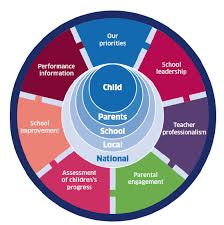
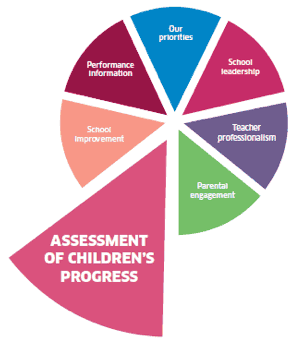
Edinburgh Learns

BGE Assessment & Moderation Framework

****

*Our Goal:-*

*The Best Teaching and Learning for Every Learner*

# Contents

1. Aims & Rationale
2. What are the purposes and principles of assessment?
3. Range of Assessment Approaches
4. Reporting on progress and achievement
5. Moderation as a Key Strategic Action
6. Tracking Learners’ Progress
7. Proposed Support and Actions

Appendix 1- Guidance on the Administration of SNSAs

Appendix 2- How to set up your Assessment & Moderation Strategy

Appendix 3 –Primary & Secondary Case Studies/Quality Calendar for Assessment & Moderation

## Aims & Rationale

Our goal is for all Edinburgh’s children to thrive and take their place as highly skilled workers in a world-class city of learning. To achieve this, they must develop excellent skills for learning, life and work, regardless of barriers. It is a vision that is both ambitious and inclusive.

The City of Edinburgh Council is committed to the delivery of a high-quality education service for all children and young people, and to working in partnership with parents and communities. A culture of continuous improvement underpins improvement activity and is the responsibility of all staff working within schools and centres, supported by the Quality Improvement Service.

It is the aim of every teacher and early years practitioner to deliver high quality teaching, learning and assessment. It is the single most important feature of the reflective practitioner and the aspect that is kept under constant review as staff strive to improve skills. This includes effective use of assessment, planning, tracking and monitoring of learners’ progress.

## Excellence in Learning, Teaching and Assessment

Guidance from Education Scotland (How Good is our School?4, How Good is our Early Learning and Childcare, and How Good is Our School) clearly describes the key features of learning and teaching that should be visible in classes and playrooms.

To establish excellence across City of Edinburgh, the following Quality Indicator and key themes have been used to inform the guidance within the Assessment and Moderation Framework, with particular focus on the themes of **Effective use of Assessment and Planning, Tracking and Monitoring.** You may find the Features of Highly Effective Practice & Challenge Questions helpful in supporting self-evaluation of these aspects of practice.

**Quality Indicator 2.3, Learning, Teaching and Assessment**

* Learning and engagement
* Quality of teaching (HGIOS?4) or interactions (HGIOELC)
* **Effective use of assessment**
* **Planning, tracking and monitoring**

## Edinburgh Learns: A Strategy to Raise Attainment for All

## This framework is also informed by the Edinburgh Learns Improving Quality in Learning (August 2018) & Teaching and Learning (October 2018) frameworks.

## What Really Matters?

## Your analysis and intervention to help every learner make the best possible progress, based on a range of evidence.

## What are the purposes and principles of assessment?

## Why do we assess?

## to involve, engage and support young people in their learning

* to ensure progression in learning is in line with expectations that are appropriate to the learner

## to summarise and share progress with the learner and parent/carer

* to plan appropriate next steps in learning which meet individual learner’s needs and identify how to get there
* to ensure learners receive appropriate support and challenge in learning

## What do we assess?

## Ethos and life of the school as a community

## Curriculum areas and subjects

## Interdisciplinary learning and opportunities for personal achievement.

## Assessment will focus on the application of standards and expectations of each learner’s progress and achievement in:

## Knowledge and understanding

## Skills

## Attributes and capabilities

## The Broad General Education up to, and including, Curriculum for Excellence Fourth Level.

## When should we assess learners’ progress?

## As part of ongoing learning and teaching

## Effective ongoing assessment is about establishing where young people are in their learning. Teachers do this by observing learners, looking at what they say, write, make and do and by considering how they answer questions. It is important to use this evidence to provide useful feedback, adapting learning and teaching approaches to meet learners’ needs.

## Periodically (from time to time)

## From time to time, teachers need to take stock of learners’ progress in order to be able to plan ahead and to record, and report, on progress. This is vital in ensuring that learners’ progress is on track and that action is being taken to address any problems at the earliest point. This relates to broad standards and expectations, for example deciding whether a Curriculum for Excellence level has been achieved and involves evaluating a range of evidence over time. It can be carried out in a number of ways, weighing up all relevant evidence, taking account of breadth, challenge and application of learning, through the creation of high quality assessments.

## At Transitions

## Well-planned and effective transition arrangements are fundamental to maintaining young people’s progression within Curriculum for Excellence.

**How do we plan for learning, teaching and assessment?**

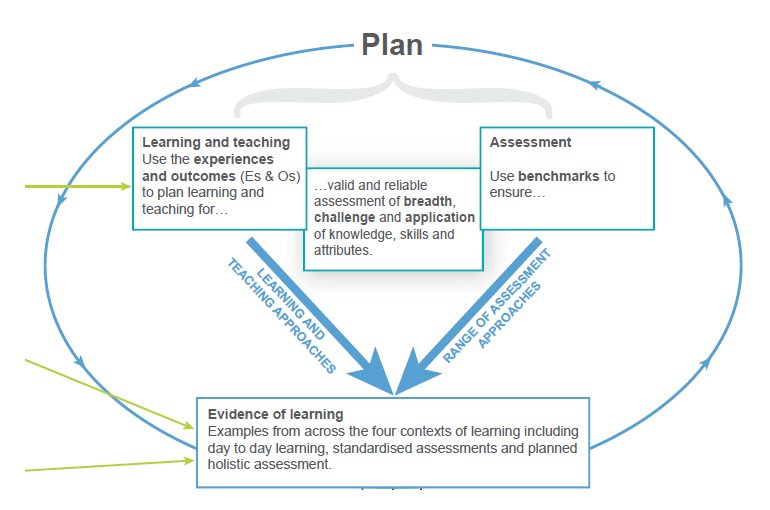
Teachers use two key resources which teachers to plan learning, teaching and

assessment:

* Experiences and outcomes (with CEC Progression Pathways to provide detail)
* Benchmarks – to provide guidance on the standard against which to assess

**Ensure:**

* Collegiate planning to ensure shared understanding of standards, expectations and pedagogy
* Breadth, challenge and application in planned learning experiences
* Personalisation and choice to meet the needs of individuals
* Challenge
* A range of evidence of approaches and evidence to provide rigour in professional judgements.
* No significant gaps in learning which could impede progress when learners are progressing through a level.



Each school will continue to declare Curriculum for Excellence Levels achieved in Literacy (Reading, Writing, Listening/Talking) and Numeracy. These will be collected centrally and reported to Scottish Government, at the end of each session. In addition, we will gather data predictions for the following:-

* **P1, 4, 7 & S3 (3rd level or better, 4th level or better) % of Learners On-Track/Not on Track for Reading, Writing, Listening & Talking and Numeracy**

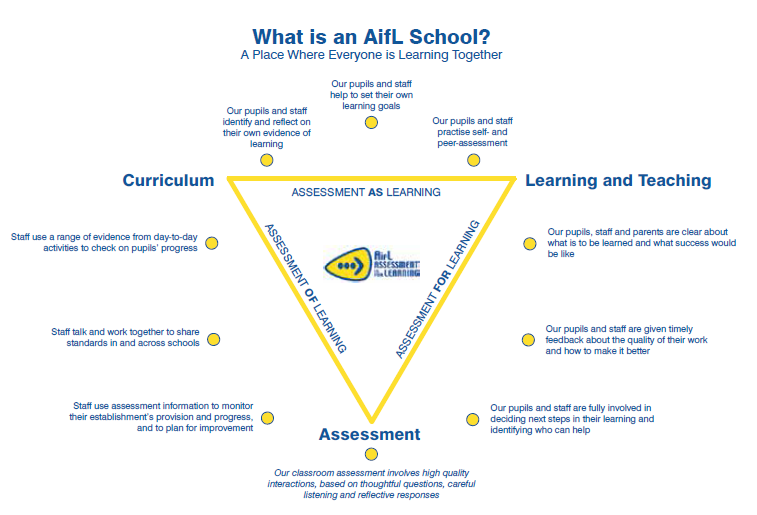
Using either:-

* **The EDICT Export Summary Data function or**
* **By completing an Excel Spreadsheet, which will be provided to schools who are not yet using EDICT.**

Each Session, you will be asked to submit your predictions by the end of :-

* **November and March with finalised levels being entered into Seemis by the end of May**
* **Please ensure that provision for this activity is considered within your Working Time Agreement Negotiations**

**What range of assessment approaches can I use to assess progress and inform next steps?**



### Formative Assessment for Learning

Within Schools: clear, agreed expectation of the key features of highly effective practice which should include:

* A positive, supportive ethos, in which the ‘story’ of each learner, particularly those living in poverty or who are care experienced, is taken into consideration
* Structured, well-paced lessons, which include starter and plenary
* Clear learning intentions and co-constructed success criteria
* Planned opportunities for quality individual, paired and collaborative group work
* Opportunities for children and young people to discuss and evaluate their learning, and ‘lead the learning’
* Effective use of formative assessment approaches, particularly skilled use of questioning and feedback; and summative assessment
* Assessment as an integral part of learning and teaching used effectively to plan high quality learning experiences for all children and young people

Within ELC centres: clear, agreed expectation of the key features of highly effective practice which should include:

* An environment where children are actively involved in learning through spontaneous play opportunities, well planned, purposeful play and through relevant real-life experiences
* An environment built on positive, nurturing and appropriately challenging relationships
* Children being listened to and encouraged to talk about their learning and achievements
* Observations that take place naturally during everyday activities and interactions
* Practitioners making sound judgements about children’s progress and responding quickly to ensure learning opportunities meet the needs of individuals
* Assessment as an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children

Providing high quality learning and teaching supports better outcomes for all children and young people but particularly for those from disadvantaged backgrounds. Formative assessment (or Assessment for Learning) approaches are part of high quality learning and teaching. We also know that high quality feedback supported by quality dialogue helps learners develop an understanding of their learning and what they need to do to progress.

### Summative assessment Summative assessment is assessment which evidences progress. Say, write, make and do

assessment activities can all be forms of summative assessment. Summative assessment is often

used to evaluate learning at the end of a topic or unit by comparing performance against a standard or benchmark.

Summative assessment may include:

* Observing learner performance at a defined point in their learning
* Specifically designed assessment tasks
* Tests and examinations
* Assessment of Completion of a project
* Portfolio review
* Demonstration
* Composition
* End of unit/topic assessment
* Standardised assessments

### High Quality Holistic assessment

Holistic assessment is an approach which bundles Experiences and Outcomes together into a well-designed assessment task to support evaluation of learner progress. The selected Experiences and Outcomes should link concepts appropriately. This efficient approach is beginning to be used more widely in schools and centres. Holistic assessment is an example of a type of summative assessment.

Key features of holistic assessments are that they:

* Require the learner to draw on learning from a range of Experiences and Outcomes across different organisers at the appropriate level (BREADTH)
* Promote higher order thinking skills such as analysing, creating and evaluating (CHALLENGE)
* Demonstrate application of learning in new and unfamiliar situations (APPLICATION)
* Are efficient and tackle bureaucracy

### Standardised assessment

The purposes of standardised assessments are:

* To provide diagnostic information for practitioners to inform the planning of next steps in learning
* To inform practitioners’ judgements about a child’s progress, strengths and develop needs
* To provide a benchmark of a child’s learning against a standardised score
* To produce a snapshot of a learner’s achievements at a point in time

Within City of Edinburgh Council, every child in P1, P4, P7 and S3 undertakes national standardised assessments covering aspects of reading, writing and working with numbers. The assessments are designed to measure a portion of the Curriculum for Excellence curriculum in Literacy and Numeracy and are adaptive. Assessments are completed online and automatically marked by the system, giving practitioners immediate feedback to inform learners’ progress. It is essential that the right conditions for engagement are created in order that each learner can engage in a positive and equitable manner.

**Schools can decide when is best for their learners to engage in these assessments, providing they have a sound rationale for doing so. This should be specified in the school’s overall Assessment Policy.**

Further information can be found in the Scottish Government document ‘Assessing Children’s Progress: A Guide for Parents and Carers’:

<https://www.education.gov.scot/parentzone/Documents/parent-leaflet-assessing-progress.pdf>

As standardised assessments are a ‘one-off‘ event, careful consideration needs to be given to the extent to which the results reflect the ongoing assessment of a learner’s progress. It is essential to remember that aspect of assessment is a small piece of a much larger range of evidence upon which practitioners will make professional judgements.

Once data is gathered, staff should consider the following:

* What are the reasons for the performance?
* How closely do the results reflect expectation based on classwork and formative assessment?
* Have some learners exceeded expectation? Does pace/level of challenge need to be increased for this group of learners?
* Have some learners performed less well than expected? What action needs to be taken? Is further support required?
* Have any patterns emerged across the cohort which may support planning for next steps for larger groups or individuals?
* Schools may also choose to use standardised assessments at other stages to allow them to track learners’ progress, plan and measure the impact of interventions, etc.

**Operational Guidance on Administering the SNSAs can be found at Appendix 2 of this document.**

**Think about ...**

* To what extent is there a balance in the types of assessment being used to support learning?
* What evidence have you gathered that may be considered Formative assessment? Summative assessment?
* Have you created and used any holistic assessment tasks with your learners? What evidence did they provide?
* How will you use standardised assessment data to inform teacher professional judgement?
* What range of assessment is being used to gather evidence of progress? How will you use gathered assessment evidence to plan a learner’s next steps?

**Reporting on progress and achievement**

Reporting has two main purposes: it should provide clear, positive and constructive feedback about young people’s learning and progress looking back on what has been achieved against standards and expectations; it creates an agenda for discussions between learners and those teaching and supporting them about their next steps in learning. Learners should be encouraged and supported to be involved in deciding what evidence may be drawn upon to inform reporting, irrespective of where the learning takes place.

**What language should be used to report on progress within a level? (Primary)**

#### W Working within the level: a few of the experiences and outcomes achieved

**P Progressing within the Level:** around half of the appropriate range of experiences and   
 outcomes achieved

**A Achieving the Level:** a significant number of experiences and outcomes achieved within   
 the working level

Within Secondary Schools, the following is used:-

#### W Working in the level: a few of the experiences and outcomes achieved

**P Progressing in the Level:** around half of the appropriate range of experiences and   
 outcomes achieved

**How do our schools track progress?**

We need to track the progress of our learners to:

* support our teacher judgement decision for achievement of a level
* inform next steps (particularly at key points of transition)
* help us report to parents & carers
* know whether learners are on track (particularly with literacy and numeracy)
* identify those who are not on track and plan interventions to support their progress
* specifically consider learners through equity (eg SIMD 1 and 2, FMR, care-experienced, ethnicity, disability, young carers, EAL), removing potential barriers to learning, including this which are poverty-related.
* Ensure that we can evidence the attainment of individual learners, cohorts of learners over time, at a glance. This should also support analysis of whole-school attainment trends over time.

City of Edinburgh have developed an electronic tracking system (EDICT) for Primary and Secondary sectors to ensure rigorous approaches to tracking and monitoring of pupils’ progress and attainment trends over time.

**Key Strategic Actions**

**Moderation as a key strategic action**

**Moderation takes place at local, regional and national levels, including:**

* Teachers and practitioners at the same curriculum level
* Across a school or setting
* Across a group of schools/settings
* Within local authorities
* Through regional groups
* Via national groups

**Moderation is most effective when:**

* It is built on a culture of professional dialogue, support and risk-taking
* The process is planned, resourced and reviewed
* Learning about the process is recorded for wider application across the school
* There is a facilitator or co-ordinator
* It is fully supported by school leadership teams

**Moderation consists of six phases:**

1. Planning for moderation
2. Clarifying and extending practitioner knowledge of curriculum content; learning, teaching and assessment processes
3. Collecting evidence of learning
4. Analysing the evidence
5. Interpreting and sharing evidence
6. Continuing and reviewing moderation processes

In City of Edinburgh, QAMSOs will support the local authority Assessment Coordinator and Learning, Teaching and Assessment Leads in professional learning focused on Moderation practice. This can be at schools, centres, cluster, locality or practitioner levels. The local authority will also provide advice, and professional learning, on how best to engage with the Curriculum for Excellence Benchmarks, on types of moderation activity to fit different learning needs and contexts and continue to provide support for Moderation using trained staff. Links to the support materials, referred to in the local authority Assessment & Moderation professional learning are as follows:

[Moderation Sessions Plan](https://cityofedinburgheducation.sharepoint.com/:b:/r/sites/EdinburghLearns/teachingandlearning/Shared%20Documents/Assessment%20and%20Moderation/Assessment%20and%20Moderation%20Support%20Materials/Moderation%20Sessions%20Plan.pdf?csf=1&web=1)

[Practitioner Moderation Template](https://cityofedinburgheducation.sharepoint.com/:w:/r/sites/EdinburghLearns/teachingandlearning/Shared%20Documents/Assessment%20and%20Moderation/Assessment%20and%20Moderation%20Support%20Materials/Practitioner%20Moderation%20Template.docx?d=wdb0007a7f82e4f0e84ce1cdd3f33b672&csf=1&web=1)

[Practitioner Moderation Template (Example)](https://cityofedinburgheducation.sharepoint.com/:w:/r/sites/EdinburghLearns/teachingandlearning/Shared%20Documents/Assessment%20and%20Moderation/Assessment%20and%20Moderation%20Support%20Materials/Practitioner%20Moderation%20Template%20(Example).docx?d=w11de4e43e95b4884b5dbfadb9fd5ab9d&csf=1&web=1)

[Facilitator Moderation Guidance](https://cityofedinburgheducation.sharepoint.com/:w:/r/sites/EdinburghLearns/EdinburghLearnsAtHome/Teaching%20and%20Learning/Assessment%20and%20Moderation/Facilitator%20Moderation%20Guidance.docx?d=w4e24c378fa4f49f5a7164c0b7c3c5893&csf=1&web=1&e=asyarU)

[Facilitator Moderation Template](https://cityofedinburgheducation.sharepoint.com/:w:/r/sites/EdinburghLearns/teachingandlearning/Shared%20Documents/Assessment%20and%20Moderation/Assessment%20and%20Moderation%20Support%20Materials/Facilitator%20Moderation%20Template.docx?d=w10bde165a7c24c9488b54f29e448f7e9&csf=1&web=1)

[Facilitator Moderation Template (Example)](https://cityofedinburgheducation.sharepoint.com/:w:/r/sites/EdinburghLearns/teachingandlearning/Shared%20Documents/Assessment%20and%20Moderation/Assessment%20and%20Moderation%20Support%20Materials/Facilitator%20Moderation%20Template%20(Example).docx?d=w9883582a96d64eb798e3bcf59894dd0b&csf=1&web=1)

[Play Observation Overview](https://cityofedinburgheducation.sharepoint.com/:w:/r/sites/EdinburghLearns/teachingandlearning/Shared%20Documents/Assessment%20and%20Moderation/Assessment%20and%20Moderation%20Support%20Materials/Play%20Observation%20Overview.docx?d=w8e5122fb1e9546d5925d72b1efc4600d&csf=1&web=1)

[Play Based Moderation Cycle Reflective Questions](https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/teachingandlearning/Shared%20Documents/Assessment%20and%20Moderation%20-%20Support%20Materials%20and%20Professional%20Learning/Assessment%20and%20Moderation%20Support%20Materials/Play%20Based%20Moderation%20Cycle%20Reflection%20Questions.docx?d=we2cf4f2d4a28400eb5b7e3b74afa5a47)

## Assessment approaches should be fit for purpose. Your school’s assessment strategy should ensure approaches are valid, reliable and proportionate. (See Appendix 5 for Example Template)

## Professional judgements about the progress of learners should be based on a variety of approaches considering a range of evidence. In designing learning discussions, tasks and activities consider the following questions:

## Is the assessment experience directly linked to the experiences & outcomes and benchmarks?

## What sources of evidence will we use?

## How will we remove barriers to learning and achievement? Do the conditions for engagement and resources remove poverty-related barriers and ensure equity for all learners?

## Are learners clear about what they need to do?

## How will we share, discuss and agree expectations with learners?

## How will we share expectations with colleagues and others involved in assessment?

**Roles & Responsibilities**

The following states the core responsibilities of practitioners within schools, and the Education Authority towards ensuring effective assessment and moderation:

The Local Authority will:

* Provide guidance to schools in line with National Policy and research.
* Provide an electronic tracking system for each school.
* Provide professional learning for QAMSOs and ensure links with professional associations.
* Provide a suite of resources to support cluster, school and faculty moderation activities stored on SharePoint.
* Regularly review the CEC Assessment and Moderation Framework document (BGE).
* Provide professional learning for Senior Leaders, identified Cluster Assessment, Literacy and Numeracy Coordinators, and other interested practitioners, on how to support and facilitate the delivery of high-quality professional learning on moderation, working collaboratively with the Edinburgh Learns Teaching and Learning Team (three inputs per school session).

Schools will:

* Ensure two cluster CAT sessions in the year are opportunities for staff (primary and secondary) to engage in activities to support the moderation of Literacy and Numeracy and that this is fully considered in discussions around working time agreements.
* Ensure provision is considered for identified practitioners to attend the Local Authority professional learning sessions on Moderation, in discussions around working time agreements.
* Be able to seek and obtain support from trained staff for their Cluster CAT moderation sessions as necessary.
* Encourage and enable all staff to increase their engagement with the Benchmarks to support planning of learning, teaching and assessment and support their own professional judgements on achievement of a level.
* Encourage all staff to increase their engagement with the Benchmarks to achieve a shared understanding of national standards.
* Provide time for professional dialogue and collegiate working to plan for learning, teaching and assessment, as appropriate.
* Ensure appropriate arrangements are in place to support the delivery of SNSAs
* Discuss arrangements for the delivery of SNSAs with Parent Councils.
* All parents and carers should be provided with information about the planned arrangements for SNSAs within their child’s school. School websites and handbooks should be updated to include this information.
* Maintain an electronic tracking system to track and monitor pupils’ progress and attainment trends over time.
* Report to parents & carers about their children’s progress using plain language, clearly understood by all stakeholders.

Teachers will:

* Use Curriculum for Excellence Experiences & Outcomes when planning teaching, learning experiences. Assessment experiences for pupils should also be planned at this point supported through engagement with the Benchmarks.
* Use a range of approaches to assessment: formative, summative, holistic, standardised.
* Ensure a focus on breadth, challenge and application.
* Use assessment information to inform next steps in learning and teaching to ensure appropriate support and challenge for learners.
* Gather evidence of learners’ progress from a range of sources across the four contexts for learning: the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning, opportunities for personal achievement.
* Engage learners in the assessment process, including involving them in choosing and developing assessment approaches.
* Maintain records of pupils’ assessment information in line with the schools Assessment & Moderation Strategy.
* Engage in Moderation activities/professional learning with consideration given to Working Time Agreements.

# Appendices

**Appendix 1**  
  
  
**Guidelines for the Administration of SNSAs.**

**1. PURPOSE**

## The aim of this guide is to give advice and support to City of Edinburgh schools on implementing Scottish National Standardised Assessments (SNSAs). It should be read in conjunction with current Scottish Government SNSA Guidance and City of Edinburgh BGE Assessment and Moderation Framework.

## 2. SCOPE

The information in these guidelines is for City of Edinburgh schools, partner services and agencies who are involved with assessment arrangements:-

* Head Teachers
* Lead practitioners for assessment arrangements
* Curriculum Leaders, class or subject teachers
* Support for Learning teachers / Additional Support for Learning Team members
* Psychological services

## It provides guidance for staff in supporting assessment arrangements in Scottish National Standardised Assessments.

## 3. DEFINITIONS

SNSA – Scottish National Standardised Assessments

SLT – Senior Leadership Team

CfE – Curriculum for Excellence

BGE – Broad General Education

The Orb – City of Edinburgh Intranet

IT – Information Technology

ASN – Additional Support Needs

## 4. ACTIONS

Head teachers should ensure that:

* All staff are familiar with aims and rationale for their school’s assessment strategy, including engagement with SNSAs.
* SNSAs should be considered within the wider context of assessment for learning.
* Appropriate time for planning, analysis and professional action is included within the Working Time Agreement and reviewed each session.
* Operational guidance including timing, use of IT and arrangements for supporting learners with ASN and EAL is reviewed regularly.
* Ensure arrangements for the delivery of SNSAs is discussed with Parent Council.

## 5. BACKGROUND

### Formative, Summative and Standardised methods of assessment

Schools should use all available assessment information, including formative and summative, to track children’s progress. Please see the Edinburgh Learns BGE Assessment & Moderation Framework for exemplification of these terms.

The information gathered through standardised assessments should be used as part of a suite of information, regarding learners’ progress to inform learning and teaching. Standardised assessments can provide a detailed breakdown of a child’s ability in Literacy and Numeracy. Together with assessments from day to day learning, and other assessment tasks or activities, standardised assessments can provide a detailed picture of learners’ progress.

### Scottish National Standardised Assessments (SNSA)

The aims of national standardised assessments are to:

* Assess progress in skills and knowledge in reading, writing and numeracy.
* Assess pupils in P1, P4, P7 and S3 in line with nationally developed, and understood, expectations.
* Provide individual, diagnostic reports on each child’s and young person’s progress, based on an on-line and adaptive assessment.
* Contribute to, and support, teachers’ professional judgment.
* Provide standardised scores - consistent national reference points
* Promote Equity and Inclusion by allowing all pupils to be fairly assessed, no matter their background, experience, additional support needs or level of ability.
* Be administered at a time of the teacher and school’s own choosing in line with guidance from the Local Authority and the school’s Assessment Strategy.

Within City of Edinburgh schools, all children in Primary 1, Primary 4, Primary 7 and S3 will participate in Scottish National Standardised Assessments in literacy and numeracy.

Scottish National Standardised Assessments are not designed to be used as an assessment for achievement of a level. They must be seen as one piece of assessment information and used with other assessment data to track children’s progress and inform the next steps in learning.

The main aim of standardised assessments is to inform learning and teaching. The overall data will be used as part of corporate performance reporting, together with a range of other performance information provided by schools.

SNSAs are online, adaptive assessments using a cloud-based platform. The adaptive element means that questions are assessed in groups of ten resulting in the following questions being adapted to suit the ability of the child.

### Administering SNSAs

All assessment should inform planning for next steps in learning.

Senior Leadership Teams must ensure that teacher workload is not affected by carefully timetabling their implementation as part of the Working Time Agreement and School Quality Assurance Calendar. All training associated with the implementation and interpretation of SNSAs must be carried out within the parameters of the 35-hour week.

Schools should ensure IT equipment is at full capacity and that support is available should problems occur. Support staff should be timetabled to work with individual pupils if required.

A positive and supportive ethos should be established to ensure each child can give their best possible responses. This may include withdrawing small groups who benefit from support rather than testing in whole class situations.

Assessments are not time-barred, however are expected to last approximately 45 minutes. Teachers should ensure that children are encouraged to try to answer questions to the best of their ability without missing any. Where questions are missed out, this is indicated in the analysis section.

SNSAs are designed to be inclusive so that all children can access them. Children with additional support needs should be provided with their normal classroom support in order to take part in the assessments. Support should not create an unfair advantage.

### Communication with Parents, Carers and hildren

All parents and carers should be provided with information about the planned arrangements for SNSAs within their child’s school. School websites and handbooks should be updated to include this information.

When communicating the results of SNSAs with children and parents, the information should be used to discuss strengths and next steps and there should not be an emphasis on the numerical score. Parents should be made aware that standardised assessments are part of assessment information; however no more weight should be given to this than any other assessment.

**Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG)**

These assessments were made available in December, 2018. Further releases of assessment content planned for March and July 2019 will optimise assessment adaptation and provide an opportunity to make any further improvements to the system, identified through ongoing user research and liaison with the Gaelic Medium Education sector. Teachers are encouraged to provide feedback as they become familiar with the system over the coming months.

### Reporting on Achievement of a Level

Although SNSAs are only one part of a suite of assessments, teachers are required to make decisions about progress through Curriculum for Excellence levels at various points for all learners, using the full range of assessment material available.

To ensure consistency across all schools and centres, the following definitions should be used:

**Primary**

#### W Working in the level: a few of the experiences and outcomes achieved

#### P Progressing in the Level: around half of the appropriate range of experiences and outcomes achieved

#### A Achieving the Level: a significant number of experiences and outcomes achieved within the working level

#### Secondary (using Edict)

#### W Working in the level: a few of the experiences and outcomes achieved

#### P Progressing in the Level: around half of the appropriate range of experiences and outcomes achieved

All ‘Achievement of a Level’ judgements should be based on the national guidelines and the range and depth of experiences offered to learners.

The broad expectations about progression through curriculum levels are shown below but must be tempered with other factors, such as additional support needs:

* the early curriculum level in the pre-school years and P1
* first curriculum level-to the end of P4
* second curriculum level-to the end of P7
* third and fourth curriculum levels-S1 to S3 (fourth curriculum level broadly aligns to SCQF level 4)
* the senior phase-S4 to S6, and college or other means of study

### Additional Support for Learning (ASL Act) and Equality Act 2010

Learners are covered by the Equality Act 2010: schools have a responsibility to be aware of their legal duties under the legislation to identify and deliver reasonable adjustments for disabled candidates. Advice about disability can be downloaded from <https://orb.edinburgh.gov.uk/directory/22/atoz/d>

Disability Head teachers’ guidelines - making reasonable adjustments for disabled learners in all Educational Establishments.

For example, schools should

• assume that they will have learners with a disability and plan accordingly.

• have in place procedures that identify disability and /or additional support needs.

• have evidence of the impact of the disability or additional support need in assessments

• reasonably support assessment arrangements to promote equality of opportunity

between disabled and non-disabled candidates.

## 6. RESPONSIBILITIES

## Jackie Reid

Strategic Lead Assessment & Moderation

Quality Improvement Education Manager

Communities and Families Department

Level 1/3

4, East Market Street,

Edinburgh

EH8 8BG

**Appendix 2**

**To set up your new Assessment and Moderation Strategy:**

* Discuss with stakeholders (parents/carers, pupils, partners) and agree timeline
* Audit current approaches to assessment and moderation, including consistency of AFL skills
* Consult Authority Guidance Framework
* Use template to draft strategy
* Consult again with stakeholders as above
* Publish on website
* Maintain and review regularly

### Example Template

### School Vision, Values and Aims

*Insert own Vision and Values statements*

### Overall aim of Strategy (What we are trying to do)

**Establishing A Culture for Effective Assessment and Moderation**

We know from current pedagogy and prior experience that positive relationships, clear vision and embedded values lead to effective learning and achievement. Values in our school are embedded and built upon, visible and talked about by pupils. I**n all aspects of learning** staff strive for very positive relationships, that are nurturing and inclusive, with learners and colleagues. We know that these relationships will promote higher engagement in learning and will lead to a culture whereby pupils can be supportive of one another and be motivated to learn.

In addressing the poverty related attainment gap and promoting achievement for all, our ethos and culture underpins our approach to learning, teaching and assessment. We:-

* Demonstrate the school’s Vision and Values statements through all professional actions, including the design of a contextualised curriculum
* Lead and promote of a model of collective responsibility in meeting learning needs.
* Ensuring all staff are aware of the professional responsibilities associated Assessment and Moderation
* Continue to value the importance of positive relationships/attitudes towards inclusion of all pupils regardless of their individual needs, or socio-economic status.
* Ensure our Equity statement which governs equal access to education, and fair treatment for all pupils, and their families, is shared widely across the school community.
* Continue to develop strategies to support learners with social communication needs.
* Have robust tracking and monitoring systems which seek to ensure that individual pupil progress, is carefully monitored, with well-considered interventions made where pupils are considered to be “off track” from expected levels of attainment. Assessment practices ensure approaches are manageable and purposeful, ensuing learners are fully involved. Our strategy ensures high expectations and attainment for all pupils, including those experiencing barriers to learning. This is to ensure Equity for all learners, including those affected by poverty and care-experienced pupils.

### Key Research Informing Practice

### (Insert relevant to own school)

*Relevant aspects from Local and National Priorities, BTC 5, How Good is Our School? 4, Info from SIF reports*

### Key Themes/Actions (How will we do it)

* Why do we assess?

Our assessment procedures are key to allowing all learners to know and understand their progress at various stages throughout the session. Using the feedback from assessments, learners will know what their next steps in learning are so that further progress and achievement can be planned for and fulfilled. Practitioners use assessment data to build a picture of each learner so that informed judgements on learner progress can be made then shared and moderated with other practitioners. Practitioners’ planning is informed by assessment data. This planning is shared with stakeholders at agreed points in the year so that interventions and actions can be put in place to ensure good progress is made for all learners. Our assessment strategy forms part of our whole school self evaluation approach and supports our practice in ensuring achievement and good progress for all learners.

* What do we assess?

We engage in a range of Formative, Holistic and Summative assessment procedures. Our assessment procedures are planned to assess progress in:-

* + Literacy and English
  + Maths and Numeracy
  + Health and Wellbeing
  + Other curricular areas using an holistic approach to assessment.
  + Planned interventions for pupils receiving additional support through PEF and Support for Learning interventions.
* When do we assess?

Our Assessment calendar is reviewed each year and can be flexible to meet the needs of all learners. Summative assessment should take place at the most relevant point in a teaching block to maximise the potential for informing next steps and supporting greater progress. Standardised Assessment will take place in the following stages:- (specify for your school). Practitioners should take account of timings so that the “added value” in learning can be measured robustly.

* How do we assess? (Types of assessment: - Formative, Summative, Holistic, Standardised)

List approaches specific to your school (Formative, Holistic)

Summative- Standardised assessments other than SNSAs

SNSAs at P1, 4, and 7

* How do we plan for assessment as part of learning and teaching?

Our staff team engage with data analysis to track pupils’ attainment at pupil, class and school level. Staff are regularly involved in dialogue to gather this information to determine current, and expected, levels of pupil attainment at individual pupil level. This informs next steps in learning and well-considered interventions to support pupils who are potentially under-attaining. (See Self-Evaluation Policy)

* There is a particular focus on providing additional interventions, using Pupil Equity Funding (insert PEF allocation), in order to close the poverty-related attainment gaps for pupils with FME and/or who live within areas within the lower SIMD deciles.
* A member of Senior Leadership Team (this will vary in each school) will have specific responsibility for tracking pupils who are currently affected by the Poverty-related attainment gap.

### Additional Features

### How do we engage the learners in assessment?

Pupils involved in planning of learning experiences.

Learning conversations to review progress and set targets for next steps in learning.

Sharing of learning with peers, including peer assessment approaches.

Sharing of learning with parents & carers, led by pupils.

Pupil leadership opportunities.

Pupils consulted re approaches to assessment and reporting to parents & carers

### How do we engage parents/carers and partners in assessment?

We share intended learning and assessment approaches.

We use plain language to report on pupils’ progress.

We make sure everyone understands the language we use to share assessment information.

We celebrate pupils’ successes.

Parents, Carers and partners are involved in working with pupils to agree learning targets.

### Roles, Remits, Responsibilities

Senior leaders, Staff, learners, parents/carers, partners- personalise to individual school.

### Arrangements for Quality Assurance and Review (How will we know we have been successful?)

### These are examples

* Planning/Milestones Dialogue Sessions.
* Tracking of all curricular areas using EDICT tracking system and ensuring full engagement with new Education Scotland Benchmarks.
* All staff engage with Attainment data.
* Sharing Classroom Practice, including peer assessment approaches (trio planning and delivery)
* Learning & Teaching Toolkit
* Autism Toolkit
* Education Endowment Toolkit
* CIRCLE Document
* Practical Enquiry approach to teaching and learning developments.
* Approaches as suggested by Educational Psychology e.g. Boxall Profile.
* Education Scotland Nurture Toolkit
* Individual Pupil Profiles maintained by Family Engagement Practitioner & Nurture Lead practitioner.

**Appendix 3**

**Primary Case Study**

There is an ongoing focus on high quality learning, teaching and assessment throughout the year which permeates the school Quality Assurance and Self-Evaluation calendar. There is an expectation that every child in our school should be capable of making at least a year’s progress if the right supports are in place and that this is done timely to ensure that no time is wasted within the learner’s journey throughout school.

Staff regularly look at and analyse whole school data throughout the school session to identify trends and patterns. This allows targeted supports and any curricular changes to be identified and implemented. Staff are asked to map their learners at the beginning of the year using a progress/achievement quadrants of learning diagram and to consider how they can move each of their learners forward throughout the year. Dialogue with previous teachers helps to inform this process and identified supports which are put in place. Staff participate in termly attainment meetings where they spend time considering further supports and challenge which require to be introduced for pupils and ensure that they are taking full account of any data, both summative and formative that they have gathered for their learners.

P3-P7 pupils undertake termly summative assessments in Reading and Maths in addition to SNSAs for identified year groups to provide additional information for staff to consider in their termly monitoring and tracking of pupils. This has supported staff in being more confident in the professional judgements that they are making and has supported them in critically questioning learners’ progress in the classroom in relation to the summative data gathered.

Pupils participate in learner conversations termly with the Senior Leadership Team where children share their work, thoughts and views on an identified focus. This involves them reflecting honestly on their experiences of learning and teaching within their classroom and sharing their views on how we can further develop and improve their experiences.

The Pupil Parliament participate in learning walks and survey pupils to establish strengths and areas for development. A recent example of this involved learners in focusing on our use of the Leuven Scale as a tool for engagement across the school. This provides a very honest and true account of how our learners view what is happening in their classrooms and allows realistic next steps to be identified, agreed and actioned.

Learners record specific pieces of work across the curriculum during a six week block twice a year in their Personal Learning Planning jotter. A strong emphasis is place on learners taking responsibility for target setting and self-assessment of their skills. This jotter then is viewed by parents over the course of an identified week where the learner and their parents are encouraged to discuss progress in learning. Pupils and parents are both asked to complete a reflection sheet based on their discussion of the work. This involves parents identifying areas which they feel would be beneficial for their child to work on and asks them to consider how they are going to support their child with those particular areas at home, ensuring home-school partnership.

Parent Consultations take place twice a year in October and March. Short learner reports are shared with parents in December and June which provide a holistic account of the child at those identified times.

Two Cluster CAT sessions take place annually to ensure that there is consistency in teacher professional judgements through moderation activities as well as providing opportunities for networking with colleagues and professional dialogue of any wicked issues between primary and secondary staff. This supports any changes which require to be made in the curriculum at all levels.

Moderation sessions take place at school level to ensure that staff have a good sense of progression across the school and not just at their level or stage. Staff spend valuable time moderating learner work within and across levels as well as moderating planning, teaching and assessment opportunities and teacher feedback. Staff have engaged in Learning Rounds and Learning Study in a variety of curricular areas to identify strengths and next steps in whole school practice and to provide valuable opportunities to learn from other colleagues.

Staff participate in a handover CAT session towards the end of the school year where they engage in professional dialogue with the next Class Teacher for their existing class. A strong emphasis is placed on teachers sharing a full picture of their learners including any individual programmes of work in place to ensure that there is a smooth and seamless transition for all learners.

Annual pupil and parent surveys are undertaken to establish strengths and areas of development in a range of areas of school life which feeds directly into the school’s improvement plan alongside teacher evaluation and agreed priorities.

**Sample Quality Calendar for Assessment and Moderation (Primary Example)**

|  |  |  |
| --- | --- | --- |
| TERM 1 | | |
| General: Learning Visits undertaken by SLT | | |
| August | September | October |
| ✓Sharing data & Moderation Meeting | ✓Meet the Teacher  ✓Reading Assessments (P3-P7)  ✓Maths Assessments (P3P7) | ✓ Parent Carer Consultations  ✓ Attainment meetings |

|  |  |  |
| --- | --- | --- |
| TERM 2 | | |
| General: Learning Rounds undertaken by all staff. Theme selected by staff based on school improvement priorities. | | |
| October | November | December |
| ✓Jotter Monitoring & Pupil Learning Conversations | ✓Cluster CAT Sessions: Moderation in Writing (x2)  ✓Pupil Progress File  ✓Reading Assessments (P3-P7)  ✓ Maths Assessments (P3-P7) | ✓ Pupil Progress Reports  ✓ Attainment meetings |

|  |  |  |
| --- | --- | --- |
| TERM 3 | | |
| General: Assessment of pupils’ progress/SLT moderation of Teaching, Learning & Assessment | | |
| January | February | March |
| ✓Jotter Monitoring & Pupil Learning Conversations  ✓ Reading Assessments (P3-P7)  ✓Maths Assessments (P3P7) | ✓P7 SNSA Maths, Reading & Writing  ✓P4 SNSA Maths, Reading & Writing | ✓ Parent Consultations  ✓ Assessment Meetings  ✓Moderation meetings |

|  |  |  |
| --- | --- | --- |
| TERM 4 | | |
| General: Learning Visits undertaken by SLT | | |
| April | May | June |
| ✓Jotter Monitoring & Pupil Learning Conversations  ✓Pupil Progress File | ✓ Reading Assessments (P3-7)  ✓ Maths Assessments (P3-7)  ✓ P1 SNSA Maths, Reading and Writing  ✓Attainment Meetings  ✓Spelling Standardised Assessments  ✓Standards & Quality Review/HGIOS | ✓ Pupil Progress Reports  ✓ Handover & Transition meeting |

**Secondary Case Study**

Effective learning and teaching is at the heart of our school. We are committed to ensuring that a coherent and consistent approach to teaching is effected and maintained in order to provide our learners with learning experiences of the highest quality.

We evaluate learning and teaching to improve the quality and consistency of the learners’ experiences throughout the school. All teaching staff are encouraged to self-evaluate their practice on an ongoing basis and will undergo systematic self-evaluation twice yearly in line with the school’s Improving Learning and Teaching Framework. Teaching staff are supported in the improvement of their pedagogy through the work of the Learning and Teaching School Improvement Group. Learners’ views are sought annually to inform future improvements.

The use of summative and formative assessment is understood by all staff. Planning for assessment is devolved to faculties who regularly review and moderate their courses and programmes across the BGE and Senior Phase. Faculties have their own quality assurance calendars which include planned moderation activities across the faculty, school and in some cases, local authority subject networks. There is a shared understanding of high quality assessment practices across the school which includes the use of learning intentions, success criteria, high quality questioning, learner feedback for improvement, and the use of self and peer assessment.

Each August, there is a reminder of the key expectations for all staff regarding the school priorities for the improvement of learning and teaching. In October, “Give and Get” is launched following the identification of individual learning and teaching improvement priorities through self-evaluation and requests for peer support. “Give and Get” visits take place in October-December and time is built into the Working Time Agreement for discussion. Trialling of new learning and teaching approaches remains ongoing. “Share and Steal” Teachmeets supplement this.

There is a yearly Learning and Teaching Festival each January. SLT drop-ins which focus on learner engagement and gathering pupil views take place January-February with Curricular Leaders engaging in QI visits across their faculties, and in pairs. Collated information is used to identify individual, faculty and whole school priorities for improvement. This informs the overall school evaluation of QI 2.3, collated by the DHT Learning and Teaching.

This whole-school calendar of self-evaluation and quality assurance activity is shared and agreed with staff.

**Sample Quality Calendar for Assessment and Moderation (Secondary)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Frequency** | **AUG** | **SEPT** | **OCT** | **NOV** | **DEC** | **JAN** | **FEB** | **MAR** | **APR** | **MAY** | **JUN** |
| Practitioner engagement in School Attainment Data Analysis | CAT session in September  Dialogue Sessions – |  | x |  |  |  |  |  |  |  |  | x |
| SLT tracking and monitoring of school data including SLT moderation of learning and attainment predictions, to include Evidence of Pupils’ Learning – for example jotter sampling with pupil dialogue and other evidence of learning | 4 times a year |  | x |  | x |  |  | x |  |  | x |  |
| Assessing, planning, monitoring and reporting progress and achievement, including discussion about attainment predictions | Tracking and Monitoring meetings with SLT/CLs/CT/SfL (rotational)  May include PEF/SAC practitioners |  | x |  | x |  |  | x |  |  | x |  |
| Planned Moderation opportunities across Cluster/ school/level/ department or faculty | Termly  (2 x cluster, 2 x school based) |  |  | x |  |  | x |  | x |  | x |  |
| Shared classroom experience (SLT and Peer) | Termly |  | x |  | x |  | x |  |  | x |  |  |
| Reporting to parents & carers e.g. Parents and Carers Consultations, Reporting, Open Afternoons | Termly |  | x |  | x |  |  |  | x |  |  | x |
| Progress towards targets in school improvement plan | 6 times a year at SLT meetings/CAT sessions | x |  | x |  | x |  |  | x |  | x | x |