



Pierowall Junior High School

Head Teacher: Mr Ally Sangster

Policy

Assessment & Reporting Policy

June 2004

The 5 – 14 Assessment guidelines describe the assessment process as having five interrelated elements:

- **Planning** knowing and sharing what is to be learned
- **Teaching** assessment as part of effective teaching and learning
- **Recording** summarising success and progress
- **Reporting** providing useful feedback
- **Evaluating** using assessment to evaluate teaching and learning

Planning

The main purpose of assessment is to improve learning. For assessment to be effective it must be seen as an integral part of the planning process and should feature in term plans, year plans and in course outlines.

A variety of assessment methods both formal and informal must be used. These will include checking written work, observing activities and discussing with pupils. Pupil self-assessment is motivating for pupils and provides insight for them on the need to improve.

Teaching

Teaching should be informed by assessment information. Assessment will focus on the objectives of a programme of study / unit of work and should indicate pupil progress in reaching these objectives. The information gained will be used to;

- Monitor pupil progress
- Evaluate success of tasks / strategies
- Identify next steps in learning

- Primary 1 – 7 May
- Secondary 1 – 4 Spring or Summer Terms

These reports will form the basis for consultation with parents. Parents will have the opportunity to add points for discussion at the parents evening. The joint list of issues will form the agenda for the parents evening.

Secondary pupils will have an opportunity to comment on their performance in the report.

Evaluating

Assessment information will be used to evaluate the effectiveness of teaching and learning thereby promoting quality in education. Evaluation will take place at regular intervals e.g. at the end of a unit or block of teaching.

Factors to be considered should include:

- The relevance of and appropriateness of the teaching and learning objectives
- The success of the teaching strategies
- The appropriateness of the tasks and activities
- The progress of individuals, groups and the class

Evaluation evidence might include:

- Summaries of progress of individuals, groups and the class
- Folios of pupil work
- Self evaluation using Quality Indicators
- National test results

Feedback to pupils

Pupils will be given regular feedback on their progress day by day and over time. Written comments where appropriate will identify success and offer constructive comment for future learning:

- tasks should be clearly explained to pupils so that they know what is expected of them
- comments oral and written should be positive and constructive
- pupils should be encouraged to check, redraft their work
- teacher comment should start a dialogue with a pupil
- work should be displayed and “published” as often as possible
- display, “published” work should normally be redrafted to take account of formal errors but also to reflect criticisms made by the teacher and others
- written teacher comment is important as a tool for improving pupil work

Research shows that a large amount of written teacher comment does not lead to an improvement in pupil performance because it does not engage the pupil and teacher in a dialogue about the work in question. Research shows also that giving a mark only is less motivating than giving a comment and also that giving a mark and a comment is much less motivating than simply giving a mark.