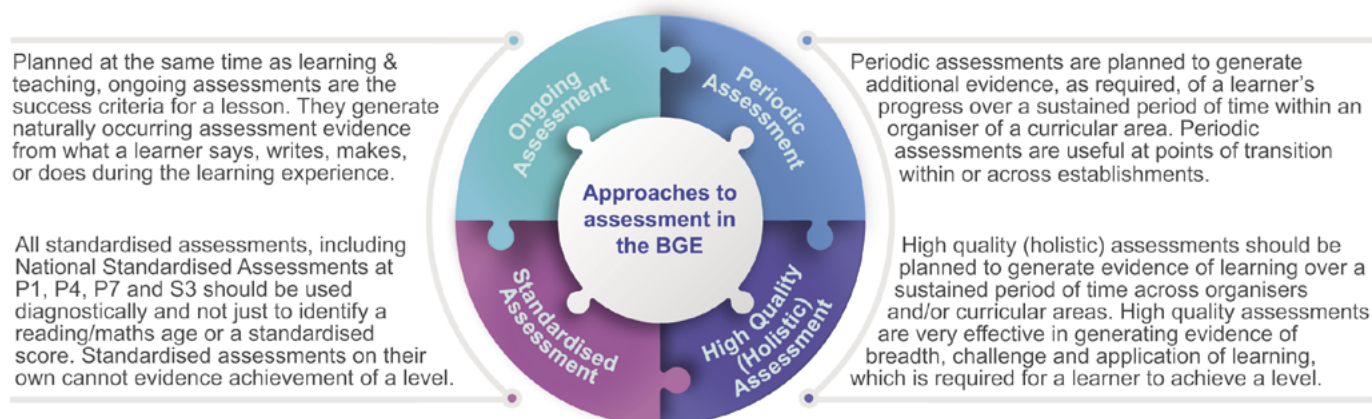


Assessment in Glasgow

The purpose of assessment in the Broad General Education (BGE) is diagnostic. Assessment should provide feedback to the learner during and after the learning experience, identify next steps for learning and inform professional judgement of a learner's progress.

Assessment should be planned at the same time as learning & teaching, with evidence of progress gathered over a period of time from a range of assessment approaches: ongoing, periodic, standardised and high quality (holistic) and supported by an establishment assessment framework. When gathered from a range of approaches to assessment, a learner's work will evidence breadth, challenge and application of key learning which should then be reviewed against the national benchmark statements. Valid and reliable assessment evidence, aligned to the national standard, is crucial to support raising attainment, tackling the poverty related attainment gap and ensuring young people are presented for the right pathway during the Senior Phase.

Approaches to assessment in the BGE should include:



Standardised Assessments:

National Standardised Assessments in Scotland (NSA) including the Gaelic Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG) provide diagnostic information aligned to the national standard.

The administration of NSA/MCNG should take place within the everyday learning environment. Staff who work with learners who have additional support needs should use their knowledge of the child or young person and their needs, strengths and challenges to reach a decision on whether or not the use of standardised assessment is appropriate.

Education Service's guidance on the administration of NSA/MCNG can be found below:

S3	No later than October with identified gaps informing planning for next steps prior to transition to the senior phase
P7	No later than October with identified gaps informing planning for next steps prior to transition to S1
P4	No later than Jan with identified gaps informing planning for next steps prior to transition to P5
P1	No later than March with identified gaps informing planning for next steps prior to transition to P2

Achievement of a Level:

In order to achieve a level a range of evidence gathered from ongoing, periodic, standardised and high quality (holistic) assessments should be gathered over a period of time, including evidence of application of learning in new and unfamiliar contexts. The experiences & outcomes and benchmark statements should not be used as tick lists. A learner does not need to have achieved in every individual aspect of the benchmark statements in order to achieve a level. However, it is important that there are no major gaps in their learning when looking across the organisers in each curricular area.

Evidence of progress and achievement in the BGE will come from a variety of sources including:

- Observing day to day learning within the classroom or playroom
- Observation and feedback from learning activities in other environments; outdoors/ work placements
- Coursework including written assessments
- Learning conversations
- Planned periodic / high quality (holistic) assessment

Use of Assessment Evidence to Support Tracking Conversations:

During tracking meetings senior leaders and practitioners should engage in professional dialogue to verify that the evidence of learning provided for an individual or group of learners fully aligns with the national standard as reflected in the Benchmark Statements. Learner's must demonstrate application of key learning to successfully progress within or achieve a level.

The Six Key Features of Effective Assessment in the BGE:

1.	Strong leadership and direction of assessment. Senior leaders have a clear strategy for promoting assessment as an integral part of learning and teaching.
2.	Staff use a range of assessment data effectively to identify learners' needs and plan for next steps.
3.	A range of well-considered and carefully planned approaches to moderation using the National Benchmarks within and across schools, supports staff to make confident and accurate professional judgements, increases the reliability of assessment data and is leading to improved outcomes for learners.
4.	High quality professional learning builds teacher and early years practitioners' confidence, increasing their skills in assessment of learners' progress.
5.	Availability and skilled analysis and interpretation of high-quality assessment data supports robust tracking and monitoring of learners' progress and ensures that next steps in learning for individuals and groups are identified accurately.
6.	Children and young people are fully involved in the assessment of learning. High-quality feedback and learning conversations ensure that children and young people have a sound knowledge of themselves as learners. They understand what is expected of them, their strengths and the areas where they need to improve.

Education Scotland (March 2020) Assessment within the broad general education: a thematic inspection

Assessment in the BGE Self Evaluation Tool: [Early Years](#) [Primary](#) [Secondary](#)

Moderation in Glasgow

Moderation is the term used to describe approaches for arriving at a shared understanding of standards and expectations. The process of moderation supports raising standards, expectations and levels of consistency in professional judgement between practitioners both within and across establishments. Consistency in professional judgement can only be achieved through effective moderation of planning learning, teaching and assessment. This leads to a clear focus on outcomes for learners which ensures that learning is at the appropriate level, fully aligned to the knowledge, skills and attributes embedded within the Experiences & Outcomes and reflects the national standard within the Benchmark Statements.

In Glasgow there is an expectation that all establishments/secondary departments will engage in the process of moderation, both within and across establishments. Education Services will support this process with a city-wide learning community moderation event held on the February Inset Day each year. A range of materials have been developed to support each sector in their work on assessment and moderation. Links to these can be found below:

Early Years	Primary	Secondary
Moderation Planning Document	Moderation Planning Document	Moderation Planning Document
Moderation Guidance Document	Moderation Guidance Document	Moderation Guidance Document
Record of Moderation Discussion Document	Record of Moderation Discussion Document	Record of Moderation Discussion Document
Example of Moderated Work (Doc 1 and Doc 2)	Example of Moderated Work (Doc 1 and Doc 2)	Example of Moderated Work (Doc 1 and Doc 2)

Learning, Teaching & Assessment (Moderation) Cycle Roles and Responsibilities

Verification

Verification should not be confused with moderation.

Verification is a quality assurance measure only applicable to the senior phase. Verification activities are used to ensure that assessment tools provide learners with fair and valid opportunities to meet the national standards for SQA qualifications. SQA requires centres to be responsible for the internal verification of their assessments with effective quality assurance checks in place. This ensures that assessment decisions are consistent between staff and establishments assessing the same qualification.

In addition, external verification is carried out by SQA to certify that national standards are being applied consistently, assessments are reliable and that feedback is provided to centres to inform improvements in practice. Verification outcomes should effectively assess the achievement of learning outcomes and offer an appropriate level of challenge to young people.

	Moderation	Verification
Broad General Education	✓	
Senior Phase	✓	✓
Quality Assurance Measure		✓
Plan Learning, Teaching and Assessment to meet assessment standards and expectations	✓	
Check assessment decisions are valid and in line with national standards		✓