



Stirling Council

Fintry Primary School

ASSESSMENT POLICY



Date agreed: October 2024

Bodies consulted: Staff

Planned review date: October 2025

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?

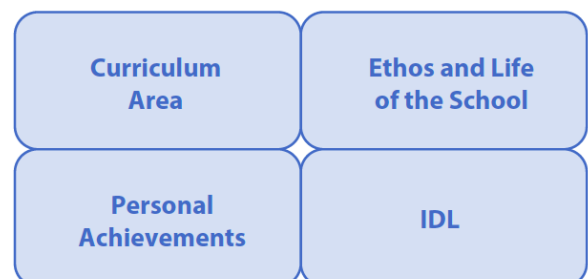
- Knowledge and Understanding
- Skills
- Attitudes and Capabilities – Successful Learner, Confident Individual, Effective Contributor and Responsible Citizen.

Why do we assess?

- To gather information for children, 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.
- 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. (Formative Assessment)



- 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). (NSA - 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 all curricular areas 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 all learners at each stage in our PAT Boxes;
- 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

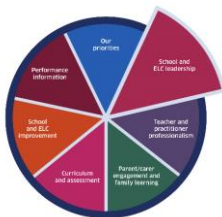
At Fintry Primary School we aim to create the conditions for learning, teaching and assessment by:

- 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'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 Interdisciplinary learning through the Inquiry Cycle;
- 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. The National Improvement Framework details Key drivers for Improvement.

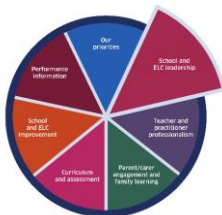
Headteacher



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.

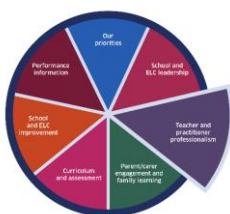
Senior Leadership Team



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

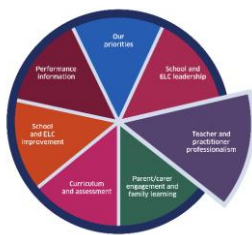


Teaching staff have responsibility for:

- 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

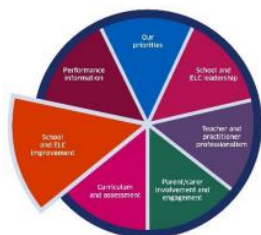
- Ensuring that policy implementation and curricular development enhances learning and teaching and contributes to raising attainment and achievement.

Support for Learning Assistants



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.

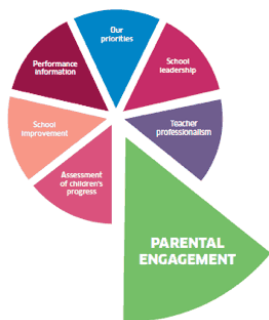
Children



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.

Parents and Carers



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.

Fintry Primary School 2024/25

Protocol for PAT Box Assessments

Early, First, Second and Third Level



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 NSA. Term 3
- P1/2 Benchmark Assessment. Term 2/3/4
- P3 YARK Assessment. Term 3
- P4 NSA. Term 3
- P5/6 YARK 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 Assessment P1-P7

- Stirling Wellbeing Scale 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.

Learning Intentions

Learning intentions are vital to involve learners in assessing their progress effectively. Teachers should refer to them regularly throughout the learning sessions. They can be focused on skills, knowledge and/or understanding.

Success Criteria

- Good success criteria are closely linked to the learning intention.
- They should be easy to understand and written in child friendly language
- They should be discussed and agreed with children prior to undertaking the activity
- They should focus on specific features of the work that are going to be assessed and on what the child is learning.

Questioning

High quality questioning is central to effective learning, teaching and assessment. In every lesson there are planned opportunities for learners to engage in dialogue and reflection through strategies such as Think, Pair, Share and Talking Partners. Teachers plan for questioning so that thinking is developed at a high level and learners are given opportunities to form and adapt their responses and build on the responses of others.

Partnerships

Consultation with, and reporting to parents
Family learning opportunities
Home school partners
Community partnerships

References

Building the Curriculum 5.
Fintry Primary Jotter Policy.
Balfron Learning Community's Moderation Protocol.
Dylan Wiliam: Formative Assessment.
Bruce Robertson: Power up your Pedagogy.
Shirley Clarke: Formative Assessment 2024

Reflection

Learners and staff use self-reflection, evaluation and moderation of learning in order to improve practice. Learners are given regular opportunities to engage in discussion about understanding and progress.

Protocol for Assessment

'Develop approaches for arriving at a shared understanding of the standard and expectation for the broad general education' BtC5

- **Ensure that effective assessment is at the heart of learning and teaching.**
- **Enable learners to recognise where they are in learning, where they want or can be on their learning journey, and the steps they need to take to get there.**

Learner Response

Learners are expected to respond to their teacher's written feedback whether verbally or with written comments. Post-its can be used or evaluative comments can be handwritten in the jotters in **Pink**. **Green** should be used to indicate next steps feedback and responses to it. We use less praise comments and more encouragement comments, in line with our growth mindset philosophy.

Planning Assessment and Tracking (PAT)

At Fintry Primary school we track children across all areas of the curriculum to ensure children make continual progress in their learning. Teachers plan lessons suitable to the learners' level of attainment. Assessment of the Learning Intention is assessed against the success criteria. Feedback is shared with the learner and next steps planned. At Fintry we track across Literacy and Numeracy using a Bronze, Silver, Gold progression pathway across Early, First and Second Level

Teacher Feedback

Teachers use a variety of feedback strategies to support and challenge learning.

Written comments, in **Pink**, are made to praise effort and encourage progress. Stickers and stamps may also be used. However evaluative written comments, linked to success criteria, will always outnumber stickers and stamps. Feedback, in **Green**, is used effectively to indicate the steps to be taken towards a child's learning goal.

Self and Peer Assessment

Learners are encouraged to self, peer and group assess regularly and across all curricular areas. Learners effectively assess both their own work and that of their partners and peers. They make evaluative comments about the progress made in relation to the learning intentions and success criteria. Learners can give feedback in jotters or on assessment slips which can be stuck into jotters.

National Standardised Assessments

National Standardised Assessments are used to test knowledge and understanding at particular points in a learner's school journey. P1. P4. P7. These assessments are also used diagnostically by teaching staff to inform planning. SLT will use assessment information to track progress of individuals and groups.

Diagnostic Assessments

Many diagnostic assessments are available to use:
Read Write Inc. Phonological Assessments
PM Benchmarks for Reading
YARC Reading Assessment
Single Word Spelling Test
Dyslexia Screener
Dyscalculia Screener
HAM Question Banks/Summative Assessments
Leckie Early Level Maths Assessment
Holistic Assessment
Stirling Health and Wellbeing Scale

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

Balfon 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.