**Wellshot Primary**

**Assessment and Moderation Policy.**

We aim to affirm the right to an appropriate education for every individual and to ensure that, regardless of individual differences, pupils become motivated life-long learners, achieving the highest standard of which they are capable relating to functional life skills, qualifications and quality of life. We will strive to promote high self-esteem, respect for others and the environment and for learners to extend themselves in mind, body and spirit

**Our MISSION for our school:**

We believe that each pupil will succeed through experiencing quality in: a broad and challenging curriculum an enriching programme of extra-curricular activities and visits, a stimulating environment, a creative, varied and up to date range of learning experiences, innovative teaching and an investigative approach to learning in an ethos of support, challenge and encouragement.

**RATIONALE**

This Policy details all elements of assessment and moderation within our School and the rationale behind it. Assessment lies at the heart of the process of promoting children’s learning.

Assessment is incorporated systematically into teaching strategies in order to diagnose any problems and to chart progress. It helps the school to strengthen learning for every child and helps teachers enhance their skills and judgements. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations. Rigorous assessment and careful management of the results are key to developing good working practices in terms of target setting and progression.

**AIM**

This document clarifies how and why we assess students and gives guidance to staff to ensure their understanding of and involvement with the assessment process.

We aim to recognise the achievements of all learners and to celebrate their success. (*Head Teacher Certificates, Red Letters, House Captain Certificates, Values Certificate)*

We inform parents and the wider community of learner’s achievements.

*(Parents Evenings, Parent/ Carer Afternoons and evening, Curriculum News, Tea with the Teacher)*

We provide information for professionals at the time of transition to new classes or other educational establishments.

*(In House Enhanced Transition, Nursery Induction Days, Primary 7 Learning Community Showcase , Parent/ Carer Information Evening , LC JST, CIG, SIM, Yearly Review)*

We comply with statutory requirements.

This policy guides future planning, teaching, and curriculum development.

We use a variety of assessment tools, some summative, some diagnostic and some formative.

**TYPES OF ASSESSMENT-**

**Formative**-This is the on-going assessment carried out by school staff formally and informally during the term. Results and observations are kept in teacher’s records or within the children’s own work. Discussions about children’s progress happen during learning conversations between learners and class teacher or learners and the Senior Leadership Team.

**Summative**-These assessments happen at pre-determined times during the academic year.

**Diagnostic-** Specific tests can be done to establish particular learning needs. Individual Specialist teachers and therapists may use diagnostic tests to clarify need- for example, dyslexia screening tests.

*(Dyslexia Screening Test, Boxall, Ready Steady Read, BPVS, ASD Screening)*

**Annual Reviews**

The Annual Review is the statutory process of assessing whether a child’s needs are being met with their Well Being and Assessment Plan/Coordinated Support Plan. The review involves a meeting with parents, learners, teaching staff and other related agencies including- social workers, Speech and Language Therapists, Occupational Therapists, Physiotherapists etc. The meeting is a chance to share progress, discuss issues and to ensure that the young person’s needs are still being adequately met. At the end of the review, the chair of the meeting (a member of the school leadership team) will ask all whether the statement remains appropriate and whether any further advice needs to be sought. Annual review paperwork will be circulated to parents and all parties involved.

**Assessment is for Learning (AifL)**

AiFL is a method of teaching and assessing where all students are aware of what they are aiming to achieve within each lesson. Learners are encouraged to give and receive feedback on their own and others work. It enables learners to know where they are in their learning and what they have to do in order to reach their next target.

Building the Curriculum 5, a Framework for Assessment, builds on the strengths of effective approaches to assessment developed through Assessment is for Learning.

AifL is a streamlined and coherent system of assessment for Scottish schools that supports learning. It ensures that parents, teachers and other professionals have the feedback they need on pupils' learning and development needs.

AifL aims to:

•develops professional practice and confidence in assessment

•quality assures teachers' judgements, as part of understanding and sharing standards

•monitors national attainment in a way that provides accurate information about overall standards and trends and that promotes good classroom practice.

This has the following benefits:

•better feedback for pupils leading to improved achievement

•a simplified system and support for teachers, and therefore a reduction in workload

•clearer information for parents.

The key characteristics of AifL are-

•Sharing learning criteria (objectives/outcomes) with pupils at the beginning of a lesson or topic

•Giving wait time after asking a question to allow thinking time

•Higher order questioning (Bloom’s Taxonomy) to develop higher order thinking - application, analysis, synthesis, evaluation, creativity rather than using questions to check knowledge and understanding

•Traffic lighting (green, amber or red: pupils understand something, are reasonably confident about it, or not at all)

•Comment only marking identifying what has been done well and what still needs to be improved with advice on how to make improvements and quality verbal feedback

•Self and peer assessment (e.g. exchanging jotters, pupils critically self-assessing their own work)

•Co-operative learning techniques

Provide feedback so students know their next steps, e.g. Plenaries and mini plenaries .

**Assessment FOR Learning**

**We aim to ensure that:**

Learners understand clearly what they are trying to learn, and what is expected of them.

They are given feedback about the quality of their work and what they can do to make it better.

They are given advice on how to make improvements to their work.

They are fully involved in deciding what needs to be done next, and who can give them help if they need it.

Teachers, pupils and parents will share learning intentions and criteria for successful learning in a language that they all understand.

Pupils will develop a deeper understanding of their learning through given opportunities to discuss their learning with their teacher individually, or with their peers.

Quality feedback is provided. This is for effective learning and teaching because it helps the planning of pupils' 'next steps' in learning.

Learners’ active involvement in formative assessment approaches will support them being able to reflect on their learning and to identify where they need to improve.

Teachers, pupils and parents might consider a range of evidence of learning when they are talking about progress.

Record keeping will be economical, emphasising the use of assessment evidence for planning future learning and teaching.

•Personal learning planning is ongoing. This must be embedded in the learning process.

Planning to meet the various needs of all pupils in the class promotes effective learning.

**Assessment AS learning**

Learners will become more aware of:

•what they learn

•how they learn

•what helps them learn.

Through this process learners are able to build knowledge of themselves as learners, and become aware of how they learn.

It also helps them to take more responsibility for their learning and participate more in the process of learning.

**Pupils will:**

Reflect on their learning, helping to understand their learning better.

Be involved in the reporting process supports their learning.

Self and peer assess. This is crucially important for effective learning.

*(Learning Logs, Target Setting, Learning Conversations, Pupil Profiles, Learning Journeys)*

**Teacher’s will**

Interpret evidence. They will develop skills in reflecting on the evidence they have of pupils' learning.

Collaborate. Teachers will understand learning and progression through face-to-face discussion, particularly at points of transition.

*(Peer Class Visits, Collaborative planning & Assessment, NLC IOC Project)*

**Senior Leadership Team will:**

Will support teachers' development of good practice.

*(Class Visits and Professional Discussion, Tracking Meetings, HGIOS, School Improvement Plan, PRD Meetings, Professional Update, CPD Plans)*

Will ensure assessment and moderation is robust and proportionate. SLT will ensure that assessment is manageable for pupils and teachers.

**Assessment OF learning**

Teachers want to know how well their pupils are learning. They do this by gathering and interpreting evidence taken from their day-to-day work with their pupils. This evidence allows them to reach judgements about levels pupils have attained.

 **Internal & Local Moderation**

To quality-assure these judgements teachers will be involved in school based and learning cluster moderation.

**Monitoring and Recording Procedures for changing or adapting a young person’s educational pathway.**

The process begins with consultation with SLT and a referral to the in house Joint Support Team.

Concerns about a pupils, supported by robust and comprehensive paperwork will then be escalated to the Learning Community JST. The next step is to take the case to the City Inclusion Group (CIG)

**Key recommendations for referral to CIG:**

A referral must therefore clearly demonstrate that there has been:

 Consideration given to a mainstream placement.

An options appraisal should be submitted

Multi agency/multi professional discussion at LC JST level.

The LC JST outcome sheet should be included consideration given to the views of the parent(s)/young person

The views of parent and where appropriate, the young person, should be in evidence

Full consideration given to the young person’s wellbeing assessment

The young person’s WAP should be included with the Risk matrix fully completed.

The views of the link EP should be clearly stated, and the alternative pathway being requested should be clearly articulated.

The role of the CIG is not to make a recommendation of a pathway or a change of pathway for a young person, it is rather to evaluate the rigour of the assessment process submitted as to why a pathway change is being requested.