

Polisi Asesu

Assessment Policy

Ysgol Babanod Morfa Nefyn



1. Cyflwyniad

1.1 Amcanion y polisi

- I ddarparu fframwaith cytunedig a chyson i holl athrawon yr ysgol
- I ddatblygu agwedd cyson i asesu ar draws yr ysgol.
- Drwy weithredu'r polisi, hwyluso'r cynnydd a ddengys gan ddisgyblion yn eu dysgu.
- I sefydlu fframwaith ar gyfer asesu, monitro ac adrodd ar gynnydd a fydd o ddefnydd i holl rhanddeiliaid y broses sef y disgybl, y rhieni, yr athrawon, yr uwch dim arwain a'r awdurdod addysg lleol.

1.2 Polisiâu Cysylltiedig / Dogfennau Cysylltiedig

- Polisi Cwricwlwm
- Polisiâu cwricwlaidd perthnasol
- Polisi Anghenion Dysgu Ychwanegol
- Amserlen Asesu, Adroddiadau a Thracio
- Trefniadau asesu statudol ar gyfer Diwedd Cyfnod Allweddol (Llywodraeth Cymru)

2. Rhesymeg

2.1. Pwrpas asesu, cofnodi ac adrodd

- I helpu'r disgyblion i wybod beth maent yn gwneud yn dda a beth sydd angen iddynt ei wneud er mwyn gwella.
- I roi gwybodaeth i athro am wybodaeth a dealltwriaeth bresennol disgybl er mwyn gallu cynllunio ar gyfer ei gynnydd pellach
- I hysbysu'r rhieni ar gynnydd eu plentyn.
- I fonitro cynnydd disgyblion.
- I alluogi'r UDA/Pennaeth a'r Corff Llywodraethol i adnabod cryfderau a meysydd i wella ar draws yr ysgol a'u galluogi i gynllunio'n strategol ar gyfer hynny.

2.2 Egwyddorion Sylfaenol Asesu, Cofnodi ac Adrodd

- Bydd pob athro yn dilyn egwyddorion sylfaenol y polisi asesu, chofnodi ac adrodd ysgol gyfan. Bydd hyn yn datblygu cysondeb yn yr asesu o fewn ac ar draws dosbarthiadau
- Mae asesu yn rhan annatod o'r dysgu ac addysgu – mae'n broses barhaus a dylai fod yn sail i gynllunio ar gyfer cynnydd disgyblion
- Bydd yr amcanion asesu yn deillio o ofynion statudol y Cwricwlwm Cenedlaethol a'r Fframweithiau Trawsgwricwlaidd presennol a gofynion Y Cwricwlwm newydd Gymru a'r fframweithiau diwygiedig
- Bydd athrawon yn gwneud defnydd o ddulliau crynodol a ffurfiannol wrth asesu. Bydd dulliau asesu ffurfiannol (asesu ar gyfer dysgu) wedi eu hymgorffori i mewn i bob gwers.
- Bydd athrawon yn rhoi cyfleoedd i ddisgyblion i hunan asesu ac i roi adborth i gyfoedion ar sail deilliannau dysgu a meini prawf llwyddiant
- Bydd athrawon yn rhannu deilliannau gwers neu gyfres o wersi gyda'r disgyblion a hynny mewn iaith sydd yn ddealladwy iddynt.
- Bydd athrawon yn asesu yn rheolaidd drwy waith cartref a gwaith dosbarth.
- Bydd athrawon yn dilyn protocol neu bolisi cytunedig yr ysgol i farcio gwaith disgybl.

- Bydd pob athro yn defnyddio dull hylaw i gofnodi ac i fonitro cynnydd disgyblion. Byddant hefyd yn cofnodi a thargeddu cynnydd disgyblion mewn bas data ysgol gyfan yn ôl y gofyn.

3. Asesu

Mae asesu yn digwydd drwy gyfuniad o ddulliau ffurfiannol a chrynodol:

3.1 Asesu ar gyfer dysgu (Asesu ffurfiannol)

Golyga asesu ffurfiannol bod athrawon yn defnyddio gwybodaeth am gyrhaeddiad presennol disgyblion ac yn addasu'r dysgu i sicrhau eu bod yn gwneud cynnydd. Digwydd hyn yn naturiol mewn gwersi drwy'r dydd, bob dydd, funud wrth funud.

Dylai egwyddorion strategaethau asesu ffurfiannol gael eu ymgorffori'n naturiol i drefn gwersi a chynllunio tymor byr a ddylent fod wrth wraidd trafodaethau rhwng athrawon a disgyblion ynglŷn â lle'n union mae'r disgybl o ran ei ddysgu a'i ddealltwriaeth presennol a beth sydd angen digwydd nesaf i symud y dysgu yn ei flaen. Er mwyn sicrhau bod asesu ffurfiannol yn effeithio ei weithrediad, mae'n greiddiol sicrhau'r hinsawdd dosbarth priodol ar gyfer gweithredu e.e. lle mae disgyblion yn teimlo'n ddiogel i gymryd risg, gwneud camgymeriadau, rhoi tro ar bethau anghyfarwydd, herio eu hunain.

3.1.1 Rhannu deilliannau dysgu a llunio meini prawf llwyddiant gyda disgyblion

- Dylid pennu a rhannu deilliannau dysgu clir i wers/ cyfres o wersi, yn iaith y plentyn
- Dylid llunio meini prawf llwyddiant ar y cyd gyda disgyblion. Gwneir hyn yn aml wrth edrych ar fodolau o arfer dda. e.e. Gwaith ysgrifenedig, proses o ddatrys problem, arddangos sgil benodol. Dylid defnyddio'r uchod yn gyson fel sail i drafodaethau am gynnydd yn ystod ac ar ddiwedd gwrs ac wrth roi adborth llafar ac ysgrifenedig gan athrawon a chyfoedion

3.1.2 Defnyddio technegau cwestiynau effeithiol yn y dosbarth

- Pwrpas cwestiynu yw i athro allu asesu dealltwriaeth a gwybodaeth disgyblion er mwyn gallu cynllunio camau nesaf eu dysgu yn y munudau sy'n dilyn. Mae hefyd yn rhoi cyfle i ddisgyblion wneud yr un modd yn ogystal â rhoi cyfle iddynt feddwl ac efallai roi llais i'r meddyliau hynny.
- Mae angen gofyn amrywiaeth o gwestiynau i sicrhau bod disgyblion yn cael cyfle i esbonio neu ymhelaethu ar eu meddwl a'u hatebion e.e. Tacsonomi Bloom,
- Dylid caniatáu digon o amser i ddisgyblion feddwl cyn ateb e.e. drwy ddefnyddio partneriaid trafod i rannu syniadau, byrddau gwyn bach i ddisgyblion ysgrifennu atebion
- Mae angen defnyddio amrywiaeth o strategaethau i sicrhau bod amrywiaeth o ddisgyblion yn ateb e.e. defnyddio preniau lolipop i ddewis disgybl ar hap i ateb, dim dwylo i fyny lle'n briodol

3.1.3 Adborth llafar ac ysgrifenedig

Mae adborth yn dod ar sawl ffurf a dylai fod yn rhan annatod o bob gwrs. Bydd yr adborth gorau, boed ysgrifenedig neu lafar, yn annog disgyblion i ymfalchïo yn eu gwaith a chyfathrebu'n glir i'r disgyblion sut y gallent wella. Fe ddylai disgyblion wedyn ymateb i'r adborth llafar neu ysgrifenedig a gwella eu gwaith.

- Dylai fod yn benodol, yn glir ac yn seiliedig ar y deilliannau dysgu a'r meini prawf llwyddiant
- Dylai fod yn amserol ac ymateb i anghenion y dysgwr unigol fel y gall fod yn rhan weithredol o'r adborth.
- Dylid creu deialog, yn llafar ac ysgrifenedig: rhwng yr athro/athrawes a'r disgybl, rhwng y disgyblion yn gyffredinol, neu rhwng y disgybl a'i hun.
- Mae'n hanfodol caniatáu amser i'r disgyblion ymwneud â'r adborth a gweithredu'r hyn maent yn teimlo sy'n berthnasol ac yn bwysig i symud eu dysgu ymlaen.

3.1.4 Hunan asesu ac adborth cyfoedion

- Mae adborth cyfoedion a hunan asesu yn arfau dysgu pwysig a dylent ddigwydd yn rheolaidd. Dylid hyfforddi disgyblion ar sut i weithio'n effeithiol fel partneriaid trafod ac i allu rhoi adborth adeiladol i gyfoedion yn seiliedig ar ddeilliannau dysgu a meini prawf llwyddiant clir.

3.2 Asesu'r Dysgu (crynodol)

Mae Asesu crynodol yn mesur cynnydd disgybl ar ddiwedd cyfnod penodol e.e. diwedd uned o waith, diwedd blwyddyn ysgol neu ar ddiwedd cyfnod allweddol. Mae'n cynnwys profion, aseiniadau, , a.y.b. Bydd aseiniadau o'r fath fel arfer yn derbyn lefel, gradd, marc neu ganran.

Defnyddir yr wybodaeth yma law yn llaw gydag asesu ffurfiannol er mwyn:

- Orlhain cynnydd disgyblion dros amser o ran dangosyddion perfformiad pwysig e.e. canran o ddisgyblion sydd ar drac i gyrraedd Deilliannau(CS) neu Lefelau (CA2) penodol ar ddiwedd y Cyfnod Sylfaen neu Gyfnod Allweddol 2
- Adnabod anghenion ac olrhain cynnydd unigolion er mwyn darparu ymyrraeth briodol a sicrhau eu cynnydd

4. Gosod Targedau

Ar ddechrau pob blwyddyn academaidd, bydd yr ysgol yn gosod targedau diwedd cyfnod i holl ddisgyblion yr ysgol. Adolygir y targedu hyn yn barhaus ar sail gwybodaeth ddiweddaraf asesu ffurfiannol a chrynodol

4.1 Targedau disgyblion unigol

- Bydd pob disgybl yn derbyn deilliant neu lefel darged ar gyfer diwedd y cyfnod sylfaen a cyfnod allweddol 2.
- Bydd athrawon yn cofnodi cynnydd y disgybl yn ystod y flwyddyn wrth weithio tuag at y lefel darged.
- Defnyddir y targedau yma fel sail i adolygu cynnydd y disgybl yn eu pynciau. Os canfyddir bod disgybl yn tangyflawni yna bydd strategaethau i fynd i'r afael a thangyflawni yn cael eu gweithredu.

4.2 Data Asesu

- Mae'r ysgol yn defnyddio'r data asesu canlynol ar gyfer gosod targedau ac olrhain cynnydd disgyblion:
 - A. Aseiniadau athrawon CS a CA2
 - B. Gwybodaeth am berfformiad grwpiau gwahanol o ddisgyblion
 - C. Profion llythrennedd a rhifedd cenedlaethol

- Ch Profion mewnol diagnostig
- D. System olrhain cynnydd mewnol

5 Cofnodi

- Bydd athrawon yn gyfrifol am gofnodi asesiadau ar ffurf electronig yn unol â threfniadau'r ysgol.

6 Monitro a Safoni

6.1 Monitro ac Arfarnu

- Bydd y Pennaeth am weithredu'r polisi asesu hwn a'i ymgorffori i mewn i asesu o fewn yr ysgol. Byddant yn sicrhau drwy fonitro cyson, fod y polisi yn cael ei weithredu.
- Bydd athrawon yn gyfrifol am fonitro cynnydd disgyblion o ddydd i ddydd ac am ddadansoddi canlyniadau ymarferion tracio bob tymor.
- Bydd y Pennaeth yn gyfrifol am lunio rhaglen flynyddol o arfarniadau llyfrau/ffeiliau mewnol ac am drefnu rhaglen o arsylwadau o athrawon yn dysgu o fewn eu hadrannau.
- Bydd y Pennaeth yn gyfrifol am fonitro ac arfarnu cysondeb ar draws adrannau wrth weithredu'r polisi asesu. Gwneir hyn drwy dulliau canlynol:
 - Craffu ar lyfrau disgyblion
 - Arsylwi cyfnodau o addysgu
 - Teithiau Dysgu
 - Cyfweiliadau gyda disgyblion
 - Trosolwg o gynlluniau gwaith a chynlluniau datblygu adrannol.
 - Dadansoddiad o ddata.

6.2 Gweithdrefnau Safoni a Chymedroli

- Bydd yr ysgol yn gynnal cyfarfodydd neu weithgarwch mewnol er mwyn cyd safoni gwaith disgyblion er mwyn sicrhau cysondeb barnau ac asesiadau athrawon.
- Bydd cyfarfodydd cymedroli dalgylchol blynyddol yn digwydd ar gyfer athrawon CS ac athrawon CA2, sy'n cynnwys cynrychiolaeth o bob ysgol gynradd ac uwchradd. Mae hyn ar gyfer cymedroli asesiadau athrawon o waith disgyblion mewn Cymraeg a Mathemateg ar ddiwedd CS, a Gwyddoniaeth a Saesneg yn ychwanegol yn CA2.
- Mae'r ysgol hefyd yn cynnal gweithgarwch cymedroli gwaith disgyblion Cyfnod Sylfaen yn flynyddol.
- Er mwyn hwyluso'r broses o safoni ac i sicrhau cysondeb, bydd portffolio o waith sy'n cwrdd a gofynion y lefelau gwahanol yn y Cyfnod Sylfaen ar gael o fewn yr ysgol.

7. Adrodd i Rieni

- Dylid cyfleu'r wybodaeth i rieni mewn ffordd sydd mor eglur â phosibl.
- Rhoddir adroddiadau ysgrifenedig i'r rhieni unwaith y flwyddyn. Gwahoddir y rhieni i ddod i siarad â'r athrawon am gynnydd eu plant ddwywaith y flwyddyn a cynhelir prynhawn agored yn ystod yr ail dymor lle gall rhieni drafod cyrrhaeddiadau eu plant os y dymunir. Trefnir cyfarfodydd ychwanegol ar gais y rhiant neu'r ysgol e.e. mewn achosion o dangyflawni.
- Ar ddiwedd pob adroddiad, rhoddir cyfle i rieni ymateb i'r sylwadau a thargedau a roddwyd mewn holiadur.

7.1 Cwblhau adroddiadau

- Bydd y Pennaeth yn darparu canllawiau clir i athrawon ar ddechrau'r flwyddyn ar sut i gwblhau'r adroddiadau.
- Bydd athrawon yn gallu llenwi'r wybodaeth ar gyfer yr adroddiadau ar unrhyw adeg o'r flwyddyn ond gosodir dyddiadau pendant ar galendr yr ysgol o bryd y bydd disgwyl i wahanol agweddau gael eu cwblhau.
- Cyfrifoldeb pob athro/athrawes yw sicrhau cywirdeb o ran iaith a chynnwys pob adroddiad.
- Mae'r defnydd o fanciau sylwadau yn dderbyniol yn yr ysgol ond rhaid sicrhau bod y sylwadau yn cael eu gwirio gan aelod o'r UDA cyn y gellir mynd ymlaen i gwblhau'r adroddiad.
- Bydd y Pennaeth yn darllen pob adroddiad cyn y bydd yn mynd allan i rieni. Disgwylir y bydd yr adroddiad yn gywir cyn cyrraedd y cam yma.
- Bydd y Pennaeth yn darparu adborth byr i athrawon unigol ar ddiwedd y cyfnod adroddiadau yn nodi camau i'w cymryd er mwyn gwella safon yr adroddiadau os oes angen.

1. Introduction

1.1 Policy objectives

- To provide an agreed and consistent framework for all teachers at the school
- To provide a consistent approach to assessment across the school.
- To facilitate progress shown by pupils in their learning by implementing the policy.
- To establish a framework to assess, monitor and report on the progress that will be useful to all stakeholders of the process namely the pupil, parents, teachers, the senior leadership team and the local education authority.

1.2 Related Policies / Documents

- Curriculum Policy
- Relevant curricular policies
- Additional Learning Needs Policy
- Assessment Timetable, Reports and Tracking
- Statutory assessment arrangements for End of Key Stage (Welsh Government)

2. Rationale

2.1. The purpose of assessment, recording and reporting

- To help pupils know what they do well and what they need to do to improve.
- Inform teachers about pupils' current knowledge and comprehension
- in order to be able to plan their further progress
- To inform parents on the progress of their child.
- To monitor pupil progress.
- To enable the SLT/Headteacher and the Governing Body to identify strengths and areas for improvement across the school and enable them to plan strategically for that.

2.2 The Basic Principles of Assessment, Recording and Reporting

- All teachers will follow the basic principles of the whole school policy for assessment, recording and reporting. This will develop consistency in assessment within and across classes
- Assessment is an integral part of learning and teaching - it is a continuous process and should be the basis of planning for pupil progress
- Assessment objectives will derive from the statutory requirements of the National Curriculum and existing Cross-curricular Frameworks and the requirements of the New Curriculum for Wales and amended frameworks
- Teachers will use summative and formative methods when undertaking assessments. Formative assessment methods (assessment for learning) will be incorporated into every lesson.
- Teachers will give pupils opportunities to self-assess and provide feedback to peers based on learning outcomes and success criteria
- Teachers will share the outcomes of a lesson or a series of lessons with pupils and in a language they understand.
- Teachers will regularly assess through homework and classwork.
- Teachers will follow the agreed protocol or policy of the school to mark the work of pupils.

- All teachers will use a manageable method to record and monitor pupil progress. They will also record and target pupil progress in a whole school database as required.

3. Assessment

Assessment takes places via a combination of formative and summative methods:

3.1 Assessment for learning (Formative assessment)

Formative assessment means that teachers use information about the current attainment of pupils and amend the learning to ensure they make progress. This occurs naturally in lessons all day, every day, minute by minute.

The principles of formative assessment strategies should be incorporated naturally into the order of lessons and short term planning and they should be at the root of discussions between teachers and pupils regarding where exactly the pupil is in terms of their current learning and comprehension and what needs to happen next to move the learning forward. In order to ensure that formative assessments affect its function, it is crucial to ensure the classroom environment is conducive to taking action e.g. where pupils feel safe to take a risk, make mistakes, try new things, challenge themselves.

3.1.1 Sharing learning outcomes and constructing a success criteria with pupils

- Clear learning outcomes should be determined and shared for a lesson / series of lessons, in the child's language
- A success criteria should be constructed jointly with pupils. This is done frequently when examining models of good practice e.g. Written work, problem solving process, demonstrating a specific skill. The above should be used regularly as grounds for discussions about progress during and at the end of lessons and when providing verbal and written feedback from teachers and peers

3.1.2 Using effective questioning techniques in the classroom

- The purpose of questioning is to enable teachers to assess the comprehension and knowledge of pupils in order to plan the next steps of their teaching in the minutes that follow. It also gives pupils an opportunity to do the same, as well as giving them an opportunity to think and perhaps give voice to those thoughts.
- A variety of questions need to be asked to ensure that pupils get an opportunity to explain or elaborate upon their thoughts and answers e.g. Bloom Taxonomy
- Sufficient time should be allowed for pupils to think before answering e.g. by using discussion partners to share ideas, small white boards for pupils to write their answers
- A variety of strategies need to be used to ensure that different pupils answer e.g. using lollipop sticks to select a pupil at random to answer, no putting hands up where appropriate

3.1.3 Oral and written feedback

Feedback can take many forms and it should be an integral part of every lesson. The best feedback, whether written or oral, will encourage pupils to take pride in their work and clearly communicate to pupils how they can improve. Pupils should then respond to the oral or written feedback and improve their work.

- It should be specific, clear and based on the learning outcomes and success criteria
- It should be timely and respond to the needs of individual learners so that they can be an active part of the feedback.
- An oral and written dialogue should be created: between the teacher and the pupil, between pupils in general, or between the pupil and himself/herself.
- It is essential to allow time for pupils to get involved with the feedback and act on what they feel is relevant and important to move their learning forward.

3.1.4 Self-assessment and peer feedback

- Peer feedback and self-assessments are important learning tools and they should take place on a regular basis. Pupils should be trained on how to work effectively as discussion partners and be able to provide constructive feedback to peers based on clear learning outcomes and success criteria.

3.2 Assessing the Learning (summative)

Summative assessments measure pupils's progress at the end of a specific period e.g. the end of a work unit, end of school year or end of key stage. It includes tests, assignments, etc. Such assessments will usually be given a level, grade, mark or percentage.

This information is used hand in hand with formative assessments in order to:

- Track the progress of pupils over time in terms of important performance indicators e.g. the percentage of pupils on track to reach specific Outcomes (FP) or Levels (KS2) at the end of the Foundation Phase or Key Stage 2
- Identify the needs and track the progress of individuals in order to provide appropriate intervention and ensure their progress

4. Target Setting

At the beginning of each academic year, the school will set end-of-stage targets for all pupils in the school. These targets are reviewed continually based on recent formative and summative assessment information

4.1 Individual pupil targets

- Every pupil will be given an outcome or target level for the end of the foundation phase and key stage 2.
- Teachers will record the pupil's progress during the year when working towards the target level.
- These targets are used as a basis to review pupils's progress in their subjects. If it is found that a pupil is underachieving, strategies to deal with underachievement will be implemented.

4.2 Assessment Data

- The school uses the following assessment data to set targets and track the progress of pupils:
 - A. FP and KS2 teacher assessments
 - B. Information on the performance of a different groups of pupils
 - C. National literacy and numeracy tests
 - Ch. Internal diagnostic tests

D. Internal progress tracking system

5 Recording

- Teachers will be responsible for recording assessments in electronic form in accordance with the school's arrangements.

6 Monitoring and Standardisation

6.1 Monitoring and Evaluating

- Headteachers will implement this assessment policy and incorporate it into assessment within the school. They will ensure that the policy is implemented by means of regular monitoring.
- Teachers will be responsible for monitoring the pupils' progress from day to day and for evaluating the results of tracking exercises every term.
- The Headteacher will be responsible for drawing up an annual programme to evaluate internal books/files and for organising a programme to observe teachers teaching within their departments.
- The Headteacher will be responsible for monitoring and evaluating consistency across departments when implementing the assessment policy. This will be achieved by means of the following methods:
 - Scrutinising pupils' books
 - Observing teaching periods
 - Learning tours
 - Interviews with pupils
 - Overview of work plans and departmental development plans.
 - Data analysis.

6.2 Standardisation and Moderation Procedures

- The school will hold meetings or internal activities to jointly standardise pupils' work, in order to ensure the consistency of teachers' estimations and assessments.
- Annual moderation meetings for the catchment area will take place which includes representation from every primary and secondary school. This is to moderate teachers' assessments of pupils' work in Welsh and Mathematics in Foundation phase and also in English and Science at the end of KS2.
- The school also holds activities to moderate the work of Foundation Phase and Year 4 pupils on an annual basis.
- In order to facilitate the standardisation process and ensure consistency, a portfolio of work that meets the requirements of the different levels in the Foundation Phase will be available in the school.

7. Reporting to Parents

- Information should be conveyed to parents in a manner that is as clear as possible.
- Written reports are provided to parents once a year. Parents are invited to come and speak to the teachers about their children's progress twice a year. An open afternoon is arranged in the second term, where parents can discuss their child's attainment. Additional meetings are arranged at the request of the parent or school e.g. in cases of underachievement.
- At the end of each report, parents are given an opportunity to respond to the observations and targets provided within a questionnaire.

7.1 Completing reports

- The Headteacher will provide teachers with clear guidelines at the beginning of the year on how to complete the reports.
- Teachers can fill in information for the reports at any time of the year but specific dates are set in the school calendar for when different aspects will be expected to be completed.
- All teachers are responsible for ensuring the accuracy of the language and content of every report.
- The use of comments banks is acceptable in the school but it must be ensured that comments are verified by a member of the SLT before proceeding to complete the report.
- The Headteacher will read every report before it is sent to parents. The report is expected to be accurate before reaching this step.
- If necessary, the Headteacher will provide brief feedback to individual teachers at the end of the report period noting actions to be taken in order to improve the standard of reports.