



Cults School and Nursery

Assessment Policy





“Assessment is one of the most powerful educational tools for promoting effective learning. There is no evidence that increasing the amount of testing will enhance learning. Instead the focus needs to be on helping teachers use assessment, as part of teaching and learning, in ways that will raise pupils’ achievement and attainment”

*Assessment for Learning – Beyond the Black Box
Assessment Reform Group*

This policy was written taking account of the guidance in Building the Curriculum 5 a Framework for Assessment and other current guidance. It reflects current classroom practice and will be reviewed regularly in line with national guidance.

This statement has been written in consultation with learners, Parent Council and staff.



Cults School and Nursery Assessment Policy



Reflecting the values and principles of CfE

Within Cults Primary School we aim to :

- use a range of assessment strategies and techniques to support the needs and abilities of all pupils
- provide effective feedback to all pupils
- use assessment information to inform the next steps in pupil learning
- actively engage with and involve all pupils in their own learning
- motivate and raise the self esteem and confidence of all pupils
- regularly track and monitor pupil progress
- meet the needs of all learners

What we assess

Pupils application of the CfE benchmarks or milestones across the 8 curricular areas within the CfE. With a focus on the development of skills, attributes and capacities and knowledge and understanding.

Ensuring quality and confidence in assessment

Assessment procedures are monitored by the Senior Leadership Team through forward planning and tracking discussions and monitoring of learning and teaching. All pupils' progress is tracked; data is analysed by SLT and class teachers. This informs next steps to ensure continuous improvement. See the school Learning and Teaching Policy (Appendix 5)

Principles of assessment: why we assess

- to meet the needs of all learners and provide universal or targeted support in a timely and supportive manner.
- creating and sharing Learning Intentions and Success Criteria with pupils
- involving all pupils in target setting
- providing quality feedback both oral and written which informs the next steps in learning
- modelling work to develop understanding
- providing a supportive classroom ethos where all answers are valued
- using effective questioning to explore pupils' responses and ideas
- increasing the "wait time" for pupil responses which leads to more pupils being involved in question and answer discussions
- asking pupils to answer questions using relevant techniques such as: drawings; mind mapping and role play as well as oral and written responses
- involving pupils in self assessment e.g. through be kind, be helpful and be specific, to indicate understanding
- encouraging pupils and staff to make use of effective plenaries and Learning Circle questions
- tracking pupils using the school's tracking system and providing interventions where required

Informing self-evaluation for improvement

Assessment data is used to identify if learners are on track, below track or above track, based on the national standards.

SNSA data is collated and analysed and compared to school, local and national data. (Appendix 1)

All data is used to inform next steps in learning and teaching.



Reporting on progress and achievement

Learning Journeys are updated and shared termly to reflect pupil achievements and targets (Appendix 4). Reports are issued to parents bi-annually, providing concise information on pupil levels, progress, and next steps in learning.

Early Intervention and Staged Intervention

Early intervention and prevention are key elements of a framework focused on ensuring we get it right for all our children and young people. Early intervention is crucial in reducing the need for exclusion whilst recognising that all support should be appropriate, proportionate and timely. Staged intervention models should include a range of approaches from universal through to more targeted and specialist support that are adapted across local authorities in accordance with local context and needs.

A key aspect of this framework is the emphasis on robust planning and assessment which places the wellbeing of children and young people at the centre. The wellbeing of children and young people is at the heart of GIRFEC and focuses attention on how safe, healthy, achieving, nurtured, active, responsible, respected and included a child is and feels.

Support for Learning

The team around the pupil will be guided by the National Practice Model and Aberdeen City Council guidance to get it right for every child and plan timely interventions. Members of the support for learning team may be involved in diagnostic assessments to ascertain pupils' support needs. They complete forward plans which illustrate the planned intervention. Support for learning teachers contribute to the bi-annual reports and are available to consult with parents/carer at parent/carer interviews in Term 2 and Term 4

Educational Psychologist

Pupils who have been referred to the headteacher by the support for learning team or class teacher are assessed by the Educational Psychologist who may observe the pupil in class and make recommendations to the class teacher. Recommendations may include teaching and learning strategies, meetings with parents or further written assessments or referrals to other agencies. The educational psychologist visits the school on a regular basis and a timetable for these visits is agreed termly with the SLT.

Children and Families Request for Assistance

This form can be used to request: Child's Planning, Children's Social Work, Language Support Provision, Multi-Agency Locality Hub, Outreach and School Nursing Service Support. It should be accessed and completed in tandem with the Staged Intervention Framework.

Agreement from the Team Around the Child (TAC) should be sought in advance of any submission. It is essential this includes permission from the parent/carer (or those acting on their behalf) and the child/young person.

When and how we assess

Baseline and Ongoing Assessments

Learners in Cults School will undertake both summative and formative baseline assessments each year to inform next steps, tracking and forward planning. New pupils joining a class during the school year will also be assessed using the same, similar or most relevant strategy. Emerging Literacy Baseline Assessment is used within the early stages or where needed. In Term 1 and Term 3 P2-P7 pupils engage with the Schonell Spelling Test. A range of Numeracy diagnostic assessments are used from Early Level to Third at the beginning of the year or, as necessary. Learners are regularly assessed across the curriculum using the CfE Benchmarks. (Appendices 2 and 3)

Transitions

Nursery/P1

Our P1 induction programme ensures a smooth transition from Nursery into P1 for all pupils. Assessment information from all providers and agencies is collated and shared with relevant school staff. The transition is also aided through the use of a Cults School Google Site and Google Classroom.

P7/S1

As agreed by Cults ASG, assessment information, including P7 Profiles, is collated and passed to the academy as part of the transition arrangements. P7 teachers also meet with academy staff to pass on detailed information on pupils. Additional or enhanced transition meetings are arranged as required. The transition is also aided through the use of a Cults School Google Site and Google Classroom. Enhanced transition planning with stakeholders begins in P6.

P1-P7

All class teachers have a handover meeting with the learners new teacher(s) and compile and handover a detailed transition document. Our learners participate in structured Meet the Teacher opportunities prior to their transition to the next school year.

SNSA Assessment

School children in P1, P4 and P7 complete online standardised national assessments in Literacy and Numeracy as part of everyday learning and teaching. (Appendix 1)



Appendix 1- Scottish National Standardised Assessment

'The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement.

The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail and children and young people do not have to revise or prepare for these assessments.

The SNSA has been introduced as part of the [National Improvement Framework for Scottish Education](#) to provide teachers with objective, comparable information about progress, which will help improve outcomes for all children and young people.

Assessment is a central part of everyday learning and teaching for every child and young person and these assessments have been specifically designed to reflect the way we deliver education in Scotland.

Ongoing and periodic assessments are, and will continue to be, the main basis of teachers' professional judgement. Teachers should continue to draw on all of the assessment information available to them when considering children's progress and when planning next steps in learning.

The SNSA assessments have been developed to align with Curriculum for Excellence.'

<https://standardisedassessment.gov.scot/>

Based on the above information, results are not generally shared with learners, parents or carers. Discussion with SLT and at authority level is required before results are approved to be shared.



Appendix 2 - A snapshot of assessment strategies potentially used across the school

This list is not an exhaustive list of AIFL strategies, others may be used at the teacher's discretion.

<p>Think, pair, share</p> <ul style="list-style-type: none">• Teacher sets the question/s• Pupils discuss their answers in pairs• Pupils feedback their thoughts to the group/class• Teacher collates the answers and encourages discussion
<p>Thumbs up</p> <ul style="list-style-type: none">• Thumbs up means agreement or understanding (or ready)• Thumbs down for no agreement or understanding• Thumbs wavering for uncertainty• Can be closed eye for anonymity
<p>No hands up</p> <ul style="list-style-type: none">• Teacher asks question but pupils do not put up their hands• Pupils are given wait time• Pupils share their response with someone else or teacher (The teacher may randomly select a named lollipop stick to choose a learner)• All pupils are therefore expected to have an answer ready
<p>Traffic Lights</p> <ul style="list-style-type: none">• Pupils, peers or teacher choose red, amber or green according to how well they feel they have understood or managed a task
<p>Highlighting</p> <ul style="list-style-type: none">• Pupils self-assess to identify best work or work which meets success criteria
<p>Peer support/assessment</p> <ul style="list-style-type: none">• Pupils work in pairs or groups to support or peer assess against success criteria, may involve use of a checklist
<p>Be kind, be helpful, be specific feedback/Two stars and a wish or equivalent</p> <ul style="list-style-type: none">• Pupils peer and self-assess against success criteria to identify areas in which they have done well and one area in which they feel they could improve• Helps children focus on what they need to be able to do to get to next level• Children can look back at previous wish and target this
<p>Use of CfE Benchmarks</p> <ul style="list-style-type: none">• Children refer to level appropriate benchmarks when assessing their own and peer performance.



<p>Brainstorming a new world using traffic lights, KWL grids, big questions or an equivalent</p> <ul style="list-style-type: none">• Pupils reflect on previous learning to identify what they know and what they want to know/find out
<p>Bloom's Taxonomy</p> <ul style="list-style-type: none">• Bloom's Taxonomy is a hierarchical ordering of cognitive skills which can be used across the curriculum to aid effective questioning ability of both staff and pupils
<p>Thinking Hats</p> <ul style="list-style-type: none">• The Six Thinking Hats technique gets learners to look at a problem in six different ways, taking them beyond instinctive positions, so that they can explore a range of perspectives.
<p>Plenaries</p> <ul style="list-style-type: none">• Plenaries are used by teachers to review the lesson objectives and consolidate learning. This can be midway through, or at the end of a lesson.• Students and teachers can reflect on the learning, ask questions, discuss next steps and celebrate good work and positive learning outcomes.
<p>SHANARRI Tracking</p> <ul style="list-style-type: none">• There are 8 wellbeing indicators which help make it easier for children and families and the people working with them to discuss how a child or young person is doing at a point in time and if there is a need for support.• Each child is unique and there is no set level of wellbeing that children should achieve. Wellbeing is influenced by children's individual experiences and changing needs as they grow.
<p>Learning Circles</p> <ul style="list-style-type: none">• Learning across the school is assessed each term by SLT using the Cults School Learning Circle Questions.• Learning Circle questions are built into learning and teaching opportunities.
<p>Effective use of Learning Intentions/Success Criteria, including co-construction</p> <ul style="list-style-type: none">• Co-constructing Success Criteria is about developing a shared understanding of what success looks like. To do so, students use WAGOLLS (what a good done looks like) and works-in-progress to think through and evaluate what makes quality work and how work can be improved.



Appendix 3 - Assessment School Progression

Early	First	Second/Third
<ul style="list-style-type: none">● Share Learning Intentions and Success Criteria verbally, written and pictorially● Introduce self assessment such as traffic lights, thumbs up/down, lollipop sticks, waiting/thinking time, plenaries, think, pair, share, etc● Supported target setting (include within Learning Journeys)	<ul style="list-style-type: none">● Build on strategies from Early level● Introduce: talking partners, no hands up, finger voting, two stars and a wish, linked to be kind be specific, be helpful where appropriate● Use terms 'self assessment', 'peer assessment', 'Learning Intention', 'Success Criteria'.● More ownership by learners of target setting and self assessment (include within Learning Journeys)	<ul style="list-style-type: none">● Build on strategies from Early and First level● Children co-construct Success Criteria and self or peer assess according to this using be kind, be specific and be helpful● Quality written and verbal feedback is given by self, teachers and peers and next steps set accordingly● Engage effectively with plenaries to reflect learning and progress● Independently (where possible) set termly targets (include within Learning Journeys)



Appendix 4 - P1-P7 Learning Journeys



The purpose of the Learning Journey is to encourage and promote home /school dialogue and to give learners a place where they can celebrate their achievements in and out of school.

Parents and carers are invited and encouraged to discuss and comment within the Learning Journey; this can be either written or verbal using Mote. Learners and teachers alike benefit from parental feedback to promote effective partnerships.

What is in the Learning Journey?

- All about me
- A range of targets across the curriculum and from home, set by the learner and discussed with the Class Teacher
 - Examples of work completed in class in a variety of curricular areas
- Learners, together with their parents, can record achievements out of school

How will the Learning Journey support pupils' learning?

Each term learners will set individual targets to be included within their Learning Journey. These will be reviewed by the learner in consultation with their teacher at the start of each term.

Learners will regularly use assessment strategies to evaluate their performance. Our senior learners may write reflective statements about the activity. Parents and carers are encouraged at all stages to comment and discuss activities with their child.

As pupils mature, they will be encouraged to take responsibility for the Learning Journey, having more choice about what is included and reflecting more in depth on their learning.

When will it be shared with parents?

Parents can look forward to accessing the Learning Journey once or twice a term. Dates of when to log in to Google Classroom with your child will be shared prior to the Learning Journey being live and accessible. Parents will be notified of dates via Groupcall. Please comment upon the Learning Journey each time.



Appendix 5 - Cults School Learning and Teaching Policy

Cults Primary School
Learning and Teaching Policy

Personalisation and Choice

Use Google Classroom and G Suite across all areas to share and improve my learning

Know what I am learning and why through clear LI and SC, that I (sometimes) have helped create

Be both supported and challenged across the curriculum

Have the opportunity to contribute my time and talents to my class, year group, unit, whole school and community

Relevance

Talk about my learning with my parents / carers so they can support me at home too.

Embrace the uniqueness of our school

As a learner at Cults Primary School I will

Respectful Citizen

Respect Honesty

Confident Individual

Equity

Effective Contributor

Fairness

Successful Learner

Ambition

Develop my knowledge, understanding and skills that will help me in the future

Have opportunities to mentor my peers and other pupils in school

Breadth

Have a positive attitude towards my learning and develop my growth mindset and resilience

Have access to appropriate and relevant resources to help me in my learning

Depth

Enjoy my learning, try my best and not give up.

Link my learning to Developing the Young Workforce

Reflect on my learning in order to set next steps, having received quality feedback

Collaboration

Challenge and enjoyment

Progression