



Aviemore Primary School Assessment Policy



Rationale

'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.'

Building the Curriculum 5

Principles

- Assessment is an integral part of the learning and teaching cycle; plan, implement, assess, next steps.
- Assessment has three functions – Assessment of learning, Assessment as learning and Assessment for learning.
- A combination of summative and formative approaches are used
 - *Summative assessment is a snapshot of learning through a test type assessment activity and are usually administered at the end of a block of learning.
 - *Formative assessment is ongoing assessment through daily learning activities. This includes sharing learning intentions and success criteria (including co-constructing success criteria with learners), quality questioning, effective feedback and self/peer assessment.
- Children are active participants and take ownership of their own learning. Children are fully involved in the assessment process. Learning Profiles are the basis for ongoing assessment.
- Holistic assessment opportunities are planned for (in the form of Key Assessment Tasks) and give children the opportunity to apply skills in a new context.
- Teacher professional judgement is the predominant tool used in assessing progress. Moderation opportunities are planned to support staff and ensure that judgements are accurate and consistent.

Recording and Reporting

- Each class teacher has an Assessment Profile which contains all assessment data for the children in their class. This is updated regularly as required and formally twice a year.
- Transition of learning is planned for in term 4 of each session and teachers ensure that accurate information is passed on to the new teacher to ensure smooth progression and appropriate challenge at the start of each new school session.
- An open door policy is in place and parents/carers may request information about their child's progress at any time. Results of summative assessments must be requested in writing.
- An annual parents/carers' evening takes place in November. A further appointment is offered in June.
- Continuous Profiling and Reporting takes place through Learning Profiles. These are shared with parents/carers on a termly basis and available on request in addition to this.
- An interim report is issued to parents/carers in February and an end of year report is issued in June.

Additional Support Needs

At Aviemore Primary, Class Teachers work closely with Additional Support Needs Teachers to meet pupils needs using the 'Staged Approach' as stated in the Highland Practice Model:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs

Diagnostic assessments can be used to identify if a pupils is at risk of having a Specific Learning Difficulty in Numeracy or Literacy. Parents/carers' permission will be sought and they will be informed of the outcome.

See Assessment Overview below for full details of approaches to assessment, recording and reporting.

Assessment Overview

Assessment	Class	Timescale	Set by
Key Assessment Tasks	P1 – P7	Ongoing (all 8 curricular areas covered across the year)	School
Learning Profiles	Nursery, P1 – P7	Ongoing	School
Literacy and Numeracy trackers	P1 – P7	Ongoing	School
Writing assessments	P1 – P7	Termly	School
Spelling/ phonics assessments	P1 – P7	Ongoing	School
TJ end of level Maths Assessment	P1 – P7	May	School
Attainment meetings	P1 – P7	November, May	School
Stage Meeting Moderation	P1 – P7	Termly	School
Interim report	P1 – P7	February	School
Open Events/ Stay and Play	Nursery, P1 – P7	Termly	School
Parent’s Evening	Nursery, P1 – P7	Nursery – January School - November	School
Developmental Overviews	Nursery	Ongoing	Local Authority
Phonological Awareness Screener	P1 (individuals in other year groups as required)	Term 1 and ongoing as necessary	Local Authority
Emerging Literacy Screeners	As required	As required	Local Authority
SPP (Summary of Performance and Progress)	P1 – P7	November, May	Local Authority
End of Year report (including learner’s statement)	Nursery, P1 – P7	May	Local Authority
NZ Maths Diagnostic assessments	As required	As required	Local Authority
SNSA (Scottish National Standardised Assessment)	P1, P4, P7	Jan, Feb, March	National
Achievement of a level	P1, P4, P7	May	National