Milford Haven School Assessment, Recording and Reporting Policy 2024-25

Approved by Policy Committee: 10/07/24

Date to be reviewed: July 2025

Policy created and reviewed by: Assistant Headteacher

Contents:

1.1 Our Rationale:

Our assessment, recording and reporting policy is rooted in our core ASPIRE values which inform all aspects of school life namely ambitious, self-belief, persistent, independence,responsibility and effort.

1.2 Our aims and purpose

Our assessment policy sets out the key principles behind our practice.   It is intended to provide a clear and succinct overview of why, how and what we assess as a school.

- **Inform** planning (school/class/cohort/group/individual), target setting and information for parents/carers and governors.
- **Systematic** approach for informing parents of their child's progress and giving advice in how to support learning at home
- **Measure** individual/group progress and use the analysis to plan for improvement
- **Evaluate** effectiveness of teaching methods and interventions
- **Motivate** pupils and identify what students know and what they need to learn next.
- **Comply** with statutory requirements: align school with national standards and aim to exceed them

1.3 The principles underlying our practice:

The process of assessment, recording and reporting should help students to learn more effectively:
It should:
- Inform them about their individual progress
- Enable strengths and areas to be developed to be identified.
- Indicate the next step in the learning process and help with target setting.
- Involve the student
- Motivate through success.

The process of assessment should provide information for teachers.

It should:
- Indicate strengths and areas of development needed in the teaching programme
- Indicate strengths and areas of development needed in the teaching style
- Indicate the planning needs for further learning and differentiation
- Indicate which students need support and which students need extension.

The process of assessment, recording and reporting should provide information for others.

It should
- Provide information for parents/carers.
- Provide information for colleagues in school.
- Provide information to assist transfer to other schools, institutes of further education or employers.
- Provide information for guidance and/or referral.

It must
- fulfil all statutory requirements.Link to WG reporting guidance

> To ensure parents and carers have the relevant information needed to be able to offer support to their child throughout the academic year, head teachers are required to put in place arrangements so that the following information is shared with them for learners:
>
> - a brief summary of the learner's well-being
> - a brief commentary on their key progress and learning
> - a brief summary of the key progression needs of the learner and the next steps to support their progression
> - brief advice on how the parent and carer can support their child's progression.
>
> How this information is provided to the parent or carer or adult learner is to be decided by the head teacher but must be provided before the end of each term.

1.4 Assessment and planning for assessment:

1.4.1 Assessment overview:

To reach judgements/snapshots concerning pupils' attainment, each subject will use a variety of assessment techniques and a wide range of evidence of achievement, including homework where appropriate. Our students will clearly understand how their work is being assessed, so they can determine realistic and achievable targets for themselves.

Assessment information on attainment and effort will be valid and meaningful for learners, teachers, parents and other audiences. Assessment systems will make use of both quantitative data such as test results, pupil targets and qualitative information such as teacher and pupil comments and opinions to drive improvements in student learning. The school will use data and other relevant pupil information to set challenging targets for students.

Assessment systems used will be manageable in terms of the frequency of assessment and the quantity of information to be recorded. Recording and data captures will be made as straightforward as possible. Data Capture will provide information at pupil, class, Area of learning Experience (AoLE) and whole school progress.

Our policy will ensure that our school meets statutory obligations for assessment, will promote coherence and consistency in approach to assessment across our school and will promote a common understanding of standards within our school.

It will provide a framework within which curriculum areas can design assessments to meet their particular needs, raise expectations of pupil success and provide a framework of practice which will motivate students to engage in the learning process.

Our school uses three main types of assessment: **formative; in-school summative** and **nationally standardised summative.**

1.4.2 Formative assessment:

Formative assessment provides information on what pupils know, understand and can do. A wide range of assessment methods will be implemented by colleagues so that pupils' progress can be monitored and evaluated. It is important that assessments are diagnostic and engage the pupils in meaningful dialogue regarding their progress. In order to aid pupil progress, colleagues will implement Assessment for Learning strategies. Feedback from this assessment process should inform future planning including lesson content and teaching strategies. The school will continue to develop its feedback system.

Colleagues will facilitate a positive learning and assessment environment within each classroom. Formative assessment (Assessment for Learning – AfL) goes to the very heart of good quality teaching and learning. The table below summarises **some** AfL strategies used to enhance pupils' learning:

SHARING LEARNING OBJECTIVES AND SUCCESS CRITERIA WITH PUPILS	MAKING PUPILS ACTIVE PARTNERS IN THE LEARNING/ ASSESSING PROCESS
- Linking to other learning and building on pupils' ideas. - Helping pupils understand and use success criteria. - Modelling. - Helping pupils to visualise and recognise success.	- No hands up questioning. - Talk partners and pupil reflection. - Self-assessment and peer-assessment.

GIVING FEEDBACK ABOUT LEARNING INDICATING SUCCESS AND IMPROVEMENTS NEEDED	CREATING CONDITIONS FOR LEARNING IN THE CLASSROOM AND THROUGHOUT THE SCHOOL COMMUNITY
- Verbal feedback and questioning. - Feedback against Learning Objectives. - Giving every learner confidence that he/she can succeed. - Teaching pupils to give constructive feedback.	- School values, ethos and climate. - Teachers and pupils' views and the use of language about learning. - Using ICT to support AfL e.g. Google Classroom

For pupils: to develop keen, ambitious, capable learners with a thirst for learning by identifying for them where they need to target their efforts to develop.

For teachers: as reflective practitioners, AfL allows us to identify what a child knows and what they need to learn next. It supports us to provide appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to tweak.

For parents/carers: it provides us with rich, constructive information to report to parents providing them with a broad picture of their strengths and areas for improvement.

1.4.3 In school summative assessment:

The aim is to measure pupil progress over a period of time. Summative assessment will be effective in our school when:

- it draws on the range of assessment information and evidence when making judgements on current pupil performance
- teachers have a clear understanding of the level descriptions and how they are applied in making summative judgements in terms of internal and end of key stage requirements
- teachers make judgements which are consistent with a shared understanding of standards developed amongst colleagues, utilising standardisation material
- teachers recognise its importance in all areas of learning and give feedback to pupils on the outcomes of such assessment

In our school summative assessment (Assessment of Learning – AoL) is a significant contributor to our understanding of our students' learning.

AoLE assessments / data capture progress checks

Teachers will use a holistic approach when judging progress steps/grades for students. They will use their knowledge of the demands of the course/AoLE, compare this to the attainment of the student and then make a professional judgement by predicting what grade the student will attain at the end of the course. A variety and range of information and assessments should be used to make valid judgements. In order to ensure consistency assessed pieces of work will undergo a standardisation and moderation process.   For Data Capture points AoLE will hold a standards meeting before data capture points and at other relevant times. Assessments will be clearly identified in schemes of learning and the AOLE Assessment plan.

Examinations:

Pupils will sit internal examinations either within the AoLE or as part of a whole school schedule. These outcomes will be shared with parents/carers included in the end of year report to parents and will form part of the dialogue with parents at progress 'evenings. The timetable for these examinations will be identified in the school calendar.

1.4.4 Nationally standardised summative assessment:

Allows comparisons to be made nationally to inform our current whole school practice.

National Reading and Numeracy Tests

National reading and numeracy tests are statutory for all pupils (except those who have been dis-applied) in years 7, 8 and 9. The procedural (numeracy), reasoning (numeracy) and reading tests (Literacy) are online and it is mandatory for them to be completed once over the academic year. We will complete them once over the academic year.

External Examinations, Controlled Assessments and Non-Examined Assessments.

In years 10 to 11 different pupils will study a range of Level 3, Level 2, Level 1, Entry Level or equivalent qualifications according to the needs of the individual pupil. Assessments of qualifications are based on external examinations and/or controlled assessments and/or non-examined assessments.

For pupils: comparisons to performance of pupils nationally.

For teachers: comparisons to performance nationally and clarity on nationally expected standards.

For parents/carers: comparisons as to how our school and their child is performing nationally.

For the government: to hold us to account.

For the local authority: to hold us to account.

For ESTYN: to provide information on our school's performance and effectiveness.

1.4.5 Planning for assessment/progress opportunities:

As part of the assessment/progress planning process, each curriculum area should ensure that all statutory requirements for assessment are being met and that assessment informs future planning:

- Assessment/progress opportunities should be clearly identified in the scheme of learning. They should arise naturally from the teaching programme, and should help the teacher to ensure that curriculum objectives are being met;
- There should be a range of assessment/progress methods. Testing is one such method, but it should not be the only one used;
- It is important that all students have the same range of assessment/progress opportunities irrespective of the teacher taking the class;
- Consistency of feed forward and assessment should be a central aspect of our planning within curriculum areas;
- All assessments/progress opportunities should be judged against clear criteria such as National Curriculum attainment targets or GCSE/BTEC criteria;
- Pupils should be involved as much as possible in their own assessment. They should be aware of how and when they are going to be assessed in advance;
- Individual assessment/progress opportunity tasks should be planned carefully in advance.

In Summary assessment is seen as part of learning (subject to change)

Annually	National Tests (Once), GL testing (Three Twice), CAT 4 testing (where scheduled), Scheduled internal and external exams.
Termly	Focused assessment marking
Half Termly	Maintenance marking
Weekly	Verbal feedback

Lesson	Live feedback, verbal feedback

Progression model summary:

Ye ar	Ter m	Cumulative assessment		Tracking of
7	1	Autumn term	Working at	Progression steps, skills and ATL
	2	Autumn term Spring term		
	3	Autumn term Spring term Summer term		
8	1	Autumn term Spring term Summer term Autumn term	Working at	Progression steps, skills and ATL
	2	Autumn term Spring term Summer term Autumn term Spring term		
	3	Autumn term Spring term Summer term Autumn term Spring term Summer term		
9	1	Autumn term Spring term Summer term Autumn term	Working at	Progression steps, skills and ATL
	2	Autumn term Spring term Summer term Autumn term Spring term		
	3	Autumn term Spring term Summer term Autumn term Spring term Summer term		
10 11	1, 2, 3	Progression based on course requirements	Working towards	GCSE/Vocational with ATL

Our AoLE Schemes of learning should identify progression opportunities Schemes of Learning 24.25 and our AoLE progression is based on document should clearly show the overall planAOLE PROGRESSION BASED ON 2024 25. A subject topic overview must be made available for each subject area Schemes of Learning 24.25.

1.4.6 Target setting and student tracking

The target setting process and student tracking will seek to promote greater student responsibility for their own learning. The following sources supplemented by consultation with other professionals will be used to set and monitor student progress.

- KS4 Examination results.
- Progression step information received from cluster schools.
- National Literacy and Numeracy Tests
- Non verbal tests
- ALN testing where applicable
- CAT 4 testing
- GL testing

Year 7, 8 and 9 pupils:

Our school will use this information to confirm the progression step starting point for each AOLE. A GCSE grade range will be generated for each pupil for internal use only e.g. A* to A. Year 7 progression step progress will be tracked.

Year 10 & 11 pupils:

Our school will use this information to assign a GCSE (or equivalent) Performance Grade to each year 10 or 11 student. Colleagues will then have the opportunity to raise or lower by one grade the expected pupil outcome in their subject area when the pupil starts their GCSE/Equivalent course. There will be an expectation that students assigned a particular Performance Grade will reach certain levels of attainment as they progress. The grade will be recorded and shared with students and parents and pupil progress will be measured against it on a regular basis.

In testing summary:

Year Group	MHS WNT	MHS CAT 4 Testing	GL Testing	Tracking of	
Year 7	Reading Procedural Reasoning	CAT 4 Sept or suitable time	Yes	Working at	Progression steps with ATL
Year 8	Reading Procedural Reasoning		Yes	Working at	Progression steps with ATL
Year 9	Reading Procedural Reasoning	CAT 4 at end of year	Yes	Working at	Progression steps with ATL

		9		Working Towards	Levels & GCSE grades with ATL
Year 10				Working Towards	GCSE grades with ATL
Year 11				Working Towards	GCSE grades with ATL

Overall target setting:

Our school will use all of the above information to set individual, curriculum and whole school targets which are realistic and achievable, but also challenging. We will take into account comparative data sets, modelled outcomes where available and value-added data when setting targets to ensure that we aim to be at least above the median in the eFSM benchmarking group tables. The whole school targets set will be used to review the performance of curriculum areas and specific groups of learners.

Skills progress:

With the LNF and DCF there is an increased focus on assessment of pupils' literacy and numeracy skills across the curriculum. However, pupils will continue to be assessed on subject specific skills in line with the principles of progression as well as in their progress in literacy, numeracy and digital skills.

Pupil progress will be also monitored across the year groups. Teachers from schools within the cluster will share their practice and standardise and moderate progression step work so there is consistency between us and a shared understanding.

At GCSE/Equivalent course the nature of assessment is governed by the course being followed, although the principles of formative assessment will continue to inform the next steps in pupils' learning.

Pupil Target Setting/Progress Tracking

Our system tracks the progress the Year 7 students make and subsequent year groups. The procedure allows them to reflect on the progress they have made and identify the actions they need to take to build on their current success.

Our target-setting and performance-tracking programme aims to ensure that all our pupils and their parents/carers are clear as to the level of attainment expected by the end of the key stage.

The Performance Grade (years 10 and 11) is a target we set for each individual pupil based on all the academic data we have available, including the CAT4 tests and Welsh Government National tests.   All this information is put together to produce **one** performance grade, ranging from A to E, for each pupil. Colleagues will then have the opportunity to raise or lower by one grade the expected pupil outcome in their subject area.

During the school year pupils' progress will be reviewed at key times, when all subject teachers will review the progress made against the **performance grade/subject grade** which will reflect the standard of work produced and the effort put in, both in class and at home. This progress will be subsequently reported.

It is important to emphasise that the Performance/Subject Grade is about pupils as individuals. It is about ensuring that each individual pupil is challenged and supported to fulfil his/her own potential. It is not about comparing one student with another; there are no grades that are 'better' or 'worse' – we simply want to support all our students and to monitor the progress they are making.

1.5 Recording

1.5.1 Class teacher

Individual teacher records will contain a balance of information capable of informing colleagues of pupils' progress. Records will provide a detailed record of a students' progress throughout the relevant key stage. The format will assist teachers in planning individual learning priorities and fulfilling statutory and school reporting requirements, while not being bureaucratically burdensome.

- Each teacher should keep a record of individual student attainment based upon specific criteria, and in line with statutory requirements. It will be for individual AoLE to set up appropriate trackers into which assessment marks will be entered.
- Teacher records will provide the basis for meaningful reports of attainment and progress to parents/carers.
- Records of student attainment should be accurate and up to date. They should influence lesson preparation and the planning of teaching programmes. Such records should assist continuity and progression

1.5.2 AoLE records

AoLEs will use a whole school tracking system in order to track pupils throughout an academic year. This tracking system will be regularly updated so that students' progress can be monitored and evaluated. Directors, heads of house and strategic leaders will actively monitor pupil progress across their area of responsibility in order to target pupil underachievement and thus implement strategies. Data Capture information will be used to analyse and record which pupils will be targeted to receive intervention strategies.

- Where appropriate, exemplar material should be available within departments to provide evidence to support teacher records.
- A summative record will be maintained centrally by the data Manager via the online tracking and reporting system. These records will inform the reporting process by giving all those involved a balanced picture of each student across a range of personal skills and qualities.
- Teacher records will help to decide levels of entry for external examinations and inform student groupings.
- Records should monitor a student's progress

1.5.3 Whole school records

Our whole school student tracker will collate all available student data from internal and external sources and other relevant information and be made accessible for AoLE and whole school target setting, tracking, analysis and intervention.

1.6 Reporting

1.6.1 Full Reports

Reporting to parents and pupils will be meaningful and developmental. Advice will be given to pupils on how to improve and will identify areas to develop in order to achieve that improvement.

- Reports to parents/carers should fulfil all statutory requirements. Link to WG reporting guidance & Link to further guidance

  To ensure parents and carers have the relevant information needed to be able to offer support to their child throughout the academic year, head teachers are required to put in place arrangements so that the following information is shared with them for learners:

  - a brief summary of the learner's well-being
  - a brief commentary on their key progress and learning
  - a brief summary of the key progression needs of the learner and the next steps to support their progression
  - brief advice on how the parent and carer can support their child's progression.

  How this information is provided to the parent or carer or adult learner is to be decided by the head teacher but must be provided before the end of each term.

- Annual reports should inform parents/carers of their child's attainment. This will be guided by GCSE/equivalent course grading criteria or reference to the curriculum for Wales, and the extent to which they have made progress.
- All reports must focus on subject knowledge, understanding and skills achieved by the pupil to date. Incidental Welsh should be used and the ATL scores entered should be expanded on where appropriate.

- Areas for development must be student and subject specific and SMART (one skill related and 1 subject related with the third optional target which can be either skill or subject related)). What do they individually have to do next to make progress? The shared AoLE areas for development bank maybe used.
- For year 7, 8 and 9 reference to the relevant AoLE statements must be incorporated into the body of the report as shown in examples shared.
- For years 7, 8 and 9, designated AoLEs will report on standards being achieved in Literacy, Numeracy, Welsh together with areas for development identified.
- Comments and judgements should be based upon clear evidence and give a holistic overview.
- It is the policy of the school that we make reports easy to understand by both parents and students.
- Pupils should be actively involved in the reporting process.
- Pupil reports should provide a snapshot of progress across all subjects. The reporting process should seek to have a positive impact on students' attitudes, motivation and self-esteem.

Reports in Years 7 in July, 8 in June and 9 in February will be based on a holistic overview of progress over the year, examinations, as well as formative progress and aim to provide meaningful feedback to parents/carers on pupils' progress in all subjects.

Year 9 will receive a report in February. This will be of assistance in the GCSE options process. Year 10 will receive a report in May

Year 11 will receive a report early in the Spring Term to enable further discussions on progress before the summer external examinations. Year 11 reports will be holistic and based on the mock examinations, external examinations, classwork and other relevant information.

(The above dates and timings are reviewed annually and subject to change)

1.6.2 Interim Reports and Data Captures

The SIMS based whole school tracking system will be used to track student progress. At regular intervals 'a data capture will be recorded on SIMS indicating student' progress.

For years 9, 10 and 11 the grade will be compared against the pupil target and/or subject specific grade. Data will be broken down to give information on the progress of specific groups of pupils e.g. eFSM. Fine grading will be used to differentiate GCSE grades in Years 9, 10 and 11. For years 7 and 8 progression step progress will be shared. Attitude to learning scores will also be collected for all year groups.

In summary 2024-25 (TBC):

KEEPING YOU INFORMED ABOUT YOUR CHILD'S PROGRESS 24/25

	Progress Report 1	Progress Report 2	Progress Report 3	Annual Report	National Reading Test 1	National Reading Test 2	National Numeracy Test 1	National Numeracy Test 2 1	Progress Evening.
Wellbeing and Attitudes to learning	Inc ATL Reviewed with House Tutor each time			Inc ATL & House Tutor well being comment	Progress shared with parents/carers opportunity to ask any queries.				Opportunity for parents/carers to meet subject teachers.
Year 7	15th Nov 2024	11th Mar 2025	13th June 2025	14th July 2025	Nov July	April & May	Sept	May & June	3rd April 2025
Year 8	15th Nov 2024	11th Mar 2025	13th June 2025	30th June 2025	Nov July	April & May	Sept	May & June	16th January 2025
Year 9	15th Nov 2024	11th Mar 2025	13th June 2025	3rd March 2025	Nov July	April & May	Sept	May & June	13th February 2025
Year 10	11th Oct 2024	11th Mar 2024	13th June 2025	1st May 2025	NA	NA	NA	NA	21st Nov 2025
Year 11	11th Oct 2024	18th Dec 2024	11th Mar 2025	3rd Feb 2025	NA	NA	NA	NA	17th Oct 2025

Year 7, 8 & 9 progress (Definitions subject to review and change over the year) (See appendices):

For our year 7, 8 and 9 pupils and in line with the Curriculum for Wales we will use the following criteria when sharing progress with pupils/parents/carers.

Working towards	Working at	Working above

This is based on the following guidance: " *In terms of individual learner information, schools and settings must share information with parents and carers about:*

- *the progress their child is making*
- *their future progression needs*
- *how future progression needs can be supported at home · their general well-being in school"*

The statutory requirements for sharing information with parents and carers can be found in the **summary of legislation section link** of the Curriculum for Wales guidance. **Supporting learner progression:assessment guidance Link**

Year 10 and 11 grade explanation (Definitions subject to review and change over the year):

English will report on Language and Literature, Maths will report on Maths and Numeracy and triple Science will report **separately** on each science and double science will report their double grade.

- For GCSE courses fill in a grade   **A* to G for KS4**
- For Entry level courses   **EL for an entry level pass**
- For BTEC/Vocational course codes **L1 Pass P2 Pass L2 Merit L2 Distinction and L2 Distinction ***
- For Welsh Bac   **A* to C or P for pass**

To help with this these are the fine grading definitions we use.

For GCSE subjects grades A-G – or A*- E*

e.g. A grade

A1   Secure A grade with continued effort.

A2   Needs some support to secure a grade e.g. support from home, monitoring, parental contact necessary to secure an A grade.

A3   Maybe at risk of achieving the grade below and may require support e.g. support from home, monitoring by the class teacher and/or house tutor, head of house and strategic leader.

For BTEC/Vocational subjects:

Level 2 Distinction (Usually equivalent to GCSE grade A)

e.g. L2D1

L2D1 Secure L2 Distinction with continued effort

L2D2 Needs some support to secure a distinction e.g. support from home, monitoring, parental contact necessary to secure a L2 Distinction.

L2D3 Maybe at risk of achieving the level below and may require support e.g. support from home, monitoring by the class teacher and/or house tutor, head of house and strategic leader.

Level 2 Merit (Usually equivalent to GCSE grade B)

L2M1   L2M2   L2M3

Level 2 Pass (Usually equivalent to GCSE grade C)

L2P1 L2P2 L2P3

Level 1 Pass (Usually equivalent to GCSE grade D & for some BTECs grade E)

L1P1 L1P2 L1P3 (Please note if identified as L1P3 there is no grade below only a fail or not yet achieved enough to claim the award)

For Teamwork BTEC:

Level 2 Pass (Usually equivalent to GCSE grades BB)

L2P1 L2P2 L2P3

Level 1 Pass (Usually equivalent to GCSE grade E)

L1P1 L1P2 L1P3   (Please note if identified as L1P3 there is no grade below only a fail or not yet achieved enough to claim the award)

For Sport BTEC:

Level 2 Pass (Usually equivalent to GCSE grade B)

L2P1 L2P2 L2P3

Level 1 Pass (Usually equivalent to GCSE grade E)

L1P1 L1P2 L1P3   (Please note if identified as L1P3 there is no grade below only a fail or not yet achieved enough to claim the award)

Welsh Baccalaureate Skills Challenge:

For grades A* to C

e.g. A grade

A1   Secure A grade with continued effort.

A2   Needs some support to secure a grade e.g. support from home, monitoring, parental contact necessary to secure an A grade.

A3   Maybe at risk of achieving the grade below and may require support e.g. support from home, monitoring by the class teacher and/or house tutor, head of house and strategic leader.

For grades below C, WBQ Skills Challenge uses L1P* and L1P levels

e.g. L1P level

L1P1   Secure L1P* with continued effort

L1P2   Needs some support to secure a distinction e.g. support from home, monitoring, parental contact necessary to secure a L2 Distinction.

L1P3   Maybe at risk of achieving the level below and may require support e.g. support from home, monitoring by the class teacher and/or house tutor, head of house and strategic leader.

Level 1 Pass* (equivalent to between D and E GCSE grade)

L1P1*   L1P2*   L1P3*

Level 1 Pass (equivalent to between F and G GCSE grade)

L1P1 L1P2 L1P3 (Please note if identified as L1P3 there is no grade below only a fail or not yet achieved enough to claim the award)

Entry Level

e.g. EL1

EL1   Secure L1P* with continued effort

EL2   Needs some support to secure a distinction e.g. support from home, monitoring, parental contact necessary to secure a L2 Distinction.

EL3 Maybe at risk of achieving the level below and may require support e.g. support from home, monitoring by the class teacher and/or house tutor, head of house and strategic leader.

Year 7, 8 & 9 Attitudes to learning definitions:

	Learner Effectiveness - SKILLS	Learner Effectiveness - Evaluation & Building on knowledge	Behaviour/Conduct in class - READY, RESPECT, SAFE
1	●Understanding of key ideas ●Skills are used and applied consistently. ●Always works with others effectively and communicates clearly. ●Takes responsibility for their own independent learning. ●Excellent presentation and organisation of all aspects of their work. ●Regularly asks sophisticated questions and makes informed decisions. Demonstrates an excellent and sophisticated	●Regularly connects new and previous knowledge and ideas. ●Can effectively apply previous learning to new contexts. ●Always supports judgements with a range of appropriate evidence. ●Independently can find information from a range of sources and other areas of study. ●Excellent and effective evaluation of their own and others' work leading to excellent improvements made to their work. ●Outside classroom activities completed to a high standard.	●Excellent attitude and commitment to learning. ●Always respectful, polite, supportive of others and is ready, respectful and safe. ●Excellent conduct.
2	● Demonstrates a good understanding of key ideas ●Skills are used and applied well. ●Usually works with others effectively and communicates well ●Can take responsibility for their own independent learning. ●Good presentation and organisation of most aspects of their work. ●Usually asks sophisticated questions and makes good informed decisions.	●Usually connects new and previous knowledge and ideas. ●Can apply previous learning to new contexts well. ●Usually supports judgements with a range of appropriate evidence. ●Mostly can find information from a range of sources and other areas of study. ●Good evaluation of their own and others' work leading to suitable improvements made to their work.	●Good attitude and commitment to learning. ●Regularly respectful, polite, supportive of others and is ready, respectful and safe. ●Good conduct.

		●Outside classroom activities completed to a good standard.	
3	●Demonstrates an adequate understanding of key ideas. ●Skills are used and applied adequately. Sometimes works with others and communicates to a satisfactory level. ●Occasionally takes responsibility for their own independent learning. ●Satisfactory presentation and organisation of some aspects of their work. ●Sometimes asks sophisticated questions and occasionally makes informed decisions.	●Sometimes connects new and previous knowledge and ideas. ●Can effectively apply previous learning to new contexts adequately. ●Sometimes supports judgements with a range of appropriate evidence. ●Occasionally can find information from a range of sources and other areas of study. ●Satisfactory evaluation of their own and others' work leading to some improvements made to their work. ●Outside classroom activities completed to a reasonable standard.	●Adequate attitude and satisfactory commitment to learning. ●Occasionally respectful, polite, supportive of others and sometimes ready, respectful and safe. ●Satisfactory conduct.
4	●Limited understanding of key ideas. ●Skills are used and applied poorly. ●Rarely works with others effectively and communication is unclear. ●Does not take responsibility for their own independent learning. ●Poor presentation and organisation of most aspects of their work. ●Rarely asks sophisticated questions and seldom makes informed decisions.	●Rarely connects new and previous knowledge and ideas. ●Can apply previous learning to new contexts occasionally. ●Rarely supports judgements with a range of appropriate evidence. ●Rarely finds information from a range of sources and other areas of study. ●Limited evaluation of their own and others' work leading to a very few improvements being made to their work. ●Outside classroom activities completed to a low standard.	●Unsatisfactory attitude and commitment to learning. ●Barely respectful, polite, supportive of others and is hardly ever ready, respectful and safe. ●Unsatisfactory conduct.

Milford Haven School
Ysgol Gyfun Aberdaugleddau

Year 10 and 11 Attitudes to learning definitions:

In addition to a fine grade Attitude to learning scores will also be collected at data capture points.

	Attitude to Learning and Conduct in Lessons	Effort and Involvement in Lessons	Effort & Completion of Tasks Outside of Lesson Time	Organisation & Presentation
1	• Excellent attitude and commitment to learning • Exemplary conduct, respectful and polite • Excellent focus throughout all lessons • Supportive of others	• A very high level of application and perseverance during lessons • Always contributes positively to class discussions and activities	• Tasks are always completed on time and to an excellent standard • Proactive in seeking help to address difficulties	• Written work is always well presented and pupil is very conscientious and organised
2	• Positive attitude to learning • Good conduct, respectful and polite • Good focus in nearly all lessons	• A good level of effort, application and perseverance during lessons • Contributes to class discussions and activities	• Tasks are completed on time and to a good standard	• Presentation is good and pupil is organised
3	• Generally good conduct • At times needs reminding to focus on the set task	• Does not always engage in learning activities • A low level of application, perseverance and effort in lessons • Infrequently contributes to discussions and activities	• Tasks are not always completed on time or lack detail • Pupil is not sufficiently organised in their approach to their studies	• Some presentation is unsatisfactory
4	• At times, attitude and behaviour is a cause for concern • Frequently needs reminding to focus on the task set • Behaviour is impacting on progress	• Levels of effort have been a cause for concern and are having a detrimental effect on progress • Regularly needs prompting to apply themselves to the set task or take part in an activity	• Tasks are rarely completed • Pupil is disorganised in their approach to their studies	• Presentation is often poor

An oracy score will also be collected from the house tutor and/or subject teacher. Definitions are outlined below

	KS3 HWB ORACY SCORE	KS4 HWB ORACY SCORE
1	-Enthusiastically explains information in detail, with confidence. -Shows empathy.	-Enthusiastically explains information in detail, showing empathy and respect
	-Shares ideas, opinions and feelings using relevant, detailed vocabulary	-Shares ideas, opinions and feelings in increasingly challenging and contentious contexts.
	-Can use a range of techniques to convey meaning	-Oranises talk effectively to critically evaluate and responds well to stimulus.
2	-Explains information regularly and positively. -Beginning to show empathy.	-Explains information regularly showing empathy and respect..
	-Shares ideas, opinions and feelings using relevant, detailed vocabulary	-Shares ideas, opinions and feelings about challenging contexts.
	-Tries hard to use techniques to convey meaning.	-Organises talk well and responds appropriately to stimulus.
3	-Occasionally offers explanations, when encouraged. -Can show empathy	-Occasionally offers explanations, when encouraged. -Can show respect to others..
	-Occasionally shares ideas and feelings, if asked.	-Occasionally shares ideas and feelings, if asked.
	-Appropriate vocabulary used.	-Some organisation.
4	-Little or no explanation of ideas or feelings offered, -Very limited participation.	-Little or no explanation of ideas or feelings offered, -Very limited participation or organisation.

Teacher judgements on individual progress will be moderated in AoLE standards meetings calendared before data capture points .

Our whole school tracker will include overview pages for Directors, heads of house, strategic leaders, teachers, house tutors and senior staff Year 7, 8 and 9 will follow progression steps and GCSE grades for year 10 and 11. These will be broken down to provide information on pupil groups such as eFSM and boy/girl performance.

Interim progress reports will be distributed to parents after data captures. Parents will receive these interim progress reports in addition to the full report. They will display progress against the target the student is working towards including fine grading where appropriate. The student will have also evaluated their progress to date and annotated the interim report with areas they are succeeding in and have identified areas they need to address.

Pupil progress evenings will usually be informed by either a full or interim progress report according to the school assessment calendar.

1.7 Management of assessment, recording, reporting and feedback:

Teachers should:

- have a responsibility to monitor their own feedback, upgrade (*1) recording and assessment activities.
- analyse their assessment/progress results in order to evaluate effectiveness of their teaching and learning e.g. girls/boys, pupils eligible for Free School Meals (eFSM), More Able and talented pupils (MAT), Additional Learning Needs (ALN),Young Person Looked After (YPLA) , English as an Additional Language (EAL) within their classroom setting.
- contribute to the consistency of feedforward (upgrade) activities, recording and assessment within the AoLE.
- quality assure their own reporting.

*1 Learners will use 'Upgrade Time' to reflect on their progress, action points and close gaps in their learning.

- mentor groups of learners within their own classroom environment under the direction of the director, head of house and strategic leader.

Directors should:

- take responsibility for the implementation of our assessment policy.

- analyse their assessment/progress results in order to evaluate effectiveness of their teaching and learning e.g. girls/boys, pupils eligible for Free School Meals (eFSM), More Able and talented pupils (MAT), Additional Learning Needs (ALN), Young Person Looked After (YPLA) , English as an Additional Language (EAL) within their classroom setting.

- monitor regularly that the assessment arrangements are being followed.

- coordinate and participate in the mentoring of groups of learners within their area.

- quality assure the assessment, reporting and recording output.

House Tutors should:

- support students in their understanding of our assessment policy as it applies to them and help them to use its outcomes to their benefit e.g. areas for development identification and improving their own performance.

- Use the assessment/progress results in order to support their pupils e.g. girls/boys, pupils eligible for Free School Meals (eFSM), More Able and talented pupils (MAT), Additional Learning Needs (ALN), Young Person Looked After (YPLA), English as an Additional Language (EAL) within their classroom setting.

- participate in the mentoring of groups of learners within their house group.

- quality assure their own reporting

- complete house tutor report comments focusing on pupil attendance, engagement, involvement in and contribution to Health & Well being time, involvement in house/tutor group/ whole school activities, use of incidental Welsh and oracy. If applicable comment on any extracurricular activities (e.g sport, music etc) they may be involved with outside school (subject to updates).

Heads of house should:

- monitor the effectiveness and consistency of the assessment policy as it applies to their house

- analyse their assessment/progress results in order to evaluate effectiveness of their teaching and learning e.g. girls/boys, pupils eligible for Free School Meals (eFSM), More Able and talented pupils (MAT), Additional Learning Needs (ALN), Young Person Looked After (YPLA), English as an Additional Language (EAL) within their classroom setting.

- mentor groups of learners and coordinate interventions within their house.

- quality assure the assessment, reporting and recording output.

- complete house report comment on overall academic and pastoral progress by a pupil (subject to updates)

Assistant headteacher for Standards and Data should:

- monitor the effectiveness and consistency of the assessment policy as it applies to the year groups

- analyse assessment/progress results in order to evaluate effectiveness of teaching and learning e.g. girls/boys, pupils eligible for Free School Meals (eFSM), More Able and talented pupils (MAT), Additional Learning Needs (ALN), Young Person Looked After (YPLA) , English as an Additional Language (EAL) within their classroom setting.

- have an overview of the mentoring of groups of learners by the heads of house and directors including the interventions in place within their key stage.

- mentor groups of learners and coordinate with heads of house and directors.

- quality assure the assessment, reporting and recording output with SLT, Heads of house and directors.

- check priority learner group written reports and quality assure that the report comment matches the data and information provided as per the whole school QA process.

SLT should:

- keep the school assessment policy under constant review.

- check regularly that the assessment policy is being followed.

- oversee the preparation of reports to parents annually.

- mentor groups of learners and coordinate with heads of house, directors and strategic leaders.

- oversee and quality assure the assessment, reporting and recording output.

The Head teacher should:

- evaluate performance within the School.

Effective assessment requires careful management at all levels

Appendices

1. AoLE assessment overview pro forma example AOLE PROGRESSION BASED ON 2024 25Schemes of Learning 24.25

Milford Haven School
Ysgol Gyfun Aberdaugleddau

Overview of KS3, 4 and 5 scheme of learning and assessments.						
	Autumn	Autumn	Spring	Spring	Summer	Summer
7						
Number of lessons						
Information used to inform on track to get year 7						
	Yr 7 P1 (Progress Judgement on?)		Yr 7 P2 (Progress Judgement on?)		Yr 7 P3 (Progress Judgement on?)	
Evidence 1						

Milford Haven School
Ysgol Gyfun Aberdaugleddau

Evidence 2			
Evidence 3			

2. Moderation report pro forma example:

[MHS PS Moderation 2025.pptx](#)

[Progression step Moderation blank document to record findings 2025.docx](#)

Progression step Moderation Evaluation 2025
(Please make a copy and give access)

PLEASE MAKE A COPY OF THIS DOCUMENT BEFORE YOU START TYPING AS THIS IS THE MASTER

AOLE: Year Group: Subject area:

1. Please detail procedures carried out during the moderation process e.g. who was looked at, range of examples looked at (and attainment targets/SWM if appropriate), description of work analysed etc.

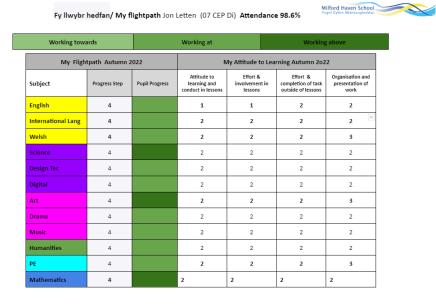2. Please detail your findings

3. Next steps

3. Progress shared with pupils stickers (Further details available in the Feedback policy):

Year 7,8 and 9 sticker

My strength is:

My next step is:

Date: / /   Ysgol Gyfun Aberdaugleddau

Year 10 and 11 sticker

Date: / /
You are currently working at:
Your target is:

Ysgol Gyfun Aberdaugleddau

When to be used:

- After an assessment minimum of one per term.
- Pupil can fill in the sticker under your guidance.
- The strength and next step needs to be pupil and subject specific.
- Collect your stickers from your director when needed.
- They are expensive please do not waste any.

4. Year 7, 8 and 9 progression step sharing with parents/carers example:

Fy llwybr hedfan/ My flightpath Jon Letten (07 CEP Di) Attendance 98.6%

	Working towards		Working at		Working above	

My Flightpath Autumn 2022			My Attitude to Learning Autumn 2o22			
Subject	Progress Step	Pupil Progress	Attitude to learning and conduct in lessons	Effort & involvement in lessons	Effort & completion of task outside of lessons	Organisation and presentation of work
English	4		1	1	2	2
International Lang	4		2	2	2	2
Welsh	4		2	2	2	3
Science	4		2	2	2	2
Design Tec	4		2	2	2	2
Digital	4		2	2	2	2
Art	4		2	2	2	3
Drama	4		2	2	2	2
Music	4		2	2	2	2
Humanities	4		2	2	2	2
PE	4		2	2	2	3
Mathematics	4		2	2	2	2

Please discuss and complete with your parent/carer