



# Redmyre Primary School



## Assessment Policy

In accordance with

Rights Respecting Schools

Articles: 3, 5, 13, 17, 18, 28, 29

Developed November 2019

# Redmyre Primary School Assessment Policy

## Rationale

Redmyre Assessment Policy is 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 will be 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.

### **What will be assessed?**

- Knowledge and understanding
- Skills
- Attitudes and Capabilities
- Levels of Effort and Engagement

### **Why do we assess?**

- To support the children in their learning journey by providing evidence about what they say, write, make or do to demonstrate their learning.
- To gather information for pupils, teachers and parents about each learners' achievements and progress and use these to inform future planning.

- 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 promote smooth transition.

### **How does assessment take place in Redmyre Primary?**

At Redmyre we use both formative assessment and summative assessment approaches to provide a range of evidence to give a clear picture of each pupil's learning journey.

### **Formative Assessment in Redmyre Primary**

*“Formative assessment is the right bridge between teaching and learning. It's only through assessment of some kind that you know whether what has been taught has been learned. That's why I think this focus on this assessment process, minute by minute and day by day.....allows teachers to reflect on their practice and make small steps in improving that practice in a more powerful way than anything we have seen before.”*

*Dylan Williams*

### **Self Assessment**

Self assessment encourages pupils to assess their own progress to develop independent learning in order to :

- Inform them of areas of work they can improve on by encouraging them to consider their own work.
- Inform them of ways in which to improve.
- Actively involve them in the feedback process.
- Actively involve them in setting targets for improvement, challenge and development. With practice, success criteria can be devised by the pupils themselves.

### **Seesaw**

At Redmyre Primary teachers upload examples of childrens' work and achievements on a weekly basis. Children complete end of term self evaluation and target setting sheets which are also uploaded onto Seesaw.

### **Peer Assessment**

Peer assessment encourages pupils to collaborate to share standards and expectations. It can take place in pairs or groups. Examples of peer assessment includes two stars and a wish, traffic lights and think pair and share.

### **Teacher Formative Assessment**

These strategies include:

- Clear learning intentions and success criteria linked to the learning to take place. Both Staff and learners should foster a sense of achievement by sharing challenging and realistic expectations.
- Skillful questioning by teacher (allowing thinking time)
- Encouraging pupils to ask questions to extend and clarify their learning.

- By use of the lollipop sticks to choose pupils to answer the questions rather than hands up.
- By use of pupil traffic lights eg showing red if child does not understand.
- By teacher observation of daily individual, pair and group work.
- A plenary at the end of a lesson that relates closely to the learning intentions and success criteria.
- Oral feedback to pupils individually or in groups. This is important so pupils know what they are doing well and how they can improve.
- Marking, written comments by teacher on written work.
- Thumbs up to show understanding
- Fist of five to show understanding.
- Think, Pair and share.
- 2 stars and a wish.
- Green for growth.
- Tickled pink.

### **Summative Assessment in Redmyre Primary**

Summative assessment measures what has been learned in order to provide valuable information to teachers, pupils and parents on what knowledge and skills have been secured. This assessment should be regarded as part of the continuous assessment of children's learning.

At Redmyre summative assessment includes:

- A writing assessment completed once per term , assessed against the Oxford Criterion Scale for Scotland. Evidence of assessed pieces are kept in individual folders for each child.

- SHM end of topic assessments and check ups completed with data tracked and traffic lit on the SHM assessment record sheets found in the teachers' notes manuals.
- Bi Annual holistic assessments in numeracy/maths completed to ascertain children's ability to apply their knowledge in a range of contexts.
- End of year assessments to ascertain reading and spelling ages are carried out and tracked by our ASL teacher.
- Scottish National Standardised Assessments (SNSAs) carried out annually with P1, P4 and P pupils. Data from this is analysed and used to determine next steps.
- Bi Annual listening and talking assessments to be completed against selected benchmarks indicated by our school Listening and Talking rolling programme bundles.
- Weekly spell checks are carried out in class.

### **Diagnostic Assessment in Redmyre Primary**

The results of diagnostic assessment should identify next steps for the pupil. A whole class, a group or an individual pupil may be assessed. Pupils should understand why and how they are to be tested.

Diagnostic Assessments at Redmyre Primary include:

- Carefully considered formal testing linked to pre-determined learning objectives. Copyrighted tests exist to assess particular skills and are used to give objective, standardised data on pupils' skill levels e.g RM Reading Tests, Emerging Literacy Baseline assessments, Shonell Reading and Spelling tests.
- Informal approaches such as closely examining classwork, for example, for signs of Dyslexia.

- This approach provides a baseline for next steps and future assessment.
- As a teacher evaluates test data there may be implications for class organisation and composition, organization within the classroom and deployment of staff e.g ASL teacher, PSA support, IPT or PSW.

### **Individual Education Plan (IEP)**

An Individual Education Plan describes the nature of the child's additional support needs, the targets they are working towards and the type of support they require. An IEP is appropriate when a child requires more detailed individual planning, or where substantial adaptation to the curriculum is needed. Monitoring of IEPs takes place on a termly basis by the class teacher, the ASL teacher and other adults within the school involved in delivery of the IEP.

### **Coordinated Support Plans (CSPs)**

A coordinated support plan is an education plan prepared for certain children with additional support needs. It will involve a number of different services such as education, health and social services. The plan outlines the child's additional support needs, educational objectives that have been set for them to achieve and the multi-agency support they need to achieve these objectives. The CSP is a legal document. To assess a formal review must be carried out approximately every 12 months to discuss the child's needs and their progress with the educational objectives they were set. New objectives will be set and the support that he or she needs to meet these will be discussed, as will the named people who will be providing the support. The school, the other agencies, the parents and the child will be involved in the review process.

## **Evidence of Recording in Redmyre Primary**

Recording provides the evidence for teachers to report on pupil progress and is a mechanism for evaluating learning and teaching. Recording should be selective, appropriate to the activity and should focus on clear learning aims.

Recording strategies include:

- Developing portfolios on Seesaw by uploading evidence of what the pupils can say, write, make or do linked to the appropriate learning intention.
- Each class has an Assessment Folder containing information gathered from both summative and formative assessments.

### **Moderation in Redmyre Primary**

Moderation takes place to ensure that teachers have a shared understanding of the standards that the children are expected to achieve.

Planned "Sharing the Standard" activities take place:

- Across CfE levels
- Across Redmyre School
- Across the Cluster

These take the form of workshops, formal meetings or informal discussion. Shared planning, teaching and assessment also takes place with teachers sharing samples of work, reviewing their judgements and agreeing strengths and next steps.



## **Tracking progress in Redmyre Primary**

Tracking progress takes place termly in meetings between the Class Teachers and the Head Teacher.

## **Quality assurance in Redmyre Primary**

- Individual teachers make sure assessment is an integral part of the learning and teaching. They regularly review their practice.
- Teacher's termly plans and pupils progress are discussed with the Head Teacher.
- Termly professional dialogue. The Head Teacher monitors lessons, quality assuring the pupil's experiences, especially breadth, progression, depth, challenge and enjoyment, relevance and personalisation and choice. Peer observation also takes place for the exchange of ideas and good practice.
- Professional Review and Development Meetings take place annually.
- The Head Teacher monitors assessment throughout Redmyre Primary School.
- The Head Teacher meets with the Quality Improvement Officer for the Laurencekirk cluster to discuss and produce evidence of how Redmyre is attaining.
- The Head Teacher is involved in Validated Self Evaluation activities with Dunnottar and Hillside Primaries.

## **Sharing assessment with parents in Redmyre**

- Parents are given opportunities during the school session to discuss their child's development and next steps for learning. Parents evenings are arranged in the autumn and summer terms.
- Additional meetings can be arranged by appointment.
- A termly curriculum Newsletter is sent home each term outlining the learning planned. There is a section on this for the parents to sign or comment.
- Learning Portfolios are regularly added to on Seesaw.
- An annual written report is sent home in the spring term each year. This is written by the teacher(s) and signed by the Head Teacher. It

includes an additional sheet on which children and parents are encouraged to comment on what has been written about the progress achieved.

- Monthly Newsletters written by the Head Teacher inform the parents of aims and achievements in Redmyre School. For example, Star Writer and Kindness awards.
- Pupils termly self- evaluations are shared with parents.

