



Rationale

At Banchory-Devenick School, all staff have a sound understanding of the purpose and importance of assessment, moderation and tracking. We see **moderation** as an essential element in **assessing** and **tracking** pupils' progress, supporting consistent professional judgement and providing reliable evidence of Curriculum for Excellence levels of attainment.

"The purposes of quality assurance and moderation are to ensure consistency of understanding and application of standards at national and local levels, support, trust and confidence in teacher judgements and ensure progression in continuity of standards from 3-18."
(BTC 5 - Supplementary Information page 3)

Moderation Guidelines

All staff moderate the core subject areas to ensure consistency across levels and stages. This is done informally through professional dialogue and more formally through the planned quality assurance calendar...(see **subject practice statements for more detail**). The results of moderation are used to confirm teachers' professional judgement of the levels the children are working at.

	Term 1	Term 2	Term 3
Reading	✓		
Writing		✓	
Numeracy/Maths			✓

Assessment and Tracking Guidelines

Staff use both formative and summative assessment to further the children's learning. Summative Assessment is used to track and standardise children's attainment and agreed levels are reviewed, updated and recorded on school tracking sheets on a termly basis, (November, February, June), using the following codes:

- EE** - Exceeding Expectation
- OT** - On Track
- RS** - Requires Support (to close the attainment gap)
- RS** - Requires Support (to make progress/achieve)
- AP** - Appropriate Progress

Assessment and tracking information are used to inform the SILs (Staged Intervention Levels) of the children and are also used to identify children to be targeted for blocks of ASN support.

Teachers use formative and summative assessment to monitor children's on-going progress, and this is used to inform next steps and planning.

Formative Assessment

There are 8 main areas to Formative Assessment:

- Sharing learning intentions and success criteria with children
- Actively involving children in their own learning
- Involving children in self and peer-assessment
- Developing effective questioning
- Providing evaluative feedback on children's success and effort
- Using assessment evidence to inform our teaching approaches
- Building confidence so that every child can improve
- Using plenaries to link children's learning experience back to the learning intention and success criteria

We have recently introduced Fast Feedback as a means of sharing meaningful comments about individual pupil progress in a timely manner.

F- Frequent

A - Accurate

S - Specific

T - Timely

Where appropriate, children are also encouraged to mark and assess their own work as they progress through it, so that misconceptions are picked up and addressed quickly. We will continue to develop this approach during the forthcoming session.

Summative Assessment

Folios have been used to evidence the progress being made by individual children. Targeted assessments are planned throughout terms 1 and 2, (with the exception of Reading and Writing which are collected each term), with other pieces of work included as appropriate to supplement teacher's judgements.

	Term 1	Term 2	Term 3
Learner's Statements		✓	
Listening and Talking	✓	✓	
Reading	✓	✓	✓
Writing	✓	✓	✓
Numeracy	✓	✓	
Maths	✓	✓	
Health and Well Being	✓	✓	
Learning across the Curriculum	✓	✓	

Progression sheets in the core areas of Literacy (Reading, Writing, Talking and Listening) and Maths are also kept in assessment folders and teachers highlight the progress the child is making through a particular level. Folios are shared with parents on a bi-annual basis (December / March) as part of the reporting process.

In Summative Assessment, staff use the results of SNSA (Scottish National Standardised Assessments) at P1, P4 and P7 to confirm levels children are working at. In June, end of stage (P1, P4, P7) information is transferred onto the ACEL (Achievement of Curriculum for Excellence Levels) database. Individual SNSA profiles are set up for the children and these are printed out at the end of P7 (or earlier if a child transfers school) and kept in their PPR. Tracking information and SNSA profiles are shared with new teachers/schools at key transition points, e.g. P4 into P5, and P7 into S1.

Reporting to Parents

Parents are encouraged to be active participants in their child's learning. Ongoing information is communicated through termly curriculum newsletters, reports, folios, Seesaw, parental 'Share a Session' workshops and the school website/Twitter page. Formal Progress Meetings are held in the Autumn and Summer terms and a full school report is sent to parents/carers at the end of the Spring term. We aim to provide an open-door policy whereby parents/carers can seek advice or support from any member of staff as appropriate.

August 2022

Appendixes

- A Guide to Folios
- Staff Roles