

Assessment and Moderation Policy



Deerpark Primary
School

Assessment and Moderation at Deerpark Primary School

February 2024

Introduction

This document outlines the purpose, nature and management of assessment and moderation at Deerpark Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and provides an opportunity to reflect upon current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. Class teachers are responsible for assessment of the learners in their care and collaborating with colleagues across the school as part of formal and informal moderation activities. It ensures a whole school approach to the provision of an excellent education for all learners at Deerpark and enables teachers to deliver learning experiences that best suits the needs of their pupils.

Rationale

Assessment is integral to planning of learning and teaching. A variety of assessment approaches can be used to allow learners and young people to demonstrate knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Effective feedback is used by teachers to inform their teaching and ensure that learners know their next step and what they need to do to improve.

Careful consideration requires to be given to the purpose of any particular assessment. This will involve consideration of the types of information being sought as a result of the assessment. Being clear on the purposes of assessment will help decision making about choosing the best type of assessment to provide the information required and whether formative strategies such as self and peer assessment could provide the requisite information.

Aims

The aims for the impact of effective assessment and moderation are:

- To ensure assessment and moderation activities at Deerpark are robust, rigorous and support teacher professional judgment
- To provide opportunities for teachers to collaborate and engage in professional dialogue and collegiate working within school, across stages, cluster and beyond
- To ensure all learners are assessed fairly
- To ensure assessments are fit for purpose and proportionate
- To promote opportunity for feedback and planning for improvement
- To promote learner engagement through learner conversations
- To build professional capacity, developing summative assessment expertise as part of our Quality Assurance processes.

DEFINITIONS

Moderation

Moderation is the term used to describe approaches for arriving at a shared understanding of standards and expectations for the broad general education. It involves teachers and other professionals working together, drawing on guidance, exemplification and building on existing standards and expectations to:

- Plan learning, teaching and assessment
- Ensure assessment tasks and activities provide learners with fair and valid opportunities to meet the standards
- Sample evidence from learners' work and review teachers' judgements
- Agree strengths in learners' performance and next steps in learning
- Provide feedback on teachers' judgements to inform improvements in practice.

Assessment can take the following forms:

Formative Assessment

- Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. Teachers are then able to provide appropriate support or challenge as necessary.
- Formative assessment enables teachers to evaluate the teaching of particular learning intentions and plan future learning accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the learning intention and success criteria. They can then identify how they can improve.

Summative Assessment

- Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a block of learning. It provides evidence of achievement and is useful in informing teaching and learning in subsequent lessons.

Diagnostic Assessment

- Diagnostic assessments are carried out the beginning of a block of learning to determine what that learner already knows and provide a starting point for planning learning and further assessment.

National Standardised Assessment (SNSA)

National standardised assessments provide a form of diagnostic assessment which supports teachers' professional judgements when determining pupils' achievement of a level. They are scored in a standard manner allowing pupil performance to be compared with peers

nationally. These assessments also form part of whole-school self-evaluation of learning, teaching and curriculum by considering the wider implications of such assessment results. The Scottish National Standardised Assessments (SNSA) are diagnostic assessments which supports teachers' professional judgements, determining if a learner has achieved a level at Primary 1, 4 and 7. These assessments can be compared at national level.

High Quality Assessments

High quality assessments are considered assessments, used periodically, throughout the year and across a level to form part of the evidence base for progress through and achievement of a level. They are created when planning for learning and teaching and are carefully constructed selecting experiences and outcomes from planned learning to assess breadth of previously taught concepts and for planned new contexts for learning. These should be:

- Carefully constructed to provide the appropriate level of challenge i.e. what skills are required from learners.
- Carefully constructed to provide the application of prior learning (knowledge and skills) to new and unfamiliar contexts.

High quality assessments are NOT:

- A large amount of unnecessary evidence
- An end of unit assessment.
- The only assessment evidence to be considered as part of progress through and achievement CfE levels.

All assessment should be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is and to support the learners to enable them to develop their learning. Engage in professional dialogue with colleagues (stage/level partners) to moderate and plan collegiately at all stages of the learning, teaching and assessment (moderation) cycle.

Agreed Assessments at Deerpark

The summative and diagnostic assessments agreed for use at Deerpark are included in appendix 1.

Other assessments may be carried out as needed by class teachers, support for learning teachers and visiting specialists including (but not limited to); Dyslexia/Dyscalculia, Boxall, SDQ, etc.

Achievement of a Level

Achievement of a level is based on teachers' overall professional judgement, informed by evidence. Practitioners at all stages will examine a broad spectrum of assessment evidence to make their assessment judgements supported by the Benchmarks for each curriculum level. This evidence is likely to include formative, summative and diagnostic assessment information alongside examples of High-Quality assessment, planned as part of the wider curriculum in class. **Please note, it is not necessary for learners to demonstrate evidence of every aspect of learning within the Benchmarks before**

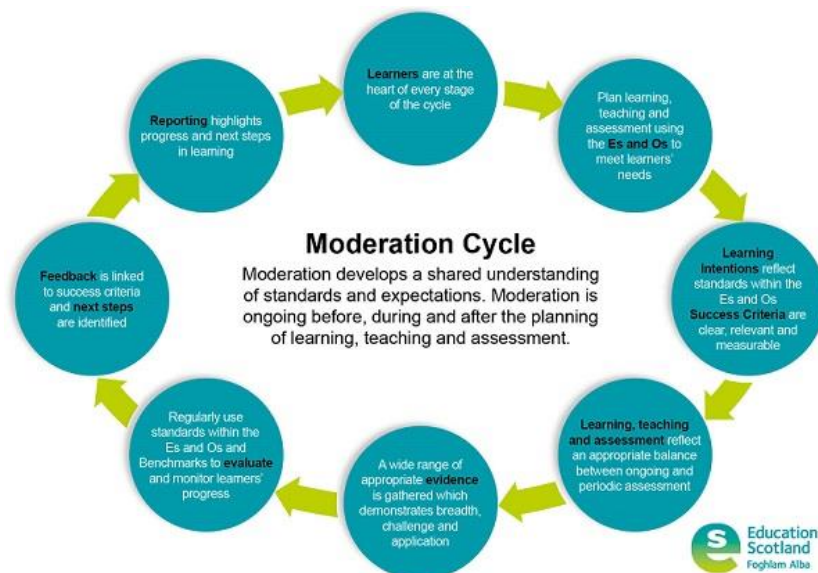
moving on to the next level. However, it is important that this is interpreted in ways which ensure no major gaps in learning and that pupils have a strong foundation for moving to the next level.

Assessment Folders

Diagnostic and summative assessments along with assessed writing will be filled in learners' assessment folders and will be passed on each year for review by the next class teacher as part of transition arrangements. These assessments may also form the basis for discussions at tracking meetings, alongside formative assessment judgements made by practitioners.

Quality Assurance

Our Senior Leadership Team meet with practitioners four times per session to discuss pupil progress in detail and identify strengths, learner next steps and possible interventions. Monitoring of assessment evidence will be carried out through normal quality assurance activities such as classroom observations, learning conversations with pupils and at Pupil Progress Meetings.



Deerpark's approach to Assessment and Moderation was completed in February 2024 and is due for review on an annual basis. This document should be kept up to date to reflect current practice.



Deerpark Assessment Calendar Appendix 1

<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>
P1 -7 Self Portrait Numeracy Learning Conversations	SWST Phonics/Blends Assessment P1 - P3 BPVS (SfL Teacher) Number Trajectories P1 Tracker Update P1 - P7 PUMA/ PIRA (P2,3,5,6)	Numeracy Assessment (Calendar) TPJ working within and Predictions SNSA P4 & P7		Numeracy Assessment (Calendar) Writing Assessment P1 - P7 Number Trajectories P1	Phonics/Blends Assessment P1 - P3 Writing Assessment P1 - P7 Number Trajectories P1	SNSA P1 Tracker Update P1 - P7 PUMA/ PIRA (P2,3,4, 5,6,7)	Numeracy Assessment (Calendar) TPJ working within and Predictions	Tracker Update P1 - P7 TPJ working within and Predictions	TPJ working within and Predictions	SWST Phonics/Blends Assessment P1 -3 BPVS (SfL Teacher) P1 -7 Self Portrait Numeracy Assessment (Calendar)

Running Records - Once a term by the Class Teacher and carried out by Learning Assistants, throughout the term, as and when required, determined by Class Teacher.

Types of assessment to be kept in the folder. (Assessments to be kept for a three-year period)

<u>Literacy</u>	<u>Numeracy</u>	<u>Miscellaneous</u>
<ul style="list-style-type: none"> Running Records 3 times per year Phonics/Blends P1 - 3 SWST Writing Assessments 	<ul style="list-style-type: none"> Numeracy Learning Conversations Numeracy evidence can include: Photographs, written evidence, jotter work. Phased assessments can be used but not relied upon Number Trajectories 	<ul style="list-style-type: none"> Wider Achievement (community/out of school) Any other assessment deemed appropriate by class teachers