

## Assessment, Moderation and Reporting Calendar 22-23

\*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 - spelling	Standardised Spelling Test – Blackwells or Schonell	P4-7	Aug – Term 1 March – End of Term 3	Should inform groupings.
Literacy - writing	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.
Literacy - spelling	Active Literacy	P1-3	Initial Phonics Assessment End of each term assess sounds learned	Inform where PSA/SFL support is needed.
Literacy - spelling	Active Literacy <i>(to be reviewed)</i>	P4-7	Termly spelling test/recap on sounds learned.	
Literacy - reading	Reading – Teacher judgement using benchmarks checklist to inform area of development for next term.	P2-7	Term 2 and 4	
Literacy – Listening and Talking	Listening and Talking folder with benchmarks	P1-7	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	HT to add dates to QA calendar
Topic/Other Curricular Areas	End of topic assessment – Show	Whole school.	End of each topic. Range of curricular areas considered	See-saw

	what they've learned. Poster, presentation, show, quiz etc.		and holistic assessments done where possible	
'Target Setting	Target week	Whole School	Week 2 of each term targets are set – age and stage appropriate. Standardised age <i>Templates for upper stages and lower stages used.</i> Kept on wall display in classroom – copy/photo sent home to school at start of term.  Second last week of each term – targets are reviewed, and certificates handed out at assemblies.	
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! Display area in class.	All staff – If age appropriate could share same strategy.	Every month - share during CAT time.	Observe this in peer and HT 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 classroom visits	Term 1 and Term 3
HT check jotters	Term 2 and 4
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 collegiate 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 (HT only but informed by staff/school development discussions)

### Reporting

End of Session – May/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

*\*\*Class assemblies – two per year – could be broadcast online - TBC*

Continuous reporting through sharing learning on SeeSaw and Google Classroom