

**Muckhart Primary School**

Reporting Guidance for Parents/Carers

With reference to: Building the Curriculum 5

Purpose of Reporting:

* To provide clear, constructive feedback about learning and progress in the application of learning
* To create an agenda for discussion and to support next steps in learning
* To support children and parents/carers to contribute to discussions about their learning
* To inform of any gaps in learning
* It should focus not just on literacy and numeracy but should report across the curriculum and include the life and ethos of the school as well as learning out with school

What reporting looks like in Muckhart Primary School:

Reporting opportunities may vary in order to best reflect the child’s learning and progress.

* Open Evenings
* Formal written reports
* Parent/child consultation evenings
* Sharing the Learning opportunities
* Parent information events and workshops
* Ongoing verbal discussions
* Snapshot Jotters



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Assessment Guidance for Parents/Carers (With reference to: Building the Curriculum 5)

**Assessment**

Assessment is an integral part of the learning and teaching process.

In general terms children should achieve:

Early Level – by the end of P1 – later for some learners

First Level - by the end of P4 but earlier or later for some learners

Second Level – by the end of P7 but earlier or later for some learners

Third/Fourth Level – S1 – S3 but earlier or later for some learners

Teachers make on-going and informal assessments about their pupil’s learning every day to inform their teaching and ensure children make progress. Assessment identifies areas of strength and areas to develop. Assessment identifies pupils requiring further support or further challenge.

Assessment information may be gained through

* Formative strategies
* Summative “tests” at the end of a block of learning

Formative Assessment:

Teachers have a wide knowledge of strategies to promote and implement formative assessment into the learning and teaching process. These may include

-sharing Learning Intention and Success Criteria

-thinking time

-giving verbal feedback

-Higher Order Questioning

Summative Assessment:

Summative assessment gives teachers/children and parents valuable information on knowledge and skills attained. Summative assessment may be at the end of a topic or block of work or it may be a national assessment given at a specific time annually. Summative assessment may also be as simple as a weekly spelling test.

Evidence of progress is evaluated in a number of different ways

* By learners themselves – (self-assessment)
* By peers – (peer assessment)
* By teachers and Learning Assistants

Learning Intentions and Success Criteria are shared with pupils during lessons so that children will know what they are learning and will know how to assess whether they have met the success criteria. By working with peers a shared understanding of learning intentions and outcomes will develop. Children gain a sense of ownership of their learning and begin to understand themselves as a learner.