

Longstone Primary School

Standardised Assessments and Attainment Tracking



POLICY AND PROCEDURE

Monitoring Attainment at Longstone Primary

When we talk about attainment, we mean how well our learners are progressing with their learning and whether they are achieving expected Curriculum for Excellence (CfE) levels. Staff use a variety of assessments to inform judgements about children's achievement of levels including: observations, classwork, tests. We look very closely at all of our learners' achievement of Curriculum for Excellence levels. In particular, attainment in Literacy and Numeracy is tracked and monitored not only by the school, but also by the local authority and the Scottish government.

Tracking Attainment

We track every learners' attainment and progress regularly throughout the school session:

Termly	<p>Attainment meetings between SLT and class teachers (Nursery-P7) track the progress of individual learners in Literacy, Numeracy and Health – we look at 5 areas: attainment, achievement, attendance, participation and engagement.</p> <p>Liaison meetings between the Support for Learning (SfL) teacher and class teachers (P1-P7) track the progress of pupils receiving, or having previously received SfL. New pupils who would benefit from additional support are also identified.</p>
Annually	<p>Whole school analysis is carried out of attainment in Literacy and Numeracy:</p> <ul style="list-style-type: none">▪ Achievement of expected CfE levels▪ Progress from previous CfE levels▪ Attainment and progress in standardised assessments <p>Progress of pupils in receipt of Additional Support for Learning is tracked annually, and year on year, using standardised assessments.</p> <p>Tracking and attainment information is passed on from current to new class teachers (N-P7) in transition meetings in the final term.</p>
Year on year	<p>Comparisons are made of attainment of Longstone pupils in Literacy and Numeracy with previous year/s:</p> <ul style="list-style-type: none">▪ CfE levels for whole school▪ CfE levels for P1, P4, P7 (different cohorts)▪ CfE levels per class and per year group (same cohort)▪ Attainment in standardised assessments (individuals, P1, P4 and P7) <p>Comparisons are made of attainment of Longstone pupils in relation to:</p> <ul style="list-style-type: none">▪ City of Edinburgh CfE averages▪ City of Edinburgh P1, P4 and P7* standardised assessments

**All pupils in P1, P4 and P7 (in publically funded schools) are assessed using the Scottish National Standardised Assessment (SNSA).*

Using Attainment Information.

We use this to:

- ✓ Plan interventions and support for individuals or groups.
- ✓ Evaluate and inform school improvement priorities.
- ✓ Review our curriculum and ensure it supports the progress of all learners.



LONGSTONE PRIMARY SCHOOL STANDARDISED ASSESSMENTS

Schedule

STAGE	ASSESSMENT	TIME
P1	Baseline Literacy – Phonological Awareness screener Baseline Numeracy – SEAL assessment SNSA Literacy SNSA Numeracy Baseline Literacy – Phonological Awareness screener	Start of P1 Start of P1 Term 3 P1 Term 3 P1 Term 2 P1
P2	SWST SWRT	Term 2 P2 Term 3 P2
P3	SWST SWRT YARC	Term 2 P3 End of P3 (SfL pupils only/pupils of concern) End of P3 (SfL pupils only/pupils of concern)
P4	SWST SNSA Reading SNSA Writing SNSA Numeracy SWRT YARC	Term 2 P4 Term 2/3 P4 Term 2/3 P4 Term 2/3 P4 End of P4 (SfL pupils only/pupils of concern) End of P4 (SfL pupils only/pupils of concern)
P5	SWST NGRT PTM SWRT YARC	Term 2 P5 Term 3 P5 Term 3 P5 End of P5 (SfL pupils only/pupils of concern) End of P5 (SfL pupils only/pupils of concern)
P6	SWST NGRT PTM SWRT YARC	Term 2 P6 Term 3 P6 Term 3 P6 End of P6 (SfL pupils only/pupils of concern) End of P6 (SfL pupils only/pupils of concern)
P7	SWST SNSA Reading SNSA Writing SNSA Numeracy SWRT	Term Two P7 Term 2 P7 Term 2 P7 Term 2 P7 End of P7 (SfL pupils only/pupils of concern)
New pupils P1, P2	Phonological Awareness	After settling in (2-3 weeks after arrival)
New pupils P3-7	SWST SWRT	After settling in (2-3 weeks after arrival)

Assessments Used

Test	Full Name	Curriculum Area
SWST	Single Word Spelling Test	Spelling
SWRT	Single Word Reading Test	Reading
NGRT	New Group Reading Test	Reading
PTM	Progress Test in Maths	Maths
YARC	York Assessment of Reading for Comprehension	Reading
SNSA	Scottish National Standardised Assessments	Literacy and Numeracy

Standardised Scores Explained

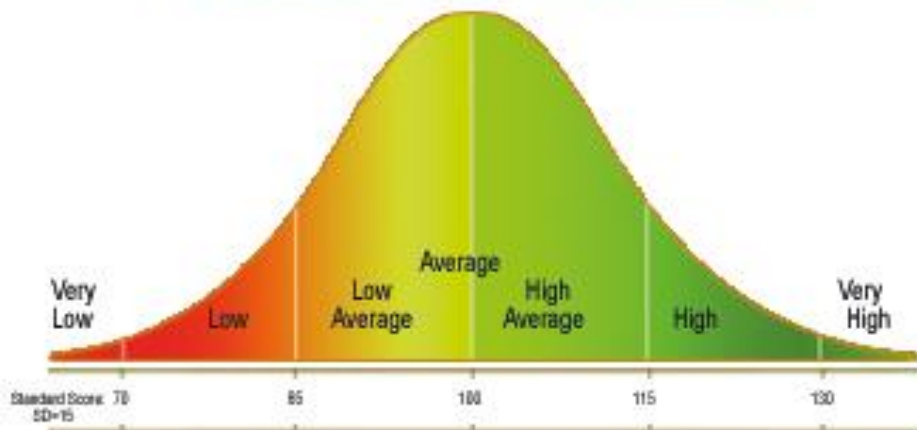
- *Standardised Scores are the authority's preferred method for recording and reporting:*

It is not meaningful to compare or add together raw scores from tests of a different type, of different length, of different time-limit or of different difficulty. On the other hand, standardised scores are suitable for this purpose and adding together or comparing standardised scores ensures that the tests all have equal weight. (NFER – National Foundation for Educational Research)

- *Usually, tests are standardised so that the average standardised score automatically comes out as 100.*
- *About 60% of the pupils in a national sample will have a standardised score within 15 points of the average (between 85 and 115). This is called 'standard deviation'.*
- *About 98% of the pupils in a national sample will have a standardised score within 30 points of the average (between 70 and 130).*

Standardised Assessment

The Bell Curve



Longstone Highlighting for Recording/Tracking Standardised Assessment Scores

Colour	Standardised Score	Pupil Performance
	112 or above	High – very high
	100-111	Average – high average
	99-86	low average - low
	85 or less	Low – very low