

When will I be informed about my child's progress?

* Parents' Evenings

Parents Evenings are held twice per year; one in October and one in March. At these you get the opportunity to speak to your child's teacher and see your child's jotters.

* End of Year Report

An end of year report will be issued in June. The report tells you about your child's progress and includes information and teachers' comments about:

- The breadth of learning your child has experienced.
- The level of challenge planned for your child to ensure he/she is achieving.
- How well your child can apply learning in new and unfamiliar contexts.

The report provides information about progress, strengths and next steps in learning across the curriculum. It also lets you know the level your child is working at:

Level	Stage
Early	The pre-school years and Primary 1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third/Fourth	S1 to S3, but earlier for some.

How is my child assessed in Whitelees?

* Dialogue

Teachers engage in regular discussions with the children and provide meaningful feedback on their work and also next steps of how to improve their work.

* Assessment Cycle

This is known as TPS, which is short for teacher, peer and self. Throughout the week children will receive a variety of these comments, which are evident within their jotters.

* 'Latest and Best Week'

Latest and Best week takes place twice per year where children showcase their work in their Latest and Best jotters. The children can then see how much they have improved throughout the course of the academic year and are invited to write a comment about their progress. Teachers and parents also write comments for the children to see.

* Standardised Assessments

All children across the school will sit a Maths assessment at the beginning of the new academic year in September as a baseline to inform teachers planning.

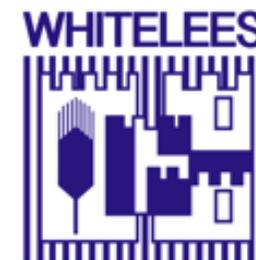
Children in P1, P4 and P7 will also take part in Scottish National Standardised Assessments at the end of the school year. Please see the 'Scottish National Standardised Assessments' Parent Guide for further information.



WHITELEES PRIMARY SCHOOL

HOW IS MY CHILD ASSESSED?

Parent and Learner Guide



How is children’s learning assessed in Scotland?

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an on-going and informal basis through:

- asking questions
- observing children working together
- making comments on children’s work.

Children may also assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests.

The assessment of children’s progress throughout primary school and in secondary S1–S3 is based on teachers’ views: their “professional judgement”. In making these judgements, teachers draw on their professional knowledge and understanding of the child; on the recently published benchmarks for literacy and numeracy, which provide clear information about what children and young people should be able to do and demonstrate by the end of a Curriculum for Excellence level; and on a wide range of assessment information.

Many teachers and schools across Scotland use standardised assessments, bought in from various different providers, as one of the ways of assessing children’s progress.

What is being assessed?

Assessment is a way of supporting learning. It helps teachers, learners, parents and others to understand the depth and breadth of learning undertaken so that progress and next steps can be discussed and planned.

There are eight curriculum areas (containing a range of subjects):

- * Expressive arts
- * Health and wellbeing
- * Languages (including English, Gaelic, and modern languages)
- * Mathematics
- * Religious and moral education
- * Sciences
- * Social studies
- * Technologies

Each curriculum area is broken down into a set of experiences and outcomes (often referred to as Es and Os):

- The Experience describes the learning.
- The Outcome represents what the learning will achieve. This is often explained, from the pupil's perspective as an 'I can....', 'I am able to....' statement.

Teachers will assess what children know, understand and are able to do within the experiences and outcomes. Teachers will assess each learner's progress and achievements in:

- Knowledge and understanding
- Skills
- Attributes and capabilities

What is teacher professional judgement?

Children and young people progress in different ways and achieve different levels of performance.

Achievement of a level - based on the evidence and on overall professional judgement, can show the learner has:

- achieved a breadth of learning
- responded consistently well to the level of challenge set
- demonstrated application of what they have learned in new and unfamiliar situations

Teacher judgements are based on evidence of progression through activities outlined and assessed against national benchmarks using the following criteria:

Purple	On track and may require challenge This child is confident at the level and may be challenged beyond.
Green	On track to achieve This child demonstrates confidence within the level.
Amber	At risk of underachieving This child has NOT demonstrated understanding at the level and is unlikely to achieve within the time frame set.
Red	Requires additional support This child has class-based support and requires an individualised programme of work in place. ASP/CSP in place.

