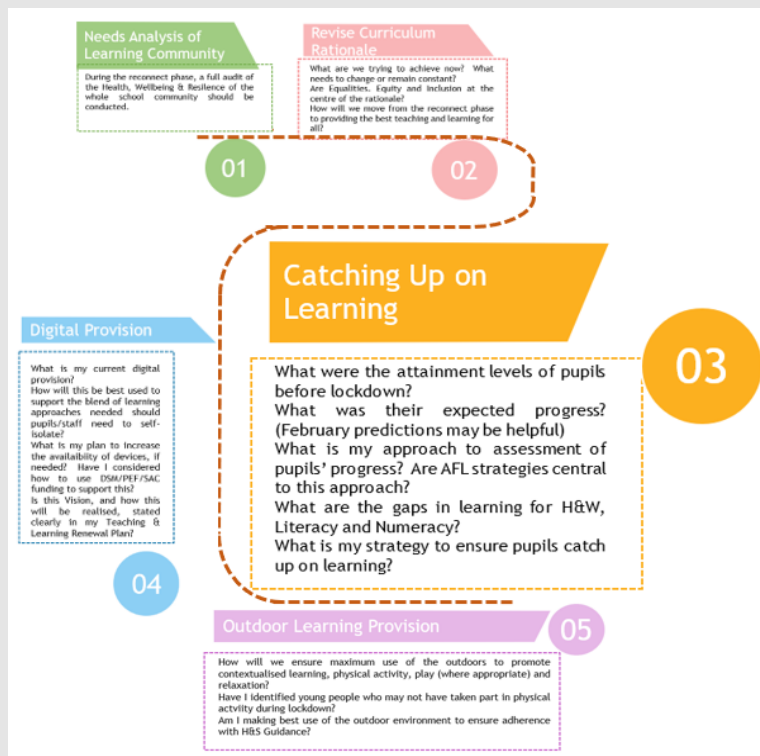


Assessing Learners' Progress



The Purpose of this Guidance

"Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning."

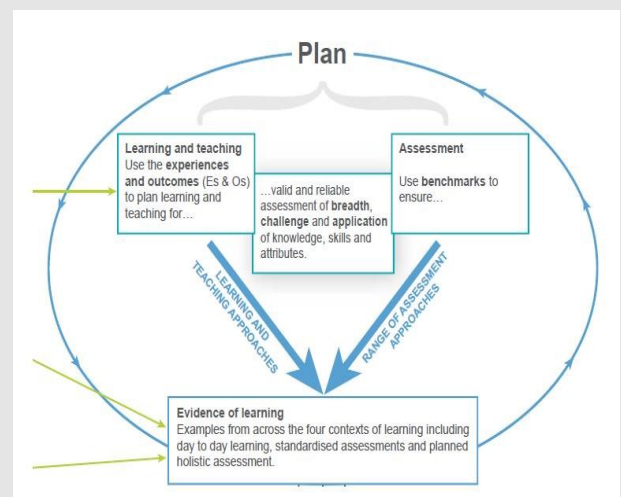
Building the Curriculum 5

This guidance aims to support schools and practitioners with how to plan and deliver high-quality assessment to inform learners' next steps within our focus of catch up on learning. It is informed by [What Edinburgh Learns: Curriculum Guidance \(CEC, August 2020\)](#), [Assessment in the BGE 2020/21 \(Education Scotland\)](#) and Edinburgh Learns Assessment and Moderation Framework.

How do we plan for learning, teaching and assessment? (from Edinburgh Learns Assessment and Moderation Framework)

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

- Experiences and outcomes (with CEC Progression Pathways in [literacy](#) and [numeracy](#) to provide detail)
- [Benchmarks](#) – to provide guidance on the standard against which to assess.



A Focus on Literacy and Numeracy (from What Edinburgh Learns: Curriculum Guidance (CEC, August 2020))

As part of planning, teachers should use their knowledge of young people through their assessment and tracking prior to lockdown, including attainment predictions gathered in February, to identify gaps in learning. They should plan school-based programmes with associated in-home learning activities to recover any ground lost.

Based on a nurturing approach, and mindful of the stress levels of our children, this analysis of learning gaps should not be carried out purely on the basis of a range of standardised tests. High-quality assessment opportunities should be planned, using a blend of formative and summative approaches, to provide a wide range of evidence of pupils' current levels of attainment.

Identifying the Gap (taken from Closing the Gap Teachers Rationale)

Individuals and groups of young people who are in need of additional support with learning, as a result of school closures should be identified as soon as possible. This needs analysis can be carried out in a range of ways, including standardised tests and high-quality assessment opportunities using a blend of formative and summative approaches. This will provide a wide range of evidence of pupils' current levels of attainment. Teachers should use their knowledge of young people, gained through assessment and tracking prior to school closures, including attainment predictions gathered in February, together with recent assessment information gained. They should plan school-based programmes, with associated in-home learning activities, to recover any ground lost.

Assessing Learners' Progress

DECIDING WHAT TO ASSESS

- ◆ Assessment will help identify a baseline from which to teach.
- ◆ Choose the area/organisier(s) you want to focus on.
- ◆ Use any data that you have e.g. February predictions, evidence of learner progress during remote learning, transition information.
- ◆ Use your knowledge of the expected learner journey at the relevant stage and [threshold concepts](#).

IDENTIFYING WHAT LEARNERS CAN DO AND WHAT THEIR NEXT STEPS WILL BE

- ◆ A range of approaches, including [peer and self-assessment](#) or digital can be used to identify what learners can do and what their next steps in learning are.
- ◆ Individual or small group work with learners can be effective in enabling you to assess levels of understanding.
- ◆ [Questioning](#) is a key part of good dialogue between practitioner and learner. The range and style of questions you use will need careful planning.
- ◆ Use [hinge questions](#) linked to previous learning to promote dialogue and support deeper thinking.
- ◆ Spend time listening to children and young people discuss and explain their thinking.

1



Click on the hyperlinks to access bitesize professional learning videos or relevant documents.

2

PLANNING FOR ASSESSMENT

- ◆ Liaise with colleagues to plan assessments, as appropriate.
- ◆ Think about the key concepts and knowledge, understanding and skills you want to assess to achieve a baseline.
- ◆ Make assessments manageable (what are you trying to assess and why?) and provide supports as appropriate (e.g. concrete materials, writing rubric).
- ◆ Use two key resources to support planning for learning, teaching and assessment:
 - Experiences and outcomes (with CEC Progression Pathways in [literacy](#) and [numeracy](#) to provide detail)
 - [Benchmarks](#) to provide guidance on the standard against which to assess.

4

PLANNING NEXT STEPS

- ◆ From your discussions with learners you will have a good idea of what they can do and which areas need reinforcement.
- ◆ Next steps may be different for each child or young person depending on their experiences of learning since schools closed in March.
- ◆ A bespoke programme of work may be beneficial for a short period of time to reinforce different areas of learning for some learners.
- ◆ Learners should be at the heart of planning learning, teaching and assessment. For example, [learning intentions](#) should be shared with learners and they should be involved in the co-creation of success criteria.
- ◆ Engage in professional dialogue with colleagues to moderate and plan collegiately at all stages of the [moderation cycle](#).