



#### **Targets**

- It is expected that a few children will reach a new level earlier than expected and it is the responsibility of the teacher to transition them onto the next level.
- Almost all children should achieve the expected level by the P1, P4 and P7.
- It is expected that a few children will take longer to achieve the expected level and this should be identified by the teacher and support given by the Team Around the Child.

#### **Listening and Talking Assessments P1-7**

- Each Learner should have a *Listening and Talking Assessment* stored in the PAT Box. There is an Assessment Sheet for each child and this should be completed each term using a planned assessed piece or observation of a group activity.
- At the end of the year in Term 4, teachers record each learners Level of Achievement on the Assessment Sheet.

#### **Teacher Reading Assessments P1-7**

- Each Learner should have a *Reading Marking Ladder* for Early, First or Second level at either Bronze, Silver or Gold Levels.
- Teachers should print off a copy for each child at the start of the new session or as they move onto the next level.
- Following the **Yearly Overview** will support the completion of Challenges and Genres.
- At the end of each year the *Reading Jotter* for every learner is saved in the PAT Box. A contents sheet at the start of the Reading Jotter clearly shows the assessed pieces for writing by highlighting in green.
- The *Marking Ladders* are stored in the PAT Box.
- The Reading Marking ladders should be completed for each Impact Meeting. Challenge 1, 2, and 3 should be completed for every Impact Meeting. The additional challenges will be added in across the session until all are completed yearly.
- Using teacher judgement, the Success Criteria listed in each Marking Ladder should be assessed with a tick and any criteria not met should be used to plan the next steps.
- The Teacher **must** share the next steps with learners so that they are aware of what they need to work on to improve.

#### **Standardised Reading Assessments**

- P1 National Standardised Assessment (NSA). Term 3
- P1/2 Benchmark Assessment. Term 2/3/4
- P3 York Assessment of Reading and Comprehension (YARC). Term 3
- P4 NSA. Term 3
- P5/6 YARC Assessment. Term 3
- P7 NSA. Term 3

## Phoneme and Spelling Assessments

### P1-P3 RWI

- Each Learner should have a Read Write Inc. Phoneme Assessment carried out each term. This should be added to the PAT box for the impact meeting.
- The Read Write Inc. Teaching Progressions and Expectations is a guide to pace of learning.

### P4 - P7 Single Word Spelling Assessment

- A spelling Assessment should be carried out in Term 1 and Term 3 with the appropriate paperwork attached. The Standardised Score should be carefully recorded on the electronic tracking and monitoring.

## Teacher Writing Assessments P1-7

- Each learner should have a *Marking Ladder* for Early, First or Second level at either Bronze, Silver or Gold Levels:
  1. Narrative Stories, Poetry and Plays: by the end of **each level** all challenges are covered in this section.
  2. Non Fiction Writing: by the end of **each level** all Genres are taught effectively in this section. It is expected that children will use non-fiction writing across the curriculum to give practise in writing.
- Teachers should print off a copy for each child at the start of the new session or as they move onto the next level during the session. The Marking Ladders are stored in the PAT Box.
- Following the **Yearly Overview** will support the completion of Challenges and Genres.
- Talk for Writing Assessment Termly: Cold Piece and Hot Piece
- At the end of each year the *Writing Jotter* for every learner is saved in the PAT Box. A contents sheet at the start of the Writing Jotter clearly shows the assessed pieces for writing by highlighting in green.
- The Narrative Stories, Poetry and Plays Marking ladders should be completed for each Impact Meeting. Challenge 1, 2, and 3 should be completed for every Impact Meeting. The additional challenges will be added across the session until all are completed yearly.
- The Non Fiction Writing Marking Ladder should be completed for every Impact Meeting. The Non Fiction Marking Ladder should be completed by the end of each level.
- Using Teacher judgement, the Success Criteria listed in each Marking Ladder should be assessed with a tick and any criteria not met should be used to plan the next steps.
- The Teacher **must** share the next steps with learners so that they are aware of what they need to work on to improve.

## Standardised Writing Assessments

- P4 NSA Term 3
- P7 NSA Term 3

## **Teacher Numeracy Assessments**

### **P 1-3**

- Each Learner should have a *Thinking it Through Jotter /Learning Log* which should be added to the Pat Box at the end of term.
- Throughout the year P2/3 learners should complete the Question Bank Assessment Booklet and this should be added to the PAT Box at the end of the year
- The Summative Assessment is to be completed in Term 4 P2/3
- Leckie Assessment: Term 2/3 and added to the Pat Box

### **P4-P7**

- Each Learner should have a *Thinking it Through Jotter /Learning Log* which should be added to the Pat Box at the end of term.
- Throughout the year learners should complete the Question Bank Assessment Booklet and this should be added to the PAT Box at the end of the year
- The Heinemann Active Maths Summative Assessment is to be completed in Term 4
- At the start of Term 1 complete the Education City Diagnostic Assessment each term for Mental Maths

## **Standardised Numeracy Assessments**

- P1, P4, P7 NSA Term 3

## **Health and Wellbeing Assessments P1-P7**

- Stirling Wellbeing Questionnaire each Term.

## **Wider Achievements P1-7**

- Throughout the year children should complete the Meta –Skills Booklet linked to Learning Life and Work.
- Wider Achievements will be recorded twice by year through:
  - ✓ The Getting It Right For Every Child Booklet, completed by children and parents at the start of term and forming essential dialogue at the first Parent Consultation to ensure we meet the needs of all our learners.
  - ✓ Health Week homework activities record wider achievements in May.
  - ✓ Our School Celebrates And Recognises Success throughout the session.
  - ✓ OSCAR Assemblies each term
  - ✓ Achievement Assembly at the end of Term
  - ✓ Meta –skills achievements display in classroom.