



# Crawford Primary School



# Assessment Policy Autumn 2018

## **Introduction:**

In Crawford Primary School pupils and staff engage in a variety of assessment activities to ensure the provision of good learning experiences across all areas of the curriculum. Assessment complements and assists teaching and learning. It is an integral part of teacher planning, pupil achievement as well as evaluating current practice and progress. It ensures a whole school approach to providing an excellent broad general education for all pupils in Crawford Primary School.

## **Purposes of assessment:**

- To be formative, providing information for the teacher to plan the next steps in the child's learning.
- To be diagnostic, providing detailed information about the individual children's strengths and weaknesses
- To be summative, providing a snapshot of each child's achievement.
- To be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is
- To inform the child to enable them to develop their learning.

In Crawford Primary School assessment is a tool to inform planning, track pupil progress and evaluate teaching and learning in order to raise attainment. Every pupil is entitled to an education that develops their abilities and talents to be the best they can be. The head teacher has overall responsibility for assessment. Class teachers are responsible for assessment of the pupils in their care.

Assessment is a daily part of the life of the school. A variety of informal assessments are used by pupils and teachers in class to ensure children's understanding as well as monitor progress. This informs the next steps in teaching and learning. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

## **Assessment for Learning (AiFL)**

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for Learning is a key part of our approach to teaching and learning at Crawford Primary School. Staff use learning intentions, success criteria, peer marking and self-assessment to engage pupils in their learning and to inform them of their next steps. Effective questioning is also used to inform assessments.

## **Assessment in Literacy and Numeracy:**

Phonological Awareness Testing is used in Primary 1. The purpose of this screening is to identify children who have difficulty with sounding out and word attack skills.

The New Group Reading Test is a screening/monitoring test for children that measures how a pupil is performing compared to his/her peers at a national level. It also enables an assessment of reading and comprehension in a single test, helping to identify, for instance, competent readers with weak comprehension skills who would benefit from a follow-up individual assessment and learning support.

Single Word Spelling Test (SWST) is a standardised test administered annually for all pupils from P2. It provides important evidence of pupil progress and identifies weaknesses which are then addressed on an individual or group basis.

Moderation in Writing will be undertaken across stages between Crawford, Leadhills and Abington Primary Schools as well as across Biggar High School Learning Community. Pupils will submit at least three pieces of writing for moderation each academic year.

SNSA- Scottish National Standardised Assessments- These tests are national tests done by pupils when in P1, P4 and P7 using laptops and computers. They are assessed centrally and results are returned to schools in bandings not individual scores.

Numeracy: This is done by class teachers but the school is looking for an appropriate standardised assessment. P7 pupils sit a Biggar High School Test in April to support transition into High School

### **Records**

All standardised test results are recorded on a database and monitored by the head teacher. End of unit tests are kept in a class folder and used to inform planning and next steps. Class folders are routinely monitored by the head teacher and performance of the children discussed with teachers and support staff at professional dialogue meetings. Staff will evaluate the assessment policy annually to ensure pupils continue to develop skills and make good progress in attainment.

### **Reporting to Parents / Carers**

In November and March parents/carers are invited to meet with the class teacher to discuss their child's progress and share next steps in learning. Parents may also have the opportunity to discuss any completed assessments with the teacher. A full school report is issued in June which gives information on all areas of the curriculum and general progress.

Parents may make an appointment to speak with the teacher or head teacher at a suitable time to discuss their child's progress.

## Correction Code

All staff and pupils should use the following code when assessing pupils' work.

? Does not make sense

↑ Something missed out

Sp spelling mistake

NP New paragraph

NS New sentence

P Punctuation

T Ask the teacher