Torrance Primary School

Assessment, recording & reporting policy

Revised February 2024

United Nations Convention on the Rights of the Child Links:

Article 28: *Children and young people have the right to an education no matter who they are: regardless of race, gender or disability;*

Article 29*: A child or young person's education should help their mind, body and talents be the best they can;*

Article 42: *All children, young people and adults should know about the Convention.*

1.0   Rationale

1.1   A key aim of Curriculum for Excellence is to raise attainment and achievement.

Torrance Primary School's Assessment Policy is designed to:
"*develop approaches for arriving at a shared understanding of the standard and expectation for the broad general education" BTC5*
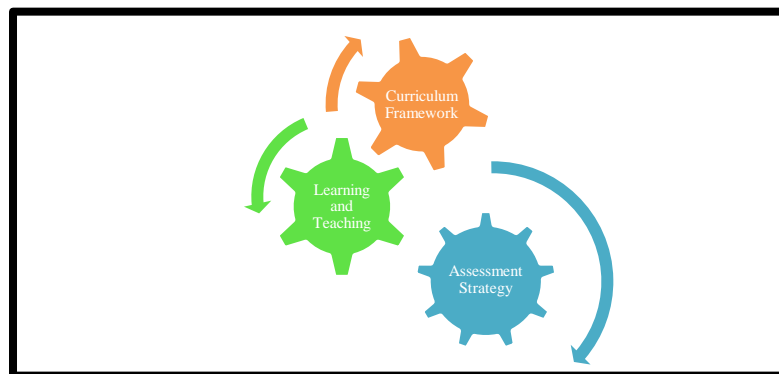
There are a number of key inter-related elements which require being in place to ensure that this is achieved:

- A clear Curriculum Framework;
- **A ROBUST ASSESSMENT STRATEGY;**
- Effective learning and teaching.

This has to be underpinned by effective self evaluation which is clearly focused on ensuring that every child makes progression in their learning.

"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." (National Improvement Framework)

It is essential that there are rigorous procedures in place to ensure that all children make very good progress in their learning. The aim of this policy is to clearly set out how Torrance Primary School evaluates children's progress using robust assessment fully in line with Curriculum for Excellence.

At Torrance Primary, our aim is to meet the individual needs of our pupils. Assessment is an integral part of the learning and teaching process and will:

For Pupils:

- Motivate them through success
- Support their learning
- Provide pupils with training and opportunities to self and peer assess work
- Inform them about their achievements and progress to date
- Actively involve them in their own learning and the feedback process, helping them set targets for improvement and development
- Develop motivation and self-esteem, enabling pupils to achieve success more readily.

For Teachers:

- Use a variety of both summative and formative assessment strategies
- Inform pupils of successes and areas for development
- Should ensure pupils are focused on their learning intentions for the task
- Provide opportunities to keep track of children's progress and teachers' expectations
- Provide reliable, continuous information as a basis for monitoring and tracking attainment
- Enable them to evaluate their own practice
- Indicate next steps in the learning and teaching programme
- Identify areas in which the learning and teaching could be improved through a variety of approaches
- Take account of needs of all pupils
- Identify appropriate pace of learning
- Help to monitor the appropriate use of resources
- Provide information on class/group organisation
- Actively involve pupils in the feedback process – written and oral

For Parents:

- Inform them of their child's progress and achievements on a regular basis
- Inform them of areas of strength and development needs
- Provide evidence of achievements and attainment
- Actively involve them in the feedback process

The Benchmark statements for each curricular area are integral to planning and assessment and are used effectively to assess children's progress within and achievement of a level of Curriculum for Excellence.

The broad expectations about progression are:

- Early level in early years and Primary 1 or later for some;
- First level to the end of Primary 4, but earlier or later for some;
- Second level to the end of Primary 7, but earlier or later for some;
- Third and fourth levels – S1 to S3 but earlier for some. The fourth level broadly aligns to SCQF level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and programmes of study will not include all of the fourth level outcomes.

These levels should not be seen as a ceiling on achievement. Teachers should consider the level above and below when planning learning, teaching and assessment.

Gathering Assessment Information

Assessment information may be gained through both formative and summative strategies. These different strategies will help indicate the effectiveness of learning and teaching, be used for recording and reporting purposes and help to indicate areas of strength and difficulty which will influence future planning. Assessments will help to identify where interventions are required to help pupils make better progress in their learning.

Formative Strategies

The effective use of formative assessment ensures that learners receive focused feedback on their learning. Pupils are made aware of their progress and can identify how they can improve.

At Torrance Primary School we actively support the Assessment is for Learning Policy promoted by the Scottish Executive and East Dunbartonshire Council. Assessment strategies underpin all learning and teaching. All marking and correction, verbal correction and interactions with pupils are positive and encouraging. Teachers are mindful of the impact negative comments can have on a pupil's confidence.

Staff have, and will continue to develop, knowledge of a wide range of strategies to promote and implement formative assessment into the learning and teaching process.

These strategies include:

- ✓ Planning – it is important to start from an understanding of what the children know already and what the children then need to know.
- ✓ Sharing learning intentions and success criteria – sharing what we want children to learn and how they will know that they have succeeded. Reference to the learning intention and success criteria are key components of oral/written feedback.
- ✓ Effective Questioning – through questioning teachers can clarify what learning has taken place and establish what difficulties are being experienced.
- ✓ Questioning should include: Higher Order Thinking Skills (HOTS), increased wait time, No- Hands up, Think Pair Share.
- ✓ Quality Feedback – feedback is a vital process. It lets the children know what they are doing well in and should provide them with strategies to improve. (e.g. two stars and a wish)
- ✓ Marking – should be positive, clear and appropriate to its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning. Not all errors will be corrected when marking e.g. spelling may not be corrected in story writing if this was not part of the success criteria. If children have attempted to spell words but made errors and these are all corrected, then that could have a negative effect of their self-confidence and cause less confidence in future writing activities.
- ✓ Looking for reasons for errors rather than simply marking right/wrong.
- ✓ Self and Peer Assessment – if children are allowed to monitor their own progress against goals set they become more aware of how they learn and so become better learners. Children are trained how to reflect on learning intentions. Self/Peer assessment can be oral or written: traffic light stickers or coloured pens can be used. Comments can be written in the jotters by pupils (relating to learning intentions/ success criteria).

Summative Assessment

These provide valuable information to teachers, pupils and parents on what knowledge and skills have been attained.

The strategies adopted may include:

- ✓ Weekly test – this might be used in areas such as spelling where teachers want to check if patterns have been understood
- ✓ Periodic Assessment/ End of unit/topic assessments to assess learning over an extended period of time.
- ✓ Summative assessments will be carried out as and when is necessary and will assess learning across a variety of benchmarks. This will include aspects of

Numeracy & Mathematics, Reading, Spelling and Writing. Results and an example of each assessment will be kept in the assessment folder.
- ✓ P1 Baseline Assessments - these are carried out in the first term of children starting school
- ✓ Scottish National Standardised Assessments - these are carried out in Mathematics, Reading and Writing at P1, P4 and P7.
- ✓ Transition assessments – At transition, between stages, levels or nursery to primary, primary to secondary school.

Standardised assessment information has to be seen as one piece of assessment information and must be used with other assessment data to track children's progress and inform the next steps in learning. Teachers should not 'teach to the test' as this will distort the results and not give an accurate picture of a child's attainment.

There may be further diagnostic assessment carried out to gain further evidence of specific strengths or specific needs of pupils. A pupil may be assessed if the teacher or parent has a concern about a particular area not progressing as expected. In such cases the Educational Psychologist may also support with analysis of assessment information and help devise a specific plan for that child.

Class teachers should consult a promoted member of staff if they wish to withdraw a child with additional support needs from a standardised assessment. Children with additional support needs can be provided with support however care should be taken to ensure that the results are an accurate reflection of the child's ability. For example, a child with dyslexic difficulties could be given help to read the mathematics test of supported to use strategies in the reading paper. They should not be read the reading paper for example as the result would not reflect their reading ability.
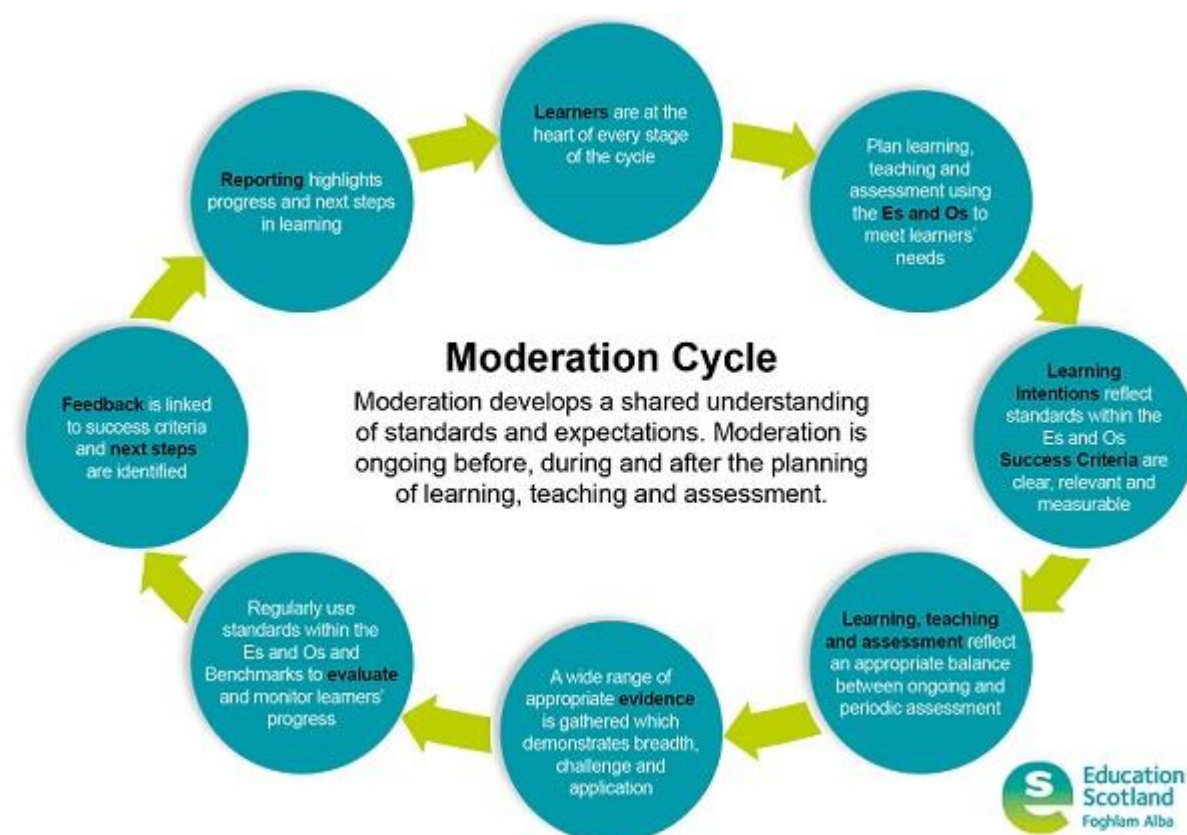
All pupils benefit from formal recognition of their achievements. Recognition of a learner's wider achievements can increase their confidence, raise their aspirations, improve their motivation for learning and keep them engaged in education. The process of planning, recording and recognising achievements can help young people to reflect on their learning and help them build the skills which allow them to articulate their achievements in both formal and informal discussions. Some examples of recognising pupil achievement at Torrance Primary include:

- Assemblies
- Wider Achievement Wall
- Recognition boards
- Praise postcards
- Tea with SLT
- Announcements via SeeSaw/Twitter
- Pupil committees and awards

Moderation

In taking forward Curriculum for Excellence, teachers and practitioners need to have a shared understanding of standards and expectations. This shared understanding of the key assessment processes and of the standards which learners are expected to attain promotes consistency in relation to assessment and reporting. Staff have regular opportunities to collaborate in agreeing and shaping standards with reference to well considered samples of learner work.

Moderation takes place at regular intervals throughout the school (and at cluster level), and involves learners, teachers, other practitioners, promoted staff and quality improvement officers. It considers the full learning, teaching and assessment cycle and allows collaboration at every point of the cycle.

Moderation Cycle

Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.

Learners are at the heart of every stage of the cycle

Plan learning, teaching and assessment using the Es and Os to meet learners' needs

Learning Intentions reflect standards within the Es and Os Success Criteria are clear, relevant and measurable

Learning, teaching and assessment reflect an appropriate balance between ongoing and periodic assessment

A wide range of appropriate evidence is gathered which demonstrates breadth, challenge and application

Regularly use standards within the Es and Os and Benchmarks to evaluate and monitor learners' progress

Feedback is linked to success criteria and next steps are identified

Reporting highlights progress and next steps in learning

Education Scotland Foghlam Alba

Moderation is built into the schools' self-evaluation processes. Some examples of moderation activities include: through focused learning visits to classes, staff evaluate learning and engage in professional dialogue about children's progress; collaborative planning within stages; target setting meetings between staff and learners.

Moderation of the standards of achievement of levels within Curriculum for Excellence is particularly important at points of transition. Benchmark statements are used to plan assessment, learning and teaching ensuring that a range of evidence of progress within a level is gathered.

At Torrance Primary, we ensure that professional judgement of achievement of a level is moderated at the key milestones and at points of transition from early years to primary 1 and from primary 7 to secondary; achievement of early, first and second level. A range of evidence from assessments, class work and teacher observation is used to judge whether a child had achieved a level.

It is important for teachers and practitioners to work across schools and sectors in order to develop a shared understanding of Curriculum for Excellence levels within the Broad General Education. This practice is the primary focus of 3 to 18 Cluster Working and time is built in to the collegiate calendar to allow staff to plan, implement, assess and evaluate a series of lessons.

Tracking and Monitoring
Teaching staff should ensure that assessment is an integral part of learning and teaching and that they regularly review themselves and their approaches with their pupils.
The Senior Leadership Team have the overall responsibility of monitoring the effectiveness of the practice throughout the school.
This will be done through:
- ✓ Classroom visits, both formal and informal
- ✓ Discussing with pupils what they are doing and why they are doing it
- ✓ Reviewing specific learning and teaching approaches
- ✓ Monitoring and commenting on plans submitted on a termly basis
- ✓ Professional discussion meetings with individual teachers to discuss planning, assessments and pupil progress, strengths and difficulties
- ✓ Pupil tracking of achievement and attainment
- ✓ Consultation meetings with the Educational Psychologist or other relevant professionals

All methods of assessment are used to get a rounded picture of the child's strengths and areas for development. Tracking groups and individuals is a key role for the SLT to ensure every pupil is making the best possible progress. Tracking data is used to inform school developments and to report to the local authority and Scottish Government about attainment in Torrance Primary.

The tracking system in Torrance Primary includes:
- Primary 1 baseline scores
- Standardised assessment results in reading and numeracy and maths
- SNSA data for P1, P4 and P7 for reading, writing and numeracy and maths
- PM Benchmark tools for reading

- NGRT/PTM reading and maths assessments
- Single Word Spelling Test assessments
- The level of CfE the child is working at, colour coded to show if they are on track, updated 3 times per year
- SIMD data and PEF funding
- Risk Matrix scoring
- Stage profiles tracking pastoral changes
- Wider Achievements tracking in and out of school
- Health and Wellbeing Assessments

Recording

Recording provides the platform from which teachers can base their reporting to others and is a mechanism for evaluating learning and teaching.

Recording should be selective and should focus on key learning aims. It should be carefully managed and appropriate to the activity.

Recording strategies may include:
- ✓ Comments on children's written work
- ✓ Helping children showcase their latest and best work for online digital platforms such as SeeSaw
- ✓ Notes in daily/ weekly/ termly plans as appropriate
- ✓ Records of summative assessments
- ✓ Evaluation sheets at the end of each term

Reporting

The purpose of reporting is to provide clear, positive and constructive feedback on learning and progress and an agreed agenda for discussion to support the next steps in learning. Its aim is to help support parents' engagement in their child's learning. Reporting includes a range of activities and not just a written end of session report. These can include children presenting learning to parents, consultation meetings with parents and on-going oral discussions. The increased involvement of learners in assessment and reporting makes the process more manageable for teachers, as well as more meaningful for learners and their parents.

Feedback to pupils should:
- ✓ Include a variety of approaches: discussion, written, comments by other pupils
- ✓ Be informative
- ✓ Be positive
- ✓ Support the pupil in improving

Parents/Pupils receive information in a variety of ways and on a regular basis.

- ✓ Suggested homework activities are shared termly with suggestions for pupils and their families to engage in learning at home related to learning in class for the term.
- ✓ Project-based homework twice per year including weekly check-ins and feedback from staff and/or peers.
- ✓ Sharing the Learning Events are held annually by each stage to showcase learning and parents are invited to classrooms following these to participate in activities with their child and see the learning they have been engaging in.
- ✓ SeeSaw is used by teachers to share learning and communicate information to parents.
- ✓ Twitter is used to share learning and school activities with parents and the wider community.
- ✓ In September parents are invited to classrooms to meet the teacher and see their child's work in class at the start of the school year (Meet The Teacher).
- ✓ In November and March an oral report is given at Parent/Pupil/Teacher meetings as part of the discussion. Pupils are invited to attend the first session to discuss targets moving forward. P7 pupils are welcome to attend both sessions.
- ✓ In June a full written summative report is provided.

Parents are, of course, encouraged to contact the Head Teacher or Depute Head Teachers or Class Teachers if they have any concerns or questions regarding their child's learning.
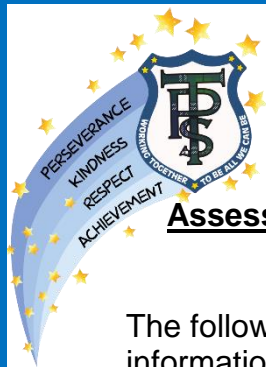
Torrance Primary School

Assessment, Recording and Reporting Policy Appendix 1 (February 2024)

The following has been agreed with all staff to provide consistency in assessment information across P1-7. Assessment information should be stored in the class assessment folder. This information will be used to inform professional discussions between SLT and Class Teachers when discussing progress towards a level.

Health and Wellbeing
SHANARRI wellbeing assessments will be carried out in September and April. P1-3 will use the wellbeing wheel with traffic light indicators and P4-7 will use the EDC online survey which allows for wellbeing to be tracked over time. Office staff will assist with the input of P1-3 data.
Results will be analysed at tracking meetings and interventions discussed as appropriate.

Maths
Number Talks ongoing teacher judgement should be used and differentiation to allow for all children to participate. Time tables should be consolidated and assessed regularly, as appropriate for each stage.

Summative assessments should be carried out as appropriate. These should cover a selection of Maths concepts (e.g. addition, fractions, shape, data handling) which have been taught. HAM question banks, Teejay assessments, Check Ups, etc may be adapted for this purpose. A record of results should be kept by teachers.

Scottish National Standardised Assessments (Maths) will be carried out around May of P1, P4 and P7. SLT will work with teachers to analyse results and identify next steps in learning for groups and individual pupils.

PTMs will be carried out around May during P5 and P6. SLT will work with teachers to analyse results and identify next steps in learning for groups and individual pupils.

End-of-level assessments will be carried out around May for P2 and P3, and as required in other classes.

Individual Assessments may be carried out by promoted staff to assess any specific difficulties in line with the Specific Learning Difficulties Guidelines. Resources such as Quest/EDC Maths Evidence Gathering toolkit may be used to gather this information.

Reading
Summative assessments should be carried out as appropriate. These should cover a selection of Reading skills (e.g. sequencing, cloze, literal and inferential questions, summarising, etc.) which have been taught. Texts for summative reading assessments should be at the ability level of the child/group. Resources which may be used for summative assessments in reading include PM Benchmarking, Prim Ed

Comprehension, Scholastic, Cloze Reading, previous 5-14 texts, etc. A record of results should be kept by teachers.

Scottish National Standardised Reading Assessments will be carried out around October of P4 and P7, and May of P1. SLT will work with teachers to analyse results and identify next steps in learning for groups and individual pupils.

NGRT assessments will be carried out around May during P5 and P6. SLT will work with teachers to analyse results and identify next steps in learning for groups and individual pupils. The standardised assessment results could be used as a summative assessment one term.

PM Benchmarking assessments will take place as required throughout P1-3. Benchmarking will ensure children are making progress in their learning and are receiving the appropriate level of challenge. Records should be kept.

Individual Assessments may be carried out by promoted staff to assess any specific difficulties in line with the Specific Learning Difficulties Guidelines. Resources such as Quest, YARC, PM Benchmarking and EDC Literacy Evidence Gathering toolkit may be used to gather this information.

Spelling
Spelling Tests should be completed in spelling jotters weekly (P3-P7). Scores do not need to be recorded but teachers should check to see if any difficulties arising and discuss with DHT if individual home learning pack/separate spelling work should be allocated. Children should not repeatedly have low scores. It may not be appropriate for all children to undertake weekly spelling tests (e.g. children with specific literacy difficulties).
Phonics and common words assessments should be carried out termly in P1-3 to ensure children are retaining sounds/phonics and common words taught, in accordance with North Lanarkshire Spelling guidance.

Summative assessments should take place at the start of each session to ensure appropriate placement on the North Lanarkshire spelling programme. Single Word Spelling Test should be used around September to track children's spelling ages and results logged on the appropriate records.

Individual Assessments may be carried out by promoted staff to assess any specific difficulties in line with the Literacy Learning Difficulties Guidelines. Resources such as Quest and EDC Literacy Evidence Gathering Toolkit may be used to gather this information.

Writing
Summative assessments should be carried out 3x per year. These should be focused on a genre of writing which has been taught. Skills for the genre should be taught through a series of lessons using the Talk for Writing approach. For the assessment piece there should be the usual teacher input at the start of the lesson

and success criteria identified but pupils should have limited support throughout the piece of writing so it is a clear picture of their independent work. They may, however, use any tools they usually use e.g. word banks, dictionaries, laptop, etc. Writing criteria grids should be used to assess where children are within the level (e.g. 2.1, 2.2, etc.). Results should be recorded and examples of writing kept in writing folders.

Scottish National Standardised Writing Assessments will be carried out in October of P4 and P7 and in May of P1. SLT will work with teachers to analyse results and identify next steps in learning for groups and individual pupils. These assessments are mostly related to 'Tools for Writing'.

Individual Assessments may be carried out by promoted staff to assess any specific difficulties in line with the Literacy Difficulties Guidelines.