

King's Meadow Primary School



Assessment Policy

Revised September 2013

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Assessment Policy

RATIONALE

Reflecting the values and principles of *Curriculum for Excellence*

'The values that underpin *Curriculum for Excellence* inform all aspects of assessment. These values are that the curriculum must be inclusive, be a stimulus to personal achievement and, through broadening of experience, be an encouragement towards informed and responsible citizenship. A coherent approach to planning the curriculum, learning, teaching and assessment is necessary. In order to gather good quality evidence of learners' progress through relevant experiences, staff need a range of approaches that reflect the breadth, challenge, and application of learning and the wide range of skills being developed. To ensure that *Curriculum for Excellence* is a curriculum for all children and young people, assessment has to be used flexibly to meet the needs of all learners, regardless of where planned learning takes place. Everyone working with children and young people must collaborate to provide appropriate experiences and support in order to 'get it right for every child'.

Building the Curriculum 5 (Scottish Government, January 2010)

AIMS

In King's Meadow, our aim is to meet the individual needs of our pupils. Assessment is an **integral** part of the learning and teaching process.

For learners, the aims of assessment are to:

- ❖ motivate them through success and help improve self esteem
- ❖ identify areas of strength and development needs
- ❖ inform them of areas they can improve on by encouraging them to transfer skills and experiences from across the curriculum
- ❖ actively involve them in the feedback process and how they are progressing towards learning targets
- ❖ actively involve them in personalising success criteria and learning styles for improvement and development

For teachers, the aims of assessment are to:

- ❖ identify and celebrate the different types of achievement across the curriculum
- ❖ identify areas in which learning and teaching could be enhanced through a variety of approaches
- ❖ identify next steps in pupils' learning
- ❖ support learning that develops the knowledge and understanding, skills, attributes and capabilities which contribute to the four capacities
- ❖ help them to evaluate their own practice

- ❖ provide for flexibility within class/group/level organisation.

For parents, the aims of assessment are to:

- ❖ inform them of areas of strength and development needs
- ❖ provide evidence of achievements and progression
- ❖ encourage them to be involved in the feedback process.

WHAT WE ASSESS

Assessment will focus on the application of standards and expectations of each learner's progress and achievement in:

- knowledge and understanding
- skills
- attributes and capabilities

as detailed in the experiences and outcomes within curricular areas and subjects.

Assessment approaches should help learners to show their progress through the levels and enable them to demonstrate their achievements in a range of ways which are appropriate to learning. For learners to demonstrate that their progress is secure and that they have achieved a level, they will need opportunities to show that they:

- have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum
- can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- can **apply** what they have learned in new and unfamiliar situations.

HOW WE ASSESS

Assessment is an important and integral part of the learning and teaching process. Teachers assess constantly as part of daily learning and teaching. They do this, for example, by watching and listening to learners carrying out tasks, by looking at what they write and make and by considering how they answer questions. This could include:

- observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions
- records (oral, written, audio-visual) created by children which may include self-assessment and/or peer assessment or may be assessed by the teacher
- information obtained through questioning in high quality interactions and dialogue
- written responses
- a product, for example, a piece of artwork, report, project
- accounts provided by others (parents, other children, or other staff) about what learners have done

- making use of approaches suggested in the National Assessment Resource (NAR)

SOURCES OF EVIDENCE USED IN ASSESSMENT

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:

Formative Assessment

This type of assessment includes:

- **Planning** - in planning children's learning 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** - sharing what we want children to learn and how they will know that they have succeeded.
- **Questioning** - through questioning teachers can clarify what learning has taken place and establish what difficulties are being experienced. Questions need to be open and children given thinking time before being expected to respond.
- **Feedback** - feedback is a vital process. It lets the children know what they are doing well in and should provide them with strategies to know how to improve.
- **Marking** - marking less frequently, but in more detail, gives the children most useful feedback and is an effective way of improving performance. Time to follow up on the comments made is essential.
- **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. To be effective children need to be taught the skills and techniques to gain most from this.
- **Self-esteem** - self-esteem is the most significant factor in being a successful learner. Involving children in the learning and teaching process raises self-esteem.

Summative Assessment

We acknowledge that there is still place for the end of unit assessment or topic test. These provide valuable information to teachers, pupils and parents on what knowledge and skills have been attained.

The strategies adopted may include:

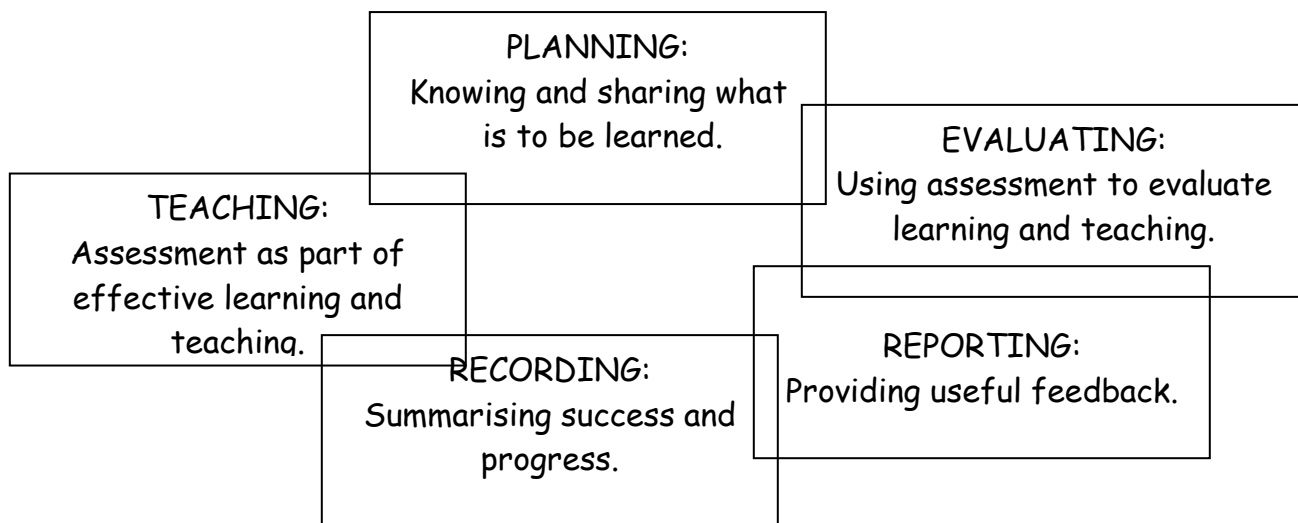
- Showcasing - at the end of a topic, children have the opportunity to present the skills they have learned
- Weekly test - this might be used in areas such as spelling where teachers want to check if patterns have been understood
- Pre and post tests - used where teachers wish to establish what additional knowledge is required/has been gained on a specific topic
- Primary Indicators of Performance (PIPs) - undertaken in P5 and P7
- NFER Single Word Spelling Test - completed in August of each year from P4 to P7.

Diagnostic Assessment

A pupil may also undergo an assessment because the teacher or parent has a concern about a particular area not progressing as expected. In such cases the Support for Learning teacher will observe the pupil and administer any necessary assessments. The results of any such intervention will be used to devise a specific learning plan for that child where necessary. This type of assessment is used to gain evidence of specific strengths or specific needs of pupils. Examples of diagnostic assessment include:

- Dyslexia Portfolio
- British Picture Vocabulary Score
- MIRA

In King's Meadow, assessment will be considered in terms of five key elements:



NOTE - These key elements should not be seen as separate or sequential stages.

PLANNING

Knowing and sharing what is to be learned involves:

- collaboration between Senior Management Teacher (SMT), staff and pupils;
- taking account of the evaluations just completed;
- having a clear statement of learning intentions and success criteria taking account of a range of teaching approaches;
- taking into account the learning styles of pupils, pace and challenge

In King's Meadow, teachers will plan in collaboration with other colleagues and SMT. Account should be taken of prior learning to ensure coverage of the curriculum along with balance across and within curricular areas. A range of learning opportunities should be planned and the focus for assessment highlighted.

Medium term plans provide an overview of outcomes to be covered. This could be for a whole term or, in the case of topics, part of a term.

Short term plans provide information on success criteria; differentiation; which aspect/s of work will be assessed and guidance on how this will be done; along with a brief outline of activities.

Daily diaries provide more detailed information such as pages of text to be covered, techniques to be taught, timing of assessment activities, homework etc.

TEACHING

Assessment as part of effective learning and teaching involves:

- attention to four interrelated concerns -
 - clear teaching and learning aims
 - motivation
 - previous experience and present abilities
 - effective tasks and flexible teaching methods

In King's Meadow, from P4 to P7, assessment will be part of the day-to-day interaction between teachers and pupils.

RECORDING

Summarising success and progress involves:

- all pupils
- reviewing the progress of individual pupils, groups and classes at the end of a block of work
- being selective and focusing on implicit and explicit learning

In King's Meadow, progress is recorded through tracking (eg SEEMIS), On Track With Learning, and in children's work.

On Track With Learning, as well as identifying teaching aims and methods, should give an indication of how the individual/group/class have coped with particular Experiences and Outcomes along with an evaluative comment.

REPORTING

Providing useful feedback involves:

- feedback following assessment
- feedback to pupils
- reporting to parents

In King's Meadow, reporting to pupils takes place on a daily basis and can take the form of a spoken comment at the end of a piece of teaching or an on the spot answer to a question. Written feedback may also be given in pupils' work as part of the marking process. This feedback should be formative in nature, be clear, positive and supportive and provide a basis for discussion.

From P4 - P7, reporting to parents is both written and oral. A formal consultation meeting takes place in October and **a less formal child-led event in April**. A formal written report goes out to parents in June. Written reports are shared with pupils from P4 to P7 and they are invited to make a written comment. All parents are invited to make a response, either written or oral.

On occasion, teachers may be required to provide reports for other agencies such as the educational psychologist. Information gained from ongoing assessment should form the basis for these.

EVALUATING

Using assessment to evaluate learning and teaching involves:

- ❖ teachers evaluating their own teaching and reflecting on what pupils have learned and what progress has been made in order to inform future planning.

In King's Meadow, teachers are encouraged to evaluate their own performance against the achievement of the learning outcomes that they have set for their pupils. This will often take place on a daily basis as teachers reflect upon the effectiveness of their teaching but also takes place at the end of a teaching block.

At the end of a term teachers are asked to give written evaluations of their teaching, and to identify next steps, before planning for the next term of work. This review involves giving consideration to individuals, groups and the class in relation to the curriculum, teaching methods and resources:

- The curriculum should be considered in terms of attainment outcomes, organiser and other aims of the teaching programme. It should also be considered in terms of its relevance and appropriateness for each pupil.
- Teaching methods and resources should be looked at in terms of their effectiveness and pacing and for their success for individuals, for groups, and for the whole class. The teacher should make use of pupils' work, discussions with colleagues, observation of pupils, tests and discussions with parents to back up their own general impressions of the success of work undertaken.
- Moderation will take place with colleagues at school, cluster and authority level to ensure consistency of understanding and application of standards, support trust and confidence in teacher's judgements and ensure progression and continuity. It will also involve comparison against standards described in the NAR.

RESPONSIBILITIES

The **SMT** will:

- support and advise teachers in implementing this policy;
- ensure that this policy is understood and implemented by teachers, pupils, parents and others;
- monitor the effectiveness and encourage regular review of the assessment practices in the school

Teachers have a central role in assessment and will:

- manage and implement this policy in their classrooms for the benefit of pupils' learning;

- communicate information about pupils' attainment to the pupils themselves, to parents, to the SMT, to teachers and to other people concerned with the pupils' learning.
- celebrate the achievements of the whole child for example through Assembly, sharing with parents etc

Pupils have a central role in assessment and will:

- be involved in choosing how to demonstrate their learning;
- setting personal targets for their learning;
- participating in self and peer assessment;
- share learning and achievement at home through their journal.

Parents as prime educators of their child should have:

- opportunities to act in partnership with teachers;
- a right to receive all information about the progress of their child.

Others concerned with the pupils' learning, e.g. Educational Psychologist, may be:

- provided with information about the progress and attainment of individual pupils which is normally confidential.

The **Education Authority** will:

- offer support and guidance about assessment in relation to curriculum guidelines, regional policy, in-service training and in-school support for teachers.

MONITORING AND EVALUATION

The responsibility for the implementation of this policy lies with all staff. However, promoted staff will, through routine monitoring of forward plans and discussions with staff, seek to ensure that it is put into practice. All staff will be involved in evaluating the effectiveness of the policy.



| | Maths | Literacy | HWB | Other |
|--|----------------------------------|---|-------------|--------------------------------|
| FORMATIVE ASSESSMENT STRATEGIES: Should be used in accordance with the school's Learning and Teaching Policy. | | | | |
| SUMMATIVE ASSESSMENTS: Should be used in accordance with the school's Learning and Teaching Policy. | | | | |
| STAFF SHOULD BE AWARE OF ASN DIAGNOSTIC ASSESSMENTS AND SHOULD DISCUSS THE NEED FOR THESE WITH ASN STAFF. | | | | |
| August | | Single Word Spelling Test | | Weekly completion of journals. |
| September | | | | |
| October | | IN-HOUSE MODERATION | | |
| | PARENTS'/CARERS' MEETINGS | | | |
| November | P7 PIPS | P7 PIPS | | Weekly completion of journals. |
| December | | | | |
| January | CLUSTER MODERATION | CLUSTER MODERATION | | Weekly completion of journals. |
| | PARENTS'/CARERS' MEETINGS | | | |
| February | IN-HOUSE MODERATION P5 InCAS | P5 InCAS | | |
| March | CHILD LED PARENT/CARERS' MEETING | | | |
| April | | | | Weekly completion of journals. |
| May | CLUSTER MODERATION | IN-HOUSE MODERATION CLUSTER MODERATION | P7 profiles | |
| June | END OF YEAR REPORTS ISSUED | | | |

