



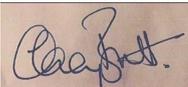
Teaching and Learning Policy

including Assessment, Recording and Reporting procedures



Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Ratified by Governing Body	Signature	Date
Headteacher: Angharad Bryn-Jones		1.10.25
Chair of Governors: Clancy Brett		1.10.25
Next review date: Sept. 26 or sooner pending teaching and learning developments		

This policy should be read in conjunction with the following policy:

- Curriculum Policy

This policy replaces the following policies:

- Feedback and Marking Policy
- Assessing, Recording and Reporting Policy

Our Vision is: At Ysgol Penmaes we continually strive to do more than just educate, it is our aim to offer every learner the opportunity to achieve their full potential in a safe, secure and enriching environment. We offer a curriculum that promotes ambitious, capable and informed learners at a developmentally appropriate level. Penmaes places a strong focus on the well-being of all, facilitated through highly effective communication processes. Learning is delivered in a way that facilitates an immersive multi-sensory curriculum that is fun and provides real life authentic experiences which help to build resilience; positively impacting development, whilst ensuring the promotion of collaboration and independence. As a special school, we ensure a common language for learning along with celebrating and embracing Cynefin/place whilst planning, teaching and learning ensures a broad, balanced and creative curriculum promoting the 4 purposes of the Curriculum for Wales and encouraging learners to be the best they can be.

Our Mission Statement is: Successful Healthy Individuals Nurturing

Excellence **Our School Values are fundamental:**

- Friendship and kindness
- Resilience and perseverance
- Empathy and trust
- Communication and respect
- Responsibility and teamwork
- Positivity and creativity
- Tolerance and trust

All of our values promote healthy, positive relationships. By modeling the values we aim to raise learners' self-esteem and confidence in learning, whilst creating a positive school community environment for all.

Policy statement:

This policy has been developed by the Teaching and Learning Working party at Ysgol Penmaes, which includes Teaching Assistants, Pupil Engagement Team, Higher Level Teaching Assistants, Teachers, Teaching and Learning Responsibility holders and Senior Leaders. The contents have been created using feedback from pupils, teachers, parents, senior leaders, governors and other stakeholders, and is created using evidence from a range of sources including the Estyn Framework for Special schools, HwB Enabling Learning guidance, Teaching Continua, internal questionnaires, and Teaching and Learning policies from other special schools.

This policy documents what **highly effective** teaching and learning looks like at Ysgol Penmaes.

Aims and rationale

The aim of this policy is to provide a consistent approach in the following key areas:

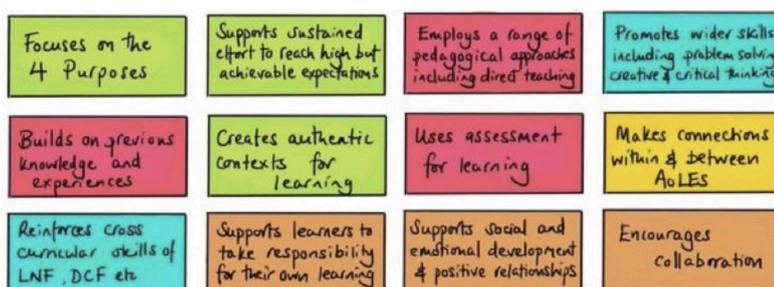
- Teaching
- Learning

This policy focus' on the:

- Enabling Adults
 - Effective Environments
 - Engaging Experiences
-

Teaching

Ysgol Penmaes recognises the importance and value of the 12 Pedagogical Principles, which underpin the Curriculum for Wales. We promote a community ethos to improve teaching; encouraging staff to identify and celebrate which of the principles underpins their teaching style, sharing of good practices and utilising the skills of others.



What does highly effective Teaching look like at Ysgol Penmaes?

Enabling Adults	Effective Environments	Engaging Experiences
Make all learners feel special	Are welcoming to all	Provide challenge
Are patient and understanding	Clean and tidy	Are engaging and exciting
Build confidence	Clutter free	Is rich with wider experiences in the local community and wider afield
Are inspiring	Safe- there is no equipment left out	Takes into account individual learning styles
Put pupil wellbeing as a priority	Safe- it is easy to escape in an emergency	Encourage independence
Celebrate successes	Safe- has access to safe spaces for quiet time	Teaches learners to take responsibility for their own actions
Set clear behaviour boundaries and expectations	Displays a class visual timetable	Promotes play and opportunities for relationship building between staff and learners and peers
Are non judgmental	Person centred	Ensures learners can work together by promoting sharing and turn taking
Consistent with all pupils	Where relevant, provides individual timetable	Are appropriately differentiated
Validate emotions	Where relevant, promote sensory/tactile experiences	Are based on developing skills for lifelong learning
Are highly trained and develop their professional learning	Well organised	Wide range of authentic experiences

Are fun and allow themselves to be playful	Are accessible for wheelchairs and the child's height	Allow for risk taking
Celebrate differences	Stimulating	Support ALP outcomes
Share ideas / good practice with colleagues	Enhances wellbeing	Improve the pupils quality of life
Change their teaching styles and method to suit the needs of the learner	Has an open door policy (including other pupils, staff, parents/carers)	Include a variety of group / paired / individual work
Actively engages with families/carers to have a good understanding of pupil needs	Secure	Personal motivators are used
Ensures pupil voice is heard	Contain high quality resources	Ensure full use of specialist rooms have a clear learning focus
Are good role models and model good practice	Pupil needs are displayed for staff	Builds upon prior knowledge
Meet regularly as a class team to discuss learners		Develops functional skills
Work together in a multi-disciplinary way		Uses a range of resources to promote self- regulation
Asks for support from colleagues		Develop literacy, numeracy and digital skills alongside the areas of learning and experience.
Have an understanding of pupils' communication needs		Provide opportunities to develop gross and fine motor skills
Plan a variety of teacher and pupil led activities		Stage appropriate play
Provides clear learning objectives and outcomes		Have a good balance of practical and non-practical tasks
Uses P.A.C.E.		Promote roles within the class/school
Allows processing time		Uses a range of teaching approaches e.g. TEACCH, TiS, carousel learning
Are aware of key plans e.g.		Meets behavioural needs of the

ISP/ISP+/RAR/IHCP		pupil
Are flexible		Planned for, organised and structured
Provides adequate support, but does not over help		
Organised		

At Ysgol Penmaes, we believe excellent teaching ensures all our learners are motivated and engaged and this, in turn, secures progress in learning (e.g. within a lesson / across a series of sessions or over a longer period of time).

The Professional Teaching Standards are monitored through highly effective Performance Management and quality assurance processes.

Learning

At Ysgol Penmaes, we acknowledge that everyone learns in many different ways and that we need to develop a wide range of strategies that allow our learners to find the way that best suits them.

What does highly effective Learning look like at Ysgol Penmaes?

Enabling Adult	Effective Environments	Engaging Experiences
Planning and learning shows sequential learning	Pupils feel welcomed and safe	Pupils are having fun
Pupils are given regular feedback in a timely manner	A total communication environment	Pupils are motivated
Pupils are praised and their achievements are recognised and celebrated	Clear expectations are displayed and regularly referred to	Pupils are as independent as possible
Pupils are given realistic goals to improve	Important information is displayed and up to date	Pupils are interested
Uses next steps to inform teaching	Visual timetable	Pupils are happy
Pupils learning styles are being	There are clear, established	Pupils are taught transferable

met	routines	skills
Pupils wellbeing and emotional needs are being met	There are displays are instrumental in celebrating learning, success and provide learning tools	Pupils are engaged
All adults use assessment for learning strategies	There is a range of appropriate, stimulating, accessible and well-kept resources	Pupils have access to appropriate, accessible, stimulating resources
All adults consistently use assessment of/for learning strategies	Pupils are calm / regulated / ready to learn	Pupils are challenged
Learners are provided with appropriate feedback within a timely manner	The classroom environment promotes learning	There are opportunities to experience authentic learning – both indoors and outdoors (where possible)
Qualitative and quantitative data is used to report on progress	There are clear structures, routines and familiarity	Experiences promote equity
All adults consistently use assessment of/for learning strategies		Pupils can meet purposeful success criteria
Learners are provided with appropriate feedback within a timely manner		Pupils health care and behavioral needs are supported
Qualitative and quantitative data is used to report on progress		
Progress reports are used to inform teaching		

Effective learning can be provided through:

- independent work
- group / paired work
- whole class teaching
- investigations and problem-solving activities.
- research and promoting a desire to 'find out'
- effective questioning
- using technologies
- outdoor learning and visits
- carousel learning
- external agencies

Assessment, Recording and Reporting

The term assessing refers to a spectrum of activities carried out to define a pupil's achievements, understanding or progress. We also demonstrate the value added for each pupil; this refers to the pupil's current attainment against previous attainment. This in turn is used as evidence to show the impact of teaching and learning upon each pupil.

Having a clear understanding of Assessment, Recording and Reporting will:

- Ensure a consistent approach to ARR throughout the school.
- Improve the quality of Teaching and Learning.
- Promote continuous assessment as an integral part of teaching and learning.
- Ensure assessing procedures meet the needs of the learners.
- Ensure assessments are used to inform teaching strategies, curriculum planning, and intervention.
- Support staff commitment to refining their assessing skills.
- Monitor and support students' academic, social, and personal development from ages 3 to 19 in terms of:
 1. Additional Learning Plans (ALPs) targets listed in Individual Development Plans (IDPs)
 2. Routes for Learning
 3. The 6 Areas of Learning and Experience (AoLE)
 4. Cross curricular subjects: Literacy, Numeracy and Digital Competence framework (LNF and DCF), Relationships and Sex Education (RSE), Religion, Values and Ethics (RVE) and for learners over 8 years, Careers and Work, Related Education (CWRE).
- Qualifications of WJEC Pathways or ASDAN
- Individual support plan's + (ISP+)
- Communication methods
- Ensure all staff have an understanding of pupil learning outcomes.
- Inform stakeholders about ARR within Penmaes.
- Meet statutory requirements and align with national standards for assessment and reporting.

What does highly effective Assessment look like at Ysgol Penmaes?

The type of assessment will depend on the work that has been produced. For example, pupils in the senior department will sit a WEST assessment once a year to gain

summative assessment data, whereas pupils working on pre-progression steps will be assessed asking simple formative assessment questions. The types of assessments used at Ysgol Penmaes are:

Formative Assessment:	Summative Assessment:	Diagnostic Assessment:	Norm-Referenced Assessment:	Criterion-Referenced Assessment:
Ongoing assessments conducted during the learning process to provide feedback and guide instruction. This includes simple questioning, observations, quizzes, and informal assessments.	Evaluations that occur at the end of an instructional period to measure student learning against defined standards. This includes end-of-term tests, prior learning projects, and WEST assessments.	Assessments used to identify students' prior knowledge, skills, and learning needs at the beginning of a new topic or course. These are tracked using the school Tracking Tool.	Assessments that compare a student's performance to that of their peers. These are documented in whole school data packs.	Assessments that measure student performance against predefined criteria or learning objectives. These include, but are not limited to, WJEC and ASDAN accreditations.

Assessment Procedures:

Assessment Procedures for Routes for Learning Pupils
<ul style="list-style-type: none"> ● Pupils with profound learning difficulties who cannot access the Curriculum for Wales pathway with an AOLE focus, follow the Curriculum for Wales Routes for Learning pathway. ● Pupils following the Routes for Learning Pathway will be assessed against the Learning Intention and Statement of What Matters listed in AOLE, LNF, DCF and RSE progression plans. ● The Routes for Learning curriculum provides a clear 12-themed pathway to describe elements that enhance learner development. Descriptions determine how secure the pupil is within the 12 themes. ● Observations, developmental milestones, teacher assessments, non-standardised assessments and professional dialect will determine the most appropriate pupil level for each of the 12 themes.
Marking Procedures for Routes for Learning Pupils
<ul style="list-style-type: none"> ● RfL pupils will benefit from visual aids for marking such as dojo points, smiley faces, traffic lights, objects of reference, etc. However, it is important to outline that written comments still benefit those who cannot read, as they aid members of staff working with them, providing information relating to learning intentions/objectives and steps towards success. ● Verbal feedback should be given during the lesson allowing learners to think about their learning and to make improvements to their work there and then. ● Some learners may need feedback given in other ways other than/or in addition to verbal communication, such as accompanying signs, symbols or photographs. ● Discussions with learners, where applicable, should promote self-assessment through modelling and questioning to support learners in recognising how well they have done as well as any areas for development. ● Marking and feedback should be clearly linked to learning intentions/objectives.

- The date and learning intention/objective will be evident on every piece of work.
- Marked work will be dated and signed by the member of staff.
- Learners who are following the Curriculum for Wales syllabus aged 3-14 years will follow the marking slip strategy, whereby the slip is attached to at least 10 pieces of work and staff will add a comment.
- Three times a term, the class team will complete Learning Journey documentation as part of ongoing assessment.
- All work should be marked in black ink or in a suitable colour for those with visual impairment.
- Where applicable all comments on work should be read to the learner, it may be that they don't fully understand but the right use of intonation should help convey the message.
- Comments on learners' work should include the Welsh language.
- Learners' work can be marked by the teacher and TAs in the class. If a TA is supporting an individual or a group it may be more relevant for them to mark the learners work. Teachers will monitor the feedback after each session.
- Learners will be encouraged to think about their learning and self-evaluate during each session using the strategies included in this policy.
- Where work evidence is in the form of photographs or video, the policy still applies.

Coding systems for Routes for Learning Pupils.

A coded system will be used to show the level of independence when completing work.

Coded levels of support

Code	Definition
NH	No Help – pupils were able to work independently. Staff should still annotate the work as to the nature of completion and successful achievement of Learning Objective
SH	Spoken/Signed Help - Pupils were helped by staff speaking or signing suggestions to the pupil. It is important that the level and/or degree of support is annotated.
GH	Gestural Help – Help was given by staff using hand signals or other gestural prompts.
PH	Physical Help – Help was given by staff either by holding or guiding the pupil.
SE	Sensory Experience – help was given or pupil was taught through a sensory experience, e.g. hearing, touch, sight, smell or taste.
ER	Experience Recorded – The pupil was given an experience of the activity but was unable to take part.

Descriptions determine how secure the pupil is within the progression step level:

Rarely - This hasn't been witnessed within the context or the child hardly ever exhibits this and may display the opposite.

Emerging- With a familiar adult offering reminders, in a familiar setting and familiar activity, the child occasionally shows this.

Developing- Occasionally the child may demonstrate independently without reminders in a familiar and activity around familiar adults.

Secure- The child has developed mastery and independence, they almost always demonstrate this skill in a range of settings, both familiar and unfamiliar with new activities and unfamiliar adults.

Assessment Procedures for Curriculum for Wales Pupils

- Pupils aged 3-16 years follow the Curriculum for Wales pathway, which focus on the six AOLES (Languages, Literacy and Communication, Maths and Numeracy, Expressive Arts, Science and Technology, Health and Wellbeing and Humanities) and other cross curricular subjects of RSE, CWRE, RVE, LNF and DCF.

- Progression plans are written every term for the AOLEs, RSE and LNF and DCF, which stipulate which Learning Intention and Statement of What Matters are being studied. These are supported by an overall theme for the term. Each AOLE and LNF/DCF describes a progression step outcome.
- The teacher, in collaboration with the class team, will identify what step the learner is working on at the beginning of the term (baseline) and again at the end of term (final).
- Currently, RVE and CWRE are not assessed however coverage is tracked.
- Observations, developmental milestones, teacher assessments, non-standardised assessments and professional dialect will determine the most appropriate pupil progression step. This is currently being developed to ensure there is a clear understanding of how different levels are represented.

Marking Procedures for Curriculum for Wales Pupils

- There are many learners at Penmaes who are unable to read and will benefit from visual aids for marking such as dojo points, smiley faces, traffic lights, objects of reference, etc and will be determined by the class team. However, it is important to outline that written comments still benefit those who cannot read, as they aid members of staff working with them, providing information relating to learning intentions/objectives and steps towards success.
- Verbal feedback should be given during the lesson allowing learners to think about their learning and to make improvements to their work there and then.
- Some learners may need feedback given in other ways other than/or in addition to verbal communication, such as accompanying signs, symbols or photographs.
- Discussions with learners, where applicable, should promote self-assessment through modelling and questioning to support learners in recognising how well they have done as well as any areas for development.
- Marking and feedback should be clearly linked to learning intentions/objectives.
- The date and learning intention/objective will be evident on every piece of work.
- Marked work will be dated and signed by the member of staff.
- Learners who are following the Curriculum for Wales syllabus aged 3-14 years will follow the marking slip strategy, whereby the slip is attached to at least 10 pieces of work and staff will add a comment.
- Three times a term, the class team will complete Learning Journey documentation as part of ongoing assessment.
- All work should be marked in black ink or in a suitable colour for those with visual impairment.
- Where applicable all comments on work should be read to the learner, it may be that they don't fully understand but the right use of intonation should help convey the message.
- Comments on learners' work should include the Welsh language.
- Learners' work can be marked by the teacher and TAs in the class. If a TA is supporting an individual or a group it may be more relevant for them to mark the learners work. Teachers will monitor the feedback after each session.
- Learners will be encouraged to think about their learning and self-evaluate during each session using the strategies included in this policy.
- Where work evidence is in the form of photographs or video, the policy still applies.

Coding systems for Curriculum for Wales Pupils.

A coded system will be used to show the level of independence when completing work.

Descriptions determine how secure the pupil is within the progression step level:

Rarely - This hasn't been witnessed within the context or the child hardly ever exhibits this and may display the opposite.

Emerging- With a familiar adult offering

Coded levels of support

Code	Definition
NH	No Help – pupils were able to work independently. Staff should still annotate the work as to the nature of completion and successful achievement of Learning Objective
SH	Spoken/Signed Help - Pupils were helped by staff speaking or signing suggestions to the pupil. It is important that the level and/or degree of support is annotated.
GH	Gestural Help – Help was given by staff using hand signals or other gestural prompts.
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reminders, in a familiar setting and familiar activity, the child occasionally shows this.

Developing- Occasionally the child may demonstrate independently without reminders in a familiar and activity around familiar adults.

Secure- The child has developed mastery and independence, they almost always demonstrate this skill in a range of settings, both familiar and unfamiliar with new activities and unfamiliar adults.

Assessment Procedures for WJEC Pathways or ASDAN Pupils

- Pupils aged 16 or over are given the opportunity to study WJEC Pathway qualifications, ASDAN, or a combination of both. This is determined by WEST assessment data, professional dialect and pupil need.
- Assessment for both qualification pathways require internal and external moderation and pupils have to show they have met criteria stipulated by the examination board to gain the qualification.
- Pupils following the qualifications pathway require ongoing formative and summative assessment to ensure they are on track to achieve the desired qualification.
- Assessment format and deadline dates for qualifications are determined by the examination board, However, pupils must be provided with meaningful feedback.

Marking Procedures for WJEC Pathways Pupils

- Twice a year, pupils aged 15 or older may follow WJEC pathways to gain qualifications in subjects such as Humanities, Literacy and more. In order to gain the qualification, pupils must show they have understood and met the Learning Objective and Assessment Criteria for that subject as defined by the WJEC (e.g. LO and AC 1.1).
- Marking will involve commenting on every piece of work to show how the learner has met the learning intention and assessment criteria.
- Marked work will be transferred onto the WJEC supporting proforma and moderated by the agreed date. All moderated marked work will be submitted onto the WJEC website and those who are called for sample will be uploaded onto the portal.
- To support the understanding of the Learning Objective and Assessment Criteria, pupils may complete work that does not need to be moderated. For unmoderated work, feedback could be verbal and should be given during the lesson allowing learners to think about their learning and to make improvements to their work there and then.

- Verbal feedback should be given during the lesson allowing learners to think about their learning and to make improvements to their work there and then. This immediate approach is often the most appropriate and effective form of feedback to many learners.
- Some learners may require feedback given in other ways other than/or in addition to verbal communication, such as accompanying signs, symbols or photographs, whereas others may need written feedback in the form of a comment or remark. Where applicable, all comments on work should be read to the learner. It may be that they don't fully understand but the right use of intonation should help convey the message.
- Comments on learners' work should include the Welsh language.
- All work should be marked in black ink or in a suitable colour for those with visual impairment.
- Discussions with learners, where applicable, should promote self-assessment through modelling and questioning to support learners in recognising how well they have done as well as any areas for development.
- Three times a term, the class team will complete Learning Journey documentation as part of ongoing assessment.
- Learners' work can be marked by the teacher and TAs in the class. If a TA is supporting an individual or a group it may be more relevant for them to mark the learners work. Teachers will monitor the feedback after each session.
- Learners will be encouraged to think about their learning and self-evaluate during each session using the strategies included in this policy.
- Where work evidence is in the form of photographs or video, the policy still applies.

Marking Procedures for ASDAN Pupils

- Some pupils aged 15 or older may follow ASDAN as a suitable pathway to gain qualifications in subjects such as lifeskills, towards independence and more. In order to gain the qualification, pupils must show they have understood and met the Learning Objective and Assessment Criteria for that subject as defined by the ASDAN.
- Marking will involve commenting on every piece of work to show how the learner has met the learning intention and assessment criteria. Completed work will be transferred onto the ASDAN portal once a year, and moderated by the agreed date.
- To support the understanding of the Learning Objective and Assessment Criteria, pupils may complete work that does not need to be moderated. For unmoderated work, feedback could be verbal and should be given during the lesson allowing learners to think about their learning and to make improvements to their work there and then.
- Verbal feedback should be given during the lesson allowing learners to think about their learning and to make improvements to their work there and then. This immediate approach is often the most appropriate and effective form of feedback to many learners.
- Other learners may benefit from visual aids for marking such as smiley faces, traffic lights, objects of reference, etc and will be determined by the class team. However, it is important to outline that written comments still benefit those who cannot read, as they aid members of staff working with them, providing information relating to learning intentions/objectives and steps towards success.
- Some learners may require feedback given in other ways other than/or in addition to verbal communication, such as accompanying signs, symbols or photographs, whereas others may need written feedback in the form of a comment or remark. Where applicable, all comments on work should be read to the learner. It may be that they don't fully understand but the right use of intonation should help convey the message.
- Comments on learners' work should include the Welsh language.
- All work should be marked in black ink or in a suitable colour for those with visual impairment.
- Discussions with learners, where applicable, should promote self-assessment through modelling and

questioning to support learners in recognising how well they have done as well as any areas for development.

- Three times a term, the class team will complete Learning Journey documentation as part of ongoing assessment.
- Learners' work can be marked by the teacher and TAs in the class. If a TA is supporting an individual or a group it may be more relevant for them to mark the learners work. Teachers will monitor the feedback after each session.
- Learners will be encouraged to think about their learning and self-evaluate during each session using the strategies included in this policy.
- Where work evidence is in the form of photographs or video, the policy still applies.

Coding systems for WJEC Pathways or ASDAN Pupils.

A coded system will be used to show the level of independence when completing non moderated work.

Coded levels of support

Code	Definition
NH	No Help – pupils were able to work independently. Staff should still annotate the work as to the nature of completion and successful achievement of Learning Objective
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Emerging- With a familiar adult offering reminders, in a familiar setting and familiar activity, the child occasionally shows this.

Developing- Occasionally the child may demonstrate independently without reminders in a familiar and activity around familiar adults.

Secure- The child has developed mastery and independence, they almost always demonstrate this skill in a range of settings, both familiar and unfamiliar with new activities and unfamiliar adults.

Additional Learning Plans (ALPs) targets

Learners will be assessed against the ALP targets documented in their IDPs. Progress will be recorded three times a year through each pupil's individual learning journey. If required, new learning intentions will be set annually, in collaboration with parents/carers and other relevant professionals. If there is a requirement to review learning intentions sooner due to significant improvements being made, IDP reviews will be called sooner.

Individual support plan's + (ISP+)

All pupils' at Ysgol Penmaes have an ISP, which documents academic, social and personal development needs. Some pupils, who have persistent challenging behaviour as per definition in the Pupil Behaviour, Physical Intervention and Restrictive Practice Policy, require an Individual Support Plan+ (ISP+). ISP+ details the type of challenging

	<p>behaviour and approaches to supporting the behaviour. ISP+ indicates there is a need for intervention, such as support from the Pupil Engagement Team (PET), Thrive, ELSA or external agencies.</p> <p>Termly, ISP+ are reviewed and numbers are reported to indicate the level of need and support across the school. ISP+ documentation indicates the need for staff training and external support. ISP+ are documented on the whole school Tracking Tool.</p>
<p>Communication methods</p>	<p>All pupils have access to support from a Speech and Language Teaching Assistant specialist who can advise on the most appropriate communication method. This may indicate that a pupil can be supported internally by tools such as widget visuals or objects of reference, or they would need further referral to Speech and Language services. The most appropriate method of communication is reported on the whole school Tracking Tool and indicates the need for staff training or external support.</p>

What does highly effective Recording look like at Ysgol Penmaes?

Recording is the means by which pupil progress and achievement is noted.

At Ysgol Penmaes;

- Teachers are responsible for maintaining accurate records of all assessments.
- Records should include formative and summative assessments, standardised test scores, and other relevant data using the Tracking Tool and CPOMS.
- Confidentiality of student assessment records must be maintained in accordance with GDPR regulations and school data protection policies.
- The marking of learners' work must adhere to the Feedback and Marking described in this policy.
- Non-paper based learning is to be recorded in class/pupil observation files, learning journeys and Google drives. They may incorporate the use of observations, photographs, audio/video recordings and staff notes.
- Where applicable. samples of work are to contribute to Learning Journeys.
- TLR holders and SLT may collect evidence to help raise standards and improve quality.
- WJEC Pathways and ASDAN leads collect evidence for internal standardisation and for External Quality Assurance purposes.
- Records are to be stored electronically for termly Learning Journey update reports.
- Learner progress and achievements are recorded on learners' work, in observation records, in home/school books (for a very few), in learners' progression files, curriculum learning journeys, on Class Dojo, in celebration Assemblies and Celebration ceremonies as well as through more formal assessment methods e.g.

learner curriculum journey reports and RfL maps.

- End of year curriculum Learning Journey reports are kept electronically on a shared Google Drive.
- Learners are assessed in order to obtain a baseline in the first six weeks of attendance following admission to school and the outcomes are reported in the Learning Journey.
- Learners joining the school at other times are also assessed within the first 6 weeks inline with CfW/pathway guidance.
- Accurate useful summative assessment data, where relevant and appropriate, is collected that can inform future teaching and improved learning. This is observed during termly work scrutiny and within class data packs.

What does highly effective Reporting look like at Ysgol Penmaes?

Information gained on pupil progress and achievement is reported both formally and informally to:

- Learners - praise, rewards such as star charts, Tocyn Iaithe, stickers, certificates and in front of whole school in Special Mentions Assemblies, Achievement Cups, Class Dojo points and Celebration Ceremonies
- Parents/carers - home/school books (for a very few), Class Dojo, emails and phone calls, reviewed IDPs, termly/annual School Reports, IDP review meetings, parents afternoons, celebration events, annual Governors Report to parents.
- Local and national government - statutory reporting
- Other agencies – TAF/multi-agency meetings, CLA meetings and IDP reviews that include learning intentions, additional learning provision and school reports
- Local Community – local media, social media and school website.
- School Improvement Advisor - school visits.

The following assessments are used to report on progress:

- Annual reports, learning journeys, parents afternoon/evenings and IDP Reviews are established ways in which assessment is reported to parents/carers.
- Written reports, re-assessment and IDP Reviews are statutory means of informing the Local Authority and parents about the progress of learners.
- An IDP and ALPs are set annually for learners and are monitored by the Senior Leadership Team (SLT) on a termly basis to ensure progression for learners.
- Evidence collected should be annotated and recorded either in written form or

electronically to support teacher assessment throughout the school.

- Termly class and annual school data packs report on progress across the curriculum, as well as behaviour and wellbeing outcomes.

