



St Peter's R.C. Primary School

ASSESSMENT AND RECORDING POLICY

Updated June 2026



Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Rationale

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 all curricular areas. 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.

Teachers at all stages report on progress towards national expectations / achievement of a level three times per year.

Assessment provides evidence to:

- Support and enhance learning
- Inform teaching and planning
- Track pupil progress
- Ensure a shared understanding of standards

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

Aims

- Promote high-quality learning and teaching through effective assessment
- Ensure consistency and moderation across stages
- Provide meaningful feedback to pupils, parents / carers and staff
- Track progression and attainment across Curriculum for Excellence levels
- Support all learners, including those requiring additional support
- To recognise and celebrate all pupils' achievements
- To provide pupils with the opportunity to review their work, self-assess and set future targets

Types of Assessment

Assessment for Learning (AFL)

Ongoing formative assessment strategies include:

- Effective questioning
- Peer and self-assessment
- Feedback and next steps
- Learning intentions and success criteria

Assessment as Learning

Learners are supported to:

- Reflect on their learning
- Set personal targets
- Take responsibility for progress

Assessment of Learning

Summative assessments are used to:

- Confirm achievement of CfE levels
- Provide evidence for reporting
- Track attainment over time

These may include standardised assessments, teacher professional judgement or end of topic assessments.

Standardised Assessments

National Standardised Assessments (NSAs) 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.

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.

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, planned periodic holistic assessment and 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 inform Parents' Nights and end of year (written) reports, 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 of Assessment

Recording is essential for tracking progress and informing next steps.

Teachers will:

- Maintain records of pupil progress using school system, including use of SEEMiS and tracking spreadsheets
- Record achievement of CfE levels
- Keep samples of pupil work (moderation evidence)
- Ongoing formative notes as required
- Annual summarised attainment data
- Staff will use agreed formats and criteria
- Moderation activities will ensure shared standard

Supporting All Learners

Assessment takes account of:

- Additional Support Needs (ASN)
- Individualised Educational Programmes / Plans (IEPs) or Child's Plans
- Equity and inclusion

Adjustments will be made to ensure all learners can demonstrate their achievements.

Quality Assurance

Implementation

The Head Teacher and Depute Head Teacher 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

This is largely set out in, and delivered through, the school's annual Quality Improvement Calendar.

Roles and Responsibilities

Teachers

- Plan, assess, and record pupil progress
- Provide feedback and next steps
- Engage in moderation

Senior Leadership Team

- Oversee assessment and recording systems
- Support staff development
- Monitor attainment data
- Oversee the Quality Improvement calendar and activity in school

Pupils

- Engage in self and peer assessment
- Understand their learning targets

Parents/Carers

- Support learning at home
- Engage with school reporting processes

Assessment folder guidance

At St Peter's RC School, we regularly collate evidence across all areas of the curriculum in our assessment folders. This aids evidence of learning and achievement for each pupil from P1 to P7.

School guidance is provided to support teachers in meeting expectations for assessment folders. This can be found at the following link:

[Assessment folder guidance](#)

Aberdeen City Council's Learning, Teaching and Assessment Standard

In addition to the school's own policies and approaches, teachers also refer to Aberdeen City Council's Learning, Teaching and Assessment Standard. This outlines the shared local authority vision and expectations for these areas, and how they should be reflected across all schools in Aberdeen City. The Standard can be found at the following link:

[Aberdeen City Council Learning, Teaching and Assessment Standard](#)

Review of Policy

Review of the policy and procedures will be maintained as an ongoing process, with re-evaluation undertaken in line with the priorities set out in the School Improvement Plan and the Curriculum Improvement Cycle timeline, supporting the implementation of the updated curriculum.