

Formative Assessment AIFL

Formative assessment is the essence of quality teaching and learning. Staff should use progression frameworks to identify children's targets and next steps.

Whole school AIFL tools and strategies include:

the strategic use of questioning

Questioning is used not only as a pedagogical tool but also as a deliberate way for the teacher to find out what students know, understand and are able to do.

effective teacher feedback

Effective teacher feedback focuses on established success criteria and tells the students what they have achieved and where they need to improve.

Importantly, the feedback provides specific suggestions about how that improvement might be achieved.

peer feedback

Peer feedback occurs when a student uses established success criteria to tell another student what they have achieved and where improvement is necessary. Again, the feedback provides specific suggestions to help achieve improvement.

student self-assessment

Student self-assessment encourages students to take responsibility for their own learning. It incorporates self-monitoring, self-assessment and self-evaluation.

the formative use of summative assessment

Summative assessment is a necessary aspect of education. Formative use can be made of summative assessment, both before and after the assessment event.

Summative Assessment

Through local, in school and National group assessment and moderation allows Pupil's Achievement of a level to be reported upon with greater validity and reliability. Teacher Judgement of Achievement of a Level will be reported upon for children in P1, P4 and P7 annually in June.

Scottish National Standardised Assessments will take place for children in P1, P4 and P7.

Contextualised learning Holistic Assessments should be completed for literacy, numeracy and IDL throughout the session.

S.W.S.T completed in September and January
Poetry Anthology 3 times a year

Writing Assessment jotters 4 pieces per year
Mathletics pupil performance reports

Assessment, Profiling and Reporting

These processes are undertaken in partnership with pupils, parents and staff to ensure everyone is aware of children's attainment and achievements

Tracking and Monitoring

Tracking meetings will take place three times a year. Staff should have completed the class tracking spread sheet before the meeting. At each meeting progress in learning will be discussed and how to support/challenge individuals.

Discussions and actions will be recorded. Professional judgement data should be entered by staff in May prior to data collection in June.

Reporting to Parents

Reporting to parents takes many forms.

We have two formal reporting to parents evenings, November and March. These allow parents the opportunity to look around children's classrooms and view their profiles prior to meeting the class teachers. pupil voice

From nursery - Primary 4 parents can be kept up to date with day to day activities by signing up to Class Dojo.

Throughout the session there will be whole school and class showcase events to report on learning to parents.

In June the parents are issued with their child's my year of learning report. This should be populated throughout the year

Pupil Profiles

Achievement, beyond formally assessed learning in the classroom, is an integral part of CfE. It can take a range of forms such as the John Muir Award scheme, voluntary work and participation in sport, the arts or other activities in the community. This type of achievement should be captured in a learner's report and profile.

The e- profile is a summary of the learner's best achievements both within and out with school and a statement of the skills developed by the learner. The profile should support learners in an awareness of their skills and those they need to develop. Children's profiles are available to parents all year round.

During responsibility time learning should be recorded in the floor book, this is the Responsibility group profile and should outline intended learning, achievements and next steps.