

3.3 The NSP self-review, development and planning toolkit: Assessment, recording and reporting

Overview

The LNF is a curriculum planning tool. It is also a powerful assessment tool. The LNF provides a continuum of learning that will enable learners, teachers and parents/carers to be clear not only about where they are currently achieving on the LNF but also what needs to come next.

In order to ensure that a school creates this clear picture of the development of a learner's literacy and numeracy skills, staff will need to consider carefully the fitness for purpose of their current assessment policy in relation to the LNF. Schools will need to ensure that the principles of formative assessment/assessment for learning (AfL) and summative assessment/assessment of learning (AoL) are applied with care in relation to the LNF.

The key to maximising the development of literacy and numeracy skills of the learners will be building in monitoring and tracking systems. This will ensure teachers can support learners within the classroom by capturing their progress and provide them with an analysis tool that can be used regularly to ensure that a personalised approach to the development of literacy and numeracy skills is embedded.

Schools will need to ensure that teachers are able to use the LNF to assess both formatively and summatively in relation to:

- each individual learner's progress in order to form the basis for discussion with:
 - the learner, in order to formulate their next steps for improvement
 - parents/carers, and between teachers about the learner's current strengths and areas for development;
- group progress (class, cohort, subject group, phase/stage, etc.) to inform both curriculum and school development planning;
- class, cohort, phase/key stage, subject progress, in order to inform curriculum and school development planning.

They will also need to report annually on learners' strengths and areas for development.

What works? Evidence about good practice

Schools will require whole-school systems so that there is consistent and rigorous assessment of literacy and numeracy skills across the curriculum. Assessment of literacy and numeracy skills should be incorporated into subject assessment tasks and not just carried out through English, Welsh and mathematics.

The outcomes of subject-based assessments will enable learners to address their literacy and numeracy development needs in the context of the whole curriculum. The learning outcomes in the LNF will help teachers make judgements against the LNF in order to identify learner strengths and areas for support and challenge.

Schools will need to review and revise current policies and practices in relation to assessment, recording and identification of areas of focus for further support.

Schools must consider whether:

- ongoing, formative classroom assessment is used effectively to monitor progress, discuss next steps needed for improvement with learners and set tasks that will give learners opportunities to make progress in their literacy and numeracy skills;
- the school's assessment, recording and reporting policy sets out clearly how learners' literacy and numeracy skills will be monitored and tracked across different subject areas and through key stages for formative and summative purposes;
- the school is in a position to provide clear and informative narrative reports to parents/carers on their child's strengths and areas for development in relation to the LNF.

Review and development process: assessment, recording and reporting



Next stage of the journey ...

Key:

Preparing the way column:

Red = alternative approach where cluster group decide to work together to produce a common whole-school literacy policy. This encourages consistency in strategies used across the curriculum within schools, between schools and between key stages, e.g. FP to KS2 and KS2 to KS3.

What this might look like ... column:

Black = Exemplar for both primary and secondary schools

Green = Primary school exemplar

Blue = Secondary school exemplar

Red = Cluster exemplar

How much progress has been made with LNF implementation?

In reaching judgements, use the following assessment criteria, which are consistent with those in the Progress Map:

Red = not in place

Amber = work has started but consolidation is needed

Green = in place and monitored regularly

Step-by-step guidance: review, development and planning

Assessment, recording and reporting

| NSP model | | School review | | | |
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| A. Preparing the way | What this might look like ... | School (purpose, lead person, activity, outcome) | R | A | G |
| A.1 Senior facilitator appointed, timeline agreed and resources allocated. | A cluster of primary schools established a working group and decided to ask the assessment coordinator from one of the schools to lead the review of the cluster's common assessment policy. | | | | |
| A.2 Team established. All agree working practices and responsibilities. Decisions are made on: <ul style="list-style-type: none"> • how many are in the group; • subject representation; • inclusion of English and maths specialists; • note taking, deadlines and dates of meetings. | Secondary school A decided to establish a working group with representatives from each faculty/department and one each for English/Weish, maths and ALN. Each department was asked to appoint a contact person to liaise with their faculty/department. | | | | |
| A.3 Facilitator revisits previous work on | School B recognised that their assessment, recording and reporting policy needed to | | | | |

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| strengths and areas for development, from first Progress Map. | track learners' literacy and numeracy skills in different subject areas and key stages. | | | |
| A.4 Team undertakes research and reflects on best practice within the school, the school cluster, across the consortium and also nationally. | As part of their action enquiry, School C contacted one of the schools in their 'family of schools' which had recently been inspected and recognised for its effective assessment practice in relation to LNF. | | | |
| A.5 Team undertakes a quick review of current assessment policy and collates preliminary RAG ratings based on their current policy and identifies key issues. (See Annex 3.3.i: A framework for carrying out an initial analysis of assessment on page 128.) | Secondary school D used their recent school self-evaluation to complete the review and rate their current policy. The school's system leader supported the school in this process. | | | |
| A.6 Team members identify aspects of ARR that require immediate attention and will as a consequence reinforce the LNF and promote | As a result of their review, school E identified that literacy and numeracy target setting used to support and inform learners, teachers and parents/carers was an area for development. | | | |

| high quality learning and teaching approaches. | | | | | |
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| B. Team development and support | What this might look like ... | School (purpose, lead person, activity, outcome) | R | A | G |
| B.1 During this phase the team considers the evidence and whether there is a need to undertake a complete review of their ARR policy and ensure that important aspects of the LNF are incorporated. (See policy review process – page 128.) | Special school F recognised that this was an opportunity to review the school's assessment, reporting and recording policy. | | | | |
| B.2 Each team member will support the review of the current assessment policy and bring evidence to support the different components of the school's assessment policy (See Annex 3.3.ii: A framework for reviewing the policy for | When the team reviewed reports to parents/carers in Secondary school G it became apparent that there was insufficient emphasis on literacy and numeracy and particularly on the progress that learners were making across the curriculum. Subject-specific reports had been recognised as a good feature in the school's last inspection report. However, the team felt that in light of the LNF these | | | | |

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| assessment, recording and reporting – page 130.) The team: | now needed adjustments. The recording of progress made against the LNF was only really evident in the science department but this was at an early stage. Although the school had prepared itself well for national tests, embedding continuous assessment of the LNF was embryonic. Consequently the team developed a whole-school strategy to address the issues and reported this back to the senior management team. | | |
| <ul style="list-style-type: none"> discusses which elements of the current ARR policy are relevant to the ARR arrangements of the LNF; agrees which aspects of the ARR policy need to be revised; undertakes research to identify potential strategies that could improve the current policy and learner outcomes; discusses any issues of task/activity/purpose/ context which may be relevant. | | | |
| B.3 Using the evidence provided and the examples discussed, the aspects of the ARR | In Primary school H the aspects identified for review by the SMT were drafted into the School Improvement Plan (SIP) for discussion with the curriculum and | | |

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| policy identified as requiring review are selected for development. | assessment sub-committee of the governing body. | | | |
| C. Getting under way | What this might look like ... | School (purpose, lead person, activity, outcome) | R | A G |
| <p>C.1 At a staff meeting, all staff are alerted to the importance of:</p> <ul style="list-style-type: none"> reviewing the ARR in relation to the LNF; integrating the LNF into the ARR policy; monitoring and tracking learners' literacy and numeracy skills across different subject areas and through key stages for formative and summative purposes; ensuring the school can provide clear and informative narrative reports to parents/carers on their child's strengths and areas for | <p>Staff at school I reviewed a sample of reports during a training day. It was apparent that the reporting arrangements of the current policy did not reflect the shift in priority that the LNF would bring to learning and teaching and subsequent assessment processes. Departmental meetings enabled staff to consider the adjustments that needed to be made and produced recommendations to feed back to the deputy headteacher leading LNF implementation.</p> | | | |

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| development in relation to the LNF. | | | | | |
| C.2 The strategy for revising the ARR policy is shared and agreed with all staff and proposed changes are trialled by the team members or if necessary additional teams/departments/cluster schools. | The team in a large primary school (J) trialled modifications to their peer assessment strategies by deconstructing the LNF, and worked with children to produce child-friendly individual targets. This was later modified as initial attempts were too ambitious and fewer aspects were used. | | | | |
| C.3 The team discusses the data/feedback collected and the impact of the changes to classroom practice. The impact of changes to classroom practice is shared with all staff. | The LNF working group in school K undertook a series of classroom observations as part of their action research. This identified inconsistencies in feedback processes as part of AfL. The findings provided a clear focus for further discussion about how the LNF could be used to support the process. | | | | |
| C.4 During this phase the outcomes, impact and recommendations of the team are shared with staff, governors, parents/carers and, where appropriate, other schools for action. | In Secondary school L the religious studies department had trialled a system whereby learners took increasing responsibility for assessing their own progress and relating this to their literacy and numeracy targets. The subject leader reported back on the usefulness of the LNF in supporting this process and also the impact that this had | | | | |

| | had on the standard of work produced. This was evidenced through book sampling in religious studies. | | | | |
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| D. Keeping up the momentum | What this might look like ... | School (purpose, lead person, activity, outcome) | R | A | G |
| D.1 Team members liaise with designated staff across the school and prioritise aspects for trialling. | LNF working group members in Secondary school M led departmental trialling of specific aspects of the assessment of the LNF. Each faculty/department within the school selected an element on which to focus. The humanities faculty focused on the writing framework, particularly writing accurately, while the faculties of science and technology worked on a consistent approach to reporting on numeracy. | | | | |
| D.2 Team members meet to look at outcomes of trialling. | In Secondary school N the evidence indicated that in trialling reporting approaches, some teachers had not reported on literacy and numeracy even where it was clearly relevant. The school decided it needed to develop an agreed, school-wide policy on assessing, recording and reporting in relation to the LNF. | | | | |
| D.3 Possible next steps could focus on: • assessment for | In attempting to establish a consistent approach in Primary school O of over 600 learners, staff meetings were planned | | | | |

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| <p>learning;</p> <ul style="list-style-type: none"> • assessment of learning; • recording; • reporting. | <p>to review books, assessment tasks and outcomes and locate individual learners on the LNF by identifying next steps. A subsequent staff meeting was held where these outcomes were reviewed in light of the results of the National Tests to give a more complete assessment. The school identified that they needed to improve the way they reported this to parents.</p> | | | |
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The following steps can be undertaken in the order the school thinks most useful.

| E. Assessment for learning | What this might look like ... | School (purpose, lead person, activity, outcome) | R | A | G |
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| <p>E.1 Following the revision of the ARR policy the agreed priority is to review the structures, systems, practices and processes needed to support assessment for learning.</p> | <p>Primary school A decided to re-align learners' individual targets with the LNF. They initially focused on structure and organisation in writing and reviewed the bullet points within the LNF to ensure that they were in child-friendly language. The children now use these to support individual target setting and peer-assessment.</p> | | | | |
| <p>E.2 Whole-school self-evaluation of assessment for learning approaches is undertaken. (See Annex 3.3.iii: Prompts</p> | <p>Secondary school B focused on writing accurately and specifically on punctuation, spelling, grammar and handwriting. Learners deconstructed the framework and used the bullet points to identify personal</p> | | | | |

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| <p>to support school self-review of assessment for learning – page 132.)</p> <p>AfL:</p> <ul style="list-style-type: none"> • is part of effective planning; • focuses on how children learn; • is central to classroom practice; • is a key professional skill; • is sensitive and constructive; • fosters motivation; • promotes understanding of goals and criteria; • helps learners know how to improve; • develops the capacity for self-assessment; • recognises all educational achievement. | <p>targets. Specific pieces of work were then identified by the geography department to be peer-assessed against individual targets over one term. Consequently learners revised their targets against these criteria. Many of the learners identified 'using a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly' as their target. This was taken directly from the Year 8 Writing framework.</p> | | | |
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| E.3 Consistent assessment for learning approaches to support the teaching of literacy and numeracy are adopted in all subjects. | In Secondary school C their review highlighted inconsistencies across the curriculum in using data skills. This particularly related to the elements of presenting and analysing data. The geography and science departments worked together to ensure that their approach to teaching the 'construction of line graphs to represent the data and reflect the importance of scale' was consistent and subsequently this enabled a consistent approach to expectations when students peer assessed their work. | | | |
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| F. Assessment of learning | What this might look like ... | School (<i>purpose, lead person, activity, outcome</i>) | R | A | G |
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| F.1 Following the revision of the ARR policy the school's agreed priority is on reviewing the structures, systems, practices and processes needed to support assessment of learning. | In Secondary school D it was agreed that all summative assessments undertaken would incorporate PISA-style questions. In terms of numeracy they decided that the emphasis should be on developing numerical reasoning, whereas in terms of literacy it would focus on inference and deduction. | | | | |



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| <p>F.2 Self-evaluation of assessment of learning (AoL) approaches is undertaken. The key questions across the curriculum in relation to LNF with respect to AoL to be considered are:</p> <ul style="list-style-type: none">• is there an appropriate variety of assessment activities?• is each assessment activity well tailored to the purpose for which it is intended?• are the assessment tasks clearly focused on the relevant aspects of the LNF to ensure a clear understanding of expectations?• are the outcomes of the assessment activities | <p>Primary school E identified assessment opportunities within their science curriculum to assess both numeracy and literacy.</p> <p>Working closely with the head of science from the comprehensive school they used an experiment on air resistance to assess how children presented and analysed data but also structured and organised their work.</p> <p>By clearly referencing the LNF all teachers were able to give precise feedback to learners about their literacy and numeracy skills, as well as their scientific skills. It also created an opportunity to extend the practice across the cluster both as part of a science transition activity and also a means to standardisation and moderation against the LNF.</p> | | | |
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| <p>valid indicators of the progress the learners are making against the LNF expectations?</p> <ul style="list-style-type: none">• is the marking of assessments diagnostic, constructive and helpful to the learners?• is there effective feedback to learners? | <p>F.3 Consistent AoL approaches to support the teaching of literacy and numeracy are adopted in all subjects.</p> | <p>Cluster F reviewed their current standardisation and moderation processes. Building on their good practice they brought together samples of assessed work, outcomes of school/national tests and teacher assessments against the LNF in order to ensure a consistent approach across the cluster. This triangulated model supported teacher assessment and transition at all stages. It enabled schools to pass on judgements against the LNF to parents/carers and teachers with increased confidence.</p> | | |

| G. Recording | What this might look like ... | School (purpose, lead person, activity, outcome) | R | A | G |
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| <p>G.1 Following the revision of the ARR policy the school's agreed priority is on reviewing the structures, systems, practices and processes needed to support recording of learners' progress.</p> | <p>In school G they incorporated aspects of the LNF into their electronic tracking system. They used an arrow system to demonstrate progress from last year's summative assessments of literacy and numeracy skills: ↑ (progress beyond expected), → (progress as expected), ↓ (progress below expected).</p> | | | | |
| <p>G.2 Self-evaluation of approaches to recording learner progress was undertaken. The key issues with respect to recording progress against the LNF to be considered are:</p> <ul style="list-style-type: none"> • in what format will the LNF be used to track progress: paper and/or electronic? • how will this be managed across the school? | <p>School H set up a PLC to evaluate the potential impact of the LNF on standards. After analysing school data, an element from each framework was identified. The team in school H prioritised the aspect from each component with the potential to have most impact on standards. These were then translated into language that was accessible to learners and integrated into individual learner's organisers to support target setting. Learners were supported by staff in recording their own progress against these aspects. This was monitored by staff on a regular basis. Groups of learners were identified who required specific interventions. Next steps were identified</p> | | | | |

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| <ul style="list-style-type: none"> • who will be involved in recording progress? • how will next steps be identified? Has this any resource implications? • who will monitor/analyse the outcomes of the tracking process? | collaboratively. By using other aspects of assessment learners became proficient at tracking their own progress across the LNF. | | | |
| G.3 Consistent recording of LNF progress is adopted across the school. | Primary school I used an in-house tracking system of spreadsheets to track individual progress electronically. This used a traffic-lights system to signal progress. | | | |

| H. Reporting | What this might look like ... | School (purpose, lead person, activity, outcome) | R | A | G |
|--|--|---|----------|----------|----------|
| H.1 Following the revision of the ARR policy the school's agreed priority is to review the structures, systems, practices and processes needed to report on learners' progress. | Secondary school A developed learners' skills so they could record their progress against the LNF in their personal organisers. During regular progress reviews with form tutors the focus of discussions included progress against their global school target and also their targets against the LNF. Form tutors focused their narrative report at the end of the year on literacy, numeracy and attendance as well as on the broader issues of school life. | | | | |



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| <p>H.2 Self-evaluation of approaches to reporting learner progress is undertaken. The key issues with respect to reporting progress against the LNF to be considered are:</p> <ul style="list-style-type: none">• how will the school identify individual learners' areas of strength and next steps for development?• how will the school report individual progress in a narrative form, i.e. strengths and areas for development, to parents and carers on an annual basis?• how will the overall progress and standards across the school in relation to the LNF be included in annual governors' report? | <p>Secondary school B sees the reporting process against the LNF as vital for four key reasons.</p> <ol style="list-style-type: none">1. It allows learners and parents/carers to see where they are and where they need to go;2. The final report will demonstrate how much in common each subject area has and will further facilitate the transfer of learning skills between subject areas;3. The report quality control system will allow monitoring of staff expertise when discussing literacy and numeracy;4. Reporting against the LNF will ensure staff familiarity with the document in a way that other initiatives might not. <p>A new dialogue box on their electronic reporting proforma labelled 'Literacy and numeracy progress and next step developments' was created so that staff could report on the relevant literacy and numeracy skills developed in their subject.</p> | | |
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| <p>H.3 Consistent reporting of LNF is adopted across the school. (See Annexes 3.3.iv-vi: Sample narrative reports; A case study outlining the phased introduction of whole-school reporting against the LNF; An example of an assessment policy – see pages 136–147.)</p> | <p>In Primary school C the consistent reporting of progress, particularly in numeracy, was found to be an area for staff development. The school identified training opportunities as a consequence, focusing on ‘utilising different contexts for promoting the use of number facts and relationships across the curriculum’. This supported teachers in identifying precise targets for their performance management objectives.</p> | | | |
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Annex 3.3: Assessment, recording and reporting

3.3.i: A framework for carrying out an initial analysis of assessment

The initial analysis of assessment is the starting point for a conversation in the school. It is suggested that the team responsible for reviewing the school's current approaches to assessment, recording and reporting in relation to the LNF use this to highlight key issues with respect to assessment for learning and assessment of learning.

In discussing and agreeing how to complete the initial analysis the team need to decide whether a statement is green, amber or red, based on the keys below.

Red = not in place

Amber = some work has taken place but it is not fully embedded

Green = in place and consistent across the school

| Features of good practice of assessment for learning (AfL) and assessment of learning (AoL) with respect to the LNF: | R | A | G | Evidence/impact (How do I know?)/Action points/Next steps |
|--|---|---|---|---|
| Literacy and numeracy learning objectives are integrated appropriately into lessons. | | | | |
| Literacy and numeracy outcomes are shared with learners. | | | | |
| Feedback focuses on improving literacy and numeracy skills. | | | | |
| Peer and self-assessment used to support assessment for learning. | | | | |
| Literacy and numeracy target setting is used to support and inform learners, teachers and parents/carers. | | | | |
| Tracking and record keeping is effective and enables individual learners' progress to be monitored. | | | | |

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| Reporting to parents/carers provides a clear narrative about learners' current strengths and areas for development. | | | | |
| Summative reporting provides information to teachers and others to inform curriculum development and school development planning. | | | | |

3.3.ii: A framework for reviewing the policy for assessment, recording and reporting (ARR)

The team will need to review the ARR policy to ensure that important aspects of the assessment, recording and reporting of the LNF are incorporated. The contents of this framework are drawn from a range of documents relating to the drafting of an assessment policy.

In discussing and agreeing how to complete the review the team need to decide whether a statement is green, amber or red, based on the keys below.

In discussing and agreeing how to complete the initial analysis the team need to decide whether a statement is green, amber or red, based on the keys below.

Red = not included

Amber = principles included but requires revision

Green = in place

| Embedding LNF expectations into an ARR policy | R | A | G | Evidence/impact (How do I know?)/Action points/Next steps |
|--|---|---|---|---|
| Key principles: Clear reference to the reasons for the assessment of literacy and numeracy. | | | | |
| Statutory requirements: Notes on what has to be done with respect to literacy and numeracy. | | | | |
| Recording and reporting: What literacy and numeracy skills will be recorded in summative records and end of the Foundation Phase and key stages, who will receive them and when. Reporting literacy and numeracy to parents/carers. Arrangements for meetings and recording of literacy and numeracy interventions. | | | | |

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| Aspects of formative assessment: Assessment of literacy and numeracy, assessment strategies, links to planning, nature of tracking procedures and record keeping. | | | | |
| Learner involvement: Self- and peer assessment of literacy and numeracy skills. | | | | |
| Developing consistency: Arrangements for developing staff expertise to assess literacy and numeracy. | | | | |
| Using literacy and numeracy data: Using data to support learners, evaluating group and school performance to support literacy and numeracy developments. | | | | |
| Roles and responsibilities: An outline of the role of the staff responsible for the LNF (see LNF <i>Curriculum planning guidance</i>). | | | | |
| Monitoring the policy: Arrangements for reviewing the policy in line with the development of the LNF. | | | | |
| Links to other policies: Reference to where particular aspects of the LNF are linked to other policies such as subject policies, additional learning needs, performance management, etc. | | | | |
| Date for review | | | | |

3.3.iii: Prompts to support school self-review of assessment for learning

The team may identify that there is a need to review the approaches used to support assessment for learning, to ensure that important aspects of the LNF are incorporated into classroom practice. The contents of this framework are drawn from *Inside the Black Box* (Wiliam and Black) and best practice identified by Estyn.

In discussing and agreeing how to complete the review the team need to decide whether a statement is green, amber or red, based on the keys below.

Red = not in place

Amber = some work has taken place but it is not fully embedded

Green = in place and consistent across the school

| | R | A | G | Evidence/impact (How do I know?)/Action points/Next steps |
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| Learning objectives | | | | |
| The learning objectives in lessons can be tracked back to the LNF. | | | | |
| The learning objectives for each lesson are shared with learners and are clearly separated from the explanation of the task. | | | | |
| If asked during a lesson, learners can explain which literacy or numeracy skills they are developing. | | | | |
| Questioning and explaining is focused on the objectives of the lesson. | | | | |
| Learning outcomes | | | | |
| Literacy and numeracy outcomes are shared with learners. | | | | |
| Literacy and numeracy outcomes are differentiated to ensure that all learners make progress. | | | | |

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| Learners can explain what they need to do to demonstrate success. | | | | |
| Literacy and numeracy outcomes form the basis of feedback to learners. | | | | |
| Oral and written feedback | | | | |
| Oral and written feedback focus on improving literacy and numeracy. | | | | |
| There are planned opportunities in lessons for regular and frequent feedback. | | | | |
| Written feedback provides helpful comments on how learners can improve their literacy and numeracy skills to make progress towards their personal targets. | | | | |
| Learners are given opportunities when receiving feedback to reflect on it and respond during the lesson. | | | | |
| Peer and self-assessment | | | | |
| During lessons learners are encouraged to reflect on which literacy and numeracy skills they have learned and where they need to improve. | | | | |
| Learners can assess each other's work and provide fair and helpful feedback against the LNF. | | | | |
| There are planned opportunities for learners to assess their own work and each other's work. | | | | |
| During lessons learners are encouraged to discuss what literacy and numeracy strategies they might use. | | | | |

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| Learners take increasing responsibility for assessing their own progress and can relate this to their literacy and numeracy targets. | | | | |
| Literacy and numeracy target setting | | | | |
| Teachers have a good understanding of the LNF in terms of progression in key concepts and skills. | | | | |
| Teachers review formative and summative assessment information to help them create curricular targets. | | | | |
| Teachers use an appropriate range of data to baseline learners' literacy and numeracy skills, set targets and judge progress. | | | | |
| Learners are aware of their medium-term literacy and numeracy targets. | | | | |
| Learners help set, and assess their progress towards their medium-term literacy and numeracy targets. | | | | |
| Recording and reporting | | | | |
| Clear, systematic, manageable and useful records for literacy and numeracy are maintained for each learner. | | | | |
| Records track learners' progress in literacy and numeracy effectively and compare outcomes with benchmarks. | | | | |
| Records track the progress of individual learners as well as groups of learners at year group, key stage and whole-school level. | | | | |

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| Learners and their parents/carers are aware of their current strengths and weaknesses and also longer-term targets for literacy and numeracy. | | | | |
| Information on the literacy and numeracy skills of all learners is accessible to all teachers and also transferred between key stages. | | | | |

3.3.iv: Examples of narrative reports

Welsh Government guidance offers the following outlines regarding how to organise reporting against the LNF.

Any assessment will be narrative, allowing for flexibility in learners' progress.

- It is not intended to be a 'best-fit' approach.
- Assess individual progress to inform discussion about learners' current strengths and areas for development:
 - with learners
 - with parents/carers
 - between teachers.
- Teachers will not be expected, nor would it be appropriate, to use the LNF to arrive at a single statement about whether a learner is working at/above/below the expected level for their age.
- The LNF and assessment against it should be used to help describe a learner's progress, areas of strength and 'next steps' for development.

In the examples below, the reports are presented as 'writing about learners' progress and strengths' and 'areas for development', **for discussion purposes only**.

Writing about learners' progress and strengths

Comments about what a learner is able to do in terms of their literacy and numeracy skills.

- This might focus on one strand of the literacy component of the LNF, such as writing across the curriculum, then focusing on a couple of aspects.
- Alternatively the comments might be drawn from across the LNF.

Foundation Phase

Rhian

Rhian is now able to:

- write simple sentences in her stories;
- use capitals and full stops correctly;
- read her own stories and selected passages to the class with more confidence;
- recognise many words and self-correct while reading orally;
- add and subtract numbers to 20.

Adam

Adam's numeracy skills have improved steadily during this year. For example, he now understands the value of numbers to 10. He can use objects to show numbers up to 10 and count up to 29. He is very proud of his progress.

Key Stage 2

Mike

Mike's cheerful, positive and enthusiastic attitude toward school and his strong academic skills have helped him make many friends and adjust quickly to his new school. In the short time Mike has been here, he has shown that he can:

- read aloud fluently and with expression (others enjoy listening to him read);
- understand what he reads (his summary of 'Iron Town Boy' was excellent);
- follow directions (he has carefully read the written directions and made a model of a fort);
- read maps, charts and graphs to locate information.

Mair

In science, Mair developed a three-dimensional display and wrote a report about her concerns for the environment. Her work showed that she can:

- identify and explain issues;
- locate and use information from many sources;
- use graphs and charts accurately to display information;
- express her opinions strongly in writing;
- use a word processor to present her work in published form;
- present her ideas artistically.

Key Stage 3

Alun

Alun's analytical abilities in history have improved since the beginning of the year. His essays and projects this year show that he can use strategies such as annotating and skimming to find key pieces of information. He is able to consider an issue from several points of view and support his position on the issue. In a presentation, he stated his position, supported it with evidence and articulated it clearly to others.

Bethan

Bethan has demonstrated that in her design and technology research she is able to collect data through the use of questionnaires and test hypotheses. She is able to present data in a variety of ways and uses line graphs accurately.

Areas for development

Setting targets for development is important and next steps in skill development are included. While they might be set by teachers, others could be set by learners. Parents/carers could be included in this goal-setting process so that they can offer support at home for continued success at school.

Foundation Phase

Helen

As we have discussed, I am concerned about Helen's reading. Helen is reading mainly picture books with four or five words on a page. Her understanding continues to be based largely on the illustrations. Each day we listen to Helen read for five to ten minutes, and since September we have noticed that she can recognise a greater number of words by sight. If you are able to support Helen's reading development at home by reading to her each night and by encouraging her to read a passage this will help to develop her ability to read texts with fewer visual clues.

Jamie

As discussed during our telephone conversations:

- I am concerned about Jamie's writing. I believe he has the ability to accomplish much more.
- Jamie writes in simple sentences. We have encouraged him to expand his thoughts by including more detail in his stories.
- It appears easier for him to focus on the writing task if he selects his own topic.
- Writing for a specific audience is one way to encourage Jamie to put more effort into his writing. We are currently writing to the Welsh rugby team, so that he will develop his skill of writing for a wider audience.
- Jamie and I will keep you informed of progress through his learning log, which he brings home once a week.

Key Stage 2

Jon

Jon is working to improve his spelling skills. In his daily work he misspells many high-frequency words (common words that people use a lot in writing, such as 'beautiful', 'because' and 'remembered'). He is trying hard to overcome problems in this area by keeping a small dictionary in his desk and learning to use the spell-checker on the word processor so that he can improve his spelling. He is also working with spelling patterns each week so that he will develop his ability to spell unfamiliar words.

Jessica

Jessica needs to memorise her addition and multiplication facts so that she can use mental strategies to solve division problems. To support this goal:

- I will give Jessica practice drills each day to improve her accuracy and speed;
- Jessica will take a drill sheet home each night to practise;
- Jessica would benefit if you could help her learn the basic facts by using her flash cards with her each night.

Key Stage 3

Rhys

When writing in geography, Rhys needs to support his ideas with accurate geographical facts and details. When researching a topic, Rhys needs to plan how he will collect data from now on so that he can identify information that does not fit in with the rest.

Sian

To develop Sian's presentation skills in design and technology she must consider the most appropriate way of presenting information. To improve her research skills Sian should consider what is factual so that she can present her evidence objectively. I will help her develop checklists so that she can keep track of what needs to be done.

3.3.v: A case study outlining the phased introduction of whole-school reporting against the LNF

Bassaleg School, Newport is a mixed 11–19 school with over 1,731 learners, with a sixth form of nearly 350. The school is situated on the outskirts of the city of Newport. The majority of learners who attend the school come from Newport and a significant minority come from more rural areas.

Overview

Bassaleg agreed it was important that the reporting against the LNF reflects the true spirit of the document, in that it is a whole curriculum activity which reflects how literacy and numeracy are developed in all subjects. The school is working towards a model where all subject areas will report in narrative for all learners in the school.

The school has carefully planned the implementation of the LNF to ensure that all departments are sufficiently skilled and trained in literacy and numeracy to the extent that they felt able to describe attainment and highlight areas for progression against the LNF. This involved close liaison with primary partners to establish agreed strategies for the teaching of literacy and numeracy and training all staff in common approaches for the teaching of particular skills. This allowed transfer of skills from a primary to secondary stage and it also upskilled all staff in the delivery of key areas of the framework as relevant to their subject.

The school also trained staff in a skills-based approach to reading which helped staff facilitate the deconstruction of texts by learners. This approach allowed staff to reflect on the wider application of the term ‘literacy,’ and reshape their teaching to ensure that it developed learners’ reading and decoding skills as well as their subject skills.

Each department audited their schemes of work against the LNF. The aim of this task was to consider not how much of the LNF each subject covered, but rather to see how much each scheme was fit for purpose. The audit flagged up not only what was and was not covered, but also what could be covered if certain aspects of the schemes were re-written with consideration of both the LNF and the training that staff had undergone.

Reporting

The school saw the reporting process against the LNF as important for a number of reasons and was eager to move forward with developing how the school would report literacy and numeracy skills across the curriculum.

Bassaleg School worked towards a year-long implementation of the reporting element of the LNF. The first phase involved the English and design and technology

departments. The format of the system was relatively simple; a new dialogue box was introduced to the electronic reporting proforma already in use. The box was labelled 'Literacy and numeracy progress and next steps development'. Through sharing one dialogue box the subject teachers commented on each skill as relevant to their subject.

Guidance

The school was careful to ensure that the staff involved in the pilot received guidance for reporting against the LNF. This was distributed to the English and design and technology subject leaders to ensure that all staff involved in the pilot had a format to follow.

Feedback

Bassaleg School is currently gathering feedback from stakeholders. A questionnaire was issued to all staff members involved in the pilot; similarly, a questionnaire was sent home to all parents/carers from the year group involved.

Next steps

Next steps will depend on the results of the questionnaires and the next reporting cycle will be adapted to take account of the suggestions from the pilot and include more subject areas.

3.3.vi: An example of an assessment policy

This annex provides an example of an assessment policy with comments indicating the amendments that a school has made to support the assessment requirements of the LNF.

Ysgol Llyth-Rhif

Assessment policy

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and learners' progress expressed and monitored. This should be done in partnership with the learners.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning;
- recognise the achievements of learners;
- guide future planning, teaching and curriculum development;
- inform parents/carers and the wider community of learners' achievements;
- provide information to ensure continuity when the learner changes school or year group;
- comply with statutory requirements.

Types of assessment

Assessment for learning (formative): This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessment have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teachers' own record books, or the children's own books.

Assessment of learning (summative): This occurs at defined periods of the academic year such as at the end of a unit of work. Summative tests help teachers in making end of key stage 'best fit' assessments and are also of use in determining the overall subject level for learners' record cards.

Insert comment on National Reading and Numeracy tests.

Diagnostic: All assessments can provide diagnostic evidence; however, certain assessment tools can be particularly useful in providing more detailed data e.g. miscue analysis, etc. Further information can be obtained from the school's SENCO. National Reading and Numeracy Assessment tests provide a considerable amount of diagnostic material and teachers need to make appropriate use of this.

Assessment in the Foundation Phase

Insert comment on revised on-entry assessment from 2014.

On entry to the school learners will be assessed. Results are used to inform planning, set targets and aid early identification of special needs. Learners will be assessed each half term to ensure that the next steps in learning are appropriately planned in order to help them make progress.

Records and record keeping

Teachers use records to review learners' progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- teachers' plans;
- children's work;
- teachers' notes e.g. significant outcomes;
- teachers' mark books;
- assessment results in the school's Assessment Manager system;
- national baseline data;
- individual portfolios;
- end of year Pupil Summary Record Cards.

In order to summarise all evidence of achievement, we keep a record of each learner's attainment in the national curriculum subjects as well as

Insert
comment on
literacy and
numeracy
progress.

literacy and numeracy. This is completed by the teacher towards the end of the academic year and transfers with the learner to the next class, or moves with them to the next phase of their education.

Standardisation/moderation

The process of moderation is an essential part of the assessment system.

Comment on
moderation
of literacy and
numeracy.

This **includes the moderation of literacy and numeracy.** Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- with colleagues in school;
- with colleagues from other schools within the cluster;
- by attending consortium sessions to ensure our judgements are in line with other schools;
- by using exemplification materials.

School portfolios of moderated work will be kept by curriculum leaders.

Reporting

Reports promote and provide:

- good home/school relationships;
- information for parents/carers;
- an opportunity for discussion with parents/carers;
- in some cases, information with outside agencies;
- targets for the learners.

A written report for each learner is sent to parents/carers, once a year, at the end of the summer term. Reports outline a learner's progress in the core and foundation subjects of the national curriculum. The teacher will make a comment on the attainment of the learner in terms of national age-related expectations in the core subjects. The **learner's strengths and areas for development of literacy and numeracy are also suggested.**

Need to
report on
LNF.

For learners at the end of the Foundation Phase and Key Stage 2, additional information including details of the Foundation Phase Outcomes and national curriculum levels will also be provided.

Parents/carers are invited to attend formal interviews with the teacher during the autumn and spring terms. Should the need arise; parents/carers are welcome to discuss the progress of their child with the teacher or headteacher at other times.

Target setting and reviewing progress

Target setting fits into the annual cycle of school review, planning and action. Specific developments in target setting are found in the annual School Development Plan.

The role of the school assessment coordinator

A member of the teaching staff has the responsibility for the development of the assessment, recording and reporting procedures in school.

The coordinator's responsibilities include:

- contributing to the SDP through work with the senior management team;
- leading school development in assessment, recording and reporting (ARR) procedures;
- liaising with subject and the literacy and numeracy coordinators within the school;
- liaising with other assessment coordinators within the cluster;
- attending and leading INSET where appropriate;
- keeping governors informed.

Include LNF coordinators.

Monitoring and evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.

Ysgol Llyth-Rhif – Assessment framework

| Foundation | Year 1 | Year 2 |
|--------------------|--------------------|---|
| | | Foundation phase assessment against areas of learning |
| Teacher assessment | Teacher assessment | Teacher assessment |
| | | Reading and Numeracy Tests |

Add LNF tests.

| Year 3 | Year 4 | Year 5 |
|-----------------------------|-------------------------------|-----------------------------|
| | | |
| Teacher assessment | Teacher assessment | Teacher assessment |
| Literacy and Numeracy Tests | Literacy and Numeracy Tests | Literacy and Numeracy Tests |
| | Optional Reading Tests | Optional Reading Tests |

Add optional reading tests.

| Year 6 |
|--|
| KS 2 assessment of core subjects (English/ Welsh, Mathematics and Science) |
| Teacher assessment |
| Literacy and Numeracy Tests |
| Optional Reading Tests |

Diagnostic Reading Programme (ALN provision)

Diagnostic Spelling Test (ALN provision)

Add national testing.

National Reading and Numeracy Tests

Intervention screening programme

Ongoing teacher assessments

Amend when completed.

Policy reviewed: January **2010**

Next review: January 2014
