



Brechin High School

Assessment Guidelines for Broad General Education

Our Vision	Proud to be Brechin
Our Aims	At Brechin High School, we are a friendly, inclusive community. We value learning, wellbeing, and resilience; empowering every student to grow and succeed.
Our Values	Respectful, Ambitious, Responsible

[UNCRC 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.

Rationale

At Brechin High School we aim to achieve the highest standard of learning, teaching and assessment in order for our learners to be successful. Our assessment guidelines are underpinned by our vision where we are Proud to be Brechin and our values of Responsible, Ambitious and Respectful.

The purpose of these guidelines is to provide a whole school approach for assessment in junior school for our Broad General Education (BGE) curriculum. These guidelines should also complement those set out in our Brechin Framework for Learning guidelines and our tracking and monitoring policy. It is our aim that these guidelines provide staff with the confidence to assess pupils accurately and consistently.

Underpinning Principles

- A **range** of assessment strategies should be used by staff to allow learners to know how to achieve success in their learning
- The **purpose** of assessment is clear to all stakeholders and that pupils are at the heart of the assessment process
- Assessment should be **continuous**, linked to learning goals with **feedback** (Appendix 1) based on assessment judgements provided to learners in order for them to improve
- Assessment arrangements should ensure that the full range of achievements of all learners can be recognised
- A clear plan for **moderation** (Appendix 2) should be built into each faculty to ensure the highest standards of assessment are used and all staff have an understanding of the standards
- Assessment judgements should be **recorded** as per faculty and school guidelines for **tracking and monitoring**. Faculties should have a **BGE assessment plan** (Appendix 3)
- **Examples of best practice** (Appendix 4)

Exemplification of key principles of these guidelines

Purpose of assessment

At Brechin High School, assessment is a tool for learning to develop pupil skills and improve their attainment. All of the assessment we do throughout the BGE from S1-S3 should support and inform pupils' next steps in that subject or subject area.

We understand the anxiety assessment can cause pupils and this is something we have strategies in place to minimise. BGE assessment will predominantly be low-stakes and spontaneous so it is a true reflection of pupil learning and understanding. Our aim is to avoid our pupils becoming unnecessarily stressed while building their skill-set and self-reliance in judging what they need to do to improve their learning. On certain occasions when pre-arranged tests do have to be carried out, adequate time and teacher-support for revision and study will always be provided in class and at Supported Study or Homework Club. We are required to develop pupils' study skills, resilience and aptitude for a more exam-focused style of assessment they can expect in the Senior Phase.

Low stakes assessments can take the form of an impromptu pupil teacher conversation to check understanding, or vocabulary tests in MFL, quick fact or date checking tests in social subjects, experiment analysis in science.

The aim is that these assessments provide pupils with a clear picture of what they need to do to progress and teachers can mark pupil progress through these smaller tests to ascertain which area and level of the Benchmarks has been attained.

References to Brechin High School, Local Authority & National Resources

Brechin High School
Brechin Framework for Learning
Brechin High School Assessment Guidelines for Senior School
Brechin High School Tracking & Monitoring Policy

Education Scotland
Building the Curriculum 5: A framework for assessment (2011)
Building the Curriculum 5: A framework for assessment. Quality Assurance & Moderation (2010)
Moderation Cycle: <https://education.gov.scot/nih/Documents/moderation-cycle.pdf>

Appendix 1

Feedback

Adapted from *Challenging Learning through Feedback*, Nottingham, 2017

Staff need to be clear on the purpose of feedback, whether it is corrective, component or comprehensive.

Corrective feedback is focussed on the rules of something e.g. in science identifying factually incorrect statements or in a written piece of work could include correcting spelling or grammatical errors.

Component feedback is related to specific items or parts of a performance that do not break any 'rules' e.g. on a written piece of work the feedback may focus on the variety of adjectives used or in PE it might focus on the position of head or rhythm of leg kicks while swimming.

Comprehensive feedback relates to the overall performance. E.g. in a written piece of work the feedback could focus on pace, style and tone.

Feedback needs to meet as many of the following criteria as possible

- Feedback should relate to clear, specific and appropriately challenging goals
- Learners should be actively engaged in the feedback process
- Feedback should reduce uncertainty in relation to how well our learners are performing on a task and what needs to be accomplished to achieve the goals
- Feedback should relate to the work, process or strategy, and should not be focussed on the person
- Feedback should be timely, coming after the initial teaching and first attempt but before your learners finish their learning
- Learners should be expected to use the feedback they receive
- Feedback should answer three key questions: What am I trying to achieve? How much progress have I made? What should I do next?
- Grading should be separate from feedback
- Feedback should allow for learning from mistakes
- Feedback can be used to move the learner's attention away from a focus on performance and more on learning
- Feedback should be given in a culture of trust, respect and support

Appendix 2

Moderation

It is important to note that learners are at the heart of all moderation processes. Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.

The following link outlines the moderation cycle as advised by Education Scotland:
<https://education.gov.scot/media/eojnpgq/moderation-cycle.pdf>

An example of a moderation process used in Expressive Arts is outlined below:

We all use the Benchmarks in our planning but by cross marking for moderation, referring to the Benchmarks helps to reassure learners and all stakeholders that pupils' work is treated fairly and assessed objectively.

Use CGM time to gather a sample of levels to cross check and ensure colleagues are consistent in making their assessment judgements.

*It is encouraged that each faculty creates a "Moderation" folder on the Faculty shared drive to ensure evidence and resources are easy to access.
In Expressive Arts we are trialling a "Moderation Flyleaf" to help with the moderation process. This is a form used by all subjects in the Faculty that can be printed and signed to create evidence of moderation.*

*Using the descriptors from SLT for tracking and the Benchmarks, Art teachers cross marked a selected sample (e.g. 2 examples of excellent work, 4 examples of 'average' work and 2 examples of poorer work), to ensure that all staff agreed on what the target and/or working grades for their subject actually look like.
For example, what a "Level 2 4: Can manage most work at this level" etc actually looks like.*

For Art and Design we have a resource jointly created by the Art and Design SNG to help with moderation that has images of work that has been marked as expected, above expected and below expected with the reasons why.

Appendix 3

The Recording of BGE Tracking & Monitoring

- Assessment should be inline with statements for school's tracking and monitoring policy and assessed against subject specific benchmarks.
- Preferably recording of pupil assessments could be done electronically and stored in a shared faculty folder.
- This could be done as a summary spreadsheet or a google doc. Which can be shared across the faculty.
- Feedback should be given in a timely manner so they can see progress for their own tracking and see what their next steps are for learning.
- Frequent learning conversations should take place where pupils can see where they are being tracked.
- Tracking should be discussed with PT's and any concerns to be raised with PT and PCS teachers.
- Tracking should be updated and discussed regularly to identify any gaps in learning early to put action in place.
- Tracking issues could be shared with mentors to have professional learning conversations with pupils.

Appendix 4 Examples of Best Practices

An Example of Modern Languages BGE Assessment Process

“At the end of a term in French, I get the pupils to brainstorm what learning we have covered that term. They write this as a list of success criteria in their jotters. They then get 10-15 minutes to put that learning into a monologue or conversation piece. I adjust the Sheets I have prepared if needs be (I have never had to do this because the learning covered is consistent) and share them in the pupil classroom. Pupils then work in pairs, one Talking out loud while the partner puts a Y or an N next to the Success Criteria on their partners Assessment sheet. This means the pupils are involving Reading and Writing skills in their 10-15 minute preparation, then Talking and Listening skills in their own and their partner's delivery. Pupils get their initial level score from the assessment sheet and can see clearly the areas they need to develop. In the next lesson they have 10-15 minutes to polish their Talking preparation skills and repeat the Peer Assessment Process; this time recording their presentation or conversation and uploading it to the Classroom Assessment Sheet Post.

7 Steps to Feedback Heaven

The seven steps are:

1. Create the culture
2. Agree on the Learning Goals
3. Draft
4. Self/Peer Review
5. Edit
6. Teacher Feedback
7. Complete

Examples of an assessment piece from Food & Technologies

Benchmark being assessed	Overall					
	To be able to apply what they have learned in new and unfamiliar contexts across the curriculum.	To respond consistently well to the level of challenge for this level.	To complete most of this level (some gaps may remain)	To manage most of the work at this level.	To become more confident with work at this level.	To start to engage with work at this level.
	1	2	3	4	5	6
Food and Textile Technologies Creativity. Design. Dexterity. Problem solving. Developing appropriate items. TCH 3-04a	Pupils are being given more advanced recipes in preparation for fourth level.	Pupils are working consistently at a very good standard for this level. Pupils have developed a wide range of skills and techniques when preparing a variety of dishes. They are confident using a range of equipment and ingredients and can direct others.	Pupils are working confidently when, cooking, planning, designing etc. at this level Pupils have demonstrating skills in a variety of food preparation techniques. They have suitable confidence when using a range of equipment and ingredients.	Pupils are starting to become confident at this level. They have grasped some skills and techniques when preparing a variety of dishes. They can work independently but may need assistance at times from their teacher or peers. They are starting to become more confident using a variety of equipment and ingredients.	Pupils are starting to develop skills and techniques when preparing a variety of dishes. They still need some assistance from their teacher or peers, but are starting to become more confident at this level. Pupils are starting to become confident using equipment and can ask for assistance when required.	Pupils struggle to engage with work at this level. Pupil needs a large level of support and assistance when preparing dishes. Pupil requires a large level of support to use most ingredients and equipment. Pupil has been given an altered recipe.
The Food Experience Tasting, selecting and evaluating. The social context. Religious and cultural influences. HWB 3-29a	Pupils show an excellent understanding at this level. Pupil will be open to discussion about the attributes of certain dishes created in class and show an understanding of how these attributes contribute to food choice. They will demonstrate an excellent understanding of the difference in	Pupils will show a very good understanding at this level. Pupil will be open to discussion about the attributes of dishes created in class. They will have a very good understanding of the difference in cooking methods. They will be able to evaluate their own dish effectively with a very good use of sensory language.	Pupils will show a good understanding at this level. Pupil can evaluate the sensory qualities in a range of dishes. (Convenience V Homemade) They will have a good understanding of the difference in cooking methods. They are able to evaluate their own dish against convenience versions.	Pupils are starting to develop skills at this level. Pupil will try foods and give an opinion on likes and dislikes but could develop their sensory vocabulary further. They will have been introduced to the difference in cooking methods and know which is	Has started to engage with work at this level and is making progress but finds some content challenging. Pupil are not open to discussion about the attributes of certain dishes created in class and will contribute but very rarely. They will have very little/no understanding of	Requires support to engage with their learning at this level and would benefit from further practice at the level below. Pupils struggle to engage in discussion about the attributes of the dishes

	convenience v homemade cooking methods. They will be able to evaluate their own dish effectively using a wide range of sensory language.			homemade and which is convenience food. They don't always evaluate their own dish against convenience versions.	the difference in cooking methods. They struggle to evaluate their own dish against convenience versions and will often need assistance.	cooked within this unit. They have the opportunity to cook convenience and homemade versions of dishes but cannot evaluate their dishes using sensory language.
The Journey of food. Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes. HWB 3-36a	Pupils will have extended their understanding of issues which may affect food choice. I can discuss in detail how this could impact on the individual's health. Advertising, lifestyle Pupil can evaluate information on food packaging and use it to make informed choices when selecting food for given situations.	Pupils will show a very good understanding at this level. Pupils can confidently list at least reasons why people might choose to purchase convenience foods. Pupils can analyse packing and food labelling to make informed choices when selecting foods. Pupils can confidently analyse packaging to list foods that are healthy to unhealthy using the traffic light labelling system.	Pupils have a good understanding of issues that may affect food choice. Pupils can confidently list at least 5 reasons why people might choose to purchase convenience foods. Pupils can analyse packing and food labelling to make informed choices when selecting foods. Pupils can independently analyse packaging to list foods that are healthy to unhealthy using the traffic light labelling system.	Pupils have an okay understanding of issues that may affect food choice. Pupils can independently list at least 3 reasons why people might choose to purchase convenience foods. Pupils can analyse packing and food labelling to make informed choices when selecting foods. Pupils can work in a group to analyse packaging to list foods that are healthy to unhealthy using the traffic light labelling system.	Pupils need some support to discuss the issues that may affect food choice. With assistance pupils can list at least 3 reasons why people might choose to purchase convenience food. Pupils can analyse packing and food labelling to make informed choices when selecting foods. Pupils can work in a group to analyse packaging to list foods that are healthy to unhealthy using the traffic light labelling system.	Pupils struggle to engage with work at this level. Pupils need a large level of support and assistance to understand the reasons why people might choose to buy convenience foods. Pupils can analyse packing and food labelling to make informed choices when selecting foods. Pupils struggle with working in a group to analyse packaging. Pupils can use traffic light cards to discuss with their teacher and start to develop an understanding of food labelling.
Keeping Safe and Hygienic	Can confidently apply excellent levels	Demonstrates excellent standards of	Demonstrates good standards of hygiene	Is making good progress in	Has started to engage with work	Requires support to

Principles of food safety and hygiene. Minimising risk HWB 3-33a	of hygiene and safety throughout all practical lessons. Is starting to develop an understanding of specific food bacteria and the consequences to the consumer.	hygiene and safety expected at this level. Consistently works safely when carrying out practical tasks and applies knowledge of safe practice in a variety of contexts. Can list the conditions for bacterial growth and can understand the principles for safe food storage	and safety expected at this level. Consistently works safely when carrying out practical tasks and applies knowledge of safe practice in a variety of contexts. Can list the conditions for bacterial growth and can understand the principles for safe food storage.	almost all areas at this level and mostly applies good standards of hygiene and safety in lessons. Understands the importance of safety in the kitchen but sometimes needs a reminder. Can understand the principles for food safety and storage.	at this level and is making progress but finds some content challenging. Has an understanding of hygiene and safety in the classroom, but struggles to put this into practice during practical lessons. Needs lots of prompts and reminders.	engage with their learning at this level and would benefit from further practice at the level below. Is not transferring knowledge of hygiene and safety from S1. Needs a lot of support and assistance in order to work safely. Works in an unsafe manner.
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