

St John's Primary Hamilton



Assessment Policy

“Effective use of assessment

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.”

HGIOS 4

Vision

Through the effective tracking, monitoring and moderation of data from assessments and observations teachers, children and parents will be able to clearly see what a child has learned and identify next learning steps to increase attainment. The embedding of the UNCRC across the curriculum has enabled children to value education and to strive to set personal goals.

Literacy

We assess, track and monitor children's progress in formal and informal ways.

Teachers make professional judgements about how children read, write, speak and listen on a daily basis.

Teachers keep records of children's attainment through the use of assessment grids and set appropriate homework and/ or spelling challenges on a weekly basis.

Children work with teachers to set termly targets which are broken down into attainable steps in order to move learning forward. Children use Learning Targets to update parents of targets and progress.

In Primary 1 we use PAST assessments in December and RWRA in March to ensure that all children are receiving the appropriate level of support.

In Primary 2, 4 and 6 we use a standardised reading assessment from NGRT to help confirm teacher judgements on children's progress.

At any stage of the school we use PM Benchmarking Assessment with individuals to ensure they are reading books at the correct level.

Parents are lettered of children's attainment and papers are included in children's assessment folders for parents to view on parent's evenings.

We set three assessed pieces of writing over a school year. We use writing benchmarks to assess the level of the child's writing and these examples are moderated across stages and in the Learning Community. Teachers meet within the Learning Community to plan and deliver lessons with similar criteria in order to ensure the learning intentions and criteria are common across the lessons and writing is marked to a similar standard.

Over the school year children are set listening and talking activities appropriate to their stage and teachers record the results to help progression.

Numeracy

We assess children in numeracy formally and informally in a variety of ways.

Some assessments are paper based, some are active and some are ICT based.

Teachers assess children at the end of each block of teaching and 3 examples of the assessments are stored in the child's assessment folder.

Health and Wellbeing

We use Health and Wellbeing benchmarks and teacher judgement to assess children's progress in this area of the curriculum.

Three examples of Health and Wellbeing assessments are stored in children's assessment folders.

Transition

As part of our transition programme with Hamilton Grammar School, children in Primary 7 participate in creative and collegiate tasks over the year to prepare them to move onto secondary school. Tasks can include making posters, fact files and presenting information through a presentation as well as participating in challenges set by subject specific teachers.

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