

## REPORTING METHODS cont...

At the start of each session, usually during early September, a 'Let Your Child Be Your Guide' event is held to allow parents and carers the opportunity to view their child's learning environment and meet informally with their child's class teacher.

A tracking report will be provided in September, December and June. This report will provide information on the level your child is working at, and where within that level they are working, for the four areas the Scottish Government collect attainment data on. These are Numeracy, Reading, Writing and Listening and Talking.

Parents' Evenings take place in October and March each session. Parents and carers are allocated a ten minute appointment with their child's class teacher. If more time is required parents and carers can make a further appointment through the school office.

Home Liaison folders are sent home on two occasions during the school year. These will contain a variety of examples of work for parents to discuss with their children. An opportunity for parents and carers to comment on their child's work will be provided within the folders.

An Open Afternoon is held to provide parents and carers with the opportunity to visit their child's class during the school day and work with their child.

## REPORTING CALENDAR

Our annual reporting calendar is as follows:

Month	Event
early September	Let Your Child Be Your Guide event
late September	Tracking Report 1
October	Parents' Evening
November	Home Liaison Folders
December	Tracking Report 2
February	Open Afternoon
March	Summary of Progress and Parents' Evening
May	Home Liaison Folders
June	Tracking Report 3

# Bargarran Primary School



## Procedures

for

## Assessment

and

## Reporting to Parents and Carers

*I hope that the information contained in this leaflet will provide an understanding of the assessment and reporting procedures currently in place at Bargarran Primary School. If you would like to discuss the content of the leaflet in more detail, I would be pleased to meet with you. An appointment can be made by contacting the school office.*

*Mr A Lyle (Head Teacher)*

## INTRODUCTION

At Bargarran Primary we aim to foster the important role parents and carers have in supporting your child's education. An important feature of this partnership is ensuring, as a school, we provide regular information on how we assess your child's progress and how we share your child's progress with you. This will ensure parents and carers are aware of your child's strengths and their next steps in learning.

## NATIONAL GUIDANCE

The national guidance provided to schools on assessment and reporting can be found in Building the Curriculum 5. This can be downloaded from the Education Scotland web site ([www.educationscotland.gov.uk](http://www.educationscotland.gov.uk))

## ASSESSMENT

Children at Bargarran Primary School are assessed on an on-going basis using a variety of methods. These can include **formal assessments** taken at the end of a planned programme of work or **informal assessments** at different points during a planned programme of work. Examples of some of the assessment methods used are: jotter work, oral questioning, end of unit tests, teacher observations, homework assignments, co-operative group tasks and individual projects.

Teachers keep on-going records of the information gained from these assessments and use them to judge the levels of attainment of individual pupils against national benchmarks. These assessment records are used when teachers are preparing the oral report provided at our parents' evenings and our annual written report.

Children are involved in the assessment process by assessing their own work to criteria set with the class teacher. This is known as **self-assessment**. Children also assess their classmates work to set criteria. This is known as **peer assessment**.

Self assessment and peer assessment is used to allow children to become aware of their strengths and next steps in learning.

## NATIONAL BENCHMARKS

National benchmarks are provided for Numeracy and Literacy at Primary 1, 4 and 7. These benchmarks can be found by clicking on the links below.

## Numeracy

<https://education.gov.scot/media/s5edgtvx/numeracyandmathematicsbenchmarks.pdf>

## Literacy

<https://education.gov.scot/media/giljynmw/literacyenglishbenchmarks.pdf>

The anticipated stages that children should achieve each level are as follows:

Level	Stage
Early	Pre - 5 and P.1 or later for some.
First	By the end of P.4, but earlier or later for some.
Second	By the end of P.7, but earlier or later for some.
Third	S1 to S3, but earlier for some

Teaching staff use the formal and informal assessment information they have collected to make a professional judgement of the level children have attained and are working at. These levels are communicated to you through the tracking reports and the annual report provided in March.

## STANDARDISED ASSESSMENTS

The Scottish Government require children to undertake a Standardised Test at a selected time during Primary 1, Primary 4 and Primary 7 in Numeracy and Literacy. The format of the assessments is digitally based. The results provide diagnostic information and information to compare children against their peer group nationally. The link below provides more information on the Scottish National Standardised Assessments (SNSA).

<https://standardisedassessment.gov.scot/parents-and-carers/>

Our current school procedures are to carry out these assessments in March.

## REPORTING PROCEDURES

In accordance with national guidance, we are developing our reporting procedures to take the emphasis away from a single annual written report. We are developing a variety of different reporting procedures across the school session. This will result in increased opportunities for parents to be provided with regular feedback on their child's education. Parents should expect a short and concise annual written report detailing their child's strengths and development needs in March each year.