



## Introduction

Assessment is an integral part of learning and teaching and Our Lady of Good Aid Cathedral Primary School takes the approach that, as far as possible, **assessment should be normal work in normal places**. Assessment should always support your child's learning by focusing not only on the outcomes they have achieved, but on the continual process of them moving from where they are in their learning towards new and more advanced goals. Marking and feedback lie at the heart of this.

## Marking and feedback



The approach to marking in Cathedral Primary School focuses on providing timely, visual and (where required) brief written feedback to pupils to ensure every learner is clear about what they have done well and what their next steps are. This is done through a combination of highlighting parts of your child's work, the use of a range of special feedback stampers and, if necessary, a brief written comment (particularly 'next steps').

## Different types of assessments

Your child's teacher uses a variety of assessment approaches to gather a range of evidence on their learning and progress. This supports them in making a sound professional judgment on the current level your child is working at and, more importantly, helps them identify and plan for the next steps in their learning.

At the end of a block of teaching and learning, your child is given the opportunity to demonstrate the knowledge and skills they have learned by capturing evidence of what they can **MAKE, SAY, WRITE** or **DO**. These assessment activities can take lots of different forms, including:

- Jotter/written work
- End of topic assessment
- Observation
- Questioning
- Making a model

- Performing to an audience
- A quiz or questionnaire
- A presentation
- Painting a picture
- Applying knowledge and skills in a real-life setting
- Photographs or videos



## Milestone Moments

At important points in your child's learning journey, their teacher uses a 'Milestone Moment' sticker to indicate that an activity has given them the opportunity to demonstrate and evidence a recent block of learning. These are usually stuck next to a piece of work in their jotter. However, stickers can also be attached to other pieces of evidence (e.g. a piece of art work) or stuck directly onto your child's shirt or jumper.



## Standardised assessments

Cathedral Primary School takes a balanced, proportionate approach to the use of standardised assessments. The main purpose of every standardised assessment in Cathedral Primary is to provide useful information to teachers to support them in identifying gaps in learning, provide meaningful feedback to pupils and plan the next steps in their learning.

No standardised assessment is able to tell a teacher everything. An assessment can, however, support your child's teacher in reaching a sound professional judgement on their progress. In the majority of cases, the results of a standardised assessment will match the teacher's day-to-day assessments and professional judgements. From time to time, however, your child may perform better or worse than expected and the assessment may generate results which require a bit more investigation. Standardised assessments currently used in Cathedral Primary are **Read Write Inc. Phonics** (P1 – 3) **Blackwell Spelling Test** (P4 – 7), **Accelerated Reader Star Assessment** (P4 – 7), **Access to Maths Test** (P5 and 6) and **Scottish National Standardised Assessments (SNSA)** (P1, 4 and 7). **YARC (York Assessment of**