

Ysgol Gymunedol Cefn Hengoed Community School

"If You Believe It, You Can Achieve It!"



Assessment, Recording and Reporting Policy Polisi Aesu, Cofnodi a Recordio

Reviewed/Adolygwyd	July/Gorfennaff 2022
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Mr C Bale	Headteacher	
CLlr P Lloyd	Chair of Governors	

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The Assessment Cycle at Cefn Hengoed

Assessment Calendar | 2022/2023

Year 7	Year 8	Year 9	Year 10	Year 11
September	September	September	September KS4 GCSE Information Parents' Evening 29th September	September KS4 GCSE Information Parents' Evening 29th September
October	October	October	October	October Predicted Grade 20th October
26th September - 7th October Lesson Observations/Week beginning 24th October Work Scrutiny				
November Departmental Assessment 10th November Academic Review 1 17th November Global Target Grades finalised 25th November	November Departmental Assessment 10th November Academic Review 1 17th November	November Departmental Assessment 10th November Academic Review 1 17th November Parents' Evening 24th November	November Departmental Assessment 10th November Predicted Grade 17th November	November Mock Examinations 14th- 25th November
January Mock NLN Tests 16th-31st January	January Mock NLN Tests 16th-31st January	January Mock NLN Tests 16th-31st January	January	January Full reports issued Parents' Evening 25th January
February	February	February Options Evening 9th February	February Examinations 27th February-10th March	February Predicted Grade 16th February
March Departmental Assessment 2nd March Academic Review 2 9th March	March Departmental Assessment 2nd March Academic Review 2 9th March Parents' Evening 15th March	March Departmental Assessment 2nd March Predicted KS3 Levels 3rd March Academic Review 2 9th March	March Departmental Assessment 16th March Predicted Grade 23rd March Overall Assessment Non Examination Subjects 16th March Parents' Evening 28th March	March KS4 GCSE Help Your Child Revise Evening 23rd March
Spring Term QA of lessons and books				

Year 7	Year 8	Year 9	Year 10	Year 11
April Parents' Evening 25th April	April	April Exams: 24th-25th April	April	April
June: National Reading/Numeracy Tests				
May Year 7 & 8 Exam Revision Evening 18th May	May Year 7 & 8 Exam Revision Evening 18th May	May Departmental Assessment 4th May Overall Assessment Non Examination Subjects 4th May End of KS3 Levels submitted - May/June	May Departmental Assessment 18th May Predicted Grade 25th May	May
June Exams: 7th-8th June Departmental Assessment 15th June Overall Assessment Non Examination Subjects 15th June	June Exams: 14th-15th June Departmental Assessment 22nd June Overall Assessment Non Examination Subjects 22nd June	June End of KS3 Levels submitted - May/June	June	June
Summer Term QA of lessons and books				
July Full reports issued	July Full reports issued	July Full reports issued	July Full reports issued	July

Principles

"Whilst assessment can take different forms, the prime reason for all assessment information should be to help learners improve their learning. The information that assessment generates should provide a shared language for discussing progress and improvement be valid, reliable, manageable and meaningful for teachers, learners and other audiences"
(Making the Most of Assessment 7-14 ESTYN)

The Purpose of Assessment at Cefn Hengoed Community School

Assessment of/for learning generates a range of qualitative/quantitative information about individual learners that is meaningful and helpful to different audiences.

For Pupils

- Assessment supports learning by indicating strengths and achievements to be built upon
 - encourages motivation through recognising success
 - identifies areas for development
 - sets targets for improvement
 - allows pupils to review progress against specific criteria
 - informs discussions about progress with parents and teachers
 - provides guidance for option choices at the end of Key Stage 3 and in progression routes post 16
 - 'listening to learners' informing assessment for learning
 - plays a central role in informing progress in literacy and numeracy across the whole curriculum and not just confined to English and Mathematics
 - includes tracking and monitoring of all groups of learners to develop their own basic skills

For Teachers

- Assessment enables the tracking and monitoring of pupil understanding and progress
 - identifies areas for development
 - provides evidence for report writing and communication with parents, Key Stage School Managers, Heads of Core, Faculty, Heads of Department, Curriculum Leaders of Subject and the Headteacher
 - informs the identification of the Basic Skills Cohort and appropriate intervention strategies
 - informs next step progress/learning criteria in relation to the LNF

For the Headteacher/Leadership Team

- Assessment enables the tracking and monitoring of pupil understanding and progress
 - identifies which pupils, groups of learners and subject areas are performing, above or below target, enabling prompt intervention
 - informs the allocation of resources and training needs
 - informs the management of systems to identify the Basic Skills Cohort and incorporate appropriate intervention strategies
 - informs the management of systems to identify Literacy and Numeracy intervention programmes

For Parents/Carers

- Assessment informs them of their child's progress
 - identifies areas for development
 - explains clearly what assessment means
 - informs parents/carers of attainment in Literacy and Numeracy across all curriculum areas

For Governors

- Assessment provides the tool to enable the monitoring of whole school performance
- Enables the identification and understanding of strategies in place to support groups of learners.

This policy builds on and updates current good practice and provides a consistent approach to assessment across the whole school.

A Guide to Assessment accompanies the policy in the form of a document called ***Assessment: A Handbook for Staff*** to ensure strategies/processes are clear to all parties. This Handbook is provided to all staff in the Staff Handbook.

Monitoring Progress through the use of Global Target Grades

Pupils are assessed in relation to their individual target grade, which is a grade they are projected to gain in most subject areas at GCSE, if not higher. During the autumn term, each pupil in year 7 is assigned a grade on the scale of A to F. These grades are based predominantly on MIDYAS tests, along with Literacy and Numeracy screening.

These target grades are known as Global Target Grades. Whilst it is true to say that learners have strengths and weaknesses in different subjects, the Global Target Grade provides a good indication of what can be achieved, with the appropriate commitment, effort, challenge and support. It is our firm belief that each and every learner should be given the opportunity to reach his/her potential. Identifying potential by means of objective, predictive tests ensures that opportunities for all are equal.

The progress of every pupil can be tracked over their whole education at Cefn Hengoed through Academic Reviews, which take place during November and March. Within this process, learners are allocated a performance grade for each individual subject. This grade reflects the progress made by the individual learner within the teaching programme delivered up to that point and also indicates likely end of key stage outcomes. Departmental analysis of the generated data will allow for the identification of trends of achievement and the selection of individual pupils for mentoring.

The outcomes of the Academic Reviews are communicated to learners and their parents/carers. Learning Co-ordinators and the Pupils Progress Team use the data generated to celebrate success, identify underachievement and for the comparison of the performance of groups of learners.

The PSE programme incorporates opportunities, linked to the timings of the Academic Reviews, for learners to reflect on their own progress. Form tutors have a critical role in facilitating and supporting this.

The use of this tracking system both within and across the curriculum enables staff to be aware of a pupil's ability and effort when they initially teach them, especially at transition stages. The system also allows staff to monitor pupil progress throughout both Key Stages and compare progress in other curriculum areas.

Methods of Assessment

Assessments are made of what pupils know, understand and can do. All judgements are made against a criteria understood by both teacher and pupil.

All departments adhere to the Assessment Calendar.

- Continuous formative and summative assessment is set out within departmental policies. These assessments are based on observation of performance, written and oral work, classwork and homework/on line assessment. Comments are shared with pupils and judgements are recorded in mark books/departmental spreadsheets as set out in the handbook.
- **School examinations or formal end of year assessments** are held once a year for Years 7, 8, 9, 10 and external examinations for Years 10 and 11 take place throughout the year. As far as possible examinations are conducted under the same conditions as those for external examinations. Internal examinations thereby facilitate good practice in examination procedures and revision techniques as well as providing a further indicator of progress.
- Agreed Formal Assessments take place for all Year groups during the each of the three terms.
- At Key Stage 3 all foundation subjects use ROWND tasks. Agreed literacy and numeracy aspects of the LNF are the focus of these assessments. These tasks are set collaboratively and thematically with Cluster Primary Literacy, Numeracy and Digital Competency Co-ordinators resulting in a common ROWND task from Foundation Phase to end Key Stage 3 with development progress and differentiation linked to the Literacy and Numeracy Framework and the emerging Digital Competency Framework.
- **External examinations** including National Literacy and Numeracy testing, GCSE, BTEC and Entry Level qualifications and accompanying course work and/or non-examined assessments are conducted according to regulations laid down by the relevant authorities. Pupils and parents are informed of all requirements.

Withdrawal of pupils from external examination will be carried out only after formal discussion of each case with the Examination Entry Board, comprising the Headteacher, Deputy Headteacher, Key Stage 4 Manager, relevant AoLE Lead or Progress Manager and the Examinations Officer and parents are involved if the Board decides that pupil withdrawal is the best course of action. Such a decision is a final decision after a range of support and intervention strategies has been implemented.

- KS2/KS3 at transition – the school works closely with the Primary cluster to utilise assessment information as the main evidence base for supporting each learner’s progress during the first term of Year 7 to ensure effective transition.
 - Key Stage 2 data is shared – end of Key Stage Levels and NFER outcomes
 - National Literacy and Numeracy test data is analysed collaboratively through Literacy and Numeracy PLCs
 - On entry testing of Year 7 pupils includes MIDYAS, AWRT, Literacy and Numeracy screening.

For the core subjects (English, Welsh, Welsh second language, mathematics and science) schools should follow statutory requirements for cluster group standardisation and moderation, to ensure a shared understanding of standards and the availability of robust assessment information. Primary and Secondary school leadership teams should actively support their cluster in the end-to-end process to ensure quality, consistency and reliability by ensuring:

- appropriate time for cluster group moderation meetings
- teacher representation at cluster meetings
- that agreed decisions and outcomes from cluster meetings are implemented by all relevant staff

In effective clusters, Year 6 to Year 7 transfer of core subject national curriculum outcomes/levels and linked qualitative teacher commentary provide sufficient information for receiving secondary schools' early assessment of individual learners. School must ensure that this information is fit for purpose and utilised fully.

Key Stage 3 Standardisation and Moderation Procedures

School based standardisation and moderation procedures are in place for core and foundation subjects. During additional INSET and ADDS provision and throughout the year in Faculty/Departmental meetings, time is allocated for the moderation and the development of standardisation portfolios of evidence, involving all Key Stage 3 teachers in the process. This practice will ensure consistency in awarding subject levels at the end of the Key Stage and promote confidence in the accurate reflection of national standards, which in turn ensure school, LA, ERW, WG) consistency in the awarding of levels.

All minutes of meetings and assessment outcomes are retained in school and readily available for external verification.

Standardisation portfolios are based on agreed reference sources drawn from pupils' work, reflecting a range of attainment. These departmental portfolios provide supporting teacher commentary, showing links to level descriptors.

Due to the different nature of each subject the attainment targets will influence the **range of materials which might be employed as evidence within portfolios** e.g.:

- learners' written work, artefacts, photographs, audio/video evidence of performance/attainment
- extracts from teachers' records, mark books, or notes of ephemeral, practical, visual and other evidence dependent on subject and learners' needs/level of development

The extent and type of commentary might include:

- statements that provide a context or focus for the sample of work
- annotation to indicate the agreed features of performance in pieces of work
- summary showing how a collection of work demonstrates the characteristics of a particular level description

Methods of monitoring consistency of assessment might include:

- Faculty/Departmental meetings involving all Key Stage 3 teachers, reaching a common understanding of standards
- Comparison of the school's interpretation of standards with external points of reference such as WG/ERW exemplification materials
- Moderating a sample of teachers' judgements on learners' performance at the end of the Key Stage against agreed interpretations of standards and external points of reference.

At the end of Key Stage 3 teachers will provide an overall 'best-fit' subject level. For subjects with more than one attainment target a level will be provided for each attainment target and an overall subject level calculated by averaging the teacher attainment target levels according to set weightings. Teachers rounded judgements will:

- be based on knowledge of how the pupil performs across a range of contexts over a period of time
- take into account the different strengths and areas for development of individual pupil's performance
- be checked against adjacent level descriptions to ensure that the level awarded is the closest match to the pupils performance in each attainment target

Marking/Feedback

Please refer to the Marking and Feedback Policy.

* the quality assurance marking/recording review sheet is included in **Assessment: A Handbook for Staff**, and is available in the staff handbook.

Monitoring and Evaluating Assessment

AoLE Leads and Progress Managers are responsible for monitoring and evaluating formative and summative assessment. This is achieved through **Performance Management** procedures involving lesson observations, monitoring lesson planning, schemes of learning, learners' work.

During the Autumn term the Leadership Team observe all teachers through Learning Walks in every subject. The focus of the observations reflect local, regional and Welsh Government priorities and ESTYN recommendations and are shared with all staff prior to the cycle of observations. These observations inform Performance Management.

Following the publication of KS4 results, Subject Leads meet with the Head teacher and respective line managers as part of the **school's annual self evaluation process** to analyse performance. Prior to the meeting Subject Leaders complete the annual Departmental Self Evaluation and GCSE Results Analysis proformas. The results of individual pupils and the department as a whole are discussed, culminating in planning for future performance. The Headteacher will also meet with Subject Leaders to discuss KS3 performance following the release of results in the Summer Term. Subject leaders are provided with KS3 school and national performance data to review and discuss within departments.

The Headteacher and the KS4 School Manager meet all Subject Leads and respective line managers following Year 11 Mock examinations. These meetings take place early in the spring term and further inform intervention impacting on critical outcomes and Key Indicators.

- **Agreed Formal Assessments**

At Key Stage 3 one recorded assessment per term should be close marked with a grade entered for tracking and monitoring.

NB. A level should not be awarded for an individual piece of work but the teacher can record a best fit grade that will inform the formative assessment at the end of Key Stage 3 when levels are sent to the Welsh Assembly Government.

- A grade translator can be found in the document **Assessment: A Handbook for Staff** and should be used consistently across all departments.

Assessment for Learning

Assessment for learning generates a range of qualitative information about individual learners that is most meaningful and helpful to learners, their parents/carers, and to teachers as an aid to planning progressions. This qualitative information should include teacher commentary on learners' work and peer and self-assessment by learners. Such information will form the basis of ongoing teacher assessment within classrooms and other learning environments and within a key stage, and will inform reports to parents/carers at the end of each year.

The table below summarises some of the strategies used across the school to promote AfL:

SHARING LEARNING OBJECTIVES AND SUCCESS CRITERIA WITH PUPILS	MAKING PUPILS ACTIVE PARTNERS IN THE LEARNING/ ASSESSING PROCESS
<ul style="list-style-type: none"> • Linking to other learning and building on pupils' ideas. • Helping pupils understand and use criteria. • Modelling. • Helping pupils to visualise and recognise success. 	<ul style="list-style-type: none"> • No hands up questioning. • Talk partners and pupil reflection. • Self-assessment and peer- assessment. • Traffic lights/thumbs up. • Think/Pair/Share. • Ensuring pupils follow up on teacher comments/targets.
GIVING FEEDBACK ABOUT LEARNING INDICATING SUCCESS AND IMPROVEMENTS NEEDED	CREATING CONDITONS FOR LEARNING IN THE CLASSROOM AND THROUGHOUT THE SCHOOL COMMUNITY
<ul style="list-style-type: none"> • Oral feedback and questioning. • Marking against Learning Objectives. • Giving every learner confidence that he/she can succeed. • Teaching pupils to give constructive feedback. 	<ul style="list-style-type: none"> • School values, ethos and climate. • Whole school view/policy for AfL. • Teachers and pupils' views and the use of language about learning. • Involving parents and carers in AfL. • How environment and resources (including ICT) are used to support AfL.

Pupil Voice /Listening to Learners

The term “pupil voice” refers to ways of listening to the views of pupils and/or involving them in decision-making.

A feature of effective leadership is engaging pupils as active participants in their education and in making a positive contribution to their school and local community.

Why involve children and young people?

The Government is committed to the promotion and protection of children’s rights, in line with the United Nations Convention on the Rights of the Child. It believes that children and young people should have opportunities to express their opinion in matters that affect their lives. Some of the benefits of involving children and young people in decision making are:

- **It encourages pupils to become active participants in a democratic society** - by holding youth parliaments and school councils which develop skills such as co-operation and communication and encourage them to take responsibility.
- **It contributes to achievement and attainment** - young people involved in participative work benefit in a range of different ways. Increased confidence, self-respect, competence and an improved sense of responsibility have all been reported by young people who contribute in school. Schools also report increased motivation and engagement with learning.

Pupil Voice /Listening to Learners at Cefn Hengoed Community School

The School Council plays an active part in the decision making of the school. Pupils complete a learner questionnaire annually. The results are collated through the School Council and disseminated across the school. Pupils’ contribution to the curriculum is driven by Curriculum Pupil Voice groups across the school, with teaching and learning activities being used to enable pupils to focus on how to make informed decisions about their lives, their health and wellbeing, and the environment, for example.

Pupil participation in their own learning means a range of different things in the classroom. It includes developing tasks to reflect interests and needs as expressed by pupils; encouraging pupils’ reflection on their own and others’ learning; reflection by pupils on the style and content of lessons and opportunities to give feedback to teachers.

Assessment for Learning encourages a view of assessment as an essential part of everyday classroom practice involving teachers and learners in reflection, dialogue, decision-making and target setting. For pupils, the benefits of this include increased self-confidence and feelings of empowerment, and a greater sense of responsibility. Through the Curriculum Pupil Voice, pupils’ insight into the ways they learn best and the ideas that they have for lesson content and style as well as their ideas on the life of the school are shared and acted upon. Pupils have real impact in the school in signposting change.

Further sources of information

The Office of the Children’s Commissioner for England: www.childrenscommissioner.gov.uk

Participation Works: www.participationworks.org.uk

National Youth Agency: www.nya.org.uk

Hear by Right Standard Framework for the Participation of Children and Young People: www.nya.org.uk/quality-services-for-young-people/hear-by-right

British Youth Council: www.byc.org.uk

Pupil Voice and Participation England: www.pvpengland.org.uk

UNICEF: www.unicef.org.uk

UNCRC: www.unicef.org.uk/Documents/Publications/crcsummary.pdf

Recording

All teaching staff have access to a desktop computer or laptop, which is used to enter pupil data. The school's policy describes the specific arrangements for recording which can be adapted to suit the needs of the subject concerned.

Recording is consistent across all departments and completed on SIMS electronic marksheets; individual teachers are responsible for maintaining records for their own classes.

Marksheets include pupils' AWRT, MIDYAS and Global Target Grades which alongside subject performance will support report writing and inform discussion for Parents' Evening.

Marksheets also include contextual pupil data for all learners. This identifies groups of learners including SEN, FSM, LAC, EAL, MAT. This informs tracking and monitoring of groups of learners.

The AoLE Leads and Progress Managers can access individual class records ensuring they are appropriately completed following department procedures and whole school procedures such as Academic Reviews and Formal Assessments.

Records can be used to monitor class and pupil progress. Access of records through SIMS and the school drive will enable the class teacher and HOD to identify underachievers and put the relevant strategies for improvement into place.

All staff are given regular training and updates at key times in the Assessment Calendar on the use of the marksheets and new staff receive training as part of their induction.

To ensure confidentiality all additional information will be available separately for Key Stage School Managers and the Senior Teacher: Additional Learning Needs.

Process

- One formal assessment to be recorded per term on the electronic marksheets as designated in the assessment calendar.
- Formal assessment should be graded for monitoring and tracking purposes.
- All assessments will inform the levelling process at the end of Key Stage 3 and predicting grades at Key Stage 4.
- Academic Review 1 and Academic Review 2 to be recorded as designated in the assessment calendar.
- Other summative assessment to be recorded in line with individual departmental policy and practice.
- A grade translator can be found in the document *Assessment: A Handbook for Staff* and should be used consistently across all departments.
- Teacher assessment of pupils will be available online for quality assurance by HOD/HOF/Line Manager and Leadership Team.

Reporting

The purpose of reporting is to provide pupils/parents/carers/teachers an update on the progress of an individual learner. It is essential that robust summative assessment takes place throughout the year to inform the formal report. End of Year reports satisfy statutory requirement. In addition to End of Year reports, Academic Review 1 generates a progress report during the Autumn Term that is issued to all parents/carers.

Reporting systems

All reporting deadlines will be included in the school calendar. All teaching staff have access to a pc or laptop, which can be used for direct entry of data (in practical areas alternative arrangements will be made) therefore avoiding duplication of work, supporting the workload agreement. The SIMS.net module will be available in teaching rooms.

Within a key stage, the statutory requirements are that schools must provide an annual report to parents/carers. As a minimum, a summary of every learner's progress must be provided in all national curriculum subjects including Religious Education and PE. Academic Review reports will be issued once a year. (Year groups 7 - 10 will be reported simultaneously in December). End of Year major reports will be issued at the end of the Summer Term.

Reporting should be user friendly to all parties. A robust programme of quality assurance will take place during reporting times involving Line Managers and peer quality assurance.

Academic Reviews

The aim of Academic Review 1 is to provide a snapshot of pupils' progress, effort and behaviour. An attainment grade ranging from A to F will be reported along with an assessment of Effort and Behaviour. The guidance for grading is included in the document ***Assessment: A Handbook for Staff***.

These reports will be issued to parents of Years 7, 8, 9 and 10 pupils during December and the attainment grades recorded in Pupil Planners.

Academic Review 2 will take place at the end of March, but teachers are only required to record an attainment grade. Pupils will record their progress in each subject area in their pupil planners and set targets accordingly.

Learner-specific information, in the form of teacher comment on strengths and areas for development, is likely to be most meaningful and helpful to both learners and their parents/carers. It is important to make clear to parents/carers how they are using information based on national curriculum outcomes/levels.

Following each Academic Review, pupils are selected for mentoring. The mentoring system acts as a safety-net for pupils who are underachieving in relation to their Global Target Grade in a number of key subject areas. Parents/carers are fully involved in the process and receive regular updates on their child's progress.

Parents/carers of pupils that are achieving well in relation to their Global Target Grade receive letters of congratulations.

Parents/carers of pupils that are underperforming in relation to their Global Target Grade receive a letter to identify where the underperformance is taking place.

Annual Report – Process

Guidance is provided in the document ***Assessment: A Handbook for Staff***.

- Reports will be subject specific, with a brief outline of the subject/course. The level of the paper should reflect the ability of the pupils.
- A section for recording EFFORT, HOMEWORK and CONDUCT will be included at the start of the report.

- A section to record current attainment and target grade is included.
- There is a section for each subject area to provide a narrative report on pupil progress in the agreed subject specific element/aspects of the Literacy and Numeracy Framework along with 'Next Step' targets.
- Exam grades at KS3/KS4 to be included (see grade convertor for Key Stage 3 in the document *Assessment: A Handbook for Staff*).
- The annual report should provide pupils, parents, carers and other interested parties with a clear, detailed picture of pupils' individual performance and attainment across the range of subject areas.
- The annual report must allow for target setting by both pupils and staff that lead to raising achievement. At GCSE targets need to be specific to raising achievement in examinations.

National Reading and Numeracy Tests

National reading and numeracy tests are statutory for all pupils (except those who have been disapplied) in Key Stage 3. They take place during the Summer Term, each year, and reported back to parents as standardised scores and reading/numeracy ages. The two numeracy tests are 'procedural' and 'reasoning' while there is one reading test.

Year 9

In addition the above pupil performance will require staff to record a working level that is reported to WG every June.

The annual report will also provide an overview of the pupil's attitude, attendance, progress and achievement. A comment will be made by the Form Tutor, Key Stage manager and a member of the Leadership team.

Assessment to Address the Needs of Different Groups of Learners

FSM

Pupils who are entitled to Free School Meals will be monitored throughout both Key Stages at Cefn Hengoed. This focus ensures that deprivation does not act as a barrier to academic success. The electronic marksheets clearly identify FSM learners enabling tracking and monitoring on an individual, class, year group and whole school level. Academic Reviews and Formal Assessments allow for whole cohort performance levels to be monitored termly.

Fortnightly Heads of Core meetings focus on the attainment of FSM pupils at Key Stage 4 allowing for early identification of underachievement and appropriate timely intervention.

The tracking and monitoring of FSM pupils is done through the use of the school Global Grading system. This allows us to highlight strengths and weaknesses of individual pupil progress across the curriculum.

Literacy & Numeracy Intervention Groups

Pupils are identified for intervention through analysis and scrutiny of baseline data. The needs of individuals are identified and pupil progress supported through small group intervention led by the Literacy and Numeracy Teaching Assistants. This intervention is managed by the Literacy and Numeracy Team.

Progress is monitored through the analysis of entry and exit testing.

The tracking and monitoring of Literacy and Numeracy intervention pupils is done through the use of the school Global Grading system. This allows us to highlight strengths and weaknesses of individual pupil progress across the curriculum.

SEN

The policy acknowledges the need to celebrate the achievement of all pupils. At Key Stage 3 the need to grade or level pupils work other than for recording/tracking purposes allows flexibility in the monitoring of pupils' work. The use of targeted comments, rewards, praise should be deployed alongside the need to provide statutory information at the end of Key Stage 3 and Key Stage 4. Additional reading, writing and spelling support is provided through the SEN Survey Team. Bespoke numeracy support is also provided by the ATL team.

The tracking and monitoring of SEN pupils is done through the use of the school Global Grading system. This allows us to highlight strengths and weaknesses of individual pupil progress across the curriculum.

More Able and talented

A range of data is used to identify MAT pupils at Cefn Hengoed, including CATs, AWRT and individual departmental assessment. The focus is on meeting the needs of MAT pupils within the classroom environment fostering a move towards more inquiry led, skills based learning. It will ensure greater access for pupils with a range of skills and learning styles.

At KS4, targeted revision sessions are arranged focused on supporting MAT pupils in accessing the highest grades in the identified subject.

The tracking and monitoring of MAT pupils is done through the use of the school Global Grading system. This allows us to highlight strengths and weaknesses of individual pupil progress across the curriculum.

EAL

Identified pupils receive additional support from EMLA. The assessment of pupils' work will be done by the class teacher in conjunction with the appropriate EMLA Bi-lingual Teacher and/or Bilingual Teaching Assistant.

The tracking and monitoring of EAL pupils is done through the use of the school Global Grading system. This allows us to highlight strengths and weaknesses of individual pupil progress across the curriculum.

LAC

Pupils identified as LAC will be monitored through the school assessment procedure. Any additional support will be identified and provided by all staff. Progress on pupils is communicated to all stakeholders during twice yearly LAC reviews.

The tracking and monitoring of LAC pupils is done through the use of the school Global Grading system. This allows us to highlight strengths and weaknesses of individual pupil progress across the curriculum.

TRAVELLER

Gypsy Traveller pupils are identified as a distinct ethnic group and dedicated provision, reflecting the specific ethnic and cultural needs, supports their learning, with bespoke Traveller teachers and Learning Coaches.

The tracking and monitoring of Traveller pupils is done through the use of the school Global Grade system.

Rewarding good progress

To encourage pupils in their efforts, a rewards system is in place which recognises the hard work of pupils who complete all set work to the best of their abilities. Credits, certificates, postcards, vouchers, acknowledgement during assemblies, contact with parents through the Key Stage School Manager and communication from the Headteacher enhances this process.

Criteria for staff giving credits:

(Drawn up following consultation with our School Council and Senior Pastoral Team)

All credits to be recorded on SIMS in the achievement column

Lessons:

Every lesson, choose **up to 4 pupils** that fall into some or all of the criteria listed below:

Excellent effort
Positive attitude
Helping another pupil
Excellent standard of work
Subject specific criteria

General:

Helpful/Showing kindness/Supporting or stimulating the learning of other pupils
Representing the school
Taking part in a class assembly
Positive IEP review
Improved or continually good attendance
Active member of the Green Team
Assessment grade awarded reflecting that a pupil is working in line with/ above Global Grade target

A rewards assembly is calendared each term and led by the Learning Coordinator and Staff and Pupil Development Officer

Each term, there is an opportunity for:

- two pupils from each year group with the **most credits** to win a **gift voucher**
- *blank voucher is awarded in assembly for pupils to 'trade in'*