Statement on Assessment, Tracking and Monitoring of Achievements and Attainment

Context

Assessment is learner centred. Within the context and philosophy of Curriculum for Excellence, the central principle of assessment is for the learner to be able to show through the experiences and outcomes what they can do.

Learner: Through experiences I can show that I can...... (BTC5)

Assessment focuses on the application of standards and expectations of each learner's progress and achievement in

- Knowledge and understanding
- Skills
- Attributes and capabilities

Assessment also concerns breadth, challenge and application of learning. (BTC5)

Assessment approaches should help learners to show their progress through the levels and enable them to demonstrate their achievements in a range of ways which are appropriate to learning. For learners to demonstrate that their progress is secure and that they have achieved a level, they will need opportunities to show that they:

- have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum
- can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- can **apply** what they have learned in new and unfamiliar situations.

What changes?

- Terminology – from 5-14 levels to CfE levels Developing, Consolidating and Secure
- Removal of 5-14 criteria
- The range of ways in which assessment is carried out in every task and assignment (say, make, write, do...)
- The emphasis on skills
- The involvement of the learner in assessment and learner choice in assessment
- The requirement of learners to articulate their strengths, next steps, capabilities etc.

Definitions and Application

Overall definitions of D C and S on Reports

Developing

The pupil has started to engage in the work of the new level and is beginning to make progress in an increasing number of outcomes for this level.
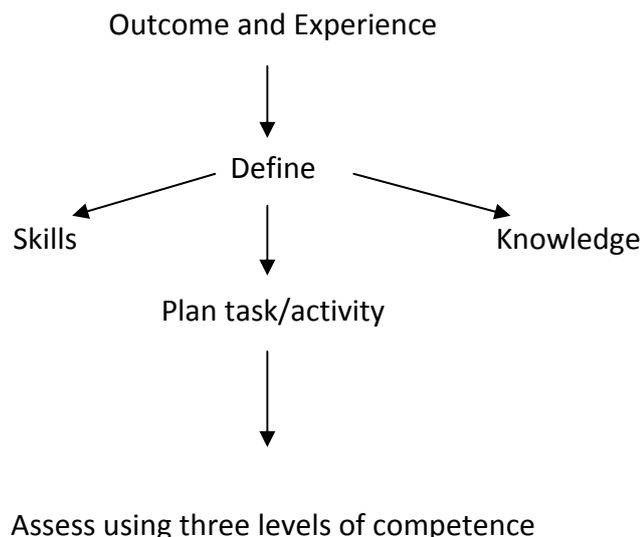
Consolidating

The pupil has achieved a breadth of learning across many of the experiences and outcomes for the level and can apply what he/she has learning in familiar situations. The pupil is beginning to undertake more challenging learning and to apply learning in unfamiliar context.

Secure

The pupil has achieved a breadth of learning across almost all of the experiences and outcomes for the level, including any significant aspects of the curriculum area and has responded consistently well to the level of challenge set out in these experiences and outcomes. The pupil has moved forward to more challenging learning in some aspects and has applied what he/she has learned in new and unfamiliar situations.

Outline for definition of D C and S for class assessments

Outcome and Experience

Define

Skills   Knowledge

Plan task/activity

Assess using three levels of competence

Developing

The learner is **either** proficient in one or two of the skills in the Experience/Outcome **or** is gaining elementary proficiency across all the skills in the Experience/Outcome. Assessment can identify strengths and but there is a significant number of next steps.

The learner has some knowledge required for the task/activity but the bulk of the knowledge is still to be acquired as has understanding.

Consolidating

The learner is **either** proficient in half or more of the skills in the Experience/Outcome **or** is gaining proficiency across all the skills in the Experience/Outcome. Assessment can identify strengths and next steps.

The learner has some of the knowledge required for the task/activity and can demonstrate around half the knowledge required. The learner shows some understanding of the knowledge required.

Secure

The learner is proficient in all or almost all of the skills in the Experience /Outcome. There are few if any Next Steps other than to continue with this high standard of work or to apply skills in a more demanding context.

The learner has a sound grasp of the knowledge required for the task/activity and of its place in the wider context of knowledge. The learner demonstrates understanding of this knowledge and, where appropriate, can evaluate it.

Further work is required on

- National development of NAR
- Ensuring a consistent standard

Tracking and Monitoring of Achievements and Attainment

Secondary

The following are tracked

- Performance - present grade

- From performance – target setting
- Ratings on a 1-4 scale tracking homework, effort and behaviour

Tracking and monitoring of attainment will take place through monthly tracking and monitoring on Click and Go.

This information is reviewed by PTs for discussion with colleagues.

All pupils are then reviewed monthly in the 3-18 pupil support meeting. Individual pupils are targeted for praise or intervention with feedback to all staff on praise or concerns and who is taking what action.

Class teachers can 'drill down' into individual attainment to monitor individual performance in their own class against performance in other classes.

Data from tracking and monitoring is used to compile reports for parents – one interim report with performance and ratings and one full report with performance, rating and comment.

There is a whole school approach to tracking achievement through class teachers, Departmental and Faculty activities and tutor groups. We piloted S1/S2 tracking of achievement on Click and Go – and will evaluate, once *Skillsbook* is complete, which system is better for our pupils.

Pre 5 and Primary

Baseline assessments take place

- Pre 5 – Argyll and Bute Baseline Assessment – appropriate to stage
- P1 – Argyll and Bute Baseline Assessment - appropriate to stage
- P2 – Argyll and Bute Baseline Assessment - appropriate to stage
- P3 – WRAPS (Word recognition and phonics)
- P4-S2 Suffolk Reading Test

On-going Assessment – end of unit assessment in Maths, pre and post topic assessments (varied assessment methodology)

Daily monitoring and tracking of progress take place by class teachers – who maintain records of progress and attainment.

Pupils' progress is discussed at weekly staff meetings and plans for intervention or praise are made and shared.

Achievement is tracked in Learning Logs, shared with parents on a weekly basis and celebrated at primary assemblies and whole school achievement assembly.