



New Machar Assessment, Quality Feedback, Quality Assurance and Reporting Guidelines

ASSESSMENT

These guidelines are designed to “develop approaches for arriving at a shared understanding of the standard and expectation for the broad general education” Building the curriculum 5.

This is 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.

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. This can raise self-esteem.
- To provide information to measure attainment throughout the school.
- To create improved links between pre-school, primary, secondary schools and other settings, to promote smooth transitions in learning.

How do we assess?

Our assessment practice will follow and reinforce the experiences and outcomes within Curriculum for Excellence and the relevant benchmarks and promote high quality learning and teaching approaches. Within Curriculum for Excellence the broad expectations are:

Early Level - to be achieved in the pre-school years and Primary 1

First Level - to be achieved by the end of Primary 4

Second Level – to be achieved by the end of Primary 7

These levels may be achieved earlier or later for some learners.

- Summative Assessment

Summative Assessment is used to provide us with information to monitor and support pupils' progress, attainment and wider achievements. It involves teachers evaluating a range of evidence taking account of breadth, challenge and application of learning. Assessments used need to be valid and reliable and fit for the purpose of describing intended learning.

Scottish National Standardised Assessments (SNSA).

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. As part of assessment, each year children and young people in P1, P4, P7 will participate in the Scottish National Standardised Assessments (SNSA). These national assessments are completed online and provide teachers with immediate feedback on each child or young person's progress in literacy and numeracy. Children and young people do not have to prepare or revise for the assessments, which take place as part of normal learning and teaching. The assessments do not have any pass/fail mark and the results are used to help teachers plan the next steps in learning for each child/young person. Further information on SNSA is available at <https://standardisedassessment.gov.scot>.

Literacy - Writing

All children from P3-P7 will complete a planned holistic assessment at the end of each term. This will take the form of different genres and will facilitate our moderation process in conjunction with Education Scotland Benchmarks whilst providing evidence for professional dialogue. Teaching of each genre should be delivered through Contexts for Learning.

*Please discuss with your stage partner the genre to be assessed. This will ensure a whole stage is available for moderation purposes. Ensure a coverage of all genres throughout the year.

At first level there are six genres: Narrative, Persuasive, Explanation, Report, Recount and Instructional. At second level there are seven genres: Narrative, Persuasive, Explanation, Report, Recount, Instructional and Discursive.

Term 1	One piece of writing to be assessed against Benchmarks
Term 2	One piece of writing to be assessed against Benchmarks
Term 3	Two pieces of writing to be assessed against Benchmarks
Term 4	Two pieces of writing to be assessed against Benchmarks

Literacy – Spelling

- Children in P1 will use Emerging Literacy Phonological Awareness Assessment. When ready children will work through the Jolly Phonics Programme.
- Children in P2 will continue to use Emerging Literacy Programme where appropriate and work through Jolly Grammar 1 Programme.
- All children from P3-P7 will complete a Single Word Spelling Assessment at the beginning of Term 1. This may then be revisited at any time to alter/amend differentiated tasks and support teacher predictions.

Literacy – Reading

- Children in P1 and P2 will use ORT Key Words to build fluency for reading. P2 will also use Rising Stars Reading Assessment.
- Children P3 and P4 will use Rising Stars Assessment.
- All children from P5-P7 will complete the Accelerated Reader Star Test at the beginning of each term. This will inform teachers and children on next steps to ensure responsive planning for that term.

Numeracy

All children from P2-P7 will complete a planned assessment at the beginning of each term. This will inform teachers and children on next steps to ensure responsive planning for that term. At the end of specific contexts, teachers will utilise End of Topic Assessments from TJ and SHM. Education City will be used for Numeracy Homework and can include assessment material.

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place and will track the skills that children are developing.

Examples of Assessment Resources used across all stages at the **beginning of each term**. This will provide data for tracking purposes and facilitate responsive planning.

	Literacy	Numeracy	Health & Wellbeing
Primary 1	SNSA Highland Literacy Progression Planner	SNSA Education City SHM Topic Assessments Big Maths	Assessment linked to IDL SHANARRI SCARF PE
Primary 2	Rising Stars Jolly Grammar	Education City SHM Topic Assessments Big Maths Rising Stars	Assessment linked to IDL SHANARRI SCARF PE
Primary 3	Rising Stars Jolly Grammar SWST Writing Moderation	Rising Stars Education City SHM Topic Assessments Big Maths Rising Stars	Assessment linked to IDL SHANARRI SCARF PE
Primary 4	SNSA Rising Stars SWST Nelson Spelling Writing Moderation	SNSA Education City TJ/SHM Topic Assessments Big Maths Rising Stars	Assessment linked to IDL SHANARRI SCARF PE
Primary 5	Accelerated Reader SWST Nelson Spelling Star Reading Writing Moderation	Education City TJ/SHM Topic Assessments Big Maths Rising Stars	Assessment linked to IDL SHANARRI SCARF RSHP PE
Primary 6	Accelerated Reader SWST Nelson Spelling Star Reading Writing Moderation	Education City TJ/SHM Topic Assessments Big Maths Rising Stars	Assessment linked to IDL SHANARRI SCARF RSHP PE
Primary 7	SNSA Accelerated Reader SWST Nelson Spelling Star Reading Writing Moderation	SNSA Education City Rising Stars (not Term 3) TJ/SHM Topic Assessments	Assessment linked to IDL SHANARRI SCARF RSHP PE

QUALITY FEEDBACK

“Formative Assessment is the right bridge between teaching and learning. It is only through assessment that you know what has been taught has been learned.”
(Dylan Williams)

Formative Assessment is used to inform learning and teaching and plan next steps to ensure breadth, depth and progression through a level. Assessment is for Learning strategies and professional judgment are used by staff at New Machar School to ensure assessment is an integral part of everyday learning and teaching. Research has shown that learners learn best when they understand clearly what they are trying to learn and what is expected of them, when they are given quality feedback and when they are involved in planning their own learning. High quality interactions between learners and Pupils move through the curriculum at their own pace. A wide range of assessment techniques are used in school depending on what is being assessed and the reason for the assessment.

Each class teacher is expected to use the following approaches to formative assessment:

- Use curriculum progression pathways and benchmarks to support understanding of learner progression.
- Clear learning intentions and success criteria linked to the learning taking place, which is shared with learners both visually and orally each day. Sharing success criteria along with learning intentions enables learners to see what success looks like. Learners should also be given opportunity to devise their own success criteria.
- Effective questioning allowing thinking time with careful listening and reflective responses.
- Learners will be offered a balance of independent work, paired work and group work.
- Plenaries closely linked to learning intentions and success criteria
- Effective feedback to learners both orally and written to inform next steps in learning.
- Self-assessment to encourage pupils to assess their own progress
- Peer assessment to encourage pupils to collaborate and share standards and expectations.
- Learning conversations

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place and will track the skills that your child or young person is developing.

- Observation of what the pupils “say”, “write” and “do”.
- Homework
- Self and peer assessments
- Marking of class work and other individual/class assessments
- Ongoing tracking and monitoring procedures in school

QUALITY ASSURANCE

Quality assurance is part of our day to day work. Staff use a wide range of activities to ensure that high standards are maintained and outcomes improved for children and young people. These include monitoring, self-evaluation and planning for improvement. Since assessment is integral to learning, teaching and the curriculum, these quality assurance approaches apply equally to assessment. (Building the Curriculum 5, A Framework for Assessment: Quality Assurance and Moderation)

Teachers partake in the following:

- Working together from the guidance provided to plan learning, teaching and assessment
- Building on existing standards and expectations
- Drawing on exemplification
- Engaging with colleagues to share and confirm expectations'

New Machar School's Senior Leadership Team complete a range of activities which are planned across the academic year. The findings of these activities are recorded in Google Forms.

Please see calendar for details of the following:

- Tracking and monitoring meetings
- Jotter sampling
- Learning conversations
- Learning walks
- Classroom observations

REPORTING

Children and young people need high-quality feedback about their progress and a clear understanding of the support that is in place to help them succeed. Parents and families must have access to information that allows them to form a clear understanding of how their child is progressing, and the information they need to help them play a key role in their child's education.

(National Improvement Framework)

Below is a list of examples, please see school calendar for key dates.

Reporting activities for individual learners	Reporting activities for group/class/school/setting
<ul style="list-style-type: none"> • Learning conversations – pupil and teacher/ pupil and pupil and/or pupil and parent/carer • Learners' reflections on their learning/Learning Logs • Achievement Logs • Parents' consultation meetings involving parents, teachers and learners, as appropriate • Homework/Shared Learning activities • Learning profiles/folios • Monthly/termly tracking information • Written reports • Monthly/termly progress reports • Review meetings • Progress within additional support for learning plans • Interagency meetings • On-going feedback in classwork 	<ul style="list-style-type: none"> • Assemblies • Open days/events • Leading learning events • 'Meet the teacher' sessions • School concerts/shows • Achievement wall displays • Wall displays showcasing learning • School/class newsletters highlighting learning • Pupil led Glow blogs • Curriculum workshops • Information events • 'Soft starts' where parents can join their children in class • Class showcase events • Social media • Curriculum workshops led by learners and/ or staff • School website/Twitter • Class Blogs • Parent Council meetings • Pupil Council meetings

- Evidence of Shared Learning

Achievement of a CfE level means that learners have achieved a breadth of learning across the experiences and outcomes. Using the benchmarks as an assessment tool, for a significant aspect of learning pupils must respond consistently to a level of challenge as well as apply what they have learned in a new and unfamiliar situation. Judgement of achievement of a level cannot be determined on the basis of evidence of an individual outcome or isolated pieces of work. A range of evidence to support professional judgements will be found in the teacher's assessment, learners' jotters and Seesaw profiles.

The results of children's achievements are discussed and shared regularly through a variety of ways,

- Seesaw online application which is linked to CFE experiences and outcomes
- Through parent consultation evenings and other meetings
- Through curriculum/learning events/parent workshops
- Annual School Report
- Individual Education Plans and associated documents.

Parents and carers are encouraged to contact the school at other times throughout the year to discuss their child's progress.

New Machar School provide annual reports for all children in Term 3 and conduct Parent Consultation appointments in November and April.

Policy Review Date: August 2023