

**Ysgol Gynradd
Llanrhaeadr Ym Mochnant
Primary School**

Llanrhaeadr Ym Mochnant



Target Setting and Assessment Policy

November 2020

Reviewed: 30/11/20

Chair of governors: *Rhys Iwan*

Headteacher:

Review by date: 30/09/21

A handwritten signature in black ink, appearing to be 'J. Jones', written over the 'Headteacher:' label.

At Llanrhaeadr ym Mochnant, we believe that a clear understanding of a child's ability is paramount in establishing a starting point for learning. Therefore, ongoing assessment is vital in ensuring effective learning.

Aims

- To offer all pupils an opportunity to show what they know, understand and can do.
- To establish a starting point for learning.
- To use assessment to set targets, help individuals make progress and improve standards.
- To encourage pupils to suggest improvements for their own and others' work through self-evaluation and peer evaluation techniques.
- To provide a complete picture of pupil's achievement and progress across a wide range of skills.
- To inform parents of their child's progress and involve them in the learning process.
- To enable effective transition between classes and schools.
- To inform Governors of the standards achieved throughout the school

At Llanrhaeadr ym Mochnant we assess on three levels:

Individual

We continually encourage children to consider feedback (written or verbal) and with support, evaluate their strengths and identify areas for improvement. Children on the Additional Learning Needs register at School Action, School Action Plus or with a statement are involved in writing their Individual Education Plans (IEP's) with their Class Teacher/ALNCo.

Class

Informal assessment occurs daily, in the form of observation, questioning and marking of children's work. Comments are shared with the children in a positive, specific and developmental manner. Teachers track the development of skills across the curriculum on a continual basis recording outcomes on Incerts. Formal assessments in the core subjects are carried out at regular points throughout the academic year as indicated on the assessment calendar. National tests are carried out in May for Years 2-6.

Whole School

Pupil attainment is tracked or monitored throughout each key stage and regularly reviewed by teachers, the Leadership Management Team and school governors, using an Excel spreadsheet document. The document contains test results and teacher assessment. The information is then used to set targets for children and to track them through the school year. They are also colour coded by ability/needs. This information is used to monitor pupil performance as well as highlighting the particular needs of each cohort. This information is also used to create ALN intervention groups and to provide support for children identified as FSM or Vulnerable.

Assessment Details

Foundation Phase

Assessment in these formative years is ongoing as the children meet various milestones and the information is used in planning and is reflected in the provision of suitable activities. Effective professional observations forms an integral part of the daily routine where teachers will find out what the children already know and will use this information to move their learning forward. The variety and range of activities and situations experienced by the children allow the teachers and support assistants many opportunities to collect different information about their progress. Such Assessments include:

- Baseline
- Formative Assessment- day-to-day assessment
- Planned Assessment- highlighted in teacher's planning to inform future teaching and learning.
- End of Foundation Phase assessment – statutory
- National tests in Year 2 –statutory

Assessment Timetable for Foundation Phase

Autumn	Reading, Maths, Spelling tests for year 1 and 2 Phonics Assessment Incerts Baseline
Spring	Oracy, reading, Writing, Maths and PSE Standardisation Incerts
Summer	National Tests – Reading, Procedural, Reasoning SWST/Prawf Menai Incerts End of Foundation Phase Assessment – Year 2

Assessment Timetable for Key Stage 2

Autumn	Reading, Procedural, Reasoning, SWST Spelling, Prawf Menai ALN Assessments i.e. Nessy, Lucid Rapid (Year 3) for dyslexia CATS – Year 4 Incerts
Spring	Oracy, Reading, Writing (Welsh and English) Maths, Science Standardisation Incerts
Summer	National Tests – Reading, Procedural, Reasoning SWST Spelling Incerts End of Key Stage Assessments – Year 6

End of Key Stage Results

At the end of each Key Stage assessment is collated, analysed and compared to families of schools and national data. Results are passed to parents, governors and the LA.

In the Foundation Phase children will be assessed in line with the Foundation Phase Outcomes. A final outcome will be achieved based upon the outcomes identified on Incerts.

At KS2 teachers will give an assessment of each child in Maths, English, Science and Welsh using information on Incerts.

Transfer of Assessment details

An introductory meeting with new starters is carried out. Depending on where the child attends pre-school (if any) depends on the information we receive. Communication between school if a new child enters is also established if needed.

All test results etc are centrally recorded so that the transition between Foundation Phase and KS2 is transparent.

KS2 to KS3

See Transition policy

Reporting to parents

- Two parents evenings a year
- One extra parents evening for parents of children with ALN
- End of year school report focusing on progress with links to progress directly to the L.N.F and DCF

- National test results to parents
- We are also available for meetings if requested by parents.

Ysgol Gynradd Llanrhaeadr Ym Mochnant Primary School



Sex Education and Well-being Policy

Adolygwyd, diweddarwyd a mabwysiadwyd gan y Corff Llywodraethol/
Policy reviewed, updated and adopted by Governing Body

Dyddiad / Date: November 2020

Llofnod Cadeirydd / Chair's signature: *R. Hughes*

Llofnod Pennaeth / Headteacher's signature:

Dyddiad adolygu / Review date: November 2022

Background and Legal Context

This policy has been prepared with regard to:

- The Education Act (1996),*
- Strategic Framework for Promoting Sexual Health in Wales,*
- Sex and relationships education in schools (Circular 019/2010)*
- Personal and social education framework for 7 to 19-year-olds*
- Foundation Phase Framework for 3-7 year olds*

Sex education is seen as falling under the legal requirements set out in the Education Reform Act 1996 for schools to provide a curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

Primary schools are not required to provide sex education as part of the basic curriculum. In maintained primary schools, governing bodies have the responsibility of considering whether or at what stage to offer sex education. They must keep an up-to-date written statement of the policy they choose to adopt, which must be available to parents. This statement is included in the school's prospectus:

The Governing Body of Llanrhaeadr Ym Mochnant has decided that sex education should be included in the curriculum within a moral and sensitive framework.

The school nurse will talk to Year 5 and 6 pupils about teenage body development. This is not compulsory. Some aspects of the subject may also be included in Science and PSE topic work.

Links with other policies:

- Child Protection
- Anti-Bullying
- Equality
- E-Safety and Internet Access

Rationale and Aims

Sex and relationships education is provided within the PSE programme at Llanrhaeadr Ym Mochnant Primary School. It is also incorporated into related curriculum areas notably Knowledge and Understanding of the World and Science.

Through its programme of sex and relationships the school aims to:

- help children understand their growth and development;
- raise awareness about oneself and feelings of others and develop respect for oneself and others;
- equip children to take responsibility for their behaviour in all relationships;
- build up children's self esteem and give them confidence to talk about their feelings;
- enable pupils to consider the attitudes, values and skills which influence the way they behave;
- enable pupils to develop the skills to help them manage their relationships in a morally responsible and healthy manner.

Organisation

A member of the Senior Leadership Team is responsible for planning and monitoring the school's PSE provision ensuring continuity and progression, good use of resources and adequate time allocation.

Links within the curriculum

Foundation Phase Framework for Children's Learning for 3 to 7 year olds in Wales

Education about relationships for 3 to 7 year-olds should focus on the building of self-esteem by encouraging learners to:

- value themselves;
- recognise and communicate their feelings;
- form friendships and relationships.

Personal development

Children should be given opportunities to:

- become independent in their personal hygiene needs and to be more aware of personal safety
- express and communicate different feelings and emotions – their own and those of others.

Social development

Children should be given opportunities to:

- be aware of and respect the needs of others take responsibility for their own actions
- consider the consequences of words and actions for themselves and others
- develop an understanding of what is fair and unfair and to be willing to compromise
- form relationships and feel confident to play and work cooperatively value friends and families and show care and consideration
- appreciate what makes a good friend.

Well-being

Children should be given opportunities to:

- value and contribute to their own well-being and to the well-being of others
- be aware of their own feelings and develop the ability to express them in an appropriate way
- understand the relationship between feelings and actions and that other people have feelings
- demonstrate care, respect and affection for other children, adults and their environment
- ask for assistance when needed
- develop an understanding about dangers in the home and outside environment.

Area of Learning: Knowledge and Understanding of the World

Children should be given opportunities to:

- learn the names and uses of the main external parts of the human body
- identify the similarities and differences between themselves and other children.

Personal and social education framework for 7 to 19 year olds in Wales

Learners should be given opportunities to:

- take increasing responsibility for keeping the mind and body safe and healthy;
- feel positive about themselves and be sensitive towards the feelings of others.

Key Stage 2 Science

Interdependence of organisms

Pupils should be given opportunities to study:

1. the names, positions, functions and relative sizes of a human's main organs.

Safeguarding and Confidentiality

- Pupils and parents or carers will be made aware of the school's confidentiality policy and how it works in practice.
- Pupils should be informed that teachers cannot offer unconditional confidentiality, particularly in relation to personal disclosures. However, pupils should be assured that their best interests will be maintained.
- Pupils should be informed of local and national helplines and organisations they can contact for help.
- Ground rules need to be established in lessons.
- If there is any possibility of abuse the school's Child Protection procedures must be followed.
- All staff must be aware of the procedures involved in the school's Child Protection Policy.

External Support

The school uses the advice, support and resources provided by the LA advisory service, the local Health Promotion Centre and health professionals in the community such as the school nurse. These visitors complement the teacher and give specialist input. They are used in accordance with the LEA guidelines on the use of outside agencies in health education.

Role of Parents

Parents/carers have the right to withdraw their child from sex education. Through the Governing Body the school will continue to consult with parents/carers and the wider community. The policy is available to all parents/carers.

