



TROON PRIMARY SCHOOL, SLC & EARLY YEARS CENTRE

ASSESSING PUPIL PROGRESS



2025-2026



ASSESSING PUPIL PROGRESS CURRICULUM FOR EXCELLENCE

ASSESSING PUPIL PROGRESS AND ATTAINMENT

The purpose of this information booklet is to provide parents with information about our approach to assessing pupil progress and attainment. We hope you find this information helpful.

WHAT DOES OUR APPROACH TO ASSESSING PUPIL PROGRESS LOOK LIKE?

The Assessment Process

As teachers, we regularly assess learners' progress. Within the Curriculum for Excellence (CfE) framework, achieving a CfE Level indicates that a learner has:

- ✓ demonstrated the ability to apply acquired knowledge in new and unfamiliar situations.
- ✓ achieved a breadth of learning across the curriculum.
- ✓ responded well to the level of challenge set out in their learning experiences.

Throughout the school year, teachers carry out on-going assessment in a variety of ways to determine what children know, understand and are able to do.

Assessment may be:

- ✓ Formative and involve the teacher and learner in identifying and planning next steps in learning.
- ✓ Summative, for example, at the end of a block of work, providing evidence of what has been learned or achieved.
- ✓ Diagnostic, for example, standardised tests to help teachers assess pupil progress, development needs, etc. and to allow the school to monitor progression.

To accurately determine a learner's CfE Level, teachers gather a collection of evidence. This assessment requires looking beyond single tasks or outcomes, instead drawing from a range of sources to create a full picture of the learner's abilities.

The Collection of Evidence

It is important that the evidence gathered to make valid judgements of attainment is drawn from a range of sources. This does not consist of gathering extensive portfolios of work. Instead, the evidence comes from a range of sources which already make up the work and activities that are in place.

One easy way to think of this is to think of assessment evidence as a 'jigsaw'. Each part of the jigsaw needs to be in place and connected before teacher's can use their professional judgement to determine achievement levels. This assessment jigsaw contains four pieces, demonstrating four different forms of assessment.

- ✓ Day to Day Assessment in class and AiFL
- ✓ Termly Assessment
- ✓ Periodic High-Quality Assessment
- ✓ National Standardised Assessment (NSAs or SNSAs).

Day-to-Day Assessment

Day-to-day assessment, also known as formative assessment, is the process of interaction and observation that occurs on a daily basis between the learner and teacher. It is used to monitor student progress during the learning process, rather than just at the end. Ultimately, it is about providing learners with timely and specific feedback to help them improve.

Learners are actively involved in the day-to-day assessment process. They may participate in self-assessment and peer assessment and are also helped to understand the learning intentions and success criteria for the learning.

AiFL - Assessment is for Learning

AiFL is the term used to cover a wide range of strategies used in class to help teachers and pupils evaluate their work.

Teachers share the purpose of each lesson with children through Learning Intentions (what a learner should know, understand, or be able to do by the end of the lesson) and Success Criteria (measures or goals that are used to determine how well learners have met the learning intention). Learners evaluate their own performance (self-evaluation) and that of their classmates (peer evaluation). This may involve 'traffic lighting':

- ✓ Green for good effort / I understood it well;
- ✓ Red for more effort needed/ I need help with this.

Other examples of using AiFL strategies used in class to continually check learning:

Collaborative Inquiry:

Partners questions, KWL grids (what I **K**now, what I **w**ant to know, what I have **l**earned, think-write-pair-share ideas, feedback to others/teacher.

Checking Learning:

Learners involved in planning and target setting, co-creating learning intentions and success criteria in lessons, observation and engagement in tasks, plenary or feedback sessions, exit passes where children share one thing they have learned in the lesson, summarising learning, reflection tasks.

Termly Assessment

Termly assessment provides learners and teachers with the opportunity to review a range of learning and evidence across a block of learning. They complement the ongoing day-to-day, formative assessment. These assessments can be summative, meaning they aim to evaluate learners' progress at the end of a block of learning and provide a snapshot of what students have learned and retained. They can highlight areas where learners have struggled, allowing teachers to adjust future learning.

These assessments align with the learning intention of each block of work. The focus is on providing feedback that promotes learning, rather than simply assigning grades.

Periodic High-Quality Assessment

Periodic high-quality assessments allow learners to demonstrate that their progress is secure over a longer period of time. They involve looking beyond isolated test scores and considering the whole child, looking at the learners' ability to:

- ✓ apply what they have learned in new and unfamiliar situations.
- ✓ achieve a breadth of learning across the curriculum.
- ✓ respond to the level of challenge set out in the experience.

National Standardised Assessment (NSAs or SNSAs)

National Standardised Assessments (NSAs) in Literacy and English and Numeracy and Maths involve learners at the P1, P4, P7 and S3 stages of their education. They are a key component of Scotland's educational assessment framework. The NSAs are designed to provide teachers with objective, standardised information about learner's progress in literacy and numeracy. They support teachers' professional judgment by offering diagnostic information that can inform teaching and learning. They also provide national-level data to help monitor and improve educational outcomes across Scotland.

The NSAs are intended to be used as one source of information among many, alongside teachers' professional judgment and other forms of assessment.

Conclusion

By integrating teacher professional judgment with a robust and diverse body of evidence – encompassing day-to-day formative assessments, termly evaluations, periodic high-quality assessments, and national standardised assessments (NSAs) – teachers gain a wide-ranging view of each learner's development.

This 'jigsaw' of assessment practices ensures that CfE levels provide a reliable and valid measure of progress, ultimately informing targeted support and effective teaching strategies. The assessment data we gather not only tracks individual learner journeys but also contributes to our overarching goal of raising attainment and achievement for all. We report on these CfE levels in our formal reports which are issued in May.