

St Peter's RC Primary School



Assessment and Recording Policy November 2020

Assessment is an integral part of learning and teaching and national guidance informs our approach to assessment. Teachers of P1, P4 and P7 classes are asked at the end of every school year whether children have achieved the relevant Curriculum for Excellence level for their stage in reading, writing, talking and listening (literacy), and their ability to understand and work with numbers (numeracy). Most children are expected to have achieved the early level by the end of P1, first level by the end of P4 and second level by the end of P7.

Aims

- To raise standards of achievement and attainment for all pupils in line with a [Curriculum for Excellence benchmarks](#), using the core principles of Assessment is for Learning (AifL).
- To measure individual pupil progress against prior achievement and attainment, identifying next steps in learning
- To support learning and provide feedback to pupils, parents and other teachers
- To build up a pupil profile which is meaningful and manageable
- To recognise and celebrate all pupils' achievements
- To provide pupils with the opportunity to review their work, self-assess and set future targets
- To raise the expectations of pupils, teachers and parents in an effort to achieve the highest standard for each child

Rationale

We believe that assessment is an integral part of effective learning and teaching with the focus on:

- Clear learning outcomes which are shared and understood by learners
- Formative assessment, using success criteria that are shared and understood by learners
- Effective questioning and feedback which is kind, specific, helpful and timely
- The engagement of each learner in self-assessment
- Teaching staff who feel confident about standards expected to achieve a level in numeracy and literacy
- The management of learning and teaching in the classroom with all staff knowing their role in supporting learners
- Boosting pupil self-esteem in relation to achievement and attainment

All teaching staff have a shared responsibility for assessing and recording the achievement and progress of pupils.

Methods of Assessment

Assessment is a central part of everyday learning and teaching for children and young people. Both formative and summative assessment are used to support teacher judgments about progress and to ensure there is a good pace of learning. This continuous assessment of children's progress throughout primary school is based on teachers' professional judgement. In making these judgements, teachers draw on

- their professional knowledge and understanding of the child;
- the CfE benchmarks for literacy and numeracy, which provide clear information about what children and young people should be able to do and demonstrate by the end of a Curriculum for Excellence level
- a wide range of assessment information, gathered on an ongoing and informal basis through observation, listening and questioning during learning activities. This evidence is recorded in teachers' assessment/forward planning folders, pupils' jotters, displays including photographs and recordings and Google Classrooms.
- planned assessment activities such as a piece of writing, an oral presentation (with or without slides) or a mathematical problem. Benchmarks are not assessed individually and these periodic holistic assessments provide evidence of depth of understanding. These more focused assessment activities relating to the benchmarks in each curricular area are identified at the planning stage by all teachers. Support for Learning teachers include these assessment activities in their plans.

Assessment is for Learning

Pupils are fully involved in assessment for learning, recognising success and identifying next steps. Each pupil has specific targets which are set to extend their knowledge and understanding and develop skills. They are trained to self-assess their own work and peer-assess their classmates' work effectively in a number of ways eg two stars and a wish, traffic lighting and thumbs up. This assessment is based on children having

- clear information about what they need to learn and how they will know they have been successful
- a clear understanding of what constitutes high quality work
- the skills and vocabulary required to assess what they have achieved.

Standardised Assessments

P1 staff use the Highland Literacy Phonological Assessments and P4 – P7 teachers use STAR Reader assessments and Blackwell Spelling tests.

Scottish National Standardised Assessments were introduced in all Scottish schools in 2017. Every child in P1, P4 and P7 undertakes an online national standardised assessment, covering some aspects of reading, writing and working with numbers. Assessments are automatically marked by the online system, giving teachers immediate feedback to help children progress.

The standardised assessments are as short as possible and they are age and stage appropriate. A time limit of 50 minutes for each assessment has been set. This is an absolute maximum, to ensure that no child feels an unnecessary time pressure when undertaking the assessments.

Moderation

Moderation is an ongoing process where teachers work together to review evidence of learners' progress and achievement, and to plan next steps in learning. Teachers work in groups of three, supported by management, in moderation meetings at least once per term to agree individual pupils' progress towards secure achievement of a level in reading, writing or numeracy.

Professional judgment is supported by reference to Experiences and Outcomes, Benchmarks, Planning folders, Observations of day to day learning within the classroom or in other environments, Learning conversations, Tests, Planned periodic holistic assessment, Practical investigations, Projects and/ or Jotter work

Moderation meetings within and across schools help colleagues to discuss benchmarks and achieve a shared understanding of the national standards expected across curriculum areas.

Reporting to parents

Assessment results are shared with parents in written reports and at Parents' Nights and are used to plan learning and support. Teachers track attainment continuously and, if it veers significantly from predictions based on the performance of pupils at each stage, appropriate interventions can be made.

Recording

Class Records which must be passed on to the next teacher. Most of these records are now passed on electronically.

- "Samples of Writing" folder (functional, personal, imaginative)
- Tracking sheets for Maths, Language and Inter-Disciplinary Learning in Projects from P1-7
- Education City and Easimaths records of assessment
- STAR Reader assessments for P4 – P7 pupils
- Blackwell Spelling tests
- Individual pupil target setting sheets in Personal Learning Plans
- Individual Educational Plans (IEPs) for pupils with additional needs
- Record of remarkable achievements within and outwith school

Pupil Progress Records (PPRs) which are stored in the school office:

- Nursery profiles and reports
- Annual reports
- P7 profiles to be prepared and sent on to Academies
- Correspondence from parents and notes of meetings
- Pertinent/significant medical/legal details

Additional Support Needs

- Class teacher referral forms
- Diagnostic assessments where relevant
- Support for Learning plans and progress reviews

Electronic records (governed by Data Protection Act) – SEEMIS System

- Pupil records
- Attendance register
- Tracking progress in reading, writing and mathematics
- ScotXed details

Quality Assurance

Implementation

The Headteacher and Depute Headteacher have responsibility for promoting a whole school ethos of achievement and for monitoring and evaluating learning and teaching, including assessment, through the following means:

- Pupil self-assessment and peer assessment
- Teachers' planning
- Sampling pupils' work and feedback
- Monitoring classroom practice and feedback
- Tracking of Pupil Achievement and Attainment
- Whole school evaluation (HGIOS)
- Feedback from Aberdeen City Quality Improvement Team and Education Scotland

Review of Policy

Review of the policy and procedures will continue as an ongoing process, with re-evaluation taking place according to the priorities within the school improvement plan.

