

## Day to Day Assessment

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work.

Research in assessment suggests that learners learn best, and attainment improves, when learners:

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

In order for children to be able to best demonstrate their abilities and progress, we look for ways in which they can Say, Make, Write or Do something which best suits the child and the learning. This may be giving a talk or making a model or creating a poster as well as the more traditional means of demonstrating learning.

Some of the ways teachers assess children's progress as they learn include:

- Marking/correcting and assessing the work in children's jotters
- Questioning
- Talking with children about their learning
- Supporting self and peer assessment
- Observing children
- End of topic and/or part way through topic check ups
- Formative assessment strategies e.g. talking partners, no hands up, traffic lights, extended wait/thinking time

The purpose of assessment is to gather evidence of your child's progress in learning. This is to judge where they are in their learning and the steps that need to be taken in order to help them improve. Assessment informs teachers' planning and is used to shape the learning experiences of your child. It is also used to provide information to children and their parents/carers about learning, attainment and achievement.

## Curriculum for Excellence Levels

The broad national expectations about progression through curriculum levels are:

- **Early** curriculum level in the pre-school years and P1
- **First** curriculum level-to the end of P4
- **Second** curriculum level-to the end of P7
- **Third and Fourth** curriculum levels-S1 to S3 (fourth curriculum level broadly aligns to SCQF level 4)
- The **Senior Phase**-S4 to S6, and college or other means of study

Each of these levels may be achieved earlier or later for some children.

Teachers monitor children's progress toward these expectations, making professional judgements three times a year. These judgements help teachers to plan learning appropriate to each child's stage of development and helps the school leadership team to allocate support appropriately.

Pupil progress towards these expectations is reported to parents annually on pupil report cards using the following terminology:

- ✓ **Making Progress (M)** - has started to engage in the work of the new level
- ✓ **Progressing Well (W)** - has achieved a breadth of learning across many of the experiences and outcomes for the level
- ✓ **Achieved (A)** - has achieved a breadth of learning across almost all of the experiences and outcomes for the level

## Moderation

In order to ensure consistency across schools in teachers' professional judgements, teachers regularly meet with staff within their own school and also with teachers from other schools in the cluster and authority to compare judgements made about pupils learning.

### Scottish National Standardised Assessments (SNSA)

- Every child in P1, P4 and P7 will undertake national standardised assessments covering some aspects of reading, writing and working with numbers.
- Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress.
- The assessments will be used to help teachers understand how well your child is progressing with his or her learning and to plan next steps. There will be no pass or fail.
- The system will be designed so that if a child is struggling with the questions they will get easier, and if a child is doing well the questions will become more challenging.
- The standardised assessments will be as short as possible and will be age and stage appropriate. Teacher judgement will be used to determine how long children spend on the assessments to ensure no child feels pressurised.
- Your child will not be expected to take assessments covering reading, writing and working with numbers in one sitting.
- There will be no set day or period of time during which the national standardised assessments must be taken. Individual teachers and schools will decide the most appropriate time during the school year for your child to take the national standardised assessments.
- The assessments will, as far as possible, accommodate the needs of children who require additional support.

### East Renfrewshire Standardised Assessments

Pupils in Primary 3, 5 and 7 undertake Standardised Testing in the core skills of Reading and Numeracy & Mathematics. Scores range between 70 and 130, the authority average is 100. Scores will be shared with parents on report cards in these stages. Information from Standardised Testing results is used to help teachers plan future learning providing appropriate support and challenge. Standardised Testing is paper based and is carried out in the classrooms in February each year. Staff take appropriate measures to ensure that pupils view this process as routine and enjoyable.

Further information about assessment can be found on the following websites:

[http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework/  
NationalImprovementFramework](http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework/NationalImprovementFramework)

[www.parentzonescotland.com](http://www.parentzonescotland.com)

# Crookfur Primary



## Assessment

**How are pupils assessed in Crookfur Primary?**

**A guide for Parents and Carers**