

# Lochnell Primary School



## Assessment, moderation and tracking Parent/Carer Summary

# Assessment, moderation and tracking

## Our Aims

At Lochnell Primary, assessment is an integral part of learning and teaching. We aim to:

- Support high-quality learning and teaching for all learners.
- Track progress meaningfully and share this with families.
- Help children understand their own progress and next steps.
- Ensure consistency and fairness in assessment across the school.

Children are active participants in their learning – they reflect on their progress, set targets, and help decide their next steps.

## Our Assessment Approach

We use a 6-week block model for learning. Assessment takes place throughout each block (formative assessment) and at key points (summative assessment) to measure progress.

Formative assessment happens daily and includes:

- Observations and discussions
- Written and practical work
- Self/peer assessment
- Target check-ins and quizzes

Summative assessments are planned throughout the year:

Block	Writing	Reading	Talking & Listening	Numeracy & Maths
1	Cold Piece (Week 1) & Hot Piece (Week 6)	PIRA (Autumn) P2–P7	–	PUMA (Autumn) P2–P7
2	Cold Piece (Week 1) & Hot Piece (Week 6)	–	–	–
3	Cold Piece (Week 1) & Hot Piece (Week 6)	PIRA (Spring) P2–P7	Assessed Recitation	PUMA (Spring) P2–P7
4	Cold Piece (Week 1) & Hot Piece (Week 6)	SNSA P1/4/7 + PIRA (P1 only)	–	SNSA P1/4/7 + PUMA (P1 only)

## Gathering Evidence

We look at progress across the four contexts of learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

Evidence might include:

- Written work, oral presentations, and practical tasks
- Digital portfolios, photos, and peer feedback
- Learning logs and reflective journals



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We also use the XBRA tracking codes:

X – Exploring

B – Building

R – Reinforcing

A – Applying

## Moderation

Moderation means working together to check our standards are fair and consistent. This happens:

- At the start and end of each IDL block
- For Talking and Listening assessments
- For reading and maths results (PIRA/PUMA)
- We also take part in Argyll and Bute-wide moderation to ensure our judgements match national standards.

## Tracking and Reporting

Termly tracking meetings review each child's progress in literacy, numeracy, and health & wellbeing. We also celebrate wider achievements such as clubs and community involvement.

Reporting to parents/carers:

- Term 1: Interim report
- Term 2: Parents/carers evening
- Term 3: Annual written report
- Term 4: Parents/carers evening

Parents/carers can ask about their child's progress at any time. Pupils contribute to their own profiles so their voice is included in the process.

## Supporting All Learners

Assessment is inclusive and may be adapted for:

- Additional support needs
- English as an additional language
- Sensory or physical needs
- Interrupted learning

Alternative evidence (e.g. oral recordings, scribed work) is valid and welcomed. We also track wellbeing using the SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included).

