

The National Picture

The Scottish Government recently published a leaflet for parents and carers which provides information about how schools across Scotland assess learning.

From August 2017, new national standardised assessments are being introduced as part of the National Improvement Framework, to help teachers judge how well children are doing and plan next steps in their learning.

The Cabinet Secretary for Education, John Swinney said:

“Teachers are best placed to make judgements about how children are doing in school and draw on a wide range of information – from both formal and informal assessments - to help them form a view.

“The standardised assessments will be an important tool for teachers, who will have an additional source of nationally consistent evidence about how well pupils are progressing. They will be able to draw on this alongside other assessment information to help inform their professional judgement, which is how we evaluate whether children have achieved the relevant Curriculum for Excellence levels for their stage.”



Learning Intentions and Success Criteria

In lessons the teacher will display and orally share with the children the learning intentions of the lesson. This allows children the opportunity to gain a clear understanding of what they are to learn

This will then be followed by the success criteria. This provides children with the understanding of how they will know if they have achieved what they set out to learn.

Children will be able to recognise the standards they are aiming for and the features of good work. This will lead to better self and peer assessment.

In some lessons the children are involved in setting their own learning intentions and success criteria.

Where can I get more information?

- Speak to your child's class teacher
- Speak to the management team
- go to: www.parentzonescotland.com



Assessment at Menstrie Primary School

A guide for parents and carers

Always Learning in All Ways



December 2016

What is Assessment?

Assessment is an integral part of learning and teaching. It helps to provide a picture of your child's progress and achievements. It also identifies next steps in learning.

Traditionally, assessments were used to measure how much a child had learned up to a particular point in time. This is called *assessment of learning* or what is used to determine whether a child is meeting the standards required by a certain age or stage. Assessment of learning is important but other kinds of assessment are also important and support learning during the learning process. This is called *formative assessment*. Learners learn best when:

- They understand what is to be learned and what is expected of them
- They are given feedback about the quality of their work and what they can do to make it better
- They are given advice about how to go about making improvements
- They are fully involved in deciding what needs to be done next and who can give them help if they need it.

How do we assess?

Teachers use assessment information from a wide range of courses to monitor your child's progress and plan next steps in learning,

What kind of evidence do we use?

Sources of evidence can include:

- Observations of learners carrying out learning 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 assessed by the teacher
- Information obtained through questioning
- Written responses
- A product— such as a piece of artwork or model
- Accounts provided by others (parents, other children, other staff members) about what learners are able to do



When do we assess?

Teachers are assessing learning all the time.

They do this, for example, by observing and listening to learners every day. Teachers look at what learners write, say, make or do.

From time to time teachers also assess children at a particular point in order to support future planning. This may include making use of standardised assessment data.



What strategies do we use at Menstrie Primary School ?

There are many strategies used on a daily basis. Two common strategies are:

Two stars and a wish

Some pieces of work are marked away from the children. The teacher may select two features of the work to highlight good progress and one feature which is a target for improvement.

Fist of Five

The teacher invites children to show a fist of five. A closed fist represents no understanding building up to five fingers show a full understanding.

