

## Assessment

Assessment is the wide variety of methods of gathering evidence to evaluate, measure and record the success, progress and achievement in learning of our pupils.

This can take the form of **formative** and **summative** assessment.

**Formative assessment** – regular, informal assessments used by teachers to assess learners’ understanding and to inform next steps and future planning. This takes place during the feedback and plenary stages of the 4 part teaching model. It can take the form of informal quizzes, high quality questioning, verbal feedback and traffic lighting. We use a wide range of Assessment for Learning strategies to support formative assessment.

**Summative assessment** – a formal method of assessment to evaluate learning by comparing learning to a benchmark or standard. This is typically at the end of a block of teaching and learning or time period. It can take the form of a test, written assessment, standardized assessment, oral assessment, and/or a final project or presentation. This typically results in a mark, grade or score being recorded. As well as our own formal assessments in school, we use CEM Base in P1, the Scottish National Standardized Assessments at P4 and P7, along with the Education Scotland Benchmarks for Nursery – P7.

[BASE for ages 4-5 \(Pre-school, Reception baseline assessment\) \(cem.org\)](https://cem.org)

[National Standardised Assessments for Scotland](#)

[Curriculum for Excellence Benchmarks | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

Both types of assessment are used to inform teacher professional judgement when assessing learners, particularly when focusing on the achievement of a Curriculum for Excellence level.

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# St. Leonard's Primary School



# Learning, Teaching and Assessment

## Consistent Approach to Learning and Teaching

We share a consistent approach to learning and teaching through use of the 4 part teaching model as a visual representation for learners of the lesson structure. This supports our learners in developing the language of learning and being able to recognize where they have been successful and to identify their next steps.

### 4 part teaching model –

- Learning Intentions and Success Criteria
- Learning and Teaching Strategy
- Feedback and Plenary
- Skills for Life, Learning and Work

**Learning Intentions** – a statement created by teacher and learners that describes clearly what the intended learning is; what the learners should know, understand or be able to do.

**Success Criteria** – linked to the Learning Intentions, they are a clear set of targets or goals which measure how successful the learner has been in achieving the Learning Intentions.

**Learning and Teaching Strategy** – how the learning will be taught. This might be direct teaching, group work, pairs, thinking time, carousel, problem solving. There are many different strategies which teachers use depending on the learning taking place.

**Feedback and Plenary** – Feedback is used to allow learners to identify success and areas for improvement/next steps. This can take many forms including written, verbal, peer. Plenary is used during or at the end of a lesson, to review the Learning Intentions and Success Criteria with learners, and to gather assessment evidence on what they have learned and how successful they feel they have been.

**Skills for Life, Learning and Work** – links are made between the Learning Intentions and the skills needed in the real world. Discussion will take place around the purpose of the learning and how this fits into skills we will need in later life.

## Differentiation

We recognize that our learners have a range of diverse learning needs as well as learning in different ways. Differentiation is therefore essential in matching learning opportunities with learning needs.

Differentiation means planning the learning and teaching to meet the individual needs of the learners.

Differentiation can include:

- The **content** delivered – being clear about the knowledge, skills and attitudes the learners are to learn.
- The **learning process** – varying learning activities or strategies to provide appropriate methods for learners to explore concepts, scaffolding, grouping and pacing.
- The **product** – varying the complexity of the product by setting clear expectations for the quality expected (differentiated Success Criteria), varying opportunities and choice for learners to demonstrate learning (write, speak, create, share, record, research).
- The **learning environment** – different teaching styles, groupings, levels of support, pupil interaction, learner responsibility, room arrangement, resources.

All children are offered access to Curriculum for Excellence. In some cases it may mean an individualized curriculum or targeted support, although more often it means personalizing learning by using some of the following strategies:

- Providing resources which are appropriate
- Planning for support of groups/individuals through additional adults
- Being aware of groupings
- Providing scaffolding or frameworks appropriate for the child
- Adapting activities
- Scripting
- Adapting Success Criteria
- Promoting independent choice
- Providing alternative methods of recording learning