

# Meldrum School and Nursery

## Assessment Policy



May 2015

## Assessment Policy

*“Assessment should support children and young people in developing the four capacities and the characteristics associated with them. These include a range of personal qualities and skills that in the past may not always have been formally assessed, such as thinking creatively and independently, working in partnership and in teams, making informed decisions and evaluating environmental, scientific and technological issues. These skills and attributes are embedded in the experiences and outcomes. Assessment needs to focus on these, as well as on measuring factual recall and routine procedures.”*

Building the Curriculum 5 – A Framework for Assessment 2010

### **Rationale**

At Meldrum School assessment is an integral part of teaching and learning. With a consistent and progressive whole school approach to assessment we ensure that assessment is well planned and purposeful. Using this approach, we are able to support pupils to achieve their full potential across the wider curriculum.

### **Aims**

- To support the teaching and learning process meeting needs of all learners.
- To encourage children to be reflective learners who take responsibility for their own learning.
- To support teachers to monitor and track progress of all learners and inform planning and next steps in learning.
- To inform parents about children’s progress, providing a summary of what learners have achieved.
- To use specific assessment data to inform school improvement planning.

### **What We Assess**

At Meldrum School, we focus on the assessment of knowledge and understanding, skills, attributes and capabilities. Using Curriculum for Excellence outcomes and experiences, we place emphasis upon Literacy, Numeracy, Health and Wellbeing, Information and Communications, Technology and higher order skills. We assess during interdisciplinary learning and across the wider curriculum where it will have a positive impact on learning.

Assessment focuses on how well and how much pupils have learned and their ability to apply learning in new contexts.

### **Who Assesses**

Assessment is a collaborative process involving learners and the adults who support their learning. Assessment may take the form of adults assessing pupils, pupils assessing adults, pupils assessing themselves or other pupils.

In addition, other professionals may share their own assessment information to support teaching and learning. This could include Educational Psychologists, Speech and Language Therapists and Occupational Therapists.

### **When We Assess**

Assessment occurs in various forms throughout the day. It may occur in a classroom, other learning spaces within the school building, in the school grounds or during off site excursions. It may happen when pupils are learning as a whole class, in groups, in pairs or individually. Assessment information will be gathered in a variety of ways, such as when pupils are talking, recording, playing, demonstrating, making or performing.

### **How We Assess**

At Meldrum School assessment takes place both formally and informally. It may be:

- **Formative** in that it informs immediate next steps in learning:
  - Teacher observations
  - Verbal feedback
  - Traffic lighting
  - Two stars and a wish
  - Thumbs up
  - Thinking time
  - Think/pair/share
  - No hands up
  - Lollipop sticks
  - Tickled pink and green for growth
- **Summative** which summarises a block of learning:
  - Writing assessments
  - Maths check ups
  - Personal target setting and review
- **Standardised** compares learning levels against externally moderated data:
  - PIPs – Primary 1
  - INCAS – Primary 3, 5 and 7
  - Appropriate diagnostic materials and assessments

In order to ensure the validity of assessments, it is important that there is a consistency of expected standards across the school. At Meldrum School we do this by:

- Planning collaboratively for teaching, learning and assessment across year groups
- Moderating learning across the whole school
- Moderating learning across cluster schools
- Referring to National Assessment Resource

### **Sharing of Assessment Data**

Assessment data is shared for a variety of reasons and in a variety of ways:

- With pupils as part of everyday learning
- With parents via consultation and school reports
- At times of transition, such as Nursery to P1, P7 to S1 and from year to year
- With other professionals who are working with pupils
- At authority level

### **Responsibilities**

For assessment to have maximum impact on learning, we expect members of the school community to take on the following responsibilities:

- Pupils to actively engage in their learning, participate in self and peer assessment and be responsive to any feedback given.
- Teachers to ensure assessment is embedded within their everyday practice.
- Nursery Nurses contribute to the assessment process through observing and recording both formal and informal learning and achievements in collaboration with the class teacher.
- Pupil Support Assistants to be guided by teachers to ensure that their involvement in the assessment process is appropriate.
- Senior Management Team to guide assessment policy, practice and quality assurance.
- Parents should engage in conversation with school staff about their child's learning and their personal target setting and review cycle.

At Meldrum School assessment is embedded within teaching and learning. It is flexible and responsive to the changing needs of pupils. By adopting a whole school approach to assessment we are able to maximise successful outcomes for all learners.