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**Assessment, Recording and Reporting Policy**

**Principles of Assessment**

‘Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning. Assessment approaches need to promote learner engagement and ensure appropriate support so that all learners can achieve their aspirational goals and maximise their potential.’ ‘Learners do well when engaging fully in their learning, collaborating in planning and shaping and reviewing their progress. Approaches to assessment that enable learners to say, 'I can show that I can…' will fully involve them. At all stages, learners should understand that assessment will support them in their learning and help them develop ambition to learn in increasing breadth and depth.’ **(Education Scotland)**

At Gartconner we use a range of assessment tools, within a variety of contexts to support assessment within the school. Findings are recorded, reflected on, actioned and shared.

**Formative Assessment**

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 Gartconner Primary School staff have embedded Assessment is for Learning strategies across the school. These insure that:

* Learning is connected and relevant
* Purpose of the lesson is clear
* Key vocabulary and key questions are in evidence
* Expectations are high
* LI & SC are shared/co-created and are child friendly
* Lessons are differentiated
* Wait time is increased
* Thinking skills are activated by the use of think/pair and share
* Children build on answers
* Effective and timely written/oral feedback is provided to support children with next steps
* Learning is deepened through peer and self-assessment activities
* Effective questions incorporating HOTs are used

**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 tests (mental maths/spelling/dictation)
* Periodic assessment (End of unit/topic assessments/end of level assessment)
* Assessment weeks – Assessment weeks are carried out x2/3 times across the school session. This will include aspects of mathematics & numeracy, reading, writing and wellbeing.
* P1 Baseline – Phonological and Ferre Laevers assessments
* Standardised assessments - these are carried out in mathematics, reading and spelling from P2 – P7
* SNSA at P1, P4 and P7

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 Education Support Teacher may also observe the pupil and administer any necessary assessments.

**Moderation**

* Moderation sessions are built in across the academic year. A range of in- house and cluster opportunities are provided for staff to work together to agree levels, plan and share best practice.
* Peer learning walks also support this process.

**Tracking and Monitoring**

Teaching staff should ensure that assessment is the starting point of all learning and teaching. The Senior Management 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
* Learning walks both formal and informal
* Learning conversations with pupils
* Jotter monitoring
* Learning and Teaching meetings
* Professional Dialogue sessions
* ASN overview meetings
* Pupil tracking of achievement, attainment and wellbeing
* Informal meetings with colleagues and SMT
* ASN walks

**Recording**

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

Recording strategies may include:

* Comments on children’s written work
* Records of summative assessments with next steps
* Minute from Teaching and Learning sessions and agreed next steps
* Termly evaluations on learning
* Evaluations of action plans and support plans with next steps
* Ferre Leaver assessments with next steps
* Up-to-date core groupings
* Minute from TAC/ASN/Transition meetings with next steps are provided
* Transition documents
* Record of professional dialogue with next steps

**Reporting**

The purpose of reporting is to provide **clear, positive and constructive** feedback on learning and progress to support the next steps in learning. Its aim is to help support parents’ engagement in their child’s learning. These activities include:

* Learning targets in core subjects
* Homework – this is posted to Seesaw with a range of online and practical activities.
* Meet the Teacher sessions
* Oral report (twice yearly)
* Written summative report
* Regular TAC meetings
* Skill afternoons, religious events, sporting events, world of work, assemblies, active schools, class presentations, Gartconner’s Got Talent and Luggie Walk all provide opportunities for the school, parents and the community to work together.

https://www.westpartnership.co.uk/curriculum-learning-teaching-assessment/lta-cycle/