



Rothienorman Annual Assessment Calendar

When?	What?	By Whom?
August	STAR Assessment 1	P3-P7
September	Parents Evenings Big Writing Baseline Assessment	All pupils All pupils
October		
November	SHINE Survey STAR Assessment 2 Big Writing Assessment 2 Monitoring and Tracking 1 (with predictions) Interim Reports to Parents	P6 & P7 P3-P7 All pupils All pupils All pupils
December	P7 SNSA's	P7
January	P4 SNSA's	P4
February	STAR Assessment 3 Big Writing 3 Assessment Monitoring and Tracking 2	P3-P7 All pupils All pupils
March	Formal Reports to Parents	All Pupils
April	Parents Evenings Glasgow Motivation and Wellbeing Profile	All pupils All pupils
May	STAR Assessment 4 Big Writing 4 Assessment P1 SNSA's	P3-P7 All pupils P1
June	Monitoring and Tracking 3 Schonell Spelling assessment	All pupils All pupils

High quality assessment in class	Big Maths Assessment - weekly Planned assessment KWL End of topic assessments
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Daily/Weekly formative and summative used in school		
Feature	What does this measure?	Strategies
Children are aware of what they are learning (Clear Learning Intentions)	<ul style="list-style-type: none"> ☉ States what pupils should know, understand or be able to do by the end of the lesson ☉ Specific to learning (not the activity) ☉ Clearly worded - Child friendly language ☉ Communicated visually and verbally 	<ul style="list-style-type: none"> ☉ Use Learning Intention language ☉ We Are Learning To.. ☉ Pupils identifying what the learning intention is
Children are aware of how they are going to succeed in the lesson. (Clear Success Criteria)	<ul style="list-style-type: none"> ☉ Clearly linked to Learning Intention ☉ Outlines the ways in which the learner can achieve the Learning Intention ☉ Clear, relevant and measurable definitions of success ☉ SMART – specific, measurable, achievable, realistic, timely ☉ Appropriate language for the learner ☉ May be differentiated ☉ Co-construct with pupils to lead to more success ☉ Shared and revisited during the lesson ☉ All children prove their learning against each of the success criteria 	<ul style="list-style-type: none"> ☉ Clearly displayed throughout lesson ☉ Process Success Criteria ☉ "I can..." statements ☉ Steps to Success ☉ Flexible Wording of Success Criteria ☉ Co-construct Success Criteria with pupils
Staff use effective questioning to support learning	<ul style="list-style-type: none"> ☉ Use to assess learners' progress ☉ Closed Questions to recall facts ☉ Open ended to promote higher order thinking skills ☉ Linked to Learning Intentions ☉ Hinge questions to ascertain understanding at certain point and respond appropriately ☉ Frequent and high quality ☉ Every student thinks about each question ☉ Students listen to and learn from each others' answers ☉ Students who can't answer questions are supported to learn what they need in future. 	<ul style="list-style-type: none"> ☉ Show Me Boards ☉ Plickers ☉ Think-Pair-Share ☉ Weekly Learning Partners ☉ What makes you say that? ☉ No Hands Up ☉ Blooms Taxonomy ☉ Odd One Out ☉ Starting from the end ☉ Where did I go wrong? ☉ Improve your answer ☉ Phone a Friend ☉ Prior Learning ☉ PETI (Practice, Effort, Time, Input) ☉ Thinking Squares ☉ Pose, Pause, Pounce, Bounce ☉ Mid-lesson reviews
Effective feedback is provided to support children's understanding and progression	<ul style="list-style-type: none"> ☉ Feedback delivered in manageable chunks ☉ Feedback is specific and reference SC ☉ It should clearly state areas of strength ☉ Makes clear how performance can be improved ☉ Every student receives feedback on performance ☉ Students need to think about their feedback and time to act on it to show understanding 	<ul style="list-style-type: none"> ☉ Live Marking/ Feedback ☉ Show Me Boards ☉ Scanning ☉ Whole Class Feedback ☉ Have Another Go ☉ Be a Detective ☉ Eavesdropping ☉ Colour-coded Marking ☉ Peer/self assessment