

Milngavie Primary School & EYC



Assessment Guidelines



Performance Indicators	
1.1	Self-evaluation for self-improvement
1.5	Management of resources to promote equity
2.2	Curriculum
2.3	Learning, teaching and assessment
2.4	Personalised support
2.6	Transitions
3.1	Ensuring wellbeing, equality and inclusion
3.3	Increasing creativity and employability

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Review - ongoing in light of new resources and procedures

This school endorses the principles set out in the Curriculum for Excellence. Particular account has also been taken of Quality Indicators as outlined above, and the key features of Assessment is for Learning.

The purpose of our policy statement is to provide a summary of the key points for assessment as well as detailing specific school based arrangements. Assessment is an integral part of the overall teaching process. It is the means by which we obtain information that allows us to make informed decisions about:

- the pupils' learning and needs
- our own teaching
- The integration of both and the target setting agenda



The main aim of assessment is to support the learning process which helps all pupils become better learners and more confident and positive about their own abilities. It is also to ensure that the next steps in our teaching are tuned specifically towards the individual needs of the pupils.

We have always and will continue to use a variety of approaches to assess children. This agreed policy outlines our whole school approach which is designed to ensure that assessment is used in a consistent and systematic way and therefore, plays a vital role in the key principle of sustaining a curriculum which offers both continuity and progression

Assessment can be:

- Formative - to indicate the effectiveness of teaching and learning
- Diagnostic - to indicate strengths and weaknesses
- Summative - for recording and reporting purposes
- Informal - on-going for teacher and pupil information
- Self and peer assessment

Aims:

To use assessment:

- to recognise achievement and progression
- to support learning and assist pupils to reach learning targets
- to provide feedback to pupils, parents and other teachers
- to promote high and realistic expectations for pupils
- to provide information as a basis for monitoring and evaluating provision and attainment/achievement at school
- to produce good evidence to inform decisions about next steps in learning

Formative Assessment

Formative assessment is probably the most important type of assessment for a class teacher, as it should be fully integrated into the planning process. Formative assessment and the use to which it is put, is crucial to effective learning and teaching. It can help point the way to a reconsideration of the work pupils are being asked to do, the teaching approach or the pupils learning. It can identify areas of learning forgotten or misunderstood by the pupil, reveal unsuspected knowledge of skills, identify possible barriers and provide information on relevance, pace and interest of teaching for a learning group.

Teachers should report on pupil's progress and attainment across the curriculum using their professional judgement and the evidence available to them, and from their own continuous assessment. Assessment will improve the quality of learning and teaching if information gathered has a clear purpose, is collected systematically and is used appropriately. Assessment is an integral part of what teacher's always do, planning, teaching, recording, reporting and evaluating.

Planning

We need to take account of attainment outcomes, skills, Experiences and Outcomes and our own school guidelines. In planning we need to consider the time allocation of areas to be taught. We need to have a limited number of aims. Assessment should be an integral part of our Forward Planning process. We need to identify recent activities or developments important for assessing next steps in learning or determining where further depth in learning is required and we need to match tasks to pupil's abilities and experience - we need to plan for groups and where appropriate individuals as only through a differentiated curriculum can we effectively meet the needs of all of our learners. We need to plan effective tasks and flexible, responsive teaching methods that maintain the correct balance across the curriculum. We should strive to design tasks and develop skills that aid progress and are challenging, yet attainable.

Teaching

Teaching is the second stage of the assessment process and is based on the planning already done. It will provide evidence to allow recording, reporting

and evaluating to take place. In teaching, staff should design tasks which are interesting, varied and challenging whilst being responsive to pupil interests. Teachers should encourage a problem-solving approach and create an atmosphere which promotes the exploration of new ideas and activities. Teachers should evaluate evidence of pupils' progress from previous work before moving on the next block of work. Teachers should use a variety of teaching and learning approaches to meet the needs of all pupils and match tasks to pupils' abilities and experience. At the end of a teaching block, we need to identify strengths and weaknesses of a pupil's/groups progress and record areas needing further development through our evaluations/next steps comment. This should include an assessment of our teaching and the impact this may have on the pupil's future learning - e.g.

Did we get our points across effectively?

Was our lesson challenging and stimulating?

Did we use the most appropriate teaching approach?

Did we cater for the needs of all pupils?

Pupils should be involved in this process and learn to self and peer assess, manage their assessment materials (e.g. Learning Stories) and be able to discuss confidently about the process of learning as well as their own strengths, areas for improvement and aspirations.

Recording

Recording provides the platform from which teachers can base their reporting to others and is a mechanism for evaluating learning and teaching. Our teachers' long and short term forward plans/programmes of study can serve a dual purpose as plans and records.

Recording will enable teachers to share with pupil's successful learning and identify development needs and next steps. It will monitor the effectiveness of teaching and pupils' progress in relation to attainment outcomes and targets.

It will enable teachers to report to parents, other teachers and other appropriate agencies. It will also inform the Head Teacher/Depute about attainment levels. This will be complemented with meetings which look rigorously at individual pupil performance in reading writing and maths, the planning of additional support as a result of this (Venn diagrams) and Early Intervention meetings at the Early stages.

Assessment should, therefore:

1. support forward planning [including learning Stories]
2. be an interactive process between teacher and learner specifically using ongoing formative assessment strategies [transforming learning literature], 1:1 interviews to discuss learning targets and processes and discussions about meta-cognition and issues such as intelligence not being fixed or 'pre-determined'
3. be continuous
4. emphasise achievement, progress and strengths
5. support the ways we communicate achievement, progress and attainment to pupils' parents and other colleagues
6. indicate areas of weakness, concern or strength and provide evidence on which to base next steps
7. Be employed in making judgements about progress towards curricular targets. be a tool by which dialogue can exist between teacher and pupil in order to set learning targets

Key Points

Who is to be assessed?

Each pupil, whether as a member of a group or class is entitled to be assessed. As part of this entitlement it would be assumed that all children would be assessed through the teaching / marking process. Teachers should be aware of the strengths and needs of their children and should constantly monitor these to ensure that teaching levels are accurate. This means that teachers should plan who and what is to be assessed in advance. This should be done on a weekly basis as part of the planning process as a result of evaluations and in conjunction with the school's systematic procedures.

Who will carry this out?

Everyone who is involved with the child has the potential to contribute.

For example:

- pupil/teachers
- parents
- Classroom Assistants/Support for Learning Assistants/colleagues
- other pupils



What should be assessed?

- knowledge and understanding
- communication skills
- process and practical skills
- attitudes and interests
- personal and social development

When should assessment take place?

The emphasis is on continuous assessment. The assessment we use on a daily basis as part of our interaction with children should be part of an effective learning and teaching model.

Formative (close) assessment strategies will be in place to allow regular discussions between individuals and teachers in order that targets can be set together. Where possible these should be displayed so that they can easily be referred to and used as a teaching tool, or referred to on a regular basis so that progress can be ascertained.

All pupils will have an entitlement to this experience regularly. Pupils will be encouraged to use the language of assessment and be made aware of learning outcomes and the criteria for passing next levels in order that they have as full a knowledge of the assessment process as possible.

In order that the formative assessment process can operate fully, pupils will be required to self assess regularly which will be monitored by their teacher.



The Learning and Teaching Cycle

1. PLANNING FOR LEARNING

Defining learning activities and outcomes for the class, groups and individuals and identifying the key strands and pupils to be assessed as well as the methods of assessment to be used.

Personal Learning Plans will specifically show them



4. RECORDING

Noting only what is important and relevant to maximise the effectiveness of learning



ASSESSMENT

Using a variety of assessment techniques in order to collect evidence from which informed judgements can be made about learning. Formative assessment strategies used regularly to ensure there is a partnership between teacher and learner. Teachers will share the vocabulary of assessment with pupils as well as the targets they should be trying to achieve

2. TEACHING

Maximising opportunities to interact with pupils in a learning and teaching context as individuals and/or group or class members. Learning outcomes will be shared as an integral part of the teaching process to allow pupils greater access to their learning.



Using this model will allow us to inform children of their progress and achievements while identifying areas of difficulty, which may require further investigation. For example, diagnostic assessment involving speech and language therapist, learning support specialist and educational psychologist. This model will also allow important dialogue between teachers and learners in order to satisfy the target setting agenda.

How will evidence be selected/collected?

By using a variety of approaches such as:

- marking pupils' work
- observing children while working on a task
- listening to and talking with children
- setting up specific assessment tasks
- using tests
- pupil self assessment
- peer assessment
- formative assessment meetings
- Self/Peer assessment Ruberics [See example in Appendix 1]
- Group assessment books where children note WALTs and assess their groups performance against the teacher/pupil led academic and social learning intentions
- Formal Assessments - standardised/baseline
- Conversation with pupils/parents/teachers
- Written evidence (pupil's work)
- Comments written on pupil's work
- Observation
- Discussing targets/tasks with pupils
- Oral questioning
- Tasks set by teachers
- Assessment/progress work built into schemes
- Extension work - pupils able to apply knowledge/skills to new situations
- Attainment (use of checklists)
- Standardised test results
- Co-operation in a project
- Self/peer assessment (pupils should be encouraged to reflect on own work and compare performance against agreed criteria, e.g. self correction and



conferencing after writing, self assessment sheet at end of ES topic, peer assessment in talking task, rubrics etc)

- Senior pupils can use same headings as the Class Teacher in reports, and list what they consider their strengths and areas for development to be
- Ability to carry out practical activities

An example of evidence through practical activities could be:

- (a) Can pupil make a start?
- (b) Can pupil apply their knowledge to task?
- (c) Can pupil choose appropriate materials?
- (d) Can pupil report findings?

- For example science planning sheets could be used to see how children deal with applying scientific principles such as *Fair Testing*.

An example of evidence from writing could be (a) short responses - write a word/few words, answer to a question, filling in a table, chart, labeling a picture, diagram, completing statements.

Extended writing - gives information on knowledge and attitudes - what they know, think, and feel. Also gives information on use of language, e.g. vocabulary, sentence structure, organisation of ideas, etc. We have shared the school's Extended Writing information in the past and a school folder is always available for reference and review for the Head Teacher's office.

Formative assessment strategies will include recording of information between pupil and teacher, which will evidence specific points for improvement. Immediate dialogue is the most powerful tool in identifying next steps, discussing ways to improve performance and therefore developing learning.

The school has a range of Learning Unlimited resources on Sharing Learning Intentions, Asking Better Questions, Making feedback Count, Promoting Achievement, Mark Less to Achieve More. These resources can be used during Professional Teacher Committees to ensure that we continue to develop AifL, a fundamental premise for the learning Story approach we have adopted.

How will evidence be used?

On many occasions evidence collected from continuous assessment may result in no further action apart from noting who achieved the task successfully.

However, the assessment folder should be used to ensure a more systematic approach to recording development. For areas such as Expressive Arts, information

such as exceptional group or individual performance should be recorded. Sometimes it may be appropriate to include an example of the particular difficulty or significant achievement. As formative assessment strategies become more integrated into the whole curriculum, more detailed accounts of individual performance will be developed.

How should progress be recorded?

Evidence from assessment is to be recorded using the school's agreed procedures. These are:

- each teacher's assessment folder
- weekly plans
- summary records
- pupil's comment and self assessment sheets e.g. 1:1 pupil interviews twice per session
- folio of evidence - assessment trolley
- formative assessment records
- Learning Stories
- HT/DHT Assessment, Attainment and Achievement Folder/Self Evaluation folder including class breakdowns, whole school observations with next steps for action, Early Intervention and ASN tracking information, individual tracking - i.e. Venn diagrams, feedback to staff on evidence gathered

When should progress be recorded?

Progress should be recorded regularly and as appropriate for individuals or the class. It should be noted that it is also useful to employ other methods of recording e.g. The use of the digital camera for subject areas like science, technology, PE and drama will provide evidence of work in progress. This is also useful evidence to gather as it can be shared with parents during parent consultations.

National Assessment Resource - NAR

The NAR will provide an additional suggestions and idea as to how you might assess pupil attainment. Such tests can be used to confirm or not, the teacher's view that a pupil is ready for the next level of work.

<http://www.ltscotland.org.uk/learningteachingandassessment/assessment/supportmaterials/nar/index.asp>

Assessment and Support for Learning

Where pupils are noticed to be having difficulty or failing the class teacher should immediately communicate this to the Depute Headteacher/Headteacher. In the first instance the Additional Needs teacher will initially undertake classroom observations/assessments and if necessary follow this up with more detailed or diagnostic assessment, to try and identify specific problems and recommend strategies, methods, resources to help. A differentiated curriculum may be all that is required. The Additional Needs teacher carries out formative and diagnostic assessment on a regular basis including when new children move to the school from other provisions. A detailed register is kept of pupils with specific needs, Staged Intervention/CSPs etc. Additional Needs Support can also advise and provide differentiated assessment materials for all pupils, including the more able. Please refer to the school's more able policy, checklist and other pertinent information - all of which can be found on the school's GLOW area.

Meeting the needs of More Able pupils

Online Learning Journals

Seemis Progress and Achievement tracker

How will information be shared?

Most of the information gathered through continuous assessment will be shared immediately with pupils to inform of success and next steps. Information recorded will be shared with:

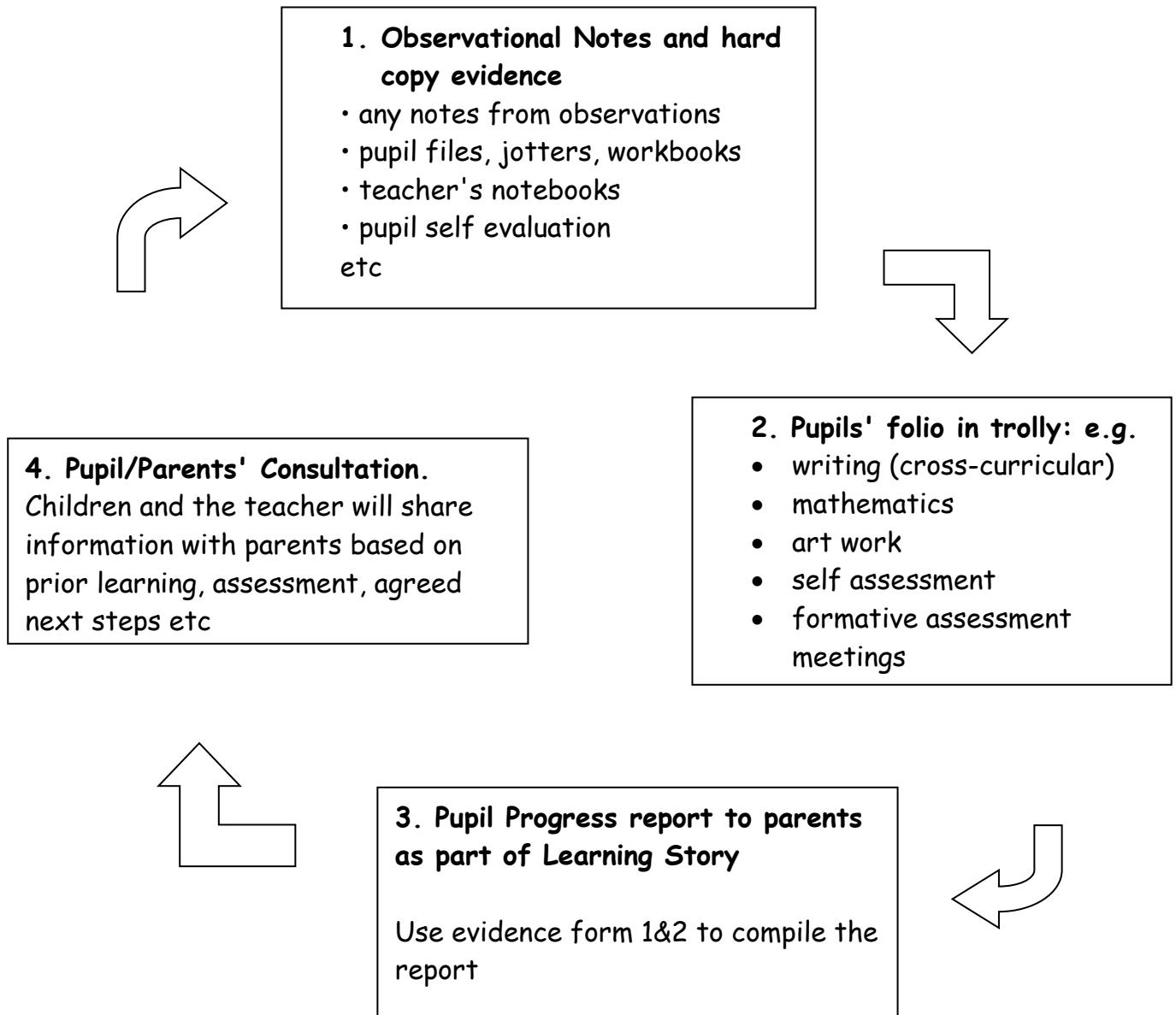
- pupils -when appropriate, for example, during regular pupil conference. It is essential that children are involved in dialogue about their progress and know that their views are valued. It is also essential that these meetings produce learning targets
- parents - at parents' consultations - folios of evidence should be made available for parents to study and comment on
- pupil strengths and areas for development will be reported to parents through consultation and via learning stories.
- colleagues - as part of collegiate planning/assessment discussions twice per term

- other agencies - as required.

****Please bear in mind the Freedom of Information Act and Data Protection Act when making comments. However, do refer issues to the Headteacher if you have a specific query or concern. All too often professionals hide behind this legislation as a way of not sharing information which could be worthwhile.**

From assessment to Recording

Using the evidence and information collected throughout the school year will enhance the quality of reporting to parents. The flow chart below shows the arrangements and how evidence and information is to be used.



Reporting will occur throughout the year through our learning Stories. This will contribute to communication and co-operation amongst teachers and parents. Parent's are also kept informed of their child's progress through our separate tracking procedures which focus more on social and attitudinal factors which are important skills in developing engaged, active learning participants.

School Transition records will be completed by class teachers and forwarded to the receiving teacher at the end of each session to ensure consistency

Reporting to Pupils

This can take the form of discussion, written comments on work, identifying areas of strengths and setting targets for areas needing to be worked on [dates arranged twice yearly], encouraging any improvement or task well done (a simple sticker is very effective!), at the end of a topic/task, on the spot as part of the day-to-day teaching or when a target has been met.

Reporting to Teachers

The SMT will provide a range of class specific and whole school overviews to show where we are at any given time and use these as the basis for planning future developments, continuous professional development and as a vehicle for identifying where additional interventions and assessments are required.