Should/ could be working harder.**
Z	**Make very little effort**
Home learning – The definition refers to pupils who:	
X	**Always complete tasks set.**
Y	**Have completed most set tasks.**
Z	**Do not complete tasks set on a regular basis.**
Behaviour – The definition refers to pupils who:	
X	**Always behave appropriately in class.**
Y	**Usually behave appropriately in class**
Z	**Do not behave appropriately in class**

Attendance	
100%	**Excellent**
97% or above	**Good**
Below 97%	**Room for improvement**
Below 90%	**Major cause for concern**

Appendix C

ST JOHN LLOYD CATHOLIC SCHOOL
LEARNING AND GROWING TOGETHER IN CHRIST

Year 9 Interim Report - Autumn Term 2018

Name: **Form:**

% Attendance (To 24th October 2018):

Unauthorised absences (To 24th October 2018):

Subject	Target End of KS3 Level	Progress towards target level	Behaviour
Religious Education			
English Language			
Mathematics			
Science			
Welsh			
Art			
French			
Geography			
History			
ICT			
Music			
Physical Education			
Technology			

Progress: The definition refers to pupils who are working:	
+	Above target. Target to be reviewed.
=	On target.
-	Below target
- -	Significantly below target

Behaviour – the definition refers to pupils who:	
X	Always behave appropriately in class.
Y	Usually behave appropriately in class
Z	Do not behave appropriately in class

Attendance	
100%	Excellent
97% or above	Good
Below 97%	Room for improvement
Below 90%	Major cause for concern

Year 9 Parents evening – Thursday 22nd November 2018 4pm – 7pm

We highly recommend that you prioritise appointments with your child's teachers, in the subjects where their progress is below/significantly below expectation.

Appendix D

ST JOHN LLOYD
CATHOLIC SCHOOL
LEARNING AND GROWING TOGETHER IN CHRIST

KS4 Interim Report - Autumn Term 2018

Name: **Form:**

% Attendance (To……):   **Unauthorised absences (To………….):**

Subject	Target GCSE grade	Progress towards target GCSE grade	Behaviour
Religious Education			
English Language			
English Literature			
Mathematics			
Maths Numeracy			
Science			
Welsh			
Art			
Applied Business			
BTEC Teamwork			
ECDL			
Food & Nutrition			
French			
Graphic Design			
Geography			
History			
ICT			
Music			
Physical Education			
Product Design			

Progress: The definition refers to pupils who are working:	
+	Above target. Target to be reviewed.
=	On target.
-	Below target
- -	Significantly below target

Behaviour – the definition refers to pupils who:	
X	Always behave appropriately in class.
Y	Usually behave appropriately in class
Z	Do not behave appropriately in class

Attendance	
100%	Excellent
97% or above	Good
Below 97%	Room for improvement
Below 90%	Major cause for concern

EFFECTIVE TEACHER ASSESSMENT

ASSESSMENT CHECKLIST

<div align="center">"Learning & Growing Together in Christ"</div>

Introduction

This checklist is based on effective practice from across the ERW region. It can be used as a self evaluation tool for demonstrating how your school and cluster fulfil the expectations of the national categorisation system.

Policy Key document containing all essential information about assessment including the purpose. Essentials include: • AFL carried out every lesson. Based on well thought out learning objectives and success criteria that are shared with the children. Peer and self evaluation form an important part of this method of assessment. • Summative assessment provides snapshots of achievement and attainment at particular times throughout any key stage and at the end of the key stage when a best fit level is awarded. • Standardised tests provide snapshots of attainment and ability at particular times. Useful to help to inform planning and an aid to target setting.	***Is your policy a strength or an area for improvement?***
Classroom practice – Assessment for Learning and Assessment of Learning **Planning** All assessment should be planned and go hand in hand with the success criteria for an activity/piece of work. Planned assessment opportunities are easy to track and help to ensure coverage of the curriculum giving pupils opportunities to develop skills to the highest level possible. ***Tracking assessed activities (and) skills*** All assessments should be recorded and tracked so that by the end of the key stage assessments give a clear picture of the best fit level at which a pupil is operating. Results of planned, assessed pieces of work should be recorded in order to be able to track pupil progress throughout the key stage. Best practice is showing that by using 'skills ladders', schools are able to track individual parts of level descriptors and gradually build up a complete profile of skill development for each pupil showing the progress being made throughout the key stage. Schools should also record and track other assessments such as standardised test scores and track pupil progress against individual targets. Are pupils performing above the target set, on target or below target? ***Annotating work*** Sets the scene or context of the work and gives details of how much help the pupil received in order to produce the work. 1st draft work is needed. If all support materials/resources are included in the profile, annotation can be added to these along with assessment criteria in the planning and preparation stage rather than when marking work. ***Marking*** AFL – every lesson, based on carefully planned learning objectives and success criteria shared with pupils. Moving learning forward in small steps through a variety of strategies. Comments - Highlighting good features and giving an activity to improve an aspect of work or a skill.	***Does the core curriculum planning contain details of all assessment opportunities?*** ***Are the core curriculum assessment activities tracked on a regular basis?*** ***Is your tracking system effective?*** ***Is assessed work annotated?*** ***Are teachers' comments helpful in moving learning forward***

Targets – Are pupils' individual targets referred to when work is marked? ***Assessing/Coming to a judgement*** When assessments are carefully planned and carried out effectively teachers are able to see the results of a set of 'standardised' pieces of work that literally 'add-up' to the 'best fit' judgement and create the pupil profile. If carried out in this way it could be possible to say what percentage of a learner's work is at which level.	***for individual pupils?*** ***How do you come to a best-fit judgement in each core subject for every pupil at the end of the key stage?***
Standardisation **Within school** Standardisation activities should be undertaken regularly by all teachers and support assistants, in order that everyone within the school has a shared understanding of the requirements of the national curriculum with regard to assessment against the learning outcomes and level descriptors.	***Does the school hold regular standardisation meetings involving all of the staff? How often?***
Within the cluster It is good practice for colleagues from key stages 2 and 3 should meet to standardise pieces of work for each of the core subjects for pupils in years 6 and 9 on a regular basis – especially if there are difficulties in reaching agreed best fit levels during moderation meetings. This process helps to ensure consistency of assessment within and between key stages and enables teachers to share their ideas, expertise and good practice.	***Do you meet with cluster colleagues to standardise pieces of work for all core subjects?***
Cross cluster or within families of schools Standardisation activities carried out across clusters and within families of schools are considered to be good practice and help to ensure consistency in teacher assessment.	***Have you carried out any standardisation work with colleagues in your family of schools?***
Pupil profiles A pupil profile should contain a variety of annotated, assessed pieces of work that are sufficient in number to enable someone other than a pupil's class teacher, to come to a best fit judgement. Language profiles should contain evidence that supports the judgements made regarding oracy, reading and writing. Activities may be taken from a variety of subjects e.g. extended writing from history or geography; number work from DT.	***What evidence do you provide to support the outcomes and levels awarded for oracy and reading?***
Moderation **Within school** Moderation activities should be undertaken by all teaching and support staff in order to agree best fit levels, to talk about activities undertaken by pupils, assessment, tracking and the curriculum.	***Do you hold internal moderation meetings involving all members of staff?*** ***Does your school attend all cluster***

Within the cluster Currently, moderation activities are undertaken in order to ensure consistency of teacher assessment across a number of schools at the end of key stages 2 and 3 and at the end of Foundation Phase.	*meetings where pupil profiles for all core subjects are moderated at a variety of levels?*
Evidence **Within each school.** Standardised examples of pupils work in a file or portfolio for each core subject. Examples of recent pupil profiles at a variety of levels for each core subject and W2L remembering that language profiles should contain evidence for oracy, reading and writing. **Within the cluster.** It is good practice for the cluster to have details of the pupil profiles moderated at the cluster meeting. It is not necessary for cluster to produce a portfolio of profiles however, this would be considered as good practice if used as a source of reference.	*Have you compiled a reference portfolio of standardised work at Foundation Phase and Key Stages 1 and 2 for each core subject (+ W2L at KS2)?* *Is your portfolio up to date, i.e. reflecting the activities currently undertaken within the classroom? Do you have access to cluster moderated, recent pupil profiles for each core subject and W2L at KS2?*
Features of a 'good' moderation meeting • That there is sufficient time to carry out the exercise effectively. • That the activity is organised efficiently so that everyone who attends knows what to bring and the details of their role at the meeting. • Cluster meetings require the attendance of members of staff from the high school and each cluster primary school. • That evidence for the exercise is requested in advance. • That National Curriculum documents are available for reference. • That there are sufficient copies of 'outcome' and 'level descriptor' statements. • Each pupil profile presented at an internal moderation meeting should be 'moderated' by at least one member of staff other than the class teacher. At **cluster** moderation meetings at least 3 members of staff from different schools should moderate each profile. • Each school represented at a cluster meeting should moderate at least 3 profiles that are not their own. **Activities to be undertaken:** • Go through the profile(s) reading the context and checking the standardised judgements against the outcomes and level descriptors. • 'Add-up' the judgements to obtain the best-fit level. • Check the sufficiency of evidence, is your judgement secure? • Each moderator should provide feedback on their findings as evidence that the exercise has been completed (a simple pro-forma is available for this purpose). • The outcomes of cluster meetings should be sent to the cluster ChAD.	*Has your cluster elected an assessment co-ordinator who is able to work in partnership with your ChADs in organising effective moderation meetings?* *What are the good features and areas for improvement?* *What do the outcomes tell you about the standards attained by learners within the cluster?* *What do the outcomes tell you about the quality of assessment within the cluster?*

• The cluster should meet to discuss the findings and plan improvements in preparation for the next meeting. • Individual schools should use moderator's comments to help them improve assessment procedures and outcomes. • Cluster evidence should be available for cross cluster moderation carried out by the Hub team.	*What actions are taken as a result of the cluster moderation meetings?*

Strengthening confidence in teacher assessment

End-to-end process to ensure quality, consistency and reliability

Llywodraeth Cymru
Welsh Government

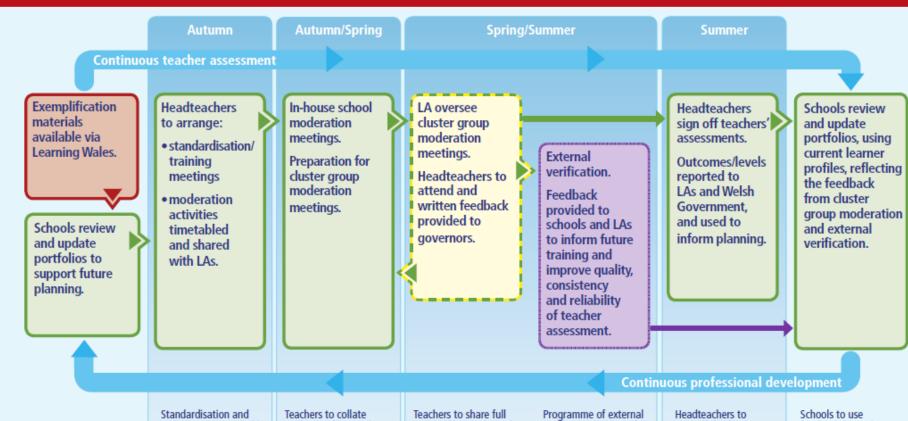| Autumn	Autumn/Spring	Spring/Summer		Summer	

Continuous teacher assessment

Exemplification materials available via Learning Wales.

Schools review and update portfolios to support future planning.

Headteachers to arrange:
- standardisation/ training meetings
- moderation activities timetabled and shared with LAs.

In-house school moderation meetings.

Preparation for cluster group moderation meetings.

LA oversee cluster group moderation meetings.

Headteachers to attend and written feedback provided to governors.

External verification.

Feedback provided to schools and LAs to inform future training and improve quality, consistency and reliability of teacher assessment.

Headteachers sign off teachers' assessments.

Outcomes/levels reported to LAs and Welsh Government, and used to inform planning.

Schools review and update portfolios, using current learner profiles, reflecting the feedback from cluster group moderation and external verification.

Continuous professional development

Standardisation and training meetings held to establish an agreed understanding and interpretation of the national curriculum outcome/level descriptions.

Teachers to collate evidence of learner's achievement against specific national curriculum outcomes/ level descriptions for consideration at moderation meetings.

Teachers to share full range of learner's work for peer moderation at cluster group meetings.

Headteachers (primary and special schools) and secondary SLT to attend with appropriate teaching staff. Written feedback provided to governers and LA.

Programme of external verification by way of random sampling to ensure a nationally consistent approach to teacher assessment.

Headteachers to sign off the final assessments and submit end of phase/stage teacher assessment to Welsh Government as part of National Data Collection.

Schools to use feedback from cluster group moderation and external verification to improve accuracy in awarding standards and strengthen future planning.

Lessons learned should be reflected in the school development planning process.

Roles and responsibilities

- Welsh Government
- Schools/teachers
- Schools/local authorities (LAs)
- External verification

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