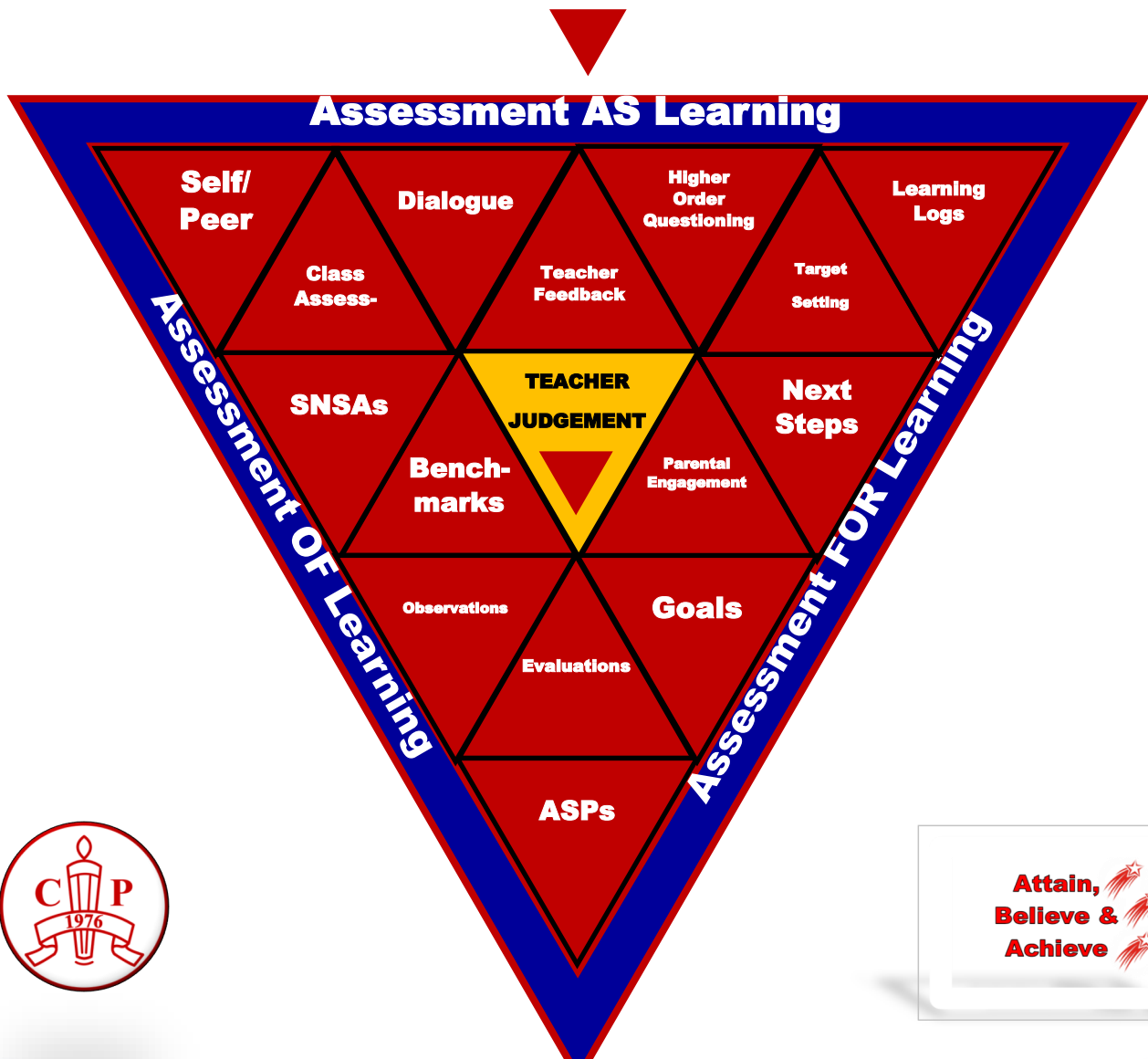


Attain,
Believe &
Achieve



What Does Assessment Look Like At Crosshouse?

Teacher professional judgement is the key measure of children's progress. It is these judgements that take account of all aspects of a child's literacy and numeracy skills over the course of the full school year.



Attain,
Believe &
Achieve



Happiness Excellence Achievement Respect Together





Why Do We Assess?

'The Scottish Government wants children to become successful learners, confident individuals, responsible citizens and effective contributors.

To find out whether we are achieving these aims, we need to gather information across the full span of children's learning, from the early years, through to the point where they leave school. This information will tell us how children are progressing individually, as well as at school, local and national levels.

Teachers will use the information to make decisions about next steps in learning, both for individual children, and in terms of the particular approaches and interventions they use in the classroom.'

'The vast majority of evidence teachers consider when making their judgements is gathered frequently and informally.'

This ongoing assessment can take the form of:

- ◇ Children assessing their own work,
- ◇ Children Assessing the work of others
- ◇ Teachers asking questions
- ◇ Teachers observing children working
- ◇ Teachers commenting on children's work.

More formal assessment can include:

- ◇ Projects
- ◇ Class Tests
- ◇ Question Papers
- ◇ Standardised Assessments
- ◇ SNSAs - Scottish National Standardised Assessments

How Do We Assess?

What Should We consider?

'Teachers will draw on all assessment data when deciding whether the children in their class have achieved the Curriculum for Excellence level.'

Excellence Levels

Level	Stage
Early	Early The pre-school years and P1, or later for some.
First	First To the end of P4, but earlier or later for some.
Second	Second To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior Phase	S4 to S6, and college or other means of study.

Achievement of a Level - Professional Judgement

When making termly judgements, we consider whether learners are on track to achieve the levels outlined below (amber) by the end of the current session. Please note some learners may achieve levels earlier (green) or later (red) than the timescales indicated.

By end of session	At Risk of Underachieving	On Track to Achieve	Working Beyond Minimum Level Required
Anti-Pre	N/A	E1	> E1
Pre School	≤ E1	E2	> E2
Primary 1	≤ E2	E3	> E3
Primary 2	≤ E3	F1	> F1
Primary 3	≤ F1	F2	> F2
Primary 4	≤ F2	F3	> F3
Primary 5	≤ F3	S1	> S1
Primary 6	≤ S1	S2	> S2
Primary 7	≤ S2	S3	> S3