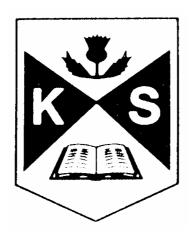# KILLERMONT PRIMARY

ASSESSMENT, RECORDING & REPORTING POLICY

March 2008

INTRODUCTION

In Killermont Primary we endeavour to create opportunities for assessment **for** learning, assessment **as** learning and assessment **of** learning. Killermont Primary's updated assessment policy endorses the Assessment 5-14 document (SOED, 1991), Reporting 5-14 document (SOED, 1992) and the Review of Assessment in Pre-school and 5-14 (HMI & Scottish Executive, 1999). In addition, we have fully embraced the recommendations and key strategies from Black and Wiliam's *Inside the Black Box* (1998) research findings, current research from *Ian Smith* and the work of *Shirley Clarke* in the field of formative assessment.

RATIONAL

Research and experience in recent years has identified that *"Learners learn best when…*
- *they understand what they are trying to learn and what is expected of them*
- *they are given feedback about the quality of their work and what they can do to improve*
- *they are given advice about how to go about making improvements*
- *they are fully involved in what needs to be done next, and who can give them help if they need it."*

(Black and Wiliam, 1998, *Inside the Black Box*)

AIMS

The school policy on assessment relates to the educational aims of the school

- Please refer to Learning and Teaching policy

Within Killermont Primary School assessment should:

1. Support learning
2. Be both summative and formative
3. Ensure pupils are focused on the learning intention of tasks
4. Inform the pupils of successes and areas for development and provide clear targets for improvement/next steps in their learning
5. Empower pupils to be able to assess their own learning and develop an understanding of how to improve
6. Provide pupils with the training and opportunities to peer assess (paired marking) giving positive comments and improvement suggestions to each others work
7. Provide an opportunity to keep track of children's progress and teachers' expectations
8. Provide effective oral and written feedback to pupils, parents and other teachers

9. Provide reliable, continuous information as a basis for monitoring & evaluating attainment
10. Take account of the needs of all pupils
11. Make realistic demands on teachers, pupils and administration staff
12. Develop motivation and self esteem thus enabling pupils to achieve success more readily
13. Provide opportunities for pupils to have active involvement in their own learning

FORMATIVE AND SUMMATIVE ASSESSMENT

In Killermont Primary School we value both summative and formative assessment as they each fulfil different, parallel purposes, as the following quote highlights.

*If we think of our children as plants, **summative** assessment of the plants is the process of simply measuring them. The measurements may be interesting to compare and analyse, but, in themselves, do not affect the growth of the plants. **Formative** assessment, on the other hand, is the garden equivalent of feeding and watering the plants- directly affecting their growth.*

(Clarke. S, *Unlocking Formative Assessment* 2001)

Formative assessment furthers the learning: *How can I improve this? How can I better understand this?*

Summative assessment determines what has been learnt: *I can…… I know that……*

Formative assessment describes the *processes of teaching and learning,* whereas summative assessment takes place *after* the teaching and learning.

FORMATIVE ASSESSMENT

"Formative assessment is the process used by teachers and children to recognise and respond to pupil learning during that activity or task"
(Cowie and Bell, 1999)

In Killermont Primary School we embrace the research which suggests formative assessment consists of four key elements;
1. Sharing Learning Intentions and Success Criteria
2. Quality Feedback
3. Effective Questioning
4. Peer and Self Assessment

Sharing learning intentions with pupils

We are good at sharing some of our intentions with pupils, for example what we want pupils to do, how we want them to do it and how we expect them to behave. We must also share the intended **learning** of lessons. Sharing and agreeing the purpose of learning with the pupils should have the following benefits:

- Pupils are more focused on the task and will persevere for longer
- The quality of pupil's work improves
- Behaviour improves and time-wasting is reduced
- The dialogue between the teacher and the pupil is more focused
- Pupils are more focused in their self assessment
- Marking is easier

Pupils in Killermont Primary should be made aware of the learning intention/outcome at the same time as the instructions.

The intention should be:
- In 'child speak'
- Explicitly focused on one thing at a time
- linked to an overarching goal/context for learning

The following strategies might be used to make the learning intention explicit:

- Writing them next to the programme of work
- Reminding the pupils during the lesson
- Asking pupils to remind the teacher
- Writing the learning intention under the heading of a piece of work

In conjunction with sharing learning intentions, success criteria should be provided.
The success criteria should be:
- In 'child speak'
- Planned in advance
- Process rather than product focused
- Where possible gathered with the children to give them ownership

In the early years we use the terminology 'We Are Learning To' (WALT) and 'What I Am Looking For' (WILF). Toy monkeys can be used to reinforce this language. In the upper primaries the terminology learning intentions and success criteria are used. (See appendix 1 for agreed implementation of all formative assessment strategies)

QUALITY FEEDBACK

Marking and feedback policy

Within Killermont Primary we know that learning is more effective when

- Learners have opportunities to talk about what they are learning and how they are learning
- Learning takes account of what we already know, understand and can do
- Learners know what they are expected to learn and how they will know if they have been successful
- Learners are motivated to learn and confident that they *can* learn

Therefore the feedback learners receive needs to build motivation and confidence rather than undermine it. We believe feedback and marking should provide constructive feedback, focusing on success and improvements needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. Learners need to know how they can close this gap therefore the feedback we give pupils should be easily understood by the pupils.

Marking and feedback should (taking into account appropriateness of age/stage of pupils):
- Be manageable for teachers
- Relate to learning intentions, which need to be shared with children
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking
- Respond to individual learning needs, marking face-to-face with some and at a distance for others
- Inform future planning and individual target setting
- Be accessible to children
- Use consistent codes throughout the school
- Ultimately be seen by children as positive in improving their learning
- Encourage and teach children to self and peer mark whenever possible

Strategies for feedback/marking

Within Killermont opportunities are provided for teachers to read and reflect on effective feedback strategies outlined in 'Making Feedback Count' by Ian Smith. Teachers are encouraged to try out strategies in their class and share examples of good practice at staff and stage meetings.

Summative

Within Killermont Primary this consists of ticks and dots and is associated with closed tasks or activities. (See appendix 2)

Children are given opportunities to self-mark and often work is marked as a class or group.

Formative

Over the course of a lesson, teachers' comments to pupils focus firstly on issues about the learning intention and secondly on other features. In **Killermont we recognise that not all pieces of work can be 'quality marked'. Individual teachers decide whether work will be simply acknowledged or given detailed attention**. We believe focused comment marking on the learning intention and improvement needs should help the pupil close the gap between what they have achieved and what they could have achieved.

In Killermont we use marking strategies which save valuable time and make the feedback more accessible to the pupils. Strategies include:

- **Tickled pink and Green for Growth**
  This involves using pink and green highlighter pens. The teacher or pupil highlights pink examples of work which show achievement against the learning intention and success criteria. Aspects where improvement against the learning intention and success criteria could take place are highlighted in green. Pupils are given opportunities to make changes and improve their work.

- **Two stars and a wish**
  This involves the teacher commenting on two examples from the work that achieves the learning intentions- the stars. The teacher then comments on an area to be improved upon- the wish. Opportunities should exist for pupils to act upon the wish/target in their next piece of work.

- **Prompts**
  Closing the gap comments are also used to indicate success and improvement. These can be pointed out verbally or in writing using the following prompts – *reminder* prompt, *scaffold* prompt and an *example* prompt (see appendix 3)

  Pupils should be given opportunities to make changes to their work according to the feedback given which will help them move forward in their learning

Secretarial features

In Killermont spelling, punctuation and grammar should not be asked for in every piece of writing because pupils cannot effectively focus on too many things in one space of time. When work is finished, pupils are asked to check for things *they think may need improved in their work* when they read it through. Feedback is given to pupils about those aspects we have asked them to pay attention to. Time is given for pupils to make necessary improvements to their work.

Improvements

The pupils should be encouraged to do corrections of careless work; however, these should not be excessive and should not encroach on teaching time. Where possible, teachers should mark work and give feedback at the time. The teacher should review the level of work of individual pupils who consistently find the tasks too difficult, too easy or who do not finish within the allocated time and amend the level or amount of work as appropriate.

Self-marking

Pupils in Killermont are encouraged to self-evaluate wherever possible. Pupils can identify their own successes and look for improvement points using the same marking strategies as identified above e.g. tickled pink and green for growth and two stars and a wish. We encourage this as a way of pupils analysing their own learning against the learning intention and success criteria.

Shared/ Paired marking

In Killermont we model the marking and feedback process to pupils before allowing them to mark other pupils work. We teach the pupil's effective ways of doing this through every day teacher marking and by structured sessions using anonymous pieces of work as a model. For example:

1. A piece of writing from a child is displayed on an overhead projector or whiteboard. The teacher and class recap on the learning intentions and mark it as a class. Appropriate language and comments are discussed. When children are ready to begin using this process independently, post it notes are used which can easily be removed from jotters, if necessary.

2. Using two pieces of levelled work, with the same content the teacher and class discuss their differences against the learning intention and success criteria.

Effective feedback will:

- Provide a dialogue between the teacher and pupil highlighting the pupils' strengths and next steps in their learning
- Improve pupils' confidence in reviewing their own work and setting themselves future targets by indicating 'next steps' in learning
- Indicate how a piece of work could be improved against the learning intention and success criteria
- Identify pupils who may need additional support/more challenging work and to identify the nature of the support/challenges needed

Within Killermont we believe marking and feedback 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.

Depending on the nature of the work, the age of the pupils, and the routines which have been established, work may be marked by:
- The teacher either with individuals, groups, whole class or independently of the pupils
- The pupils marking either their own, partner's or the group's work
- Parents – homework
- Classroom Assistants and Support for Learning Assistants where subjective judgement is not required. **Only the teacher will make written comments in the jotters.**

- *Please refer to Killermont's Homework Policy*

EFFECTIVE QUESTIONING

In Killermont we believe questioning is a vital element to effective learning and teaching and assessment of pupils learning. Research by Black and Wiliam (1998) shows that teachers need to ask more open questions which allow for a range of responses and make progressive cognitive demands on pupils and encourage children to think beyond the literal.

Within Killermont teachers embrace some of the key strategies described in Learning Unlimited's 'Asking Better Questions'. Teachers are encouraged to share good practice and talk about effective assessment strategies.

Strategies for effective questioning include:

- **High Order Questioning Skills**
  Within Killermont we endeavour to use a range of open, higher order questions which enable us to assist children's understanding and thinking. These questions require the pupils to expand, explain and justify their response. Time must be given for the children to prepare their answer.

- **Increased Wait-time**
  In order to allow thinking to take place, an extended period of time from asking the question to requiring an answer is given. This allows all pupils to engage and is often coupled with "No Hands up"

- **No-Hands up**
  Pupils are encouraged to refrain from putting their hands up to answer. Instead, the teacher accepts a number of answers from a selection of pupils and these form the basis of discussion. All pupils are engaged and all answers are valued, accepted and developed.

- **Think, Pair , Share**
  When a question is asked, or during an activity, pupils are given time to think by themselves, to discuss their thoughts with a partner and then join with another pair to present a group response.

We recognise how essential dialogue is and that it should evoke thoughtful reflection in which all pupils are encouraged to take part in.

SELF ASSESSMENT AND PEER ASSESSMENT

'Independent learners have the ability to seek out and gain new skills, new knowledge and new understanding. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment'

(Assessment Reform Group, 2003)

Self and peer evaluation and feedback are closely woven together. Children involved in peer assessment are given feedback to each other; paired marking *is* peer evaluation; teacher marking *is* feedback. These elements should be woven together to form part of the lesson.

Strategies for self-and peer evaluation

Within Killermont our aim is to involve children as far as possible in the analysis and constructive criticism of their own work. We encourage children to use self-evaluation so that they reflect on their learning, take pride in successes and develop the skill of modifying and improving their work. In Killermont we train pupils to undertake this task through providing pupils with effective success criteria and good models of practice.

In Killermont the following practical strategies are used:

- **Traffic Lighting**
  There are numerous variations on this theme. Here are some of the strategies we use in Killermont

1. Pupils have traffic light cards/indicators. They are coloured red, amber and green. They place the card with the appropriate colour visible to the teacher as an indication of how well they have understood or performed on their desk **Red**- difficulty experienced, **Amber**- a little unsure, **Green**- good understanding.

2. At the beginning of a topic or unit, pupils are given a selection of questions about a topic. They are then asked to indicate with traffic light dots, where they already know the answer (green) where they already know a little bit (amber) and where they do not know anything about the question (red).

- **Two Stars and a wish or Tickled pink and Green for growth**
  Pupils checking their own or a partners work against the success criteria. Please refer to marking section.

- **Thumbs up**
  Pupils indicate thumbs up if they understand, thumbs to the side if they understand a bit and thumbs down if they don't understand at all. Teachers can see at a glance which pupils understand and provide opportunities for these pupils to help and explain their understanding to their peers.

SUMMATIVE ASSESSMENT

Assessment activities included within the programme of study

The commercial programmes of study used by the school e.g. Scottish Heinemann Maths and Maths in Action contain assessment activities which are undertaken as part of the routine work of the class and the results recorded on the records provided in the scheme.

Programmes of work provided by the school in other areas of the curriculum e.g. art and design or religious and moral education, also include assessment guidance and activities which enable teachers to reach a professional evaluation about pupil's progress in those areas.

In some instances, where there are no commercial assessment materials available, and ongoing teaching assessment will not provide sufficient evidence, teachers will need to devise their own assessment activities.
 In this case, teachers need to:
- Select the most important item(s) of knowledge and/or skills which the teacher wishes to reinforce from the programme or topic;
- Identify the best method to do this

For Example:

Within Environmental Studies the teacher must
- Assess skills in line with our strategic plan (see appendix 4)
- Plan a pre-topic assessment and change the topic planner in light of findings.
- Plan post topic assessments to include knowledge and understanding and skills.

When available, summative assessment activities included in the commercial material should be used at the appropriate time with each group or individual, for example Heinemann maths check ups. A record should be kept up-to-date in Forward Planning folders.

Screening and Diagnostic Test

The Quest reading screening test may be used at the end of primary 2, with pupils who have been identified by the teacher, as requiring additional support. For pupils who fall below the threshold score, the diagnostic reading test will be administered to identify specific difficulties within the phonic programme.
Discussion will take place between the Support for Learning co-ordinator, class teachers, and the Learning Support Teacher to identify effective support for such pupils.

- *Please refer to Support for Learning Policy*

National Assessment

Pupils should undertake the National Assessment in English Language and Mathematics at each level. Pupils should not sit tests simply because of the time of year, the need to report to parents, to see if the pupils can cope or for practice, rather they should undertake them when they have demonstrated competence at a particular level.

The tests should be undertaken, as part of the routine work for the group. Pupils should be prepared immediately beforehand to undertake the test but no other warning is necessary. The remainder of the class should be working on routine tasks.

Teachers should request a set of tests from the Clerical team, when they are required. The tests should be marked by the teacher who should keep a copy of the results in her/his forward planning file. They should file the test papers in the pupil's National Assessment Folder and give results to the admin staff to put into the school computer records. An appropriate standard letter should be sent to parents informing them of their pupil's progress. The clerical team take responsibility for this.

RECORDING AND RECORD KEEPING

A record of all assessment undertaken in each class will be kept in forward planning folders, filed under the appropriate curricular area.

A copy of report cards to parents should be stored in the Pupil Progress Record.

REPORTING BY CLASS TEACHER

To pupils

Pupils should receive feedback following assessment. This could be carried out in a variety of ways including
- Discussion with pupils in the course of teaching
- Written comments on pupils' work
- Comments by pupils on their own or their peers' work
- Written reports to and consultation with parents

This kind of feedback will help pupils to identify
- What they have done successfully in recent work
- What they still have to learn or consolidate
- Possible ways of going about the next stage in their learning

To promoted staff

Any concern about a pupil's progress should be reported to appropriate member of the SMT.

To parents

At present, pupil's progress is reported to, and discussed with, parents during parents' evenings which take place twice a year.

Progress, including performance on national assessments and areas for development, should be reported to parents in the summer term through a written report.

Parents should normally be informed more quickly and frequently if there is any substantial variance from expected progress.

In summary, parents should be kept informed of:
- The teacher's assessment of the level at which the pupil is working within the 5-14 curriculum and assessment programme
- The pupil's performance in national assessments
- Pupil's class work by viewing work at parents' evenings and class jotters being sent home on a regular basis.

To the receiving teacher

Each group's records plus any individual records should be passed to the next teacher.

Receiving teachers should consult the PPR of individual pupils which are stored in the front office.

The Support for Learning Co-ordinator will issue Support for Learning files to teachers at the beginning of each session. These can be consulted at any point throughout the session and should be signed by the teacher on return.

To support agencies

Specialist staff, such as speech therapists, physiotherapists, English as Additional Language teachers (EALS), Learning support teachers and psychological services can be contacted for support for pupils and advice for teachers. Such agencies can:

- provide more detailed assessment reports
- attend review meetings to discuss progress
- provide advice for class teachers and the Support for Learning Co-ordinator
- be involved in joint planning and assessment of Individualised Education Programmes (IEP)

MONITORING AND EVALUATION

Forward plans should be passed to the appropriate member of the promoted staff to allow them to provide support for individual teachers and to enable them to monitor the work of individual pupils, groups, classes and the school as a whole.

Assessment, reporting and recording procedures will be evaluated using HGIOS 3.

Tracking of group and individual progress is recorded annually by staff using a tracking pro-forma. This is monitored and discussed regularly with the SMT.

Promoted staff will sample sets of pupil's workbooks and jotters regularly as part of the annual monitoring plan.

LIAISON WITH OTHER SCHOOLS

Liaison with new entrants and pre-five establishments

All parents and pupils entering P1 visit the school, during May or June. Meetings/workshops for parents also take place once the pupils have started school.

Pre 5/P1 profiles from pre-five establishments should be passed to the P1 Teachers. Discussions will take place with the head of the pre-five establishment concerning pupils who may require additional support in primary school. P1 teachers will continue to complete these profiles by the end of term 1.

Liaison with Secondary Schools

During the spring and summer terms, Primary/Secondary transition records are used by P7 teachers to pupils provide verbal and written reports about the pupils who are transferring to Boclair Academy or other secondary schools. These reports include information about:
- the 5-14 level at which the pupil is working
- results of performance on national tests with the date on which the test was taken

A member of the Support for Learning staff from Boclair Academy also visits the school to speak with the class teachers.

Transfer reports are prepared for pupils opting for other Secondary Schools.

- *Please refer to the Primary Secondary liaison Policy*

STAFF DEVELOPMENT

This assessment policy and its implementation will be discussed with staff during staff meetings or In-service days.

All members of the teaching staff will have access to advice and staff development as necessary, within the resources available.

REVIEW OF POLICY

A further review of this policy is planned for session 2011-2012.

Appendix 1

Agreed Introduction and Progression of Formative Assessment Strategies

Nursery
- WALT and WILF introduced orally, written and pictorially.
- Thumbs up introduced

Primary 1
- Continue to use WALT and WILF orally, symbolically and if appropriate written in simplified form
- Introduce questioning strategies 'no hands up', increased wait time and think, pair and share
- Teacher feedback using tickled pink and green for growth where appropriate for peer assessment. Some pupils using this strategy for self assessment where appropriate
- Continue to use 'thumbs up'
- Introduce talking/learning partners/brain buddies where appropriate

Primary 2 Continue above plus
- Pupils use WILF as a checklist to self assess and highlight checklist in pink.
- Continue to develop use of talking/learning partners

Primary 3-7 Continue above plus
- WALT & WILF shared in written form
- Use green for Growth for self assessment and teacher feedback in a range of curricular areas
- Introduce self assessment traffic lights
- Introduce feedback prompts
- Terminology developed to learning intention and success criteria as children progress through the school

Two stars and a wish may be introduced and developed at the teacher's discretion.