

Assessment, Moderation and Reporting Calendar 21-22

*All activities may be subject to restrictions due to Covid-19 mitigations.

<u>Curricular area</u>	<u>What?</u>	<u>Who?</u>	<u>When?</u>	<u>Extra info</u>
Literacy	Standardised Spelling Test – Blackwells or Schonell	P4-7	Aug – Term 1 March – End of Term 3	Should inform groupings.
	Big Writing	Whole school	Termly – Start of term 1 – grouping End of term 2 End of term 3 Middle/End of term 4 – handover	Variety of genres. Inform where PSA/SFL support is needed.
	Active Literacy	P1-3	Initial Phonics Assessment End of each term assess sounds learned	Inform where PSA/SFL support is needed.
	Active Literacy	P4-7	Termly spelling test/recap on sounds learned.	
	Reading – Teacher judgement using benchmarks checklist to inform area of development for next term.	P2-7	Term 2 and 4	
SNSA		P1	May	PSA to support.
		P4	Term 3	
		P7	Term 3	
Maths	Big Maths – Learn It’s and CLIC challenges weekly.	Whole school	Weekly	Track progress and make adjustments where needed.
	SHM Check-ups/Topic Assessment	Whole school	End of each term or on completion of topic area	Filed in evidence folders.
H&W	PE	Whole school	Termly	Shared with CT.
	Piece of evidence for each end of topic/area e.g. substance misuse	Whole school	Termly/End of topic	See-saw Evidence folder
	SHANARRI – use wheel as a guide and track pupil progress through year	Whole school	September, January, May	
Topic/Other Curricular Areas	End of topic assessment – Show what they’ve learned. Poster, presentation, show, quiz etc.	Whole school.	End of each topic. Range of curricular areas considered and holistic assessments done where possible	See-saw

'Target Setting	Target week	Whole School	<p>Week 2 of each term targets are set – age and stage appropriate. Standardised age appropriate templates for each year group to be made.</p> <p>Second last week of each term – targets are reviewed, and certificates handed out at assemblies.</p> <p>Targets shared with parents via see-saw and parents can comment/add evidence.</p>	
AiFL - Assessment is for Learning. Formative Assessment Strategies	Staff pick an AiFL strategy of the month to work on personally in their classrooms. Share it with colleagues and make explicit. Review how you got on! Share success!	All staff – If age appropriate could share same strategy.	Every month - share during CAT time.	Could observe this in peer observations.
Ongoing general pupil assessment	Self and Peer assessment Jotter marking Teacher feedback – written and verbal.	Age appropriate	Throughout school year.	

Moderation

What?	When?
HT visit classroom visits	Term 1 and Term 3
HT check jotters	Term 2
Peer visits to classrooms	Term 3
Achievement of a Level	Term 2 and 4 in collegiate calendar
School and Cluster level Moderation Activities	Written into moderation calendar and responsive to school and cluster improvement plans
Quality Assurance Trios across clusters. HT collaboration with two other schools in Aberdeenshire	Initial planning meeting and 3 further meetings throughout the year

Reporting

Interim reports - Feb, End of Session - June.

Parent Meetings – September and June

Open afternoons – Term 1 or 2, Term 3. Teachers can invite parents in whenever they like – e.g. at the end of topics.

End of term assemblies shared live online with parents/carers

Continuous reporting through sharing learning on SeeSaw and Google Classroom