

Wellbeing Support Service (Primary)
Assessment, Recording and Reporting Policy

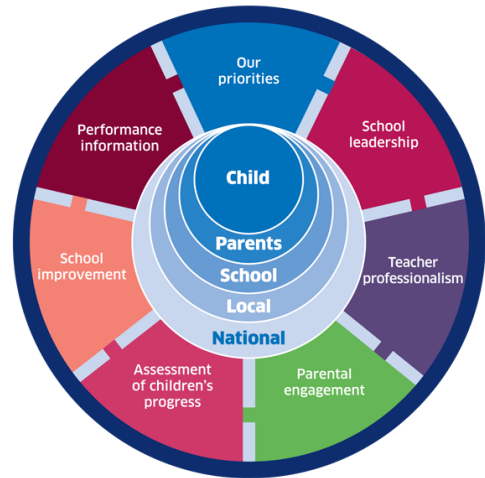
The National Improvement Framework is intended to drive both excellence and equity in Scottish education. Two priorities of this framework are:

- ✓ Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy and the right range of skills, qualifications and achievements to allow them to succeed; and
- ✓ Achieving equity: ensuring every child has the same opportunity to succeed.

Assessment, recording and reporting are fundamental to these priorities and are identified as a main driver to improvement.

Drivers:

- Assessment of children's progress
- Parental involvement
- School improvement
- Performance information
- School leadership
- Teacher professionalism



Principles of Assessment – Education Scotland

'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.'*

Aims

At the Wellbeing Support Service our aim is to meet the individual needs of our pupils through a *strengths based approach*. **Assessment is a continuous cyclical process, beginning with Target Setting meetings at the beginning of each term.** It is **integral** to the learning and teaching process and will:

For Pupils:

- ✓ Motivate them through success
- ✓ Shape their learning journey through bespoke, child-led curriculum
- ✓ Support their learning
- ✓ Provide pupils with training and opportunities to self & peer assess their work
- ✓ Inform them about their achievements and progress to date
- ✓ Identify areas of strength and development needs
- ✓ Actively involve them in their own learning and the feedback process, helping them set targets for improvement and development
- ✓ Develop motivation and self esteem thus enabling pupils to achieve success more readily

For Teachers:

- ✓ Use a variety of both summative and formative assessment strategies
- ✓ Use a variety of diagnostic assessments and assessment tools
- ✓ 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 & evaluating 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/Carers:

- ✓ 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

Planning a variety of assessment approaches and using them as appropriate will enable teachers to focus more closely on the progress of each learner. Having a variety of evidence will also make the judgements about progress and next steps more valid.

Assessment information may be gained through:

- ✓ Formative assessment strategies
- ✓ Summative assessments
- ✓ Diagnostic assessments
- ✓ Health and Wellbeing Assessments
- ✓ Reports from other professionals and agencies

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

At the Wellbeing Support Service 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 *child-generated success criteria*

*“Reference to the learning intention and success criteria are key components of oral/written feedback. Good relevant learning intentions and success criteria are essential if assessment is to be **valid**. Practitioners use the experiences and outcomes to develop relevant learning intentions and success criteria as they plan learning, teaching and assessment. Good learning intentions make clear what learners should know, understand or be able to do by the end of a learning experience. The focus is on what is to be learned as opposed to the task, activity or context which leads to learning.”*

“Good success criteria describe clearly how we can determine that a learning intention has been achieved. As they are linked directly to the learning intention they inform the selection of evidence of learning for consideration. Involving the learners in agreeing learning intentions and success criteria enables learners as well as practitioners to judge how much and how well each learner has learned. This also makes it easier to give high-quality feedback on what has been learned and informs discussion on the next steps to be taken.”

Assessing Progress and Achievement Significant Aspects of Learning Overarching Paper

- ✓ 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).
- ✓ Plenary at end of each session-class/group/individual- focused on learning intentions/success criteria/challenges/strategies/next steps.

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
- ✓ End of unit/topic assessments to assess learning over an extended period of time

- ✓ Assessment Weeks – Assessment weeks are carried out 4 times across the school session. This will include aspects of Mathematics & Numeracy, Reading, Spelling and Writing. Each child will have a folder for assessment week tasks.

Diagnostic Assessment

This type of assessment is used to gain evidence of specific strengths or specific needs of pupils.

- ✓ Standardised Assessments are carried out at the P2-7 stages in Mathematics and Reading (if appropriate)
- ✓ P1 Baseline assessments are completed if appropriate
- ✓ A pupil may also be assessed if the teacher or parent has a concern about a particular area not progressing as expected. In such cases the Teacher will observe the pupil and administer any necessary assessments to help develop the child's plan.
- ✓ Termly Boxall profile or SDQ

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

Health and Wellbeing Assessments

These assessments are carried out periodically by wellbeing support service teachers and also mainstream schools (if appropriate). More details are included in the wellbeing policy.

Assessment tools that are used include:

- ✓ Shannari indicators
- ✓ Boxall and SDQ
- ✓ What I think tool

Reporting

The focus of reporting must always be to support and improve learning

Building the Curriculum 5: A framework for Assessment, outlines the key purposes and features of reporting within *Curriculum for Excellence*.

"Reporting has two main purposes. Firstly, it provides clear, positive and constructive feedback about children's and young people's learning and progress, looking back on what has been achieved against standards and expectations. Secondly, it creates an agenda for discussions between learners and those teaching and supporting them about their next steps in learning."

Reporting allows information to be shared and exchanged amongst children and young people, parents and staff. At the centre of reporting *are the informed discussions between teachers, parents, children and young people regarding their learning*. Reporting should focus on achievements and progress against individual expectations. Reporting provides a summary of learner aims and targets; describes progress in terms of what the learner has achieved so far; and sets out next steps for the learner, parents and staff to ensure continued progress and improved standards of achievement.

Reporting makes the child or young person's learning and achievements explicit and helps engage parents actively in their child's learning. Reporting encourages active parental involvement and provides information on how to support learning at home.

Feedback to pupils should:

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

We will use the following reporting methods to share children’s progress and achievements:

Reporting format	How will this work in practice?
TAC meetings	Formal meetings where progress towards is shared and next steps discussed and agreed within a timescale. Pupils invited to attend.
“Sharing our learning” evening/afternoons	Daily via Seesaw. Parents will be invited to be shown around classes and view their child’s learning while their child talks about their learning and achievements.
Family Learning sessions	Throughout the year parents/carers attend the base for family learning sessions.
Curriculum information sessions	Curriculum information sessions will be held at various points in the year which detail our learning and teaching methods for different areas of the curriculum.
Special achievement certificates	These can be issued throughout the year by class teachers/support staff or team leader. These certificates will recognise all forms of achievement and will not be limited to academic achievement.
Open door policy	We will encourage all parents to meet with us at any point during the year if they would like additional information or have any concerns or question regarding their child’s learning or wellbeing.
Assessment folders –target setting and reporting	Each teacher holds regular assessment information using progress “tracking” sheets in Literacy, Numeracy and Health and Wellbeing. Target setting document for each term are also filed in these folders as well as evidence of assessment. At the end of each term a written report is provided to parents, child’s base school and other TAC members. These can be accessed by parents/base school at any time on request.

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 collect evidence of work for Pupil Best Work folders
- ✓ Notes in daily/ weekly/ termly plans as appropriate

- ✓ Records of summative assessments
- ✓ Forward plan evaluations at the end of each term
- ✓ End of Term reports to mainstream school
- ✓ End of Term reports to parents/carers
- ✓ TAC reports
- ✓ Observation records
- ✓ Inclusion plans
- ✓ Pupil Management Plan

Monitoring

Effective monitoring, recording and tracking look at the learner holistically and are informed by holistic assessment of evidence related to the significant aspects of learning in each area of the curriculum. Monitoring and tracking involves a number of processes, including:

- ✓ observation of learners
- ✓ assessment of oral and written reports
- ✓ assessment of performances and artefacts
- ✓ self-assessment and learning logs
- ✓ dialogue between learner and practitioner

We will moderate our expectations of what progress “ looks like” as a whole staff and will be committed to engaging with other school staff within and out with our cluster to ensure that our judgments are fair, consistent and robust. In order to moderate successfully we will use the NAR flowchart and associated support material such as the growing bank of annotated exemplification of pupil learning which will support understanding and interpretation of progression and achievement within the significant aspects of learning.

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 team leader has the overall responsibility of monitoring the effectiveness of the practice throughout the service.

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
- ✓ Consultation meetings with individual teachers to discuss planning, assessments and pupil progress, strengths and difficulties
- ✓ Pupil tracking of achievement and attainment
- ✓ Consultation meetings with all professionals- family learning, Social Work, Ed Psych.