

# Assessment and Reporting



At Broughton Primary School our curriculum helps our pupils to develop 'The Four Capacities' outlined below...

## successful learners

*with*

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

*and able to*

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

## confident individuals

*with*

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs

*and able to*

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

To enable all young people to become...

## responsible citizens

*with*

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

*and able to*

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

## effective contributors

*with*

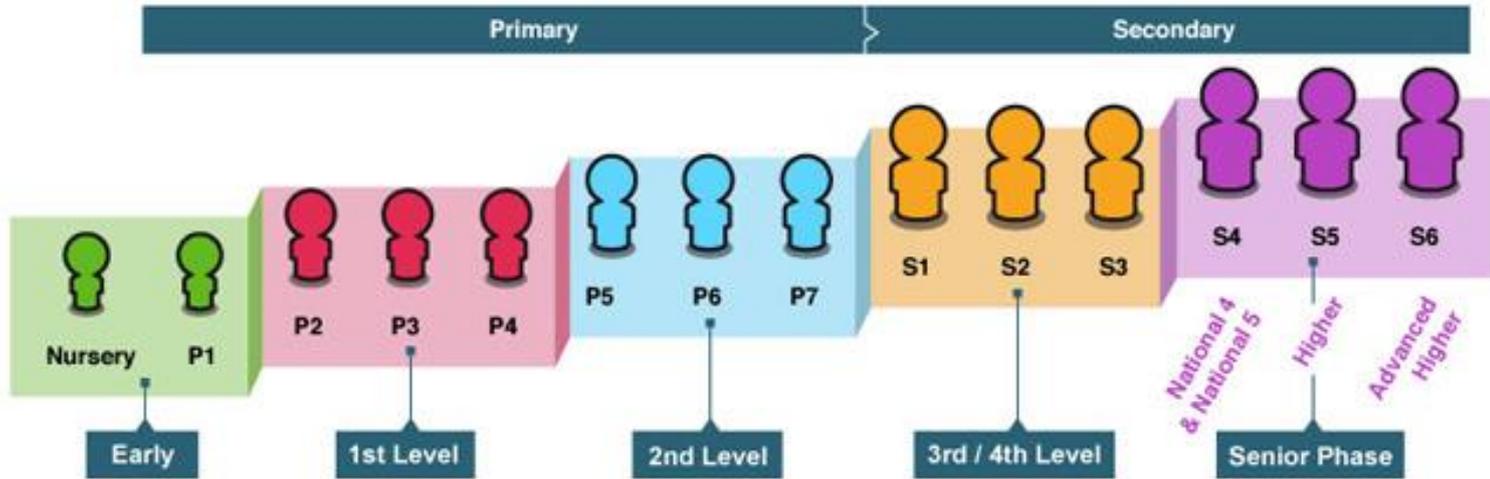
- an enterprising attitude
- resilience
- self-reliance

*and able to*

- communicate in different ways and in different situations
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

**Assessment is integral to supporting our pupils to develop these capacities. So what do you need to know about assessment and reporting within Curriculum for Excellence and at Broughton Primary School in particular?**

There are six curricular levels (as displayed in the following diagram.) Most children are expected to achieve a level within the timescales depicted, but this may vary depending on individual children's strengths and areas of development.



The curriculum is broken down into sets of **Experiences and Outcomes**. The **experience** describes the learning. The **outcome** represents what the learning will achieve. This is often explained, from the pupil's perspective as an 'I can....', 'I am able to....' statement.

Teachers will assess what children know, understand and are able to do within the experiences and outcomes. They will assess each learner's progress and achievements in: Knowledge and understanding; Skills; Attributes and capabilities.

Children within Broughton, and across Scotland, are taught within different contexts, known as '**The Four Contexts for Learning.**'

**1. Ethos and Wider Life of the School:** The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents of children and young people.

**2. Discrete Subjects:** The eight curriculum areas are: Expressive arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies.

**3. Interdisciplinary Learning:** This is based upon groupings of experiences and outcomes from within and across curriculum areas, provides relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

**4. Planned Opportunities for Wider Development:** Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence.



You will recognise the four contexts for learning from the class newsletter that your child's teacher sends home termly. We welcome support from parents who have a particular skill or attribute that they feel would help our pupils to further achieve. To investigate this possibility, please contact the school.

## Why, what and how do we assess?

To make sure that all learners are progressing, it is important to gauge development at appropriate points. This is assessment. Assessment is carried out to see what children and young people know, understand and are able to do. It is very important to tracking progress, planning next steps, reporting and involving parents, children and young people in learning.

At Broughton Primary School, assessment evidence comes from a wide range of sources.

We engage in on-going assessment through teacher observation and discussion with learners. This **formative assessment** is about assessment *for* learning as opposed to **summative** where assessment is *of* learning. It is assessment that can range from the very informal to the very formal. The key thing is that it gives feedback to pupils so that they can move forward in their learning. This assessment comes from what children 'Say, Make, Write or Do' and is appropriate to the type of learning being assessed, the learning context (4 contexts for learning,) and the learner's engagement and involvement in learning to show what they know, understand and do.

For example evidence may

- emerge as a result of children and young people taking part in a presentation, discussion, performance or practical investigation.
- be through self and peer assessment, displaying their ability to identify how well they have achieved the criteria set at the beginning of a lesson or series of lessons.
- be gathered through summative (end of a block of teaching) assessment including check-ups, end of outcomes assessments.
- take the form of standardised and/or diagnostic assessments including baseline assessments, Scottish National Standardised Assessments (SNSA) in Literacy and Numeracy. Within City of Edinburgh schools, all children in P1, P4, P7 and S3 will participate in SNSAs. SNSAs are online, adaptive assessments, which are designed to be inclusive so that all children can access them.

Throughout the academic year there are planned opportunities for school staff to share practice across the school and the Drummond cluster schools, thus ensuring a smooth transition throughout the levels. Using the evidence gathered, together with the teacher's professional judgement, we are required to use the following terms to report on a child's progress within the levels: **Working in the Level**, **Progressing in the Level** and **Achieving the Level**.

## What do the terms mean?

**Working in the Level:** The pupil has started to engage in the work of the new level and a few of the experiences and outcomes are achieved.

**Progressing in the Level:** The pupil has experienced a breadth of learning across many experiences and outcomes for the level, around half of the appropriate range of experiences and outcomes are achieved.

**Achieving the Level:** The learner has experienced a breadth of learning across almost all of the experiences and outcomes for the level, and a significant number of experiences and outcomes have been achieved within the working level.

## How do staff at Broughton Primary School share children's Achievements and Progress with parents/ carers?

We share information about children's progress and achievements with you in a variety of different ways:

- ✓ Parent Drop-Ins throughout the session
- ✓ Individual Parent Consultations in October and March
- ✓ School and Class Newsletters
- ✓ School Learning Walls throughout the school
- ✓ Class Floorbooks detailing learning within the topics
- ✓ School Website : [www.broughtonprimary.org](http://www.broughtonprimary.org)
- ✓ Pupils individual:
  - Learning Jotters
  - Learning Folders
  - Snapshot Week Jotters
- ✓ Individual End of Term

Reports issued in June

