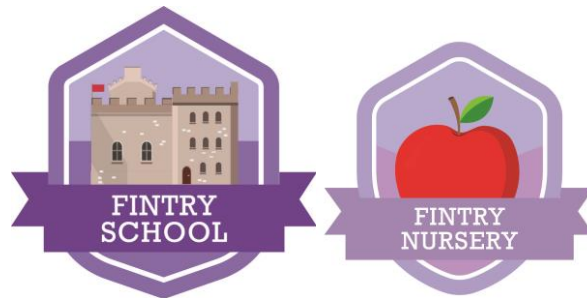Stirling Council

Fintry Primary School

ASSESSMENT POLICY

Date agreed: June 2018

Bodies consulted: Staff

Planned review date: April 2019
Planned review date: April 2020

FINTRY ASSESSMENT POLICY

Rationale

Fintry Assessment Policy is designed to support children's attainment and achievement. This will be in line with the Experiences and Outcomes of a Curriculum for Excellence.
We aim to:

"develop approaches for arriving at a shared understanding of the standard and expectation for the broad general education"

(Building the Curriculum 5)

Progress and attainment in learning will be monitored by assessment that is an integral part of learning and teaching. The process of assessing children's progress will be set in a context of effective learning and teaching. The learner and teacher must be clear on what is being assessed, why it is being assessed and how it is being assessed.

What will be assessed?
- Knowledge and Understanding
- Skills
- Attitudes and Capabilities – Successful Learner, Confident Individual, Effective Contributor and Responsible Citizen.

Why do we assess?
- To support the children in their learning journey by providing evidence about what they say, write, do or make.
- 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. This can raise self-esteem.
- To provide information to measure the children's attainment and achievement as they make progress on their Learning Journey.
- To create improved links between pre-school, primary, secondary schools and other settings, to promote smooth transitions in learning.

How do we assess?
- Assessment evidence may be derived from the four contexts of learning: curriculum areas, interdisciplinary learning, the ethos and life of the school and from personal achievements, including those out with the school, which are recorded in the Learning Journey.
- Routinely as part of the ongoing teaching and learning process, planning for assessment will begin at the same time as planning the teaching and learning. The validity of assessment is increased when assessment tasks and activities are designed to closely match the agreed learning intentions and success criteria. Staff will use Formative Assessment to inform them of the children's understanding and to plan the next steps in learning.

Curriculum Area	Ethos and Life of the School
Personal Achievements	IDL
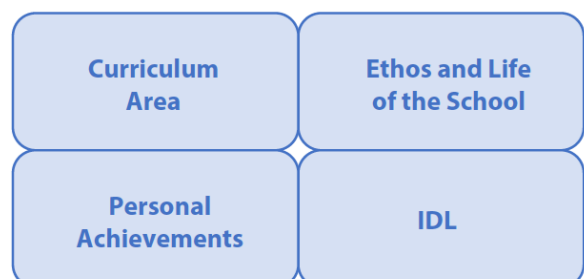
- We will track and record learner progress towards agreed 'achievement of a level' at Primary 1, Primary 4 and Primary 7 using the assessment principles of Breadth, Challenge and Application:

  - Primary 1 – Early Level
  - Primary 4 – First Level
  - Primary 7 – Second Level

  Children should reach 'achievement of a level', by this we mean that the learner has achieved a breadth of learning across the experiences and outcomes, has responded consistently well to the level of challenge set out in these experiences and outcomes, has moved forward to more challenging learning in some aspects; and can apply what they have learned in new and unfamiliar situations. At the end of each term, assessments by the teacher, including holistic assessments, will track children's progress. At transition, between stages, levels or nursery to primary and primary to 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)
- Each year from Primary 3 children will be assessed in Literacy and Numeracy to track progress. (Standardised Assessment)
- At key milestones, Primary 1, Primary 4 and Primary 7, to track progress of children at Early (P1), First (P4) and Second Level (P7). (SNSA - Scottish National Standardised Assessment).
- Moderating with colleagues to agree a shared understanding of standards that reflect 'achievement of a level'.

Aims

At Fintry Primary School we aim to create effective assessment practices by:

- Involving learners in setting personal targets and next steps;
- Ongoing self-evaluation by learners, staff and Senior Leadership Team;
- Identifying of children's strengths and next steps;
- Using a range of assessment approaches including relevant holistic assessment;
- Considering wider data analysis and performance information to evaluate pedagogical approaches that make a positive impact on the progress of learners;
- Tracking children's progress in Literacy and Numeracy through the Progression Pathways at Bronze, Silver and Gold for each Level.
- Interrogating, interpreting and using the learners' performance information to inform future planning and improvements.
- Collecting a range of assessment evidence for 2 learners at each stage;
- Moderating the assessment evidence with colleagues using Education Scotland Benchmarks to ensure that teacher judgement of Achievement of a Level is valid and reliable.

Objectives

At Fintry Primary School we aim to create the conditions for learning, teaching and assessment by:
- Involving learners regularly in dialogue about their progress and next steps through their Learning Journeys;
- Using relevant, real-life and enjoyable contexts and resources, which build upon the learners', own experiences;
- Ensuring effective direct and interactive teaching;
- Using responsive planning to harness the motivational benefits of following children and young people's interests;
- Providing opportunities for collaborative working and independent thinking and learning;
- Making meaningful links for learners across different curriculum areas;
- Embedding the principles of Assessment is for Learning;
- Providing frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning;
- Developing problem-solving skills and approaches; and
- Promoting appropriate and effective use of ICT.

Roles and Responsibilities

Within Fintry Primary School there is a sense of collective responsibility, consistency and high expectations from all members of staff, teaching and non- teaching.

Headteacher

The Headteacher is responsible for:

- Managing the implementation of Fintry's Assessment Policy in line with the direction set out in the Stirling Council's Assessment & Moderation Guidelines;
- Supporting all members of staff in the implementation of Assessment Policy;
- Planning, Assessing and Tracking collaboratively with teachers, (PAT Meetings), to interrogate, interpret and use the learners; performance information to plan next steps and identify additional Support for Learning;
- Identify timescales for key assessments and moderation activity in school and in learning community;
- Promoting robust professional dialogue using benchmarks; leading to valid and reliable teacher judgement of achievement of a level (ACEL);
- Communicating with parents on achievement in Literacy and Mathematics and Improvement strategies when appropriate;
- Share performance information with Stirling Council and Scottish Government;
- Participation in Local Authority moderation across learning communities; and
- Ensuring that finances and resources are used responsibly to ensure pupil equity.

Senior Leadership Team

The SLT is responsible for:

- Supporting staff with assessment and moderation timescales;
- Implementing standardised assessment and collating performance information for staff to interrogate; and
- Liaising with Support for Learning Teacher to ensure all pupil needs are met and barriers to learning are negated.

Teaching Staff

Teaching staff have responsibility for:

- Continuous planning, assessing and tracking children's progress against the experiences and outcomes of Curriculum for Excellence;
- Use curricular progression pathways and benchmarks to identify learner progression;
- In every lesson, share the purpose of learning with children, the learning Intention;
- In every lesson, agree the success criteria with children and assess their performance against the success criteria;
- Every lesson models expectations or uses an example of excellence to set high standards and clear expectations of children;
- Ensuring evaluative questioning includes Higher Order Questioning Skills, increased wait time, No-Hands up, Think Pair Share;
- Promoting and supporting children to adopt self-evaluation approaches towards their learning;
- Sharing high quality feedback with children to plan next steps in learning;
- Following the Jotter Policy when marking and assessing written work;
- Using a range of ongoing and periodic assessment approaches, including holistic assessments, to identify strengths and areas for development and to inform next steps in learning;
- Using standardised assessments to gauge the overall picture of learners' progress;
- Ensuring all learners with Additional Support Needs have valid assessment opportunities;
- Collecting evidence to support 'achievement of a level' ACEL;
- Moderating learner's performance against agreed standards using Education Scotland Benchmarks; (SEE PROTOCOL)
- Participating in moderation activities at school and learning community level; and
- Ensuring that policy implementation and curricular development enhances learning and teaching and contributes to raising attainment and achievement.

<u>Support for Learning Assistants</u>
It is the responsibility of SLAs to contribute to the school's policy on assessment by supporting children's progress through carrying out activities identified by the class teacher and reporting on the outcome.

<u>Children</u>
Children have responsibility for
- Engaging positively in learning and teaching;
- Developing a positive attitude to self-evaluation;
- Actively contributing to their Learning Journey in school and at home; and
- Identifying their next steps in learning.

<u>Parents and Carers</u>
Parents and Carers have responsibility for:
- Attending parental consultation evenings to collaborate with the class teacher on supporting their child's learning; and
- Participating actively in family learning to support their child's progress, thereby fostering the home/school partnership.

Resources
The Headteacher and members of the Senior Leadership Team will ensure that Fintry Primary has appropriate up to date information and resources to support assessment. The Senior Leadership Team will ensure that the assessment policy is clearly understood and implemented correctly by staff. Staff development needs in assessment and moderation will be identified through the Professional Review and Development process, which is integrated within annual collegiate activities.

Management, Leadership and Quality Assurance
School aims are shared with staff, children and parents through the School Improvement Plan, School Handbook and parental workshops. All planning, evaluations and assessments is tracked and monitored by the Headteacher. Planning Assessment and Tracking (PAT) meetings ensure that learning and teaching meets the principles of CFE. PAT meetings are carried out each term between the Headteacher and class teacher to allow professional dialogue on progress and attainment of children. Moderation in numeracy and literacy are carried out at school and learning community level.

Achievement of a Level

To ensure learners have achieved a level. Professional judgements should be based on a range of evidence that shows a breadth of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the learner. Learners will have responded consistently well to the challenge set out in the E's and O's for the level and will have moved forward to learning and the next level in some aspects. Learners will have demonstrated what they have learned in new and unfamiliar situations.

Benchmarks

Benchmarks will be used regularly alongside E's and O's to evaluate and monitor learners' progress.

Outcomes from Learners

Learners should be actively involved at each stage of the cycle, from planning through to reviewing and evaluating evidence.
Learners know what they need to do in order to improve.

Learning and Teaching

Clear Learning Intentions which reflect E's and O's are evident in all lessons.
Success Criteria are clear, relevant and measurable. Feedback to learners is linked to Success Criteria and next steps are identified.

Assessment

Approaches will reflect a balance between ongoing and periodic assessment

Balfron Learning Community Moderation Protocol

'Moderation is the way in which practitioners arrive at a shared understanding of standards and expectations.'

Moderation is integral to planning learning, teaching and assessment. The process of moderation is not an activity that happens only at the end of a block or year.

Planning for Moderation

Working collegiately will ensure moderation discussions become part of everyday practice.
- **School**
  Ongoing discussions within stages, levels or departments.
- **Learning Community**
  Regular, organised moderation partnerships.
- **Local authority**
  Gather a range of evidence for 2 learners; one learner who has achieved the level and one learner who has not yet achieved the level.

Class Teachers

Before: Planning for Learning, Teaching and
           Assessment Collegiately
During: Observe the learning
          Engage the learner in a conversation
          Dialogue around evidence of progress
After: Use Grow Model
          Valid and reliable

Leadership Team

Before: Support staff in planning for
          moderation and assessment
During: Provide Supportive collegiate
          framework to moderation
After: Review Teacher judgements
          Provide feedback to inform
          Improvements.

Sources of Evidence

A wide range of **evidence** should be considered when making judgements around progress towards or achievement of a level.
- Planning that shows assessment
- Say, Write, Make, Do
- Online Profiles
- Learner Conversation
- Holistic Assessments
- Formative and Summative Assessment
- Standardised Assessment
- Observations
- Professional Dialogue

Evidence should demonstrate breadth, challenge and application.

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