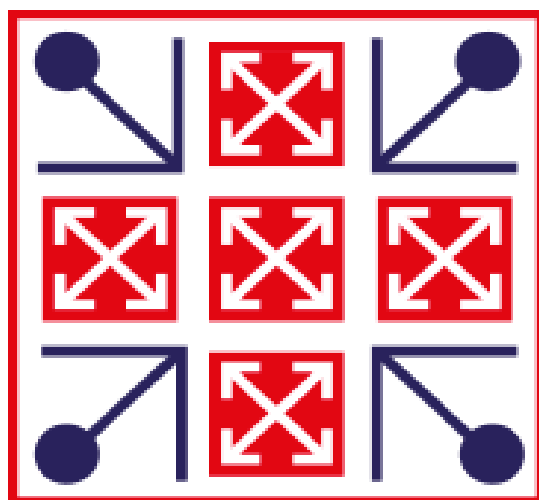


# Llantwit Major School



## Assessment, Recording and Reporting

### Parent/Carer Guide

# Introduction

Assessment is a vital part of teaching and learning, providing both students and learners with valuable insights into progress, understanding, and areas for development. At our school, we use a range of assessment methods to ensure that everyone's learning journey is supported and guided effectively. Through regular recording and reporting, we aim to keep parents and carers informed, involved, and empowered to support their child's education. This document outlines how we assess learning, how we track and communicate progress, and how this process helps shape teaching strategies and student outcomes.

Other documents will be made available throughout the year regarding curriculum structure and Year 9 and Year 11 Options. The Year 7, Year 8, and Year 9 Curriculum Letters will be found on the school website, along with guides to assessment in Year 10 & 11. If you require any further information, contact details are at the back of this booklet.

Mr M Wagner  
Assistant Headteacher (Standards and Progress)  
Wagnerm@llantwitschool.org.uk  
September 2025

# Curriculum structure at Llantwit Major School

All learners at Llantwit Major have a right to a curriculum that maximises learning outcomes. We aim to provide our learners with both academic outcomes and the opportunity to develop as “well rounded” individuals who play an active part in society.

The introduction of the Curriculum for Wales in 2022 is aligned to the four purposes. The four purposes are that all children and young people will be:

- ambitious, capable learners who are ready to learn throughout their lives;
- enterprising, creative contributors who are ready to play a full part in life and work;
- ethical, informed citizens who are ready to be citizens of Wales and the world;
- healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

At Llantwit Major School, we believe that a broad and balanced curriculum in Years 7, 8, and 9 lays the foundation for lifelong learning and personal growth. Whilst we prioritise the core subjects of English, Maths, and Science, we are equally committed to offering a rich and varied educational experience that nurtures creativity, curiosity, and wellbeing. Our learners benefit from studying a diverse range of subjects including Art, Drama, French, Geography, History, Health and Wellbeing, IT, Music, Religious Studies, Welsh, PE, and Technology. This wide-ranging provision ensures that every learner has the opportunity to discover their interests, develop essential skills, and build the confidence to thrive both in and beyond the classroom.

It is through this study that they develop a range of skills and competencies and a substantial body of knowledge. Learners will develop excellent independent study habits, aided through a focus on teaching them **how** to learn, as well as **what** to learn.

We begin our options process towards the end of the Spring term in Year 9 where learners are guided carefully towards a range of courses in which they show both interest and aptitude.

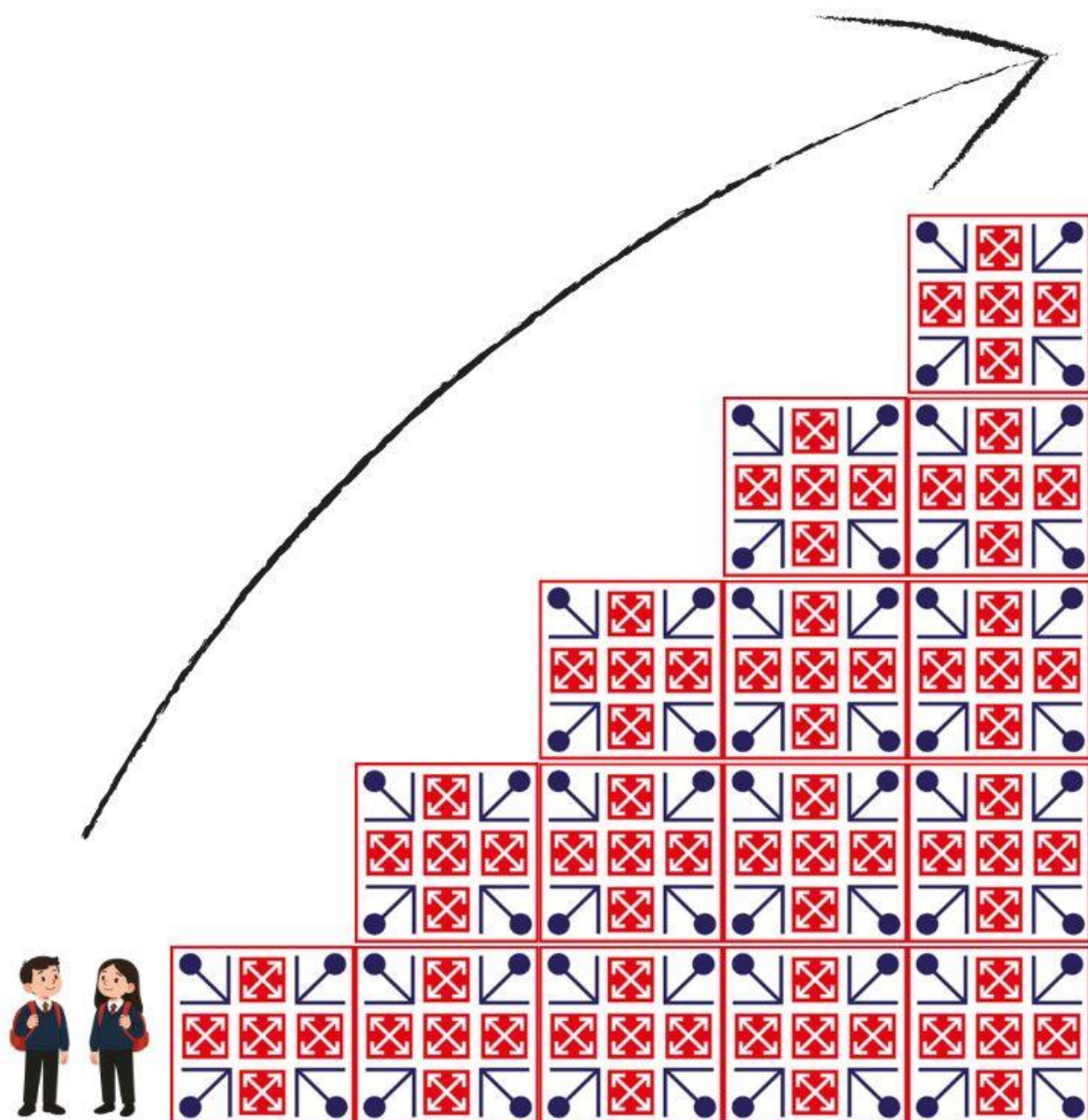
In Year 11, learners continue following the National Curriculum Subjects in English, Mathematics, Science, Welsh (2<sup>nd</sup> Language) and Physical Education. Although most GCSE examinations are sat at the end of Year 11, for some students we believe it to be an advantage to sit external examinations earlier in KS4, notably in English, Mathematics, Science and Welsh. Such decisions are only made after thorough consideration of individual learners’ needs and with the intention of maximising progress and outcomes.

Our learners study Religion, Values, and Ethics lessons through both lower and upper school. We progress their personal development skills through Health and Wellbeing lessons and we prepare students for the completion of the National Skills Challenge Certificate.

At Post 16 we offer an extensive range of Key Stage 5 programmes, comprising of A Levels and Applied courses. Students also have the option to undertake the Welsh Baccalaureate at advanced level.

# What is meant by progress?

Progress is the measure from a learner's starting point to their end point. We use a range of learning and teaching strategies to measure progress in lessons, including a range of questioning strategies, as well as summative testing at the end of a unit/topic. We use the progression steps identified in the Curriculum for Wales to make judgements.



## Assessment in Year 7, 8, 9

In these year groups, progress is reported throughout the use of 'current learning descriptions' (CLDs) that are based on progression steps used in all areas of learning within the Llantwit Major Curriculum. These are based upon all classwork, homework and any subject assessments sat up to the point of reporting. Learners are likely to move up or down the descriptors depending on their progress from report to report.

In lessons, teachers use a range of strategies to assess progress. This could take the form of an end of unit test, an extended project, demonstration of a practical skill or answers to questions in class. Self and peer assessment can be found in green ink. Teachers' marking is in red/pink. A crucial part of the assessment process is an action/follow up activity that we call DIRT (Dedicated Improvement and Reflection Time) and this is completed in purple ink. Look out for DIRT activities in your child's book, discussing this work with them will be incredibly beneficial for their progress.

Details of the topics covered, how they are assessed, and how parents can support learning can be found in the Year 7,8,9 curriculum Letters, published on our website from January.

## Descriptions of learning used in Year 7, 8, 9

Learning Descriptors	
<b>Excelling</b>	A <b>very high</b> level of understanding and skill has been developed. Learners have consistently demonstrated an <b>outstanding</b> grasp of <b>almost all</b> aspects of the curriculum studied.
<b>Mastering</b>	A <b>high</b> level of understanding and skill has been developed. Learners have consistently demonstrated an <b>excellent</b> grasp of <b>nearly all</b> aspects of the curriculum studied.
<b>Securing</b>	A <b>good</b> level of understanding and skill has been developed. Learners have consistently demonstrated a good grasp of <b>most</b> aspects of the curriculum studied.
<b>Developing</b>	A <b>sound</b> level of understanding and skill is being developed. Pupils have demonstrated a <b>sound</b> grasp of <b>many</b> aspects of the curriculum studied.
<b>Emerging</b>	A <b>basic</b> level of understanding and skill has been acquired. Pupils are demonstrating a <b>basic</b> grasp of <b>some</b> aspects of the curriculum studied.

## Assessment in Year 10 & 11

Learners in Years 10 & 11 work towards GCSEs or equivalent qualifications. These are categorised nationally as 'Level 2' subjects. Learners are assessed using GCSE course descriptors relative to the appropriate Welsh syllabus. There are some subjects that require learners to complete 'Non-examined assessments' (NEAs). This is coursework that will contribute to the student's final grade. In some subjects this can be as much as 60%.

Some learners also study vocational qualifications which are assessed and reported using their own categorisation (currently pass, fail, distinction, merit).

In Year 10 and 11, only whole grades are used (A\*-G). We have introduced 'fine grading' into our KS4 assessment and reporting model. GCSE fine grading is used to refine the judgement of progress made at grade C and D, splitting into three. For example, a grade C is split into C1, C2 or C3 based on very clear and simple criteria.

C1 = The top of a grade C. This is a secure C grade with a high chance of converting to a grade B.

C2 = The middle of a grade C. This is the most likely grade that will be achieved.

C3 = The lower range of a grade C. This is a vulnerable C grade that is not secure and could actually result in a grade D.

The different subjects also prepare learners for external assessment in many different ways. Two such methods are:

- **Walking Talking Mocks (WTMs):** this is where students are 'walked' through a particular examination paper, usually in an examination environment but more frequently as part of a lesson.
- **Pre-Public Examinations (PPEs):** these are what were once called 'mock examinations'. These primarily take place in assessment weeks.

## Assessment in Year 12 & 13

Learners who achieve the necessary number of GCSEs to return to study in the 6th form are generally assessed using Welsh Joint Education Committee (WJEC) Subject assessment Grades A\*-G. A number of learners may access vocational qualifications. These are predominately Level 3 courses. They will have their own assessment procedures with a mixture of written examination and coursework requirements. Details of the specific requirements of each subject will be found on the school website in our post 16 options booklet.

## What other assessments are carried out?

In Wales all learners undertake a number of 'personalised tests'. These are used to measure progress in Reading, Numeracy and Numerical Reasoning and are collectively referred to as Wales National Tests (WNT). All learners in Years 7-9 complete these national tests, online, twice per academic year. One test window is usually in the summer term. Parents will be informed in advance of when the second test, if taking place, is scheduled. Any learner joining the school outside of the normal entry point will complete these tests as a 'baseline' assessment.

Families are able to check the latest progress in the WNT by logging into Hwb via the following link and selecting personalised assessments:

<https://hwb.gov.wales/>

Year 7 learners will undertake Cognitive Ability Tests: Fourth Edition (CAT4) in the first week of the Autumn Term. CAT4 assesses a learner's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a comprehensive profile of a learner's reasoning abilities, and, as such, the core abilities related to learning.

Unlike traditional exams that assess knowledge, CATs evaluate potential to learn and solve problems, providing valuable insights into academic strengths and areas for development. Many children find them fun due to their puzzle format and lack of pressure. CATs provide a useful baseline of data from which we can refine our provision, identify needs and maximise the progress our learners make.

Reading is an important skill across the curriculum and we are dedicated to supporting the reading skills of our learners. As such we complete the NGRT (New Group Reading Test) in year 7. This assessment is adaptive and formative, meaning we can use it to understand a learner's current reading level and identify areas for improvement, rather than being used for formal grades.

## What are assessment weeks?

These are weeks in the school calendar where learners will sit a formal timetable of assessments, providing an invaluable update on their current progress. Attendance during these weeks is crucial to our learners receiving effective feedback on their strengths and areas for development.

In upper school and the sixth form, these assessments are likely to take the format of PPEs and will take place in an examination hall, replicating the conditions that learners will experience in the summer exam series.

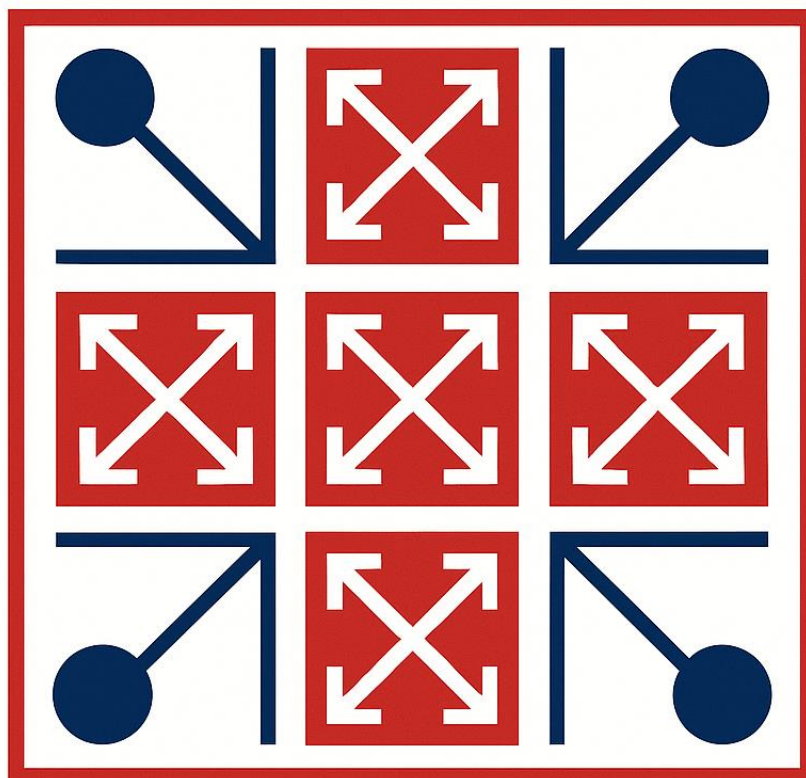
In lower school, our learners will sit their WNT assessments in lessons and there will also be an opportunity to sit subject specific tests in lessons.

Our first assessment week will take place between 11<sup>th</sup> December 2026 and 18<sup>th</sup> December 2026, more information will be provided and updated on the school website when the assessment week is finalised.

## Attitude to Learning (A2L)

The attitude to learning grade is a conduct measure, used to make judgements on the standards of behaviour and effort. These are closely linked to our core values of Ambition, Respect, and Kindness. There are two separate grades awarded for Attitude to Learning: Effort and Behaviour. This will allow for a greater level of tracking and, where necessary, intervention.

It is important to note that grade '1' is only awarded for exceptional standards of effort and behaviour and that we recognise grade '2' as an incredibly positive score for the majority of our learners.



**ARK**  
**AMBITION RESPECT**  
**KINDNESS**

## Attitude to Learning – Grade Descriptors

Attitude to Learning:	How much <b>effort</b> do I put into my learning?	How do I <b>behave</b> in lessons?
<p style="text-align: center;"><b>1</b> Exceptional</p>	<ul style="list-style-type: none"> <li>• I am always <b>ambitious</b> and try my best, even if I find something difficult</li> <li>• I always concentrate fully throughout all my lessons</li> <li>• I always contribute positively to activities</li> <li>• I always show that I want to do well</li> <li>• I always show that I care about my work</li> </ul>	<ul style="list-style-type: none"> <li>• I am always <b>kind, respectful</b>, and friendly to everyone, teachers, visitors and other learners</li> <li>• I behave perfectly throughout all my lessons</li> <li>• I always work very well, both on my own and with others</li> <li>• I support other people</li> </ul>
<p style="text-align: center;"><b>2</b> Very Good</p>	<ul style="list-style-type: none"> <li>• I try my best, and remain <b>ambitious</b> even if I find something difficult</li> <li>• I concentrate well throughout my lessons</li> <li>• I contribute positively to activities</li> <li>• I show ambition and that I want to do well</li> <li>• I show that I care about my work</li> </ul>	<ul style="list-style-type: none"> <li>• I am <b>kind, respectful</b> and friendly to everyone, teachers, visitors and other learners</li> <li>• I behave well in my lessons</li> <li>• I work well, both on my own and with others</li> </ul>
<p style="text-align: center;"><b>3</b> Needs Improvement</p>	<ul style="list-style-type: none"> <li>• I sometimes try my best, but I can be put off if I find something difficult</li> <li>• I concentrate well in some lessons but at times I need reminding to focus on my work</li> <li>• I sometimes contribute to activities</li> <li>• I sometimes show ambition and that I want to do well</li> <li>• I sometimes show that I care about my work</li> </ul>	<ul style="list-style-type: none"> <li>• I am usually <b>kind</b> and <b>respectful</b> to others, but sometimes need reminding</li> <li>• I behave well in some lessons, but at times I need reminding on the rules</li> <li>• I usually work well both on my own and with others, but sometimes need reminding to follow instructions</li> </ul>
<p style="text-align: center;"><b>4</b> Unsatisfactory</p>	<ul style="list-style-type: none"> <li>• I rarely try my best and I am often put off if I find something difficult</li> <li>• I rarely concentrate well, and I often need reminding to focus on my work</li> <li>• I rarely contribute to activities</li> <li>• I rarely show that I want to do well or show ambition in my studies</li> <li>• I rarely show that I care about my work</li> </ul>	<ul style="list-style-type: none"> <li>• I often need reminding to be <b>kind</b> and <b>respectful</b></li> <li>• I often need reminding of the rules about behaviour</li> <li>• I often need reminding to follow instructions</li> </ul>

## What do we do with assessment data?

Assessment in schools is multi-purpose. It enables:

1. **Learners** to understand how they are progressing and what they need to do to progress further.
2. **Teachers** to understand and measure what learners know and what they can do in order to plan the teaching to move the learning on.
3. **Parents** to see how their children are progressing and understand how they can help and support them in improving.
4. **School leaders** to understand and monitor progress and attainment across individual curriculum areas, different year groups, vulnerable groups and the whole school.

**We use assessment data to identify what actions need to take place in order to improve outcomes for our learners.** The appropriate use of assessment is one of the most powerful tools for improving learners' progress. In the classroom, there are a range of simple strategies that can be used to ensure that the data we hold is used effectively. Good assessment that impacts on learning happens every day and in every lesson. It could range from a personal appraisal of a question that has been attempted (self-assessment), to a critique of a fellow learner's presentation (peer assessment), to engaging in a conversation with a teacher about a piece of work and the ways in which to improve it.

At Llantwit Major School we provide regular, challenging and useful feedback to learners based on the work they have completed. We also expect them to engage in the feedback process and show improvement based upon it. As stated earlier, in learners' books you will see different colours being used, this enables clear differentiation between staff marking, learner marking, and learner improvement activities.

## Different types and uses of assessment

**Summative Assessment** is the more formal summing up of a learner's progress that can then be used for purposes ranging from providing information to parents, to learners receiving exam results.

**Formative Assessment** is the use of day to day, often informal, assessments to explore learners' understanding, so that teachers can best judge on how to help learners develop their understanding.

Each subject is different and may use specific methods to assess learners. This could be through end of unit tests, enquiries, extended projects, presentations etc. The range of assessments is not exhaustive.

## Reporting at Llantwit Major School

You will receive two Progress Reports and one Full Written Report per year. All reports outline a learner's current attainment and include formative targets for improvement.

The information should help you to easily identify your child's strengths and areas to develop in learning and attitude to learning, including behaviour. Reports also enable us to work collaboratively with you and your child to maximise progress.

### **Progress Report**

The Progress Report is a one-page profile which reports your child's progress, according to the information collected at the Data Collection Point (DCP). Progress is assessed using a variety of methods, sometimes specific to that particular subject. Teachers will give judgements based on your child's:

**Year 7,8 and 9:** Current Learning Descriptions (see previous), Attitude to Learning, latest WNT

**Upper school:** GCSE/GCSE equiv Target Grade/Level, Current Expected Grade (see previous) and Attitude to Learning

**6<sup>th</sup> form:** AS/A level/ equiv Target Grade, Current Expected Grade and Attitude to Learning.

### **Full Written Report (Annual)**

The full written report is sent to parents at the times indicated on the ARR calendar. This report provides the same data as in the progress report but includes a more detailed comment from each of your child's teachers. This comment may include reference to a specific aspect of literacy or numeracy. There are also two action points for your child to undertake to progress their learning.

### **Parent Consultation Evenings (PCE)**

Parents' evenings are important because they give you an opportunity to discuss what your child is learning at school and how they are progressing. Children do better when information about their learning is shared between everyone involved in their education. By attending PCEs you can make a real difference to your child's learning. Due to feedback from parents and students, we are moving to a hybrid model for PCEs for the 2025/26 academic year. Year 7/8/9 will take place online via schoolcloud software. Whilst year 10/11/12/13 will take place face to face at our school.

### **Arbor (cloud- based school management software)**

All reports are sent to parents via email using details held on our information management system (Arbor). If you change any contact details, including mobile numbers or email address it is vital that the school is informed as soon as possible- please do so by contacting the enquiries inbox.

**If you have a concern or query about your child's progress, then please contact the relevant Leader of Learning. If you have a wider concern about your child's academic progress in general then please contact your child's year group team (their contact details are at the back of this booklet).**

# Assessment, recording and reporting calendar 2025/26

Reporting is an integral part of our communication and collaboration with parents. Our reporting calendar is carefully co-ordinated with Parent Consultation Evenings (PCE), Options Evenings, and examinations to ensure that information is useful, relevant and timely.

Our aim is to provide information which enables you to understand how your child is performing at school and to enable you to help and support your child to improve.

The reporting system in school is multi-purpose. It enables:

- 1. Learners** to accurately reflect on all aspects of their academic and pastoral performance.
- 2. Teachers** to accurately report on progress and attainment and identify how an individual's learning may be moved forward.
- 3. Parents** to understand how their child is performing at school and enable them to help and support their child to improve.
- 4. All Llantwit Major staff** to have a detailed record of a learner's progress, attendance, punctuality and behaviour to enable support and intervention where necessary.

The calendar is on the next page.

# Reporting Calendar 2025/26

Year 7	
<b>6 November 2025</b>	<b>PCE</b>
Autumn 2	Progress Report 1
Spring 2	Progress Report 2
Summer 2	Full Report

Year 8	
<b>20 November 2025</b>	<b>PCE</b>
Autumn 2	Progress Report 1
Spring 2	Progress Report 2
Summer 2	Full Report

Year 9	
Autumn 2	Progress Report 1
Spring 2	Full Report
<b>14 May 2026</b>	<b>PCE</b>
Summer 2	Progress Report 2

Year 10	
Autumn 2	Progress Report 1
Spring 1	Full Report
<b>26 March 2026</b>	<b>PCE</b>
Summer 2	Progress Report 2

Year 11	
Autumn 1	Progress Report 1
<b>8 January 2026</b>	<b>PCE</b>
Spring 1	Progress Report 2
Spring 2	<b>Full Report</b>
Summer 1	Progress Report 3

Year 12	
<b>23 October 2025</b>	<b>PCE</b>
Autumn 2	Progress Report 1
Spring 1	Progress Report 2
Spring 2	Full Report
Summer 1	Progress Report 3

Year 13	
<b>23 October 2025</b>	<b>PCE</b>
Autumn 2	Progress Report 1
Spring 1	Progress Report 2
Spring 2	Full Report
Summer 1	Progress Report 3

# Glossary of Terms

## **Data Collection Point (DCP)**

This is a calendared point where teachers enter judgements based on the progress made against a subject target. An 'Attitude to Learning' grade judgment is also given. There are generally 3 DCPs across the year for each year group.

## **Target Level/Grade**

The target established annually to determine the progress that an individual learner should make given their individual starting points.

## **Current Learning Description (Yr7/8/9)**

The current learning description is based upon all classwork, homework and any subject assessments sat up to this point. Please note that learners are likely to move up or down the descriptors depending on their progress.

## **Current Expected Grade (CEG-Year 10-13)**

This is the learner's most likely final grade based on current information and the assumption that the learner continues with their current level of motivation/effort. It is based on their attitude, skills, knowledge and quality of work completed so far. It can be improved upon and we expect to work with pupils and parents/carers to achieve this. This information is shared with both students and parents.

## **Attitude to Learning (A2L)**

This is a grade on a scale of 1-4, awarded for effort and behaviour. We expect all learners to be at least 'Good', though there may be other reasons why this may not be consistent across the year.

## **Progress Report**

This is a report based upon DCPs. It contains the targets, CWL/CEG and an attitude to learning level. The progress report will also pre-populate with attendance, punctuality data and behaviour points/merits.

## **Full Written Report**

This is an annual report given to parents. This report is different to the Progress Report, as it includes more detailed comments from subject teachers and Form Tutors.

## **Core Subjects**

These are English, Mathematics, Science and Welsh.

## **Non-Core Subjects**

These are Art and Design, Design and Technology, Information and Communication Technology, Geography, History, Modern Foreign Languages, Music, Religion, Value and Ethics (RVE), Health and Wellbeing and Physical Education.

**Walking Talking Mocks (WTMs).** This is where learners are taken through a particular examination paper, usually in an examination environment.

**Pre-Public Examinations (PPEs).** These are what were once called 'mock examinations'. However, the word "mock" does not accurately reflect the importance of these exams as it suggests that they are "pretend" or "just for practice". The reality is that these exams, as well as providing excellent preparation for public examinations, can also give learners and their teachers some really valuable information about current levels of performance, strengths and those areas that learners need to develop in order for them to fulfil their potential in the summer. For these reasons, these exams will now be referred to as Pre-Public Examinations (PPEs).

## **NEAs**

These are Non Exam Assessments – they act as coursework for select subjects.

# Contact Details

Clear routes of communication are very important in ensuring you speak to the correct staff member. If you have queries in a particular subject, you can contact the relevant Leader of Learning. Their contact details are below.

Department	Email address
Additional Learning Needs Department	ALN@llantwitschool.org.uk
Art Department	Artdepartment@llantwitschool.co.uk
Business/Careers Department	Careersdepartment@llantwitschool.co.uk
Cymraeg Department	Cymraegdepartment@llantwitschool.co.uk
D&T Department	DTdepartment@llantwitschool.co.uk
English Department	Englishdepartment@llantwitschool.co.uk
Geography Department	Geogdepartment@llantwitschool.co.uk
History Department	Historydepartment@llantwitschool.co.uk
Home Economics	HomeEcdepartment@llantwitschool.co.uk
ICT Department	ICTdepartment@llantwitschool.co.uk
Maths Department	Mathsdepartment@llantwitschool.co.uk
MFL Department	MFLdepartment@llantwitschool.co.uk
PE Department	PEdepartment@llantwitschool.co.uk
Performing Arts Department	PerformingArtsdepartment@llantwitschool.co.uk
RS Department	RSdepartment@llantwitschool.co.uk
Science Department	Sciencedepartment@llantwitschool.co.uk
Welsh Bacc Department	WelshBaccdepartment@llantwitschool.co.uk

For **safeguarding**, the Designated Senior Person (DSP) is Mrs Hayley Toms  
 For any information regarding additional learning needs, our ALNCo is Mrs Tracy Bennett

Useful Contacts – Year Group Teams	
Miss Jefferies – Head of Year 7 Mrs Cox – Year 7 Wellbeing Officer	Year7Team@llantwitschool.org.uk
Mrs Scrine – Head of Year 8 Mr Hall – Year 8 Wellbeing Officer	Year8Team@llantwitschool.org.uk
Mr Nunes – Head of Year 9 Miss Evans – Year 9 Wellbeing Officer	Year9Team@llantwitschool.org.uk
Miss Donaldson – Head of Year 10 Miss Marshall – Year 10 Wellbeing Officer	Year10Team@llantwitschool.org.uk
Mrs Watson – Head of Year 11 Miss Denscombe – Year 11 Wellbeing Officer	Year11Team@llantwitschool.org.uk
Mr Jones – Director of Sixth Form Mrs Griffiths – Sixth Form Wellbeing Officer	Sixthform@llantwitschool.org.uk