St Nicholas' Primary School

Assessment, Recording and Reporting Policy

June 2022

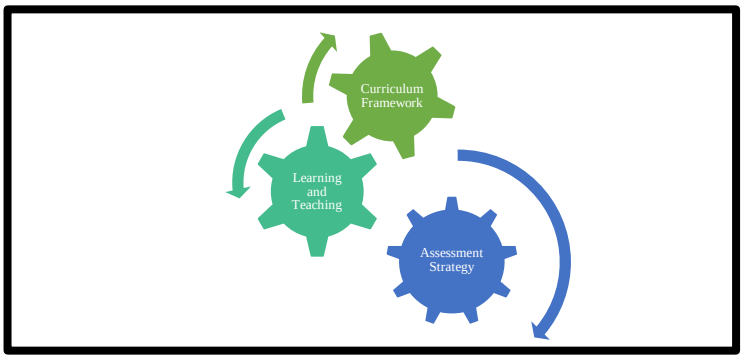
Principles of Assessment

'Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning. Assessment approaches need to promote learner engagement and ensure appropriate support so that all learners can achieve their aspirational goals and maximise their potential.'

'Learners do well when engaging fully in their learning, collaborating in planning and shaping and reviewing their progress. Approaches to assessment that enable learners to say, 'I can show that I can…' will fully involve them. At all stages, learners should understand that assessment will support them in their learning and help them develop ambition to learn in increasing breadth and depth.' (Education Scotland)

There are a number of key inter-related elements which require to be in place:

- 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.

"Children and young people need high quality feedback about their progress and a clear understanding of the support that is in place to help them succeed." (National Improvement Framework)

Aims

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 St Nicholas' Primary School evaluates children's progress using robust assessment processes fully in line with Curriculum for Excellence.

At St Nicholas' Primary School our aim is to meet the individual needs of our pupils. Assessment is an **integral** part of the learning and teaching process and will:

For Pupils:

- ✓ Motivate them through success
- ✓ Support their learning
- ✓ Provide pupils with training and opportunities to self & peer assess their work
- ✓ Inform them about their achievements and progress to date
- ✓ Identify areas of strength and development needs
- ✓ Actively involve them in their own learning and the feedback process, helping them set targets for improvement and development
- ✓ Develop motivation and self esteem thus enabling pupils to achieve success more readily

For Teachers:

- ✓ Use a variety of both summative and formative assessment strategies
- ✓ Inform pupils of successes and areas for development
- ✓ Should ensure pupils are focused on their Learning Intentions for the task
- ✓ Provide opportunities to keep track of children's progress and teachers' expectations
- ✓ Provide reliable, continuous information as a basis for monitoring & evaluating attainment
- ✓ Enable them to evaluate their own practice
- ✓ Indicate next steps in the learning and teaching programme
- ✓ Identify areas in which the learning and teaching could be improved through a variety of approaches
- ✓ Take account of needs of all pupils
- ✓ Identify appropriate pace of learning
- ✓ Help to monitor the appropriate use of resources
- ✓ Provide information on class/group organisation
- ✓ Actively involve pupils in the feedback process – written and oral

For Parents:

- ✓ Inform them of their child's progress and achievements on a regular basis
- ✓ Inform them of areas of strength and development needs
- ✓ Provide evidence of achievements and attainment
- ✓ Actively involve them in the feedback process

The Benchmark statements 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.
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.

Gathering Assessment Information

Assessment information may be gained through both formative and summative strategies. These different strategies will help indicate the effectiveness of learning and teaching, be used for recording and reporting purposes and help to indicate areas of strength and difficulty which will influence future planning. Assessments will help to identify where interventions are required to help pupils make better progress in their learning.

Formative Strategies

"*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*

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

At St Nicholas' Primary School we actively support the Assessment is for Learning Policy promoted by the Scottish Executive and East Dunbartonshire Council. Assessment strategies underpin all learning and teaching. All marking and correction, verbal correction and interactions with pupils are positive and encouraging.

Staff have, and will continue to develop, knowledge of a wide range of strategies to promote and implement formative assessment into the learning and teaching process. These strategies include:

- ✓ Planning – it is important to start from an understanding of what the children know already and what the children then need to know.
- ✓ Sharing learning intentions and success criteria – sharing what we want children to learn and how they will know that they have succeeded. Reference to the learning intention and success criteria are key components of oral/written feedback.
- ✓ Effective Questioning – through questioning teachers can clarify what learning has taken place and establish what difficulties are being experienced.
- ✓ Questioning should include: Higher Order Thinking Skills (HOTS), increased wait time, No- Hands up, Think Pair Share.
- ✓ Quality Feedback – feedback is a vital process. It lets the children know what they are doing well in and should provide them with strategies to improve. (e.g. two stars and a wish)

- ✓ Marking – Should be positive, clear and appropriate to its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning. Not all errors will be corrected when marking e.g. spelling may not be corrected in story writing if this was not part of the success criteria. If children have attempted to spell words but made errors and these are all corrected then that could have a negative effect of their self confidence and cause less confidence in future writing activities.
- ✓ Looking for reasons for errors rather than simply marking right/wrong.
- ✓ Self and Peer Assessment – if children are allowed to monitor their own progress against goals set they become more aware of how they learn and so become better learners. Children are trained how to reflect on learning intentions. Self/Peer assessment can be oral or written: traffic light stickers or coloured pens can be used. Comments can be written in the jotters by pupils (relating to learning intentions/ success criteria).

Summative Assessment

These provide valuable information to teachers, pupils and parents on what knowledge and skills have been attained.
The strategies adopted may include:

- ✓ Weekly test – this might be used in areas such as spelling where teachers want to check if patterns have been understood
- ✓ Periodic Assessment/ End of unit/topic assessments to assess learning over an extended period of time
- ✓ Termly Assessment are carried out 3 times across the school session. This will include aspects of Mathematics & Numeracy, Reading, Talking and listening, Spelling and Writing. Each child will have a folder for assessment tasks. These should be passed on to the next teacher. (Appendix 1)
- ✓ P1 Baseline assessments - these are carried out in the first term of children starting school
- ✓ Standardised Assessments - these are carried out in Mathematics and Reading (National Assessments at P1, P4 and P7).

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. Information from this type of assessment should be used to discuss strengths and next steps and not simply focus on the numerical score.

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.

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 if reading ability is being tested.

There may be further diagnostic assessment carried out to gain further evidence of specific strengths or specific needs of pupils. A pupil may be assessed if the teacher or parent has a concern about a particular area not progressing as expected. In such cases the Education Support Teacher may also observe the pupil and administer any necessary assessments to help devise a specific plan for that child.

Moderation

In taking forward Curriculum for Excellence, teachers and practitioners need to 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, other practitioners, promoted staff and quality improvement officers.

Moderation is built into the schools' self evaluation processes. Moderation activities are common practice in St Nicholas' 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

Moderation of the standards of achievement of levels within Curriculum for Excellence is particularly important at points of transition. Benchmark statements are used to plan assessment,
learning and teaching ensure that a range of evidence of progress within a level is gathered. In St Nicholas' 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.

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.

Tracking and Monitoring

Teaching staff should ensure that assessment is an integral part of learning and teaching and that they regularly review themselves and their approaches with their pupils.
The Senior Management Team have the overall responsibility of monitoring the effectiveness of the practice throughout the school.
This will be done through:

- ✓ Classroom visits, both formal and informal
- ✓ Discussing with pupils what they are doing and why they are doing it
- ✓ Reviewing specific learning and teaching approaches
- ✓ Monitoring and commenting on plans submitted on a termly basis
- ✓ Consultation meetings with teachers to discuss planning, assessments and pupil progress, strengths and difficulties
- ✓ Pupil tracking of achievement and attainment
- ✓ Consultation meetings with Education Support Teacher

All methods of assessment are used to get a rounded picture of the child's strengths and areas for development. Tracking groups and individuals is a key role for the SMT to ensure every pupil is making the best possible progress. Tracking data is used to inform school developments and to report to the local authority and Scottish Government about attainment in St Nicholas' Primary.

Recording

Recording provides the platform from which teachers can base their reporting to others and is a mechanism for evaluating learning and teaching.
Recording should be selective and should focus on key learning aims. It should be carefully managed and appropriate to the activity.
Recording strategies may include:

- ✓ Comments on children's written work
- ✓ Helping children collect evidence of work for their profile
- ✓ Notes in daily/ weekly/ termly plans as appropriate
- ✓ Records within class assessment folder (Appendix 2)
- ✓ Evaluation sheets at the end of each term

Reporting, Recognising Achievement and Profiling

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.
Reporting includes a range of activities and not just a written end of session report. These can include children presenting learning to parents, consultation meetings with parents, 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.

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 St Nicholas' Primary include:

- House Points
- Assemblies
- Wider Achievement Wall
- Head Teacher Certificates
- Announcements via Website/ Twitter

In class lessons, learning intentions are clear and success criteria is co-constructed with the learners where possible, ensuring 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 their learning and achievements.

St Nicholas' is currently developing a manageable process for learners to profile their achievement regularly through the use of SEESAW. This will ensure that Parents receive regular information regarding their child's learning.

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. 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 secondary staff of their 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.

Appendix 1 – Pupil Assessment Folder Information

- Each learner will have an individual assessment folder which will gather evidence of skills in Literacy and Numeracy and will move with them from P1 to P7.
- As part of planning, class teachers will also plan assessment activities that will demonstrate the children's ability in the focused skills that have been taught each term.
- Assessment activities should be planned to allow learners to demonstrate application of these skills within an unfamiliar context in all aspects of Literacy and Numeracy.
- These assessments will match the skills identified on the group planner and ensure that children can be successful in their assessment.
- Assessment activities should be delivered as part of ongoing learning and teaching activities and not under test conditions to ensure that children feel comfortable and relaxed.
- In order to support moderation, as with planning Class teacher should work with their stage partner where possible to plan these assessment activities.
- Each assessment piece should be marked and appropriate information should be stored within the class assessment folder. The pieces of work should also be stored in the individual child's assessment folder.
- The information from these assessment activities in conjunction with class work will inform teacher's judgement. This will help plan next steps and support the information within the termly tracking document.
- At the end of each year, the assessment for the current year should be placed in a pollypocket and dated with the academic year.

Appendix 2 – Class Assessment Folders

- Each class will have an assessment folder, this folder will start when the class enters P1 and it will follow them until P7 to ensure continuity of assessment information.
- Each year will be divided into sections
- This folder will record the overall assessment information from the termly assessments, standardised assessment scores, universal and targeted support plans, termly evaluations and any other information that the teacher feels is relevant to assessment (Please refer to content page and record sheets).
- Assessment folders should be used to inform professional dialogue at learning, teaching and tracking meetings and should be regularly updated
- This assessment folder will be a significant part of the transition information and will ensure that records are appropriate and manageable.

Assessment folder

Contents Page

Within each section, there should be the following record sheets:

- Class list (issued by office)
- Writing Assessment Record
- Listening and Talking Assessment Record- 1 per term
- Reading Assessment Record (Termly Assessments)
- Reading Record (Core reader) – will be transferred from FP folder at end of session
- Spelling Assessment Results- raw and standardised (Sept each year)
- Spelling assessment Record (periodic/ termly)
- Phased Assessment scores (Numeracy and Maths)
- Numeracy and Maths Assessment Record
- Termly Evaluation (across the curriculum)- 1 per term
- Standardised Assessment results – SNSA P1, P4 and P7
- Phonic assessment Record (P1-3 only and for identified learners P4-7)
- Common Word Assessment Record (P1-3 only and for identified learners P4-7)
- Universal Support Overview
- Individual Targeted Support Plan
- Any diagnostic/ screening assessment carried out for individual learners

Writing Assessment Record – Term 1 (P1 – P4)

Name	Recount Core Grading	Recount Genre Grading	Report Core Grading	Report Genre Grading	Any relevant comments

Writing Assessment Record – Term 2 (P1 – P4)

Name	Narrative Core Grading	Narrative Genre Grading			Any relevant comments

Writing Assessment Record – Term 3 (P1 – P4)

Name	Persuasive Core Grading	Persuasive Genre Grading	Instruction Core Grading	Instruction Core Grading	Any relevant comments

Writing Assessment Record – Term 1 (P5-P7)

Name	Recount Core Grading	Recount Genre Grading	Report Core Grading	Report Genre Grading	Explanation Core Grading	Explanation Genre Grading	Any relevant comments

Writing Assessment Record – Term 2 (P5 – P7)

Name	Narrative Core Grading	Narrative Genre Grading	Persuasion Core Grading	Persuasion Genre Grading	Any relevant comments

Writing Assessment Record – Term 3 (P5 – P7)

Name	Discussion Core Grading	Discussion Genre Grading			Any relevant comments

Reading Assessment Record

Academic Session -				
Name	Score T1	Score T2	Score T3	Any relevant comments

Group Reading Record (This will be a tick and date sheet that has the tile of all BC books and in time a list of novels- This will transferred from the FP folder at the end of the session.)

Example

Bug Club Reading Planner 1.1 (Yellow/Blue/Green)

Yellow

Class: **Group:**

Session:

Please highlight the books you plan to work with. Date and tick when complete.

Yellow A Term 1		Yellow B Term 1		Yellow C Term 1	
Pippa's Pets 'Lost Dog'		Zip & Zap meet the Sam		I Like To Play	
Butterflies		This is My Pet!		Zip & Zap At The Zoo	
Zip Zap and the Thing		Pippa's Pets 'Runaway Pony'		My Life	
		Spot the shape		Pippa's Pets Scaredy Cat	
		Assess Yellow level before moving to next stage: Blue			

<u>Talking and Listening Assessment Record</u>

Academic Session –	
Term -	
Assessment Focus-	
Name	Comments

Annual Spelling Results

Academic Session -				
Name	Raw Score	Standardised Score	Level at beginning of session	Level at end of session. Please also indicate last pattern covered

Spelling Assessment Record

Academic Session -					
Name	Level	Score T1	Score T2	Score T3	Any relevant comments

Phased Assessment Results (Numeracy and Maths)
This assessment will be completed at the end of each session in order to provide a clear starting point for the new session.

Name	Phase	Score	Any relevant comments

Maths Phased Assessment

CFE Level	Level	Phased Assessment	
Early	E.1	1	
	E.2	2	
First	1.1	3	
	1.2	4	
	1.3	5	
Second	2.1	6	
	2.2	7	
	2.3	8	

Numeracy and Maths Assessment Record

Academic Session -					
Name	Working Level – 1.1, 2.1 etc.	Score T1	Score T2	Score T3	Any relevant comments

Stage 1 Phonic Assessment Record

Indicate score for each assessment (12)

R- Read, W- Write, A- Alliteration

Name	Ass. 1			Ass. 2			Ass 3			Ass 4			Ass 5			Ass 6			
	R	W	All	R	W	All	R	W	All	R	W	All	R	W	All	6a	6b		6c
																	Blend (8)	Segment (8)	

Stage 1 Phonic Assessment Record

Indicate score for each assessment (12)

R- Read, W- Write, A- Alliteration

Name	Ass 7			Ass 8				Ass 9				Ass 10				Ass 11		Ass 12	
	7a	7b	7c	R	R	W	W	R	R	W	W	R	R	W	W	R	W	R	W
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Stage 2 Phonic Assessment Record
Indicate score for each assessment (12)

Name	Ass 1 (Revision)		Ass 2 (Revision)		Ass 3 (Revision)		Ass 4		Ass 5	
	R	W	R	W	R	W	R	W	R	W

R- Read, W- Write

Stage 2 Phonic Assessment Record
Indicate score for each assessment (12)

Name	Ass 6		Ass 7		Ass 8		Ass 9		Ass 10	
	R	W	R	W	R	W	R	W	R	W

R- Read, W- Write

Stage 3 Phonic Assessment Record

Indicate score for each assessment (12)

R- Read, W- Write

Name	Ass 1 (Revision)		Ass 2 (Revision)		Ass 3		**Ass 4**		Ass 5	
	R	W	R	W	R	W	R	W	R	W

Stage 3 Phonic Assessment Record
Indicate score for each assessment (12)

R- Read, W- Write

Name	Ass 6		Ass 7		Ass 8		Ass 9		Ass 10	
	R	W	R	W	R	W	R	W	R	W

<u>Common Word Assessment Record for each group</u>

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