



Westerton Primary School

Assessment Policy



Westerton Primary School

November 2020

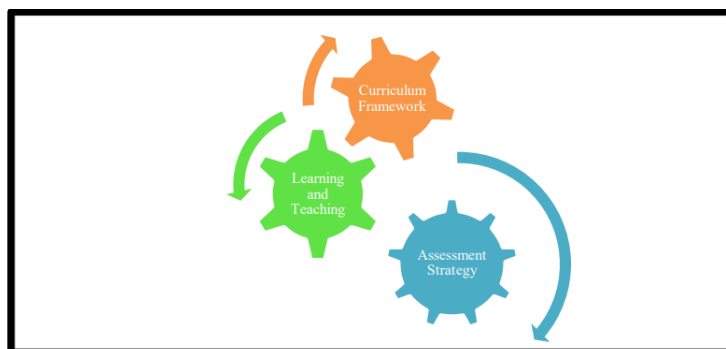
Rationale

The Westerton Assessment Policy is designed to support children's attainment and achievement. This will be in line with the Experiences and Outcomes of the 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)



Aims

At Westerton 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 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, Numeracy and HWB

- Analysing, interpreting and using the learners' performance information to inform future planning and improvements
- 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 Westerton 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
- 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 (see appendix 1)
- Providing frequent opportunities to communicate in a wide range of contexts, for relevant purposes and real audiences within and beyond places of learning
- Developing problem-solving skills and approaches
- Promoting appropriate and effective use of ICT

Progress and attainment in learning will be monitored by assessment, which 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 improve 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 early years, primary, secondary schools and other settings, to promote smooth transitions in learning.
- To indicate strengths and difficulties. If we feel a child has a specific difficulty or capability, we may use an objective or diagnostic test to help us plan a suitable programme of work.

How do we assess?

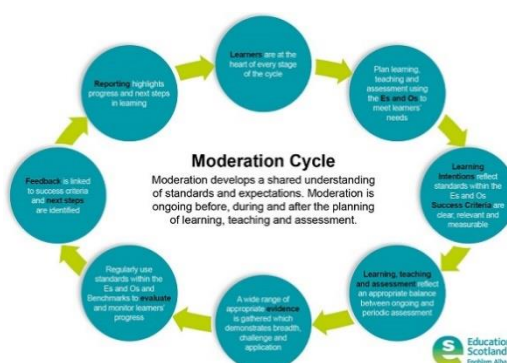
- Assessment evidence may be derived from the four contexts of learning: curriculum areas, interdisciplinary learning, the ethos and life of the school and from personal achievements, including those out with the school
- Approaches will reflect a balance between ongoing and periodic assessment
- Routinely 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 and through the use of a variety of AiFL strategies daily. (see Appendix 1 AiFL toolkit)
- At each stage children will be assessed in Literacy and Numeracy to track progress.
- 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'.
- 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

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 challenges set out in the E's and O's for the level and will have moved forward to learning the next level in some aspects. Learners will have demonstrated what they have learned in new and unfamiliar situations.

Summative Assessment

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.



Roles and Responsibilities

Within Westerton 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 Westerton's Assessment Policy in line with the direction set out in the EDC guidelines
- Supporting all members of staff in the implementation of Assessment Policy

- Planning, Assessing and Tracking collaboratively with teachers to analyse, 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
- Communicating with parents on achievement in Literacy and Mathematics and Improvement strategies when appropriate
- Share performance information with EDC and the Scottish Government
- Participation in Local Authority moderation across learning communities
- 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 interpret
- Liaising with staff 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 the Curriculum for Excellence
- Use curricular progression pathways and benchmarks to identify learner progression
- In every lesson, sharing the learning intention and purpose of learning with children
- 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 formative assessment is used in every lesson such as evaluative questioning includes Higher Order Questioning Skills, increased wait time, No Hands up, Think Pair Share etc.
- Promoting and supporting children to adopt self-evaluation approaches towards their learning

- Sharing high quality feedback with children to plan next steps in learning
- 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'
- Moderating learner's performance against agreed standards using Education Scotland Benchmarks
- Participating in moderation activities at school and learning community level
- 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
- 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
- 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 Westerton 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 are tracked and monitored by the Head teacher. Planning Assessment and Tracking meetings ensure that learning and teaching meet the principles of CfE. These meetings are carried out each term between the SLT and class teachers to allow professional dialogue on progress and attainment of children. Moderation in numeracy and literacy are carried out at school and cluster level.

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 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. 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.

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
- Learner Conversation
- Formative and Summative Assessment
- Standardised Assessment
- Observations
- Professional Dialogue Evidence should demonstrate breadth, challenge and application.
- Reporting (fully outlined in the Reporting Policy).