



Ysgol Bethania

Assessment Policy

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Signed by:

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Statement of intent

At Ysgol Bethania, an independent additional learning needs (ALN) primary school in Wales, assessment is integral to curriculum design, learning, teaching, wellbeing and the planning of additional learning provision. Assessment is used to build a holistic, strengths-based picture of each learner's progress from their individual starting point and to identify the next steps, support and challenge needed to enable them to move forward within an adapted curriculum aligned with the Curriculum for Wales.

We are committed to:

- Ensuring early and accurate identification of individuals' needs, so that support can be implemented.
- Involving all staff, pupils and parents in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets that are specific, measurable, achievable, realistic and time-bound (SMART).
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all.

The process of assessment is central to helping pupils progress and fulfil their potential. Assessment will not be treated as a separate activity or a single judgement; it will be embedded in everyday learning and teaching so that staff can understand where each learner is in their learning, what progress they are making, and what is needed next. Assessment information will be used to inform lesson planning, curriculum adaptation, resources, communication approaches, wellbeing support and additional learning provision.

We use assessments to inform whole-school objectives and training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class, or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

Assessment arrangements at Ysgol Bethania will support the four purposes of the Curriculum for Wales by helping learners to become ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals. For learners with ALN, this will include recognising progress in communication, engagement, independence, wellbeing, sensory regulation, social interaction, functional skills and the ability to apply learning in meaningful contexts.

Legal framework

This policy has due regard to relevant Welsh legislation and statutory guidance, including, but not limited to, the following:

- Curriculum and Assessment (Wales) Act 2021
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Additional Learning Needs Code for Wales 2021
- Education Act 2002, as it applies in Wales
- The Independent School Standards (Wales) Regulations 2024
- Equality Act 2010
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- Welsh Government and Hwb, Curriculum for Wales guidance
- Welsh Government, Supporting learner progression: assessment guidance
- Welsh Government, Progression Code
- Welsh Government, What Matters Code
- Welsh Government, Additional Learning Needs Code for Wales 2021
- Welsh Government, guidance for schools and local authorities on additional learning needs
- Welsh Government guidance on personalised assessments, reading, numeracy and learner progression where applicable

The school may also draw on recognised specialist curriculum frameworks, including the EQUALS Curriculum, where these are appropriate for learners with ALN and are adapted to support access to the Curriculum that is aligned with the Curriculum for Wales.

This policy operates in conjunction with the following school policies:

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Behaviour Policy
- Data Protection Policy

Roles and responsibilities

The proprietor is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy does not discriminate against pupils, in accordance with the school's Pupil Equality, Equity, Diversity and Inclusion Policy.
- Delegating powers and responsibilities to the headteacher to ensure relevant personnel and stakeholders are aware of and comply with this policy.
- Fully complying with all statutory responsibilities.
- Nominating a link director to ensure this policy and other linked policies are up to date.

- Appointing a Data Protection Officer to ensure compliance with data protection laws and practices.

The headteacher is responsible for:

- Ensuring this policy and other linked policies are kept up to date and reflect Welsh legislation, Curriculum for Wales guidance and the needs of learners with ALN.
- Ensuring assessment arrangements support learner progression, wellbeing, communication, independence and access to the Curriculum that is aligned with the Curriculum for Wales.
- Ensuring staff use assessment information to plan teaching, additional learning provision, interventions and IDP outcomes.
- Ensuring staff are trained to use agreed assessment approaches, including phonics assessment, GL Assessment tools where appropriate and Tapestry (Progression Steps).
- Ensuring curriculum pathways, including use of the EQUALS Curriculum where appropriate, are aligned to the Curriculum for Wales and reviewed through assessment evidence.
- Ensuring assessment evidence is gathered from a broad range of sources, including day-to-day learning, observations, learner voice, parent or carer contributions, specialist advice and standardised assessments where suitable.
- Ensuring assessment evidence is used appropriately in IDP reviews and annual review meetings.
- Ensuring assessment records are stored, shared and retained in line with data protection requirements.

The data protection officer/Proprietor is responsible for:

- Data management within the school.
- Compliance with the Data Protection Act 2018.
- Managing internal data protection activities.
- Ensuring risk and impact assessments are conducted in accordance with ICO guidance.
- Maintaining expert knowledge of data protection law and practices.
- Ensuring this policy and other linked policies are kept up to date.
- Ensuring this policy is in line with current legislation and guidance.
- Providing training and guidance for relevant staff.
- Making effective use of relevant research and information to improve this policy.
- Working closely with the headteacher, Teachers, data protection officer and proprietor

Teachers, and support staff are responsible for:

- Gathering accurate, proportionate and meaningful assessment evidence through everyday learning, observation, focused assessment and professional judgement.
- Using assessment information to identify strengths, barriers, next steps and appropriate support or challenge.
- Recording relevant assessment evidence on Tapestry and linking it to individual targets, progression steps and IDP outcomes where appropriate.
- Using baseline assessment to plan, review and adapt learning so that each learner follows an appropriate formal, semi-formal, informal or pre-formal curriculum pathway where needed.
- Administering phonics, reading, numeracy, wellbeing and standardised assessments only where they are appropriate to the learner's developmental stage, communication profile and access needs.
- Contributing assessment evidence to pupil progress meetings, moderation, IDP reviews and reports to parents or carers.
- Maintaining confidentiality and following data protection procedures when recording, uploading or sharing assessment information.

Pupils are responsible for:

- Engaging in assessment activities in ways that are appropriate to their age, stage, communication profile and wellbeing.
- Sharing their views about what helps them learn, what they are proud of and what they would like to improve, using their preferred communication methods.
- Taking part in reviewing their own progress and next steps where this is meaningful and accessible.

Accountability measures

Assessment at the school is aligned with the Curriculum for Wales and focuses on supporting individual learner progression rather than external accountability measures or narrow attainment data. The school will use assessment to understand whether learners are progressing in the ways described by the principles of progression and whether the curriculum, teaching and additional learning provision are enabling all learners to make meaningful progress.

- The progress each learner makes from their individual starting points across the Curriculum for Wales areas of learning and experience.
- The progress learners make against individual development plan (IDP) outcomes, additional learning provision and individual targets.
- Evidence of progress in literacy, numeracy, digital competence, wellbeing, communication, independence and engagement.
- The quality and consistency of assessment evidence used to inform teaching, support, moderation and reporting to parents or carers.

The school will review group and whole-school assessment information to evaluate curriculum effectiveness, identify barriers to learning, plan staff training and ensure that learners are supported and challenged appropriately.

Assessment information will also be used as part of the school's self-evaluation and improvement processes. Leaders will consider whether assessment evidence shows that the curriculum is broad, balanced, suitable, ambitious and accessible, and whether it supports learners to develop knowledge, skills and experiences across the areas of learning and experience and the mandatory cross-curricular skills of literacy, numeracy and digital competence.

Curriculum adaptation and assessment cycle

The school adapts its curriculum so that learning is aligned with the Curriculum for Wales while remaining accessible, meaningful and ambitious for learners with ALN. Curriculum planning will reflect the four purposes, the areas of learning and experience, the cross-curricular skills of literacy, numeracy and digital competence, and the need for learners to make progress from their individual starting points.

For learners in KS1 and KS2 who are working below their chronological age-related academic expectations, the school will use the EQUALS Curriculum as an adapted framework to support access to learning, communication, cognition, independence, engagement, wellbeing and preparation for future learning

The school may use formal, semi-formal, informal or pre-formal learning approaches where necessary, depending on each learner's developmental stage, communication profile, sensory needs, cognition, engagement and IDP outcomes. Some learners may access subject-specific learning with adaptations, while others may require a more developmental, functional, sensory, communication-led or independence-focused curriculum pathway.

Curriculum adaptation will be based on professional judgement, baseline assessment, learner voice, parent or carer views, specialist advice and evidence of progress over time. Decisions about curriculum pathway, teaching approach and assessment method will be reviewed regularly to ensure that learners are appropriately supported, challenged and able to demonstrate progress in ways that are meaningful for them.

Assessment will support a shared understanding of progression across the school. Staff will engage in professional discussion, moderation and review of assessment evidence so that there is consistency in how progress is identified, captured and used to plan next steps. This will include consideration of the Curriculum for Wales descriptions of learning, locally agreed progression steps, individual targets, IDP outcomes and evidence of progress in functional, developmental and communication-related areas.

Baseline, plan, review

The school will follow a baseline, plan, review cycle to ensure assessment is purposeful and compliant with Curriculum for Wales expectations. On entry, and at agreed transition points, staff will gather baseline information about each learner's communication, literacy, numeracy,

cognition, engagement, independence, wellbeing, sensory profile, physical access, prior learning and additional learning needs.

Baseline assessment will inform curriculum access, individual targets, phonics or literacy starting points, numeracy starting points, GL Assessment use where appropriate, Progression Steps evidence collection on Tapestry, IDP outcomes and additional learning provision. Planning will identify what the learner can do independently, what they can do with support, the barriers to learning, the strategies that support progress and the next small steps required.

Progress will be reviewed through day-to-day formative assessment, Tapestry observations, work samples, learner voice, parent or carer contributions, IDP review evidence, phonics assessments, GL Assessment information where suitable and professional discussion. Review outcomes will be used to adjust teaching, provision, resources, targets and curriculum pathway so that assessment remains forward-looking and supports each learner's progression.

The cycle will be forward-looking and learner-centred. Staff will use assessment evidence to decide what support, challenge, experiences, teaching approaches and environmental adaptations are needed next, rather than using assessment only to record what has already been achieved.

Where a learner does not make expected progress, staff will review whether the curriculum offer, learning environment, communication approach, sensory support, staffing, intervention, assessment method or additional learning provision needs to be amended. Any significant changes linked to ALN provision will be considered through the IDP review process and recorded appropriately.

- Assessment information from day-to-day formative assessment, observation, learner voice and targeted interventions.
- Phonics assessment information, including grapheme-phoneme correspondence, blending, segmenting, reading fluency and application in writing.
- Progression information linked to the descriptions of learning and the school's agreed progression steps.
- Evidence uploaded to Tapestry and any other approved school assessment systems.

The school will not print any copies of marking schemes until after pupils have taken the tests.

Keeping and maintaining records

The school will ensure that the collation, retention, storage and security of all personal information complies with data protection legislation.

Educational records will be maintained and disclosed to parents at their request; these records include information about current and former pupils.

The school will also keep curricular records on every pupil, keeping a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.

When transferring records to a pupil's new school, the headteacher will ensure the statutory requirements for the transfer are fulfilled.

The school's Data Protection Policy will be followed at all times.

Internal assessments

The school will undertake a planned and proportionate programme of internal assessments to support individual learner progression, identify barriers to learning, inform curriculum planning, guide additional learning provision and provide evidence for IDP reviews. Internal assessment will include formative assessment, professional observation, learner voice, work samples, targeted assessments and, where suitable, standardised tools.

Formative assessments will take place throughout a scheme of work and will be used to identify pupils' strengths and gaps in their skills and knowledge. Formative assessments will be used to identify next steps for learning and identify pupils who may need more support.

Formative assessment will include questioning, observation, responsive teaching, feedback, modelling, self-assessment, peer interaction where appropriate, and the use of communication methods that enable learners to show what they know, understand and can do. Staff will ensure that assessment methods are accessible and do not disadvantage learners because of communication, sensory, physical, emotional or cognitive needs.

Summative assessments will take place on a termly basis and will be used to assess pupils' knowledge and skills following completion of a scheme of work.

Records will be kept of pupils' performance in internal assessments.

Where appropriate, GL Assessment tools may be used to provide standardised information about learners' reading, spelling, numeracy, reasoning, wellbeing or learning profile. These assessments will not replace teacher judgement or Curriculum for Wales progression evidence; they will be used alongside everyday assessment, professional observations, learner voice, parent or carer information and specialist advice.

GL Assessment outcomes may include information from assessments such as the New Group Reading Test, New Group Spelling Test, Progress Test Series, CAT4 or other relevant tools, depending on the learner's age, developmental stage, access needs and ability to engage meaningfully with the assessment. Results will be interpreted carefully for learners with ALN and will be used to support planning, intervention, reasonable adjustments and discussion with parents, carers and professionals.

Use of GL Assessment tools

GL Assessment tools will be selected only where they are appropriate and useful for the learner. Staff will consider whether the assessment can be accessed without causing distress or producing misleading results. Access arrangements, familiarisation, breaks, assistive technology or adult support may be used where permitted and where they reflect usual practice.

The school may use GL Assessment information to establish baselines, identify reading or spelling gaps, understand cognitive strengths and needs, monitor intervention impact and support professional discussions. Standardised scores will be interpreted cautiously and will not be used in isolation to define a learner's ability, set ceilings on expectation or replace the professional judgement of teachers and specialists.

The school will inform pupils' parents about their child's performance in internal assessments during parents' evenings.

Phonics assessments

The school will use phonics assessments to identify each learner's current understanding of sounds, letters, blending, segmenting, decoding, reading fluency and early spelling. Assessments will be adapted to meet learners' communication, sensory, cognitive and physical needs and will be used to inform individual teaching approaches, reading intervention and additional learning provision.

Phonics assessment evidence may include observations, one-to-one assessments, reading records, work samples, speech and language information, intervention records and evidence captured on Tapestry. Outcomes will be reviewed regularly and used to set precise next steps for reading, spelling, communication and literacy across the curriculum.

Phonics assessment criteria

Assessment focus	Criteria to consider	Evidence may include
Environmental and auditory awareness	Responds to sounds, discriminates between sounds, identifies rhythm, rhyme, alliteration and changes in sound patterns.	Observation, listening games, adult notes, learner response, communication records.
Phonological awareness	Recognises words, syllables, onset and rime, rhyme families and oral blending or segmenting before print is introduced.	Small-group tasks, adult-led activities, speech and language evidence, Tapestry observations.
Grapheme-phoneme correspondence	Recognises taught graphemes, links letters or letter groups to sounds, recalls sounds with increasing independence and applies knowledge across contexts.	One-to-one checks, matching activities, reading records, work samples.
Blending for reading	Blends phonemes orally and in print, reads VC, CVC, CVCC, CCVC and longer words as appropriate, and	Reading sessions, decodable text records,

	uses phonics to attempt unfamiliar words.	adult annotation, intervention records.
Segmenting for spelling	Segments spoken words into phonemes, selects plausible graphemes, spells taught words and applies phonics in independent or supported writing.	Writing samples, dictated words, independent mark-making or writing, spelling checks.
Common exception and high-frequency words	Recognises and reads agreed high-frequency words, identifies irregular parts of words and applies known words in reading and writing.	Word reading records, writing samples, classroom observations.
Fluency, comprehension and application	Reads with increasing accuracy, pace and expression; uses phonics alongside meaning and context; demonstrates understanding of text at an appropriate level.	Running records, reading conversations, comprehension tasks, learner voice.
Access, engagement and independence	Shows readiness to engage, uses preferred communication, accepts prompts, generalises skills and demonstrates increasing independence.	Observation, engagement records, IDP target evidence, parent or carer contributions.

For learners with ALN, phonics criteria will be applied flexibly and developmentally. Staff will consider attention, sensory regulation, speech and language needs, motor access, visual or hearing needs, working memory, processing speed and emotional readiness. A learner may demonstrate understanding through speech, signing, eye gaze, pointing, assistive technology, gesture, object choice or another agreed communication method.

Phonics information will be reviewed at least termly, or more frequently where a learner is receiving targeted intervention. Staff will identify the learner's secure skills, emerging skills, barriers to progress and next teaching steps. Progress may be measured through small steps of development rather than age-related expectations.

Progression steps

The school will use the Curriculum for Wales principles of progression, descriptions of learning and locally agreed progression steps to support planning, assessment and reporting. Progression will not be treated as a checklist; it will be considered holistically, taking account

of each learner's starting point, ALN, communication profile, wellbeing, independence and ability to apply learning in different contexts.

Teachers will use assessment information to identify what each learner can do independently, what they can do with support, and what they need to learn next. Progression steps will inform individual targets, IDP reviews, intervention planning, moderation discussions and reports to parents or carers.

Progression will be considered over time and across contexts. Staff will look for evidence that learners can deepen understanding, increase independence, transfer skills, communicate choices, sustain engagement, solve problems, respond to feedback and use learning in meaningful real-life situations. This approach supports the Curriculum for Wales expectation that progression is continuous and individual rather than a fixed set of age-related milestones.

Use of Tapestry to monitor assessments

Tapestry will be used as a secure online system to record, monitor and review assessment evidence for learners. Staff will upload observations, photographs of learning, annotated work samples, intervention updates, phonics assessment evidence, GL Assessment summaries where appropriate, parent or carer contributions and comments linked to individual targets, progression steps and IDP outcomes.

Information recorded on Tapestry will be used to support professional discussions, moderation, IDP review meetings, communication with parents or carers and planning for next steps. Access to Tapestry will be managed in line with the school's Data Protection Policy, and staff will ensure that evidence is accurate, proportionate, respectful and relevant to learning and progress.

Using Tapestry for IDP reviews

Tapestry evidence will be used to support IDP reviews by showing what progress has been made towards agreed outcomes and additional learning provision. Before a review, the class teacher or assessment lead will check that relevant observations are up to date, linked to the correct targets or areas of learning, and show a balanced picture of strengths, needs, barriers and next steps.

For each IDP review, staff should use Tapestry to gather evidence under clear headings such as communication and interaction, cognition and learning, social, emotional and mental health, sensory and physical needs, independence, literacy, numeracy, wellbeing and engagement. Evidence should include what the learner can do independently, what they can do with support, what strategies have worked, and what barriers remain.

Tapestry summaries may be used during IDP meetings to support discussion with parents, carers, learners and professionals. Staff should select relevant examples rather than excessive evidence, ensuring that information is purposeful, respectful and linked to the learner's outcomes. Parent or carer observations added through Tapestry may be considered as part of the review where they show learning, generalisation, independence or support needs beyond school.

Where appropriate, learners will be supported to contribute to assessment and review through their preferred communication methods. This may include verbal responses, signing, symbols, objects of reference, photographs, assistive technology, eye gaze, gestures, choices, observation of engagement or adult interpretation based on agreed communication profiles.

Following an IDP review, agreed outcomes, provision changes and next steps should be reflected in Tapestry targets or notes where appropriate. Staff will continue to gather evidence against the updated outcomes so that progress can be monitored over time and reviewed at the next formal or interim review point.

Monitoring and review

This policy will be reviewed annually by the headteacher in collaboration with the Proprietor.

Any changes to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is 29/09/2026.