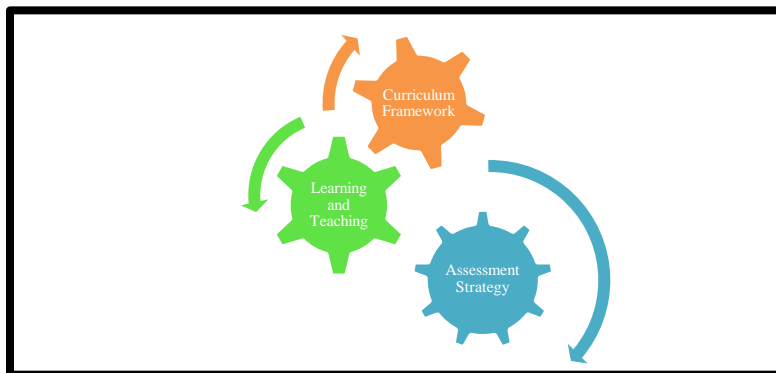


Assessment Policy

1.0 Rationale

- 1.1 A key aim of Curriculum for Excellence is to raise attainment and achievement.

Millersneuk Primary School's Assessment Policy is designed to:
"develop approaches for arriving at a shared understanding of the standard and expectation for the broad general education" BTC5



There are a number of key inter-related elements which require being in place to ensure that this is achieved:

- A clear Curriculum Framework;
- A Robust Assessment Strategy;
- Effective learning and teaching.

This has to be underpinned by effective self evaluation which is clearly focused on ensuring that every child makes progression in their learning.

- 1.2 It is essential that there are rigorous procedures in place to ensure that all children make very good progress in their learning. The aim of this policy is to clearly set out how Millersneuk Primary School evaluates children's progress using robust assessment processes fully in line with Curriculum for Excellence.

- 1.3 Millersneuk Primary School's Assessment Policy will cover the following areas:

- purpose and principles of assessment;
- links between learning, teaching and assessment;
- place of formative assessment;
- range of assessment methods;
- place of summative or standardised methods;
- arrangements for moderation;
- arrangements for tracking and improving children's progress;
- reporting, recognising achievement, profiling.

2.0 Purpose and Principles of Assessment

- 2.1 Assessment is an integral part of learning and teaching. In Millersneuk Primary School it helps to provide a picture of a child's progress and achievements and to identify the next steps in learning. Assessment approaches promote learner engagement and ensure appropriate support so that all learners can achieve their potential.
- 2.2 A range of assessment approaches are used to assess progress across a breadth of learning and to ensure application of skills in a variety of contexts.
- 2.3 The Benchmarks for each curriculum area are integral to planning and assessment and these are used effectively to assess children's progress within and achievement of a level of Curriculum for Excellence.
- 2.4 The broad expectations about progression are:
- Early level in early years and Primary 1 or later for some;
 - First level to the end of Primary 4, but earlier or later for some;
 - Second level to the end of Primary 7, but earlier or later for some;
 - Third and fourth levels - S1 to S3 but earlier for some. The fourth level broadly aligns to SCQF level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and programmes of study will not include all of the fourth level outcomes.

These levels should not be seen as a ceiling on achievement. Teachers should consider the level above and below when planning learning, teaching and assessment.

- 2.5 The learner and teacher must be clear on what is being assessed, why it is being assessed and how it is being assessed.

What will be Assessed?

- Knowledge and Understanding
- Skills
- Attitudes and Capabilities

Why Do We Assess?

- To support the children in their learning journey by providing evidence about what they say, write, do or make, to demonstrate their learning.
- To gather information for pupils, teachers and parents about each learner's achievements and strengths.
- To provide quality feedback to pupils, teachers and parents about learners' next steps.
- To determine the nature of support required by individual learners.

- To promote learner engagement. When the learners are clear about the aims of the work, for example, through Learning Intentions and Success Criteria, they know how to succeed. This can raise self esteem.
- To provide information to measure attainment throughout the school.
- To create improved links between pre-school, primary, secondary schools and other settings, to promote smooth transitions in learning.

When Do We Assess?

- **On-going Assessment** - Routinely as part of the day-to-day teaching and learning process (formative assessment/targets). Planning for assessment will begin at the same time as planning the learning. The validity of assessment is increased when assessment tasks and activities are designed to closely match the agreed learning intentions and success criteria.
- **Periodic Assessment** - As and when considered necessary (summative assessment). In Millersneuk this includes Standardised assessments for Reading, Spelling and Numeracy & Mathematics; school developed assessments to confirm teacher judgements in Reading and Numeracy & Mathematics as well as assessment grids and moderation procedures in Writing
- **Assessment at Points of Transition** - At transition, between stages, levels or nursery to primary and primary to secondary school. (summative assessment)
- To indicate strengths and difficulties. If we feel a child has a particular difficulty, or capability, we may use an objective or diagnostic assessment to help us plan a suitable programme of work. (diagnostic assessment)

Appendix 1 (Assessment Planning) shows the range of **on-going** and **summative** assessments used in Millersneuk Primary School

3.0 Links between Learning, Teaching and Assessment

- 3.1 Teachers take account of assessment information to plan the next steps in learning. Assessment approaches are planned as an integral part of learning & teaching.
- 3.2 The planning of rich learning experiences is based on Experiences and Outcomes and the design principles. There should be clear learning intentions and success criteria which are co-constructed with learners and used to provide feedback.

4.0 Place of Formative Assessment

"Formative assessment is the right bridge between teaching and learning. It's only through assessment of some kind that you know whether what has been taught has been learned. That's why I think this focus on this assessment process, minute by minute, and day by day, not at the end of a sequence of learning... allows teachers to reflect on their practice and make small steps in improving that practice in a more powerful way than anything we have seen before." Dylan Williams

4.1 The effective use of formative assessment ensures that learners receive focused feedback on their learning. Pupils are made aware of their progress and can identify how they can improve.

4.2 Self Assessment

Self Assessment encourages pupils to assess their own progress to develop independent learning in order to:

- Inform them of areas they can improve on, by encouraging them to consider their own work
- Inform them of ways in which to improve
- Actively involve them in the feedback process
- Actively involve them in setting targets for improvement, challenge and development. With practice, learning intentions can be devised by the pupils themselves.

Examples of self assessment can include using traffic lights to assess progress with success criteria

4.3 Peer Assessment

Peer Assessment encourages pupils to collaborate to share standards and expectations. It can take place in pairs or groups. Examples of peer assessment include two stars and a wish, traffic lights, completing assessment grids and think, pair, share.

4.4 Teacher Formative Assessment

These strategies include:

- Clear learning intentions and success criteria linked to the learning to take place. Both staff and learners should foster a sense of achievement by sharing challenging and realistic expectations.
- Skilful questioning by the teacher (allowing thinking time)
- Encouraging pupils to ask questions to extend and clarify their learning.
- By use of the lollipop lotto to choose pupils to answer questions rather than hands up.
- By use of pupil traffic light cards, e.g. showing red card if don't understand task.
- By teacher observation of daily individual, pair and group work.

- A plenary at the end of the lesson that relates closely to the learning intentions and success criteria.
- Oral feedback to pupils, individually or in groups. This is important so pupils know what they are doing well and how they can improve.
- Marking, written comments by teacher on written work and homework, marking schemes are shared with the pupils. Comments, on products such as artwork, reports or projects, usually linked to learning intentions and success criteria. Examples include: two stars and a wish, traffic lighting success criteria, using stickers and stamps to reward.

5.0 Range of Assessment Methods

5.1 Teachers in Millersneuk use a variety of assessment evidence to moderate and make judgements on progress, in order to provide feedback and inform next steps. Teachers require to have a clear understanding of Breadth / Challenge and Application within each curriculum area. This is clearly detailed in the relevant Principles and Practice Papers and the Assessing Progress papers for each curriculum area.

6.0 Place of Summative or Standardised Methods

6.1 Teachers in Millersneuk use a suite assessment information to track learners' progress including:

- Standardised tests
- Periodic assessments
- End of unit assessments

The table below shows the range of assessments used in Millersneuk Primary:

Reading (Periodic)	Writing (Periodic)	N&M (Periodic)	Standardised	On-Going
Book Band Assessments / End of Level Assessments	2 pieces - Imaginative / Personal & Functional Assessed / Moderated at appropriate Level	Unit Tests / End of Level Assessments	September ✓ Baseline (Reading / N&M) P1 ✓ Spelling P2-7 October ✓ SNSA Reading/Writing P4 & P7 ✓ Focused Reading Assessments P2-3 & P5-6 February ✓ SNSA N&M P4 & P7 ✓ Spelling P2-7 ✓ Focused N&M Assessments P2-3 & P5-6 May ✓ SNSA Literacy and N&M P1	Professional Judgement of Class Work AifL - LI & SC

- 6.2 The information gathered from standardised assessments is used as part of a suite of information to inform learning and teaching. Standardised assessment provide a detailed breakdown of a child's ability in reading, spelling and mathematics. Together with assessments from day to day learning and other assessment tasks or activities, standardised assessments provide a detailed picture of children's progress
- 6.3 Standardised assessment information has to be seen as one piece of assessment information and must be used with other assessment data to track children's progress and inform the next steps in learning. Teachers should not 'teach to the test' as this will distort the results and not give an accurate picture of a child's attainment.
- 6.4 Care and sensitivity should if communicating the results of standardised assessments to learners and parents. The information should be used to discuss strengths and next steps and there should not be an emphasis on the numerical score. Teachers should not reissue the completed papers to a class and so enable learners to compare results, which may be de-motivating for some as it is a standardised assessment and so some learners will have high scores and others low scores.
- 6.5 When administering the standardised assessments, teachers should ensure that learners are encouraged to try to answer as many questions as possible. However it should also be remembered that the assessments are designed to assess the acquisition and application of skills, knowledge and understanding at different levels. As a result there may be questions which children cannot answer - a bit like a quiz on television or in class. Learners should be made aware of this in advance. A positive and supportive ethos should be established and the standardised assessment should not be sat in an 'exam' situation.
- 6.6 Class teachers should consult promoted staff if they wish to withdraw a child, with additional support needs from a standardised assessment. Children with additional support needs can be provided with support however care should be taken to ensure that the results are an accurate reflection of the child's ability. For example, a child with dyslexic difficulties could be given help to read the mathematics test or supported to use strategies in the reading paper. They should not be read the reading paper for example as the result would not reflect their reading ability.
- 6.7 Baseline assessment will be administered in Primary 1 classes in September. This assessment will be used with the information from the summative report, the Portfolio of Achievement and any other information shared by the Early years establishment with the primary school to ensure continuity and progression in learning.

- 6.8 Achievement in Numeracy and Literacy: A Baseline Assessment System aims to:
- Provide information for planning future teaching and learning;
 - Identify learners with exceptional performance below or above average who may require further assessment, specific intervention, enrichment, extension or acceleration;
 - Provide a baseline against which the progress of individual learners can be measured; and
 - Give schools reliable management information that can be used in measuring effectiveness of programmes when baseline results are compared with suitable progress assessment.

6.9 Parents / carers should be informed as part of transition procedures the arrangements for assessing children's progress, including the use of Baseline Assessment. Care and sensitivity should be used if communicating the results of baseline assessments to parents. The information should be used to discuss strengths and next steps and there should not be an emphasis on the numerical score.

7.0 Arrangements for Moderation

7.1 In taking forward Curriculum for Excellence, teachers and practitioners have a shared understanding of standards and expectations. This shared understanding of the key assessment processes and of the standards which learners are expected to attain promotes consistency in relation to assessment and reporting. Staff have regular opportunities to collaborate in agreeing and shaping standards with reference to well considered samples of learner work.

Moderation takes place at regularly throughout the school (and at cluster level), and involves learners, teachers, and practitioners, promoted staff, quality improvement officers and staff at cluster level.

7.2 Moderation is built into the schools' self evaluation processes. Moderation activities are common practice in Millersneuk Primary. Some examples include: through focused learning visits to classes, staff evaluate learning and engage in professional dialogue about children's progress; collaborative planning within stages; target setting meetings between staff and learners.

7.3 Moderation of the standards of achievement of levels within Curriculum for Excellence is particularly important at points of transition. The use of Benchmarks to plan assessment, learning and teaching ensure that a range of evidence of progress within a level is gathered. (Appendix 2 - Progression Framework Booklet)

7.4 In Millersneuk Primary we ensure that professional judgement of achievement of a level is moderated at the key milestones and at points of transition from early years to primary 1 and from primary to secondary; achievement of early, first and second

level. A range of evidence from assessments, class work and teacher observation is used to judge whether a child has achieved a level.

7.5 It is important for teachers and practitioners to work across schools and sectors in order to develop a shared understanding of Curriculum for Excellence levels within the Broad General Education. This practice is the primary focus of 3 to 18 Cluster Working.

8.0 Arrangements for Tracking and Improving Children's Progress

8.1 Assessment planning in Millersneuk incorporates Significant Aspects of Learning and Progression Frameworks for the appropriate curricular area. Tracking across every experience and outcome is not manageable.

8.3 Approaches to monitoring and tracking are clear and manageable. Account has been taken of the EDC Guidance on Tackling Bureaucracy.

8.4 Effective monitoring and tracking in Millersneuk is informed by holistic assessment of evidence relating to the Benchmarks in each area of the curriculum. Monitoring and tracking involves a number of processes, including:

- observation of learners ;
- assessment using different approaches including evidence from summative and formative assessment; and
- self-assessment and learning journeys.

8.5 The tracking system in Millersneuk Primary includes :

- Standardised assessment results in reading, spelling and mathematics;
- The level of CfE the child is working at;
- The SIMD where the child lives;
- The target for the child - when the child should achieve the level of CfE;
- An evaluation of the child's progress based on the assessment evidence. This is related to "I can" statements which are linked to the statements in the Progression Framework.

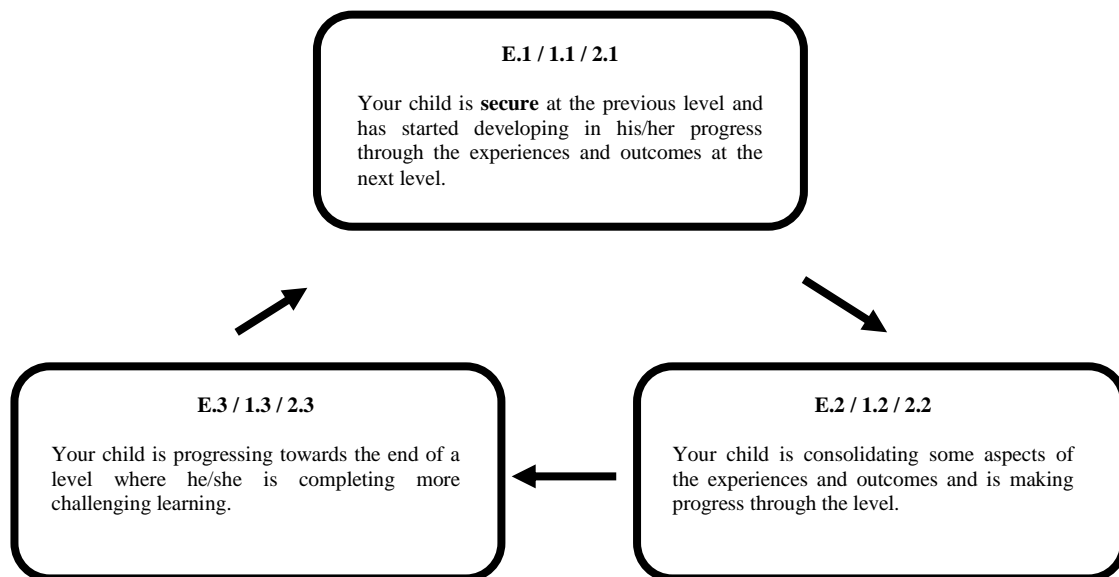
The tracking shows the ability group the child is working in for English Language or Mathematics.

8.6 Tracking of learners' progress ensures that teachers plan appropriate and prompt interventions to support and challenge learners. Class teachers have an overview of children's individual progress supported by selected evidence. This evidence is linked to "I can" statements which are matched to the Benchmarks for the curriculum area.

8.7 Teachers use a range of evidence relating 'I can' statements which are intrinsically linked to Significant Aspects of Learning and Progression Frameworks to show a learner has demonstrated a significant body of knowledge and a range of skills. This range of evidence is used by teachers to agree standards of achieving a level within

Curriculum for Excellence. Achievement of a level is underpinned by moderation processes.

- 8.8 The decision on progression within a level and achieving a level is taken at points of transition from early years to primary and from primary to secondary and in particular at the end of Primary 1, 4, and 7.
- 8.9 At these transition points and key milestones, the end of Primary 1, Primary 4 and Primary 7 the following categories should be used when reporting:



- 8.10 The Senior Management Team in Millersneuk maintain an overview of children's progress across the school. The SMT analyse results from assessments as part of self evaluation. This includes evaluating children's progress towards achieving a level of CfE or the targets set. Promoted staff and teachers engage in professional dialogue regularly to review and discuss children's progress. This is clearly linked to learning, teaching and assessment.

9.0 Reporting, Recognising Achievement, Profiling

- 9.1 The purpose of reporting is to provide clear, positive and constructive feedback on learning and progress and an agreed agenda for discussion to support the next steps in learning. Its aim is to help support parents' engagement in their child's learning.
- 9.2 Reporting in Millersneuk Primary School proportionate to the needs of learners and parents and is manageable for teachers. The EDC Guidance on Tackling Bureaucracy is followed.

- 9.3 Parents are consulted and fully involved in developing the reporting arrangements in place in Millersneuk. This ensures that they receive appropriate and relevant information on their child's progress and are aware of the next steps in their learning.
- 9.4 Reporting includes a range of activities and not just a written end of session report. These can include consultation meetings with parents and on-going oral discussions. The increased involvement of learners in assessment and reporting makes the process more manageable for teachers, as well as more meaningful for learners and their parents. Millersneuk has widened the range of opportunities to engage parents in more on-going dialogue through personal learning planning. For example the use of Class Dojo to give parents regular feedback on pupils' progress and sharing of learning targets.
- 9.5 All pupils benefit from formal recognition of their achievements. Recognition of a learner's wider achievements can increase their confidence, raise their aspirations, improve their motivation for learning and keep them engaged in education. The process of planning, recording and recognising achievements can help young people to reflect on their learning and help them build the skills which allow them to articulate their achievements in both formal and informal discussions. Some of examples of recognising pupil achievement at Millersneuk Primary include:
- OSCARS - Outside of School Certificate of Achievement and Recognition;
 - Achievement Assemblies;
 - Achievement Walls (School & Class);
 - Recognition boards;
 - Head Teacher Awards;
 - Class of the Week
- 9.7 In class lessons, learning intentions are clear and co-constructed with the learners, this ensures that they are clear about the expected outcome of the lesson. Learners themselves are involved in identifying clear and challenging next steps through discussion with their teacher. One-to-one conversations with learners are crucial aspects of the process which encourages learners to articulate their achievements. Timeous feedback about the quality of work and how to make it better involve the learner at whatever stage they are at in their learning and can ensure they are fully involved in deciding next steps in their learning and identifying who can help. This will support the learner to reflect on and profile their achievements.
- 9.8 Millersneuk has developed a manageable process for learners to profile their achievements and set targets for the next steps in their learning Within this profile there is a clear focus on skills development. Learners reflect on their achievements in and out of school. This is an ongoing process at all stages of the school.
- 9.9 Profiles are produced at the key points of transition in learning e.g. Primary 7. Producing profiles at P7 emphasises learners' achievements as they move from primary school into secondary school.

9.10 The purpose of the profile is to recognise and record the learners' achievements at this point in their learning journey. It is also used to inform the next steps in that journey. For example the Primary 7 Profile is used by secondary staff to discuss with learners their progress and next steps. It is also used early in S1 to reflect on progress and to ensure progression. The latest and best work in Primary 7 is a useful benchmark when evaluating progress in S1.