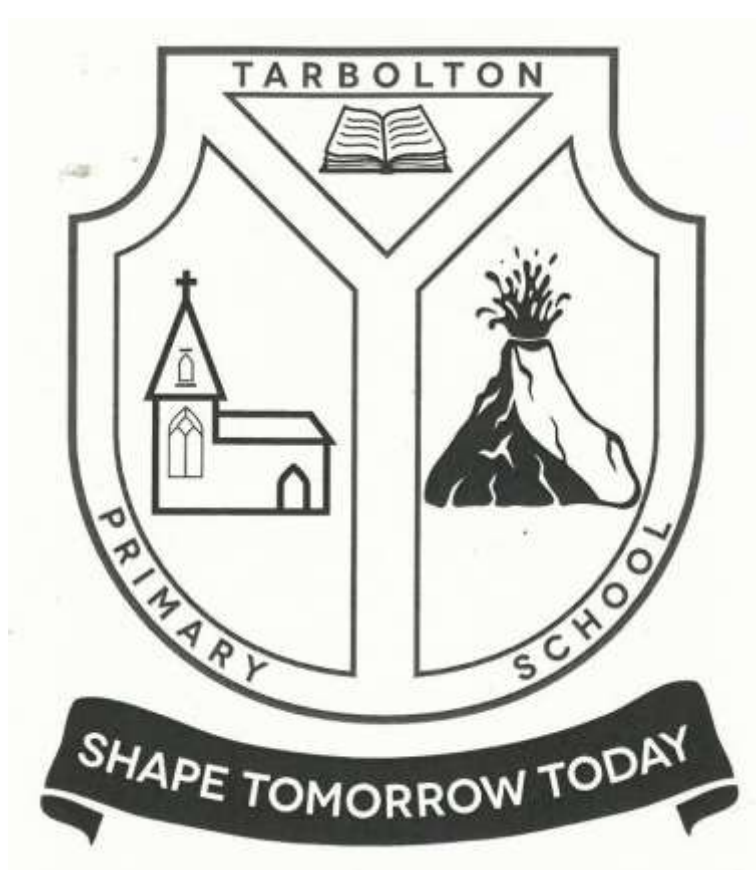


ASSESSMENT & MODERATION POLICY



Updated August 2020

Rationale: In order for children to make progress in the learning pupils must have knowledge of their next steps. Pupils, staff and parents must work together to make judgements of where a child is in their learning journey.

For these judgements to be valued against the judgements of others moderation must be integral to the assessment process.

Article 3: Everyone who works with children should always do what is best for each child

Article 12: We have the right to say what we think should happen and be listened to

Article 13: We have the right to information

Article 18: Both parents share responsibility for bringing up their children, and they should always think about what is best for each child

Article 19: We have the right to become the best we can be



AIMS OF THIS POLICY

- To define the purpose of assessment
- To define moderation
- To outline the responsibilities of all with regard to assessment and moderation within our school community
- To give an overview of assessment tools used within our school
- To clarify the purpose of assessments

RESPONSIBILITIES

Senior Management Team

- Ensure systems are in place to track and monitor the progress of all learners
- Ensure time is available for staff through the 35hr working time agreement (teaching staff) to prepare assessment and discuss results
- To organise or provide CLPL for staff where necessary
- To ensure assessment data is appropriately shared with parents and wider school community
- To allocate resources appropriately/proportionately based on available assessment data

Teaching Staff

- To plan appropriately assessments (cold tasks) at appropriate points throughout a child's learning journey
- To select the most appropriate form of assessment for use for each child and use these at the most appropriate times
- To use assessment data to plan next steps in learning
- To discuss assessment outcomes with pupils, parents and the senior management team
- To ensure assessment data is tracked appropriately
- To participate in moderation activities in line with school policy

School Assistants

- To complete tasks as set by class teacher
- To report observations to class teacher as appropriate

Early Years Practitioners

- To plan play-based tasks and observe to allow judgements to be made against the SAC agreed milestones
- To work with colleagues to moderate observations to ensure consistency

Pupils

- To set and to be able to share their current literacy, numeracy and health and wellbeing targets
- To work with their class teacher to agree their current strengths and development needs
- To strive to be the best they can be and as such fully participate in assessments

Parents

- To liaise with school staff regarding their child's progress
- To discuss with their child their current targets and agree with their child how they will support them to achieve these targets
- To attend care plan meetings and parents evenings
- To discuss their child's progress and agree action points moving forward

WHAT IS ASSESSMENT?

Assessment is the term used to describe how we evaluate a child's place in learning against a set of milestones or benchmarks.

In Tarbolton Primary our youngest pupils are assessed against a set of milestones agreed for use across our authority (see appendix 1). Pupils from the age of 3 are also assessed against The Scottish Governments Curriculum for Excellence Benchmarks

<https://education.gov.scot/improvement/learning-resources/curriculum-for-excellence-benchmarks/>

Assessment is a central part of everyday learning and teaching in our school. In an informal way our teachers gather assessment evidence by observing our children at play and during practical tasks, questioning pupils and making judgements on the work they have produced.

Pupils also assess their own work and at times make judgements on the work of their friends. This is called self-assessment or peer assessment.

On a more formal basis assessments (either paper based or practical) are planned for pupils to complete at the beginning of a new section of work to identify their starting point and again at the end of a piece of work to capture where a child then is in their learning.

In addition to this ongoing assessment pattern we also assess pupils from P2-P7 against the Dolch Spelling List, Schonell Spelling Test and Schnell Reading Assessment in August each year.

Standardised National Assessments are carried out in P1, P4 and P7 in all schools in Scotland. More information on this can be found at

<https://standardisedassessment.gov.uk>

Pupils who require further testing we also have a range of additional assessment. i.e. GL Dyslexia Assessment, POLAAR etc. Please see our pupil support policy for more information.

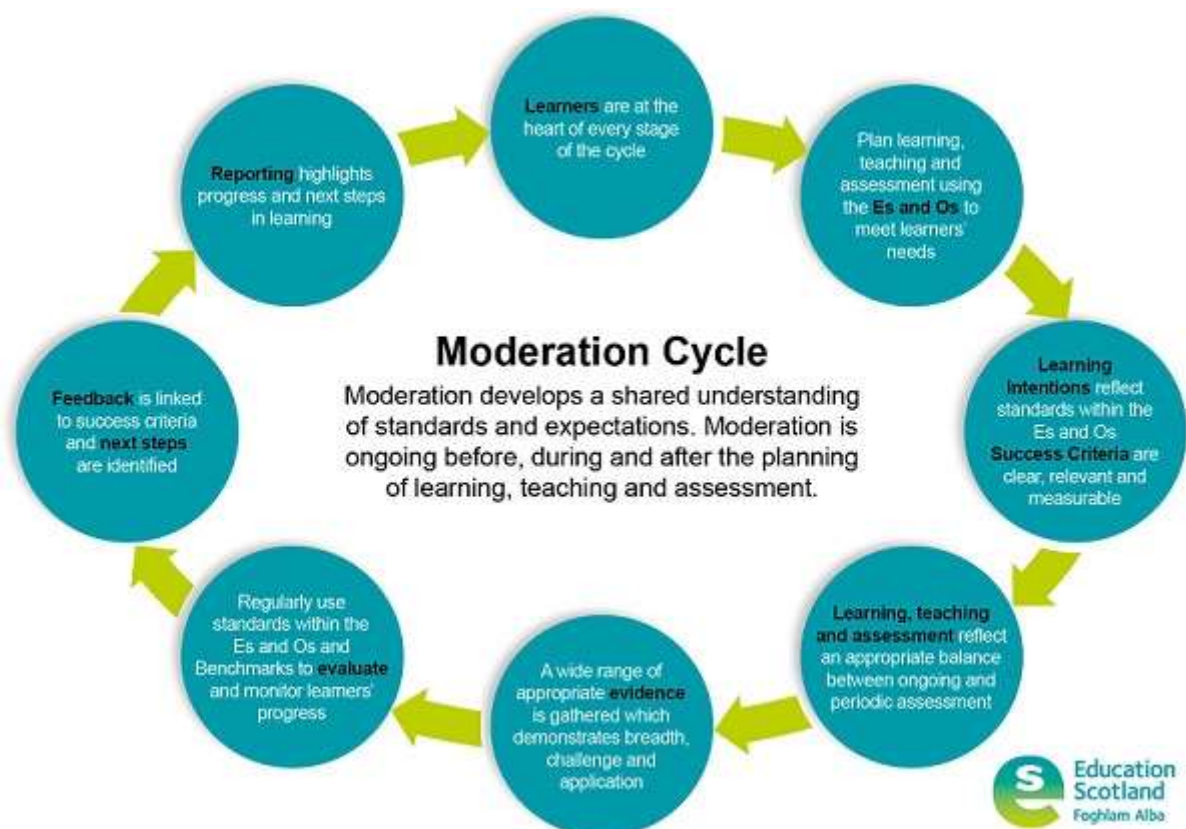
WHAT DO WE DO WITH THE ASSESSMENT INFORMATION?

- Once a child has been assessed we use this information to plan for their next steps in learning. Where appropriate we will share our findings with pupils and involve them in target setting.
- Class work can be differentiated to match assessment findings.
- Throughout the course of a school session we gather a range of assessment material and this feeds into an annual parental report.

ASSESSMENTS CARRIED OUT AT TARBOLTON

| Daily | Weekly | Termly | Annually | Class Specific | Pupil Support |
|-----------------------------------|------------------------------------|--|------------------------------|--------------------------|---|
| Tricky word flashcard recall (P1) | Big Maths Beat That results (BMBT) | Early Years milestone update | Reading Box placements | SNSA | <ul style="list-style-type: none"> • POLAAR • NARA • Reading Wise • Vocabulary • Assessments • GL Dyslexia Screener • GL Dyslexia Portfolio • PM- Benchmarking • Catch up literacy • Catch up numeracy • Single word reading tests. Schonell and GL versions • Schonell spelling test • Phonic assessments • 5 min box word lists • Pearson working memory |
| I can trackers (PE) | CLIC/SAFE (BMBT) | Learn it trackers | Schonell spelling assessment | Developmental milestones | |
| Exit notes | | Subject area/end of topic tests Dolch dictation | Schonell reading assessment | | |
| Self/Peer Assessment | Spelling test results | Maths Assessments/trackers | Learn it trackers | | |
| | Maths jotters | Literacy assessment/trackers | | | |
| | | Tracking of all curricular areas | | | |

THE MODERATION CYCLE



MODERATION

Moderation is the term used to describe approaches for arriving at a shared understanding of standards and expectations. Moderation can mean using an agreed marking criteria or professional dialogue to come to an agreement on the level/score given to a piece of work.

All teachers at Tarbolton have an agreed moderation buddy for our interdisciplinary work. In addition to this, staff meet in levels throughout the year to moderate pupils writing.