



Antonine Primary School

Assessment Policy

Rationale

This policy is designed to support children's attainment and achievement across all areas of the curriculum. This will be in line with the Experiences and Outcomes of the Curriculum for Excellence and using the Falkirk Council pathways documents.

Aims

At Antonine Primary School we aim to create effective assessment practices by:

- Involving learners in setting goals and next steps
- Planning for ongoing self-evaluation by learners, staff and the Senior Leadership Team
- Identifying children's strengths and next steps across curricular areas
- Using a range of assessment approaches including relevant holistic assessments
- Considering wider data analysis and performance information to evaluate pedagogical approaches that make a positive impact on the progress of learners
- Tracking children's progress in Literacy, Numeracy and Health & Well-Being
- Analysing, interpreting and using the learners' performance information to inform future planning and improvements
- Working in partnership with parents/carers to inform and share progress
- Moderating the assessment evidence with colleagues using Education Scotland Benchmarks to ensure that teacher judgement of Achievement of a Level is valid and reliable.

Objectives

At Antonine Primary School we aim to create the conditions for learning, teaching and assessment by:

- Involving learners regularly in dialogue about their progress and next steps
- Using relevant, real-life and enjoyable contexts and resources, which build upon the learners' own experiences
- Ensuring effective direct and interactive teaching
- Using responsive planning to harness the motivational benefits of following children and young people's interests
- Providing opportunities for collaborative working and independent thinking and learning
- Making meaningful links for learners across different curriculum areas
- Embedding the principles of Assessment is for Learning (see appendix 1)
- Providing frequent opportunities to communicate in a wide range of contexts, for relevant purposes and real audiences within and beyond places of learning
- Developing problem-solving skills and approaches and using the Denny cluster skills framework
- Promoting appropriate and effective use of ICT and digital learning opportunities
- Plan for regular dialogue with staff, parents and pupils

Progress and attainment in learning will be monitored by assessment, which is an integral part of learning and teaching. The process of assessing children's progress will be set in a context of effective learning and teaching. The learner and teacher must be clear on what is being assessed, why it is being assessed and how it is being assessed.

What will be assessed?

- Knowledge and Understanding
- Skills
- Attitudes and Capabilities – Successful Learner, Confident Individual, Effective Contributor and Responsible Citizen.

Why do we assess?

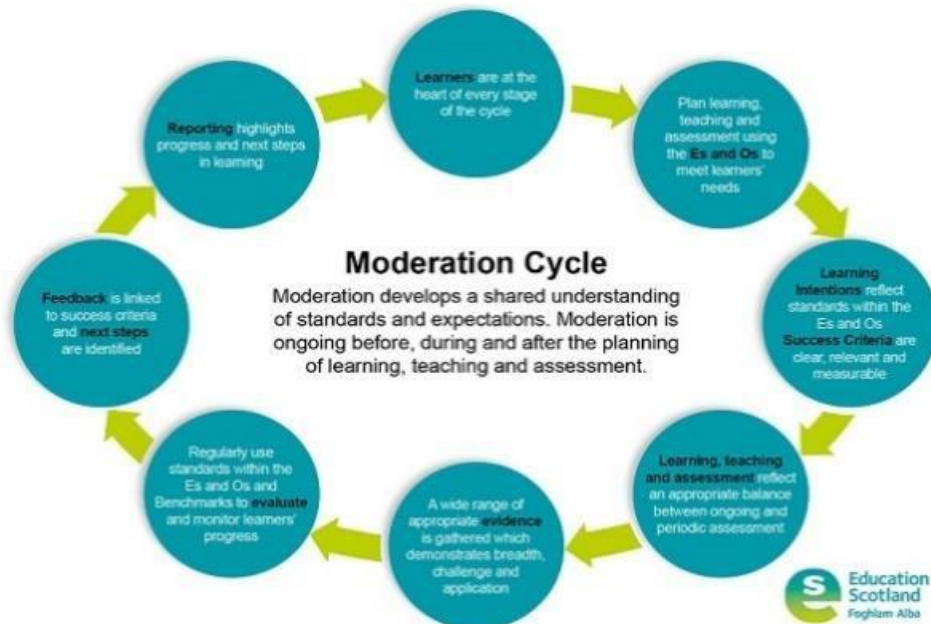
- To support the children in their learning journey.
- To gather information for pupils, teachers and parents about each learner's achievements and strengths.
- To provide quality feedback to pupils, teachers and parents about learners' next steps.
- To determine the nature of support required by individual 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.
- To provide information to measure the children's attainment and achievement.
- To create improved links between early years, primary, secondary schools and other settings, to promote smooth transitions in learning.
- To indicate strengths and difficulties. If we feel a child has a specific difficulty, we may use an objective or diagnostic test to help us plan a suitable programme of work.

How do we assess?

- Assessment evidence may be derived from the four contexts of learning: curriculum areas, interdisciplinary learning, the ethos and life of the school and from personal achievements, including those out with the school.
- Approaches will reflect a balance between ongoing and periodic assessment.
- Routinely as part of the ongoing teaching and learning process, planning for assessment will begin at the same time as planning the teaching and learning. The validity of assessment is increased when assessment tasks and activities are designed to closely match the agreed learning intentions and success criteria and through the use of a variety of AiFL strategies daily. (see Appendix 1 AiFL toolkit)
- At key milestones, Primary 1, Primary 4 and Primary 7, to track progress of children at Early (P1), First (P4) and Second Level (P7). (SNSA - Scottish National Standardised Assessment)
- In September all P2 to P7 pupils will take part in a basic online assessment of their literacy and numeracy skills.
- Moderating with colleagues to agree a shared understanding of standards that reflect 'achievement of a level'.
- We will track and record learner progress towards agreed 'achievement of a level' at Primary 1, Primary 4 and Primary 7 .

Achievement of a Level

To ensure learners have achieved a level. Professional judgements should be based on a range of evidence that shows a breadth of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the learner. Learners will have responded consistently well to the challenges set out in the E's and O's for the level and will have moved forward to learning the next level in some aspects. Learners will have demonstrated what they have learned in new and unfamiliar situations.



Roles and Responsibilities

Within Antonine Primary School there is a sense of collective responsibility, consistency and high expectations from all members of staff, teaching and non-teaching.

Teaching staff have responsibility for:

- Continuous planning, assessing and tracking children's progress against the experiences and outcomes of the Curriculum for Excellence.
- Use curricular progression pathways and benchmarks to identify learner progression.
- Sharing the learning intention and purpose of learning with children.
- Agreeing the success criteria with children and assess their performance against the success criteria.
- Modelling expectations or uses an example of excellence to set high standards and clear expectations of children.
- Ensuring formative assessment is used in every lesson such as evaluative questioning includes Higher Order Questioning Skills, increased wait time, No Hands up, Think Pair Share etc.
- Promoting and supporting children to adopt self-evaluation approaches towards their learning.
- Sharing high quality feedback with children to plan next steps in learning.
- Using a range of ongoing and periodic assessment approaches, including holistic assessments, to identify strengths and areas for development and to inform next steps in learning.
- Using standardised assessments to gauge the overall picture of learners' progress.
- Ensuring all learners with Additional Support Needs have valid assessment opportunities.

- Moderating learner's performance against agreed standards using Education Scotland Benchmarks.
- Participating in moderation activities at school and learning community level.
- Ensuring that policy implementation and curricular development enhances learning and teaching and contributes to raising attainment and achievement.

Support for Learning Assistants

It is the responsibility of SfLAs to contribute to the school's policy on assessment by supporting children's progress through carrying out activities identified by the class teacher and reporting on the outcome.

With direction from the class teacher, SfLA's will: -

- Model expectations or use an example of excellence to set high standards and clear expectations of children.
- Share the purpose of learning with children.
- Promoting and supporting children to adopt self-evaluation approaches towards their learning.
- Sharing high quality feedback with children to support their progression.

Children

Children have responsibility for:

- Engaging positively in learning and teaching
- Developing a positive attitude to self-evaluation
- Actively contributing to their Learning Journey in school and at home
- Identifying their next steps in learning.

Parents and Carers

Parents and Carers have responsibility for:

- Attending parental consultation evenings to collaborate with the class teacher on supporting their child's learning.
- Supporting homework and engaging with Home Files to share achievement and progress with the children.
- Participating actively in family learning to support their child's progress, thereby fostering the home/school partnership.

Management, Leadership and Quality Assurance

School aims are shared with staff, children and parents through the School Improvement Plans, the School Handbook, workshops and open afternoons, parent council meetings and newsletters.

All planning, evaluations and assessments are tracked and monitored by the leadership team. Planning Assessment and Tracking meetings ensure that learning and teaching meet the principles of CfE. These meetings are carried out each term between the SLT and class teachers to allow professional dialogue on progress and attainment of children. Moderation activities are carried out at school, cluster and authority level.

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on: May 2024.

Appendix 1 – Assessment is for Learning

Antonine Primary School

Using assessment strategies to continually check the learning progress

Self-Directed Focus

Self-assessment
Knowledge organiser – [poplet](#), [padlet](#)
Check lists, visual timetables
Mind mapping
Response cards/whiteboards

Pupil Centred approaches

Peer assessment
Effective questioning
Recognises success
Hands down - Pause for thought
Chunking tasks

Collaborative Inquiry

Partner questions
KWL Grid/now and next steps
Think, write, pair, [share](#)
Feedback gifts
Just one minute



Checking Learning

Involved in planning and target setting
Co-creating learning intentions and success criteria
Observation/Engagement with task
Plenary
Exit passes
Summarising learning
Reflection task – digital approaches

Useful strategy ideas

Lollipop sticks
[randomiser](#)
[timers](#)
[online](#) polls
[create](#) a tweet
4 corners–strongly agree, agree, disagree, s
disagree

Useful Strategy ideas

Beach ball questions
Gallery walk
Show me – thumbs, fist of 5, whiteboards
Involve the learner at all stages of the lesson