

This policy has been written by the school, building on national best practice, East Renfrewshire Council and Education Scotland.



Assessment Policy

Rationale

Assessment is integral to planning, teaching and learning & involves **all stakeholders**, most

Convention on the Rights of the Child

Article 28: Young people should be encouraged to reach the highest level of education they are capable of.

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others' human rights and their own and other cultures.

importantly the learner.

- ✓ It is ongoing, periodic, at times of transition
- ✓ Formative & summative and requires a variety of approaches generating a body of quality evidence
- ✓ Builds capacity in practitioners to make professional judgements underpinned by professional dialogue & moderation

Assessment has many purposes, the most important of which is to support the learners' journey.

Aims

- High quality interactions between learners and staff lie at the heart of assessment as part of learning and teaching.
- These interactions should promote thinking and demonstrate learning and development.
- They should be based on thoughtful questions, careful listening and reflective responses and effective feedback strategies.
- Conversations about learning between teachers and pupils should be part of the planned activities or experiences.

Learners need timely, accurate feedback about what they have learned and about how well and how much they have learned. This helps them to move forward in their learning and to identify what they need to do next and to decide who can help them build up their knowledge, understanding and skills for learning, life & work.

Tracking Progress

All stakeholders are involved in the tracking process; information is shared in a variety of ways professional dialogue, planning, professional judgements, standardised test scores, baselines, developmental milestones, parent's nights, report cards, SNSAs, blogs, e-portfolios, learning assemblies, jotters home etc.

2.3 Learning, teaching and assessment	Forward Plans	MT	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Jotter Monitoring including homework diaries	MT	✓	✓	✓					✓	
	Formative assessments	CT	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Baseline	P1	✓								
	Developmental Milestones	P1		✓							
	Winter Progress	All					✓				
	ERC Standardised Testing	P3, P5, P7							✓		
	Screening	P2									
	Scottish Survey of Literacy and Numeracy	P4, P7								✓	
	Summative spelling assessment SWST	P2-P7	✓				✓				
	Cfe Assessment	All	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Professional judgements	All			✓		✓			✓	
	Weekly Spelling	All									
	Week Mental Maths	All									
	Visual Stress	P4						✓			
	Moderation Events <i>(School Dec / Cluster Feb)</i>	All					✓	✓			
	Moderation Writing - <i>(termly as required)</i>	All									

Roles & Responsibilities

Pupil

- ✓ engage actively in learning
- ✓ are assessed & assess as part of daily learning through a range of activities including dialogue and interactions with peers and teachers, practical investigations, performances, oral presentations and discussions
- ✓ are assessed & assess on written work and on products such as artwork, reports or projects
- ✓ demonstrate their knowledge and understanding, skills, attributes and capabilities through a wide range of evidence including specific assessment tasks, activities, test and examinations
- ✓ shape and review their learning by reflection, setting learning goals and next steps including reviewing their own learning through self-assessment
- ✓ collaborate in peer assessment
- ✓ contribute to moderation activities
- ✓ support and celebrate Children on a Mission

Teachers & Practitioners

- ✓ plan, design and carry out assessment as an ongoing part of learning and teaching and periodically use specific assessments, tests as appropriate
- ✓ involve learners fully in assessment and help them to understand what is expected
- ✓ develop learners' roles in moderation activities
- ✓ evaluate evidence of learning to contribute, track, scrutinise & challenge, to report on learners' achievements and progress
- ✓ record pupil achievements on link from forward planning to update the central database

- ✓ utilise achievements linking to Children on a Mission for celebration and reporting to parents
- ✓ participate in quality assurance, moderation and CLPL activities, using materials available, to develop assessment expertise and to ensure assessment practices are valid and reliable
- ✓ contribute to NAR /LAR
- ✓ engage regularly in collegiate working including by participating in local and national networking activities
- ✓ work with colleagues to develop a shared understanding of standards and expectations through moderation activities which involve coherent planning, checking, sampling, reviewing and providing feedback for improvement
- ✓ ensure that assessment always supports learning and is based on a wide range of evidence which is reliably judged against CfE, benchmarks & national standards and expectations and promotes progression, breadth and depth in learning
- ✓ utilise assessment yearly schedule to ensure appropriate coverage of assessment strategies

Parents

- ✓ are actively involved in supporting their children's learning
- ✓ are fully involved where children and young people need additional support that is detailed in a Childs Wellbeing Plan
- ✓ receive regular information about their children's strengths, progress and achievements
- ✓ are informed about any gaps in their children's progress and ways that they can help
- ✓ receive information on: how well learners in relation to expected levels at particular stages in key areas such as literacy and numeracy & Health and Well Being; and how the school is applying national standards and expectations

Assessing, tracking, identifying & supporting pupils' next steps in learning will raise their standards of attainment & achievement.