



# WOODPARK

## PRIMARY SCHOOL

### Assessment, tracking and moderation policy

Created: May 2019  
Next Review: May 2021



## **Position Statement**

At Woodpark we believe accurate, relevant and reliable assessment and monitoring is essential for the continued progress of each child. We assess to inform both adults and children of their next steps in their learning journey.

## **Rationale**

The Woodpark Primary Assessment Policy has been designed to develop approaches for arriving at a shared understanding of the standard and expectation for the broad general education. This will be in line with the Experiences and Outcomes of the Curriculum For Excellence, using the assessment principles of Breadth, Challenge and Application. The learner and teacher must be clear on what is being assessed, why it is being assessed and how it is being assessed.

## **Roles and Responsibilities**

Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area. The Senior Management Team (SMT) have an overarching responsibility to ensure that assessment, tracking and monitoring is used correctly and cohesively across the school.

### **What will be assessed?**

- Knowledge and Understanding
- Skills
- Attitudes and Capabilities

### **Why do we assess?**

- To support the children in their learning journey by providing evidence about what they say, write, do or make, to demonstrate their learning.
- To gather information for pupils, teachers and parents about each learner's achievements and strengths.
- To provide quality feedback to pupils, teachers and parents about learners' next steps.
- To determine the nature of support required by individual learners.
- To promote learner engagement. When the learners are clear about the aims of the work, for example, through Learning Intentions and Success Criteria, they know how to succeed.
- To raise self-esteem and understanding of progress among children.
- To provide information to measure attainment throughout the school
- To create improved links between nursery, primary, secondary schools and other settings, to promote smooth transitions in learning.

### **When do we assess?**

- Routinely as part of the ongoing teaching and learning process (*formative assessment*). Planning for assessment will begin at the same time as planning the learning. The validity of assessment is increased when assessment tasks and activities are designed to closely match the agreed learning intentions and success criteria.
- As and when considered necessary (*summative assessment*).
- At transition, between stages, levels or primary and secondary school (*summative assessment*).
- To indicate strengths and difficulties. If we feel a child has a particular difficulty, or capability, we may use an objective or diagnostic test to help us plan a suitable programme of work (*diagnostic assessment*).

### **How does assessment take place in Woodpark Primary?**

Since A Curriculum For Excellence focuses on a wide range of knowledge skills, attributes and capabilities, a range of evidence gives a clearer picture of the pupil's learning journey. Personal and Social development is monitored as well as academic progress. The range of approaches includes:

#### **Formative Assessment in Woodpark Primary**

##### **Self-Assessment**

Self-Assessment encourages pupils to assess their own progress to develop independent learning in order to:

- Inform them of areas they can improve on, by encouraging them to consider their own work
- Inform them of ways in which to improve
- Actively involve them in the feedback process
- Actively involve them in setting targets for improvement, challenge and development.

With practice, learning intentions can be devised by the pupils themselves.

##### **Peer Assessment**

Peer Assessment encourages pupils to collaborate to share standards and expectations. It can take place in pairs or groups. Examples of peer assessment include two stars and a wish, traffic lights, completing assessment grids and think, pair, share.

##### **Teacher Formative Assessment**

These strategies include:

- Clear learning intentions and success criteria linked to the learning to take place. Both staff and learners should foster a sense of achievement by sharing challenging and realistic expectations.
- Skilful questioning by the teacher (allowing thinking time)
- Encouraging pupils to ask questions to extend and clarify their learning.
- By use of the lollipop lotto to choose pupils to answer questions rather than hands up.

- By use of pupil traffic light cards, e.g. showing red card if they don't understand task.
- By teacher observation of daily individual, pair and group work.
- A plenary at the end of the lesson that relates closely to the learning intentions and success criteria.
- Oral feedback to pupils, individually or in groups. This is important so pupils know what they are doing well and how they can improve.
- Marking, written comments by teacher on written work and homework, marking schemes are shared with the pupils. Comments, on products such as artwork, reports or projects, usually linked to learning intentions and success criteria. Examples include: two stars and a wish, traffic lighting success criteria, using stickers and stamps to reward.

### **Summative Assessment in Woodpark Primary**

Summative Assessment measures what has been learned, in order to provide valuable information to teachers, pupils and parents on what knowledge and skills have been attained. This assessment should be regarded as part of the continuous assessment of children's learning.

### **Additional assessments used in Woodpark Primary include:**

- End of unit assessments to provide an indication of what knowledge has been retained from the Experiences and Outcomes just completed, for example, Check Ups for Numeracy.
- Confirmatory Assessments in Numeracy
- Weekly test – this might be used in areas such as spelling or Mental Maths where teachers want to check if patterns have been understood.
- Pre and Post tests – these tend to be used in areas such as Social Studies or Science to establish what additional knowledge has been gained from the Experiences and Outcomes covered, for example, Mindmaps, KWL grids, multiple choice tasks and quizzes.

Learners need to demonstrate breadth of learning, challenge within learning and applying this learning in new situations.

### **Diagnostic Assessment in Woodpark Primary**

The results of diagnostic assessment should identify next steps for the pupil. A whole class, a group or an individual pupil may be assessed. Pupils should understand why and how they are to be tested.

### **Diagnostic Assessments in Woodpark Primary include:**

- Carefully considered formal testing linked to pre-determined learning objectives. Copyrighted tests exist to assess particular skills and are used to give objective, standardised data on pupil skill levels.
- Single Word Spelling and Reading tests in Literacy
- Informal approaches, such as closely examining classwork, for example, for signs of dyslexia (dyslexia toolkit).
- This approach provides a baseline for future assessment.

- As teachers and SMT evaluate test data, there may be implications for class organisation and composition, organisation within the classroom and deployment of staff.

### **Additional Support Plans and other support planning (ASP)**

An Additional Support Plan (ASP) describes the nature of the child's additional support needs, the targets they are working towards and the type of support they require. An ASP is appropriate when a child requires more detailed, individual planning for learning, or where substantial adaptation to the curriculum is needed. Other planning and assessment documents such as Staged Interventions and ASD Consultation paperwork are used in the same way.

Monitoring of all assessment paperwork takes place in Woodpark Primary on a termly basis, by the class teacher, SMT, parents and other adults within the school involved in delivering the ASP.

### **Evidence of Recording in Woodpark Primary**

Recording provides the evidence for teachers to report on pupil progress and is a mechanism for evaluating learning and teaching. Recording should be selective, appropriate to the activity and should focus on key learning aims.

#### **Recording strategies include:**

- Staff at Woodpark Primary compile a folder of assessment activities in Literacy and Language, Numeracy and Maths and Learning Across the Curriculum for each child which is passed on to the next year to provide evidence for achievement of a level.
- Notes in daily or weekly plans
- Checklists
- Comments on children's written work
- Records of summative assessments
- AifLs at the end of each term
- Closing the Gap spreadsheets

### **Moderation in Woodpark Primary**

Moderation takes place to ensure that teachers have a shared understanding of the standards that the children are expected to achieve.

Throughout the year moderation between staff and the learning community take place:

- At each stage
- Across CfE levels
- Across Woodpark Primary School
- Across Lesmahagow Learning Community.

These take the form of workshops, formal meetings or informal discussion particularly of the use of developing, consolidating and secure criteria. Shared planning, teaching and

assessment also take place with teachers sharing samples of work, reviewing their judgements and agreeing strengths and next steps.

### **Tracking progress in Woodpark Primary**

Tracking of progress takes place by taking account of a range of assessment data of Experiences and Outcomes covered in all curricular areas in A Curriculum for Excellence, from year to year, between CFE levels and as pupils transfer from teacher to teacher. This is monitored by the SMT.