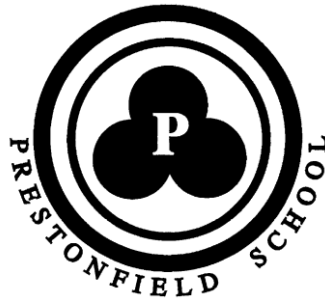




How We Assess and Report Your Child's Progress

Early Level



How we Assess and Report your Child's Progress

Assessment is an important part of learning as it helps us to understand what your child has learned, and plan for what their next steps might be. Your child will be assessed throughout their time at Prestonfield. Most of this will take the form of formative assessment- the professional judgements your child's teachers are constantly making to help your child to learn.

Throughout the year, we also use various summative assessments- pieces of classwork, learning conversations or end of unit tests which give a snapshot of what your child can do at that time. At the start of P1 each child will take part in an individual assessment in literacy and maths, to establish a baseline for their learning. At the end of each year the children take part in standardised assessments in literacy and maths which contribute to their teachers' professional judgement, as well as giving a picture of how we as a school are progressing, compared with schools across Scotland.

We also ask the children to assess themselves and each other, so that they can learn to set themselves targets and take control of their own learning.

Your child's report contains a summary of all of these assessments, along with their teachers' views on their individual strengths and achievements, and their next steps for learning.

Scottish Government Benchmarks

To help us plan and assess your child's learning, the Curriculum for Excellence is divided into Levels. Although each child will learn at a different pace, Early Level work is usually covered in Nursery and P1, First Level work is usually taught in P2-P4 and Second Level work in P5-P7.

Education Scotland has recently published Benchmarks, to help teachers assess if a child has achieved a level. The Literacy and Numeracy Benchmarks are summarised in this booklet. Because children learn in their own way, some children will be working on the skills and knowledge from more than one level. Their reported Level will reflect their teachers' assessment of where most of their learning is at that time. If a child can demonstrate that they have most of the skills and knowledge within a curriculum level, they can be said to have Achieved that Level. Otherwise they are said to be Working Towards that Level.

If you would like to know more about how we assess and report your child's progress, please do not hesitate to ask your child's teacher.

When **Reading**, a child at Early Level will be able to:

- Choose a story, book or text, for example, making use of the cover, title, author and/or illustrator.
- Share and discusses a variety of texts, giving reasons for likes and dislikes.
- Participate in storytelling sessions, using pictures, repetitive parts of the story or rhyme to make predictions.
- Know the difference between a letter and a word.
- Read from left to right and top to bottom.
- Use knowledge of sounds, letters and patterns to read words.
- Recognise common words in texts.
- Use knowledge of sight vocabulary/tricky words to read words in context.
- Read aloud familiar texts with attention to simple punctuation.
- Use context clues to support understanding of different texts.
- Find information in a text to learn new things.
- Show an awareness of the features of fiction and non-fiction texts when using/choosing texts for particular purposes.
- Engage with texts read to them.
- Ask and answer questions about events and ideas in a text.
- Answer questions to help predict what will happen next.
- Contribute to discussions about events, characters and ideas relevant to the text.
- Share thoughts and feelings about stories and other texts in different ways.
- Retell familiar stories in different ways, for example, role play, puppets and/or drawings.
- Relate information and ideas from a text to personal experiences.

When **Writing**, a child at Early Level will be able to:

- Write in a range of imaginary and real contexts.
- Use a range of stimuli to develop ideas for writing, for example, talk, pictures, objects, own experiences and/or role play.
- Share feelings, experiences, information, messages or ideas in pictures and print.
- Form lowercase and uppercase letters correctly and legibly.
- Know the sounds and names of lowercase and uppercase letters.
- Leave a space between words when writing.
- Write words from left to right.
- Spell most high frequency/common words correctly.
- Use a range of different strategies to spell words.
- Use a capital letter and a full stop correctly in sentences most of the time.
- Make attempts to join sentences with simple conjunctions.
- Use different approaches to help organise ideas and information for writing.
- Write to convey ideas, messages and information in different ways.
- Write to reflect own experiences and feelings using appropriate vocabulary to convey meaning.
- Invent their own stories and characters to share with others in different ways.

When **Listening and Talking**, a child at Early Level will be able to:

- Give a personal response to spoken texts.
- Give a clear explanation of preference for certain spoken texts.
- Take turns and contribute at the appropriate time when engaging with others in a variety of contexts.
- Listen and respond appropriately to the views of others, for example, by nodding or agreeing, asking and answering questions in a respectful way.
- Apply a few techniques (verbal and non-verbal) when engaging with others, for example, eye contact, facial expressions and/or body language.
- Identify and discusses the purpose of spoken texts.
- Identify and discusses the key ideas of spoken texts and use the information gathered for a specific purpose.
- Make relevant notes under given headings and can use these for different purposes.
- Use notes to create and sequence new texts.
- Ask and respond to different types of questions to show understanding of the main ideas of spoken texts.
- Recognise simple differences between fact and opinion in spoken texts.
- Contribute to group/class discussions.
- Engage with others for a range of purposes, communicating clearly and audibly.
- Select and share ideas/information using appropriate vocabulary in a logical order.
- Select and use with support appropriate resources to engage with others, for example, objects, pictures and/or photographs.

When using **Number, Money & Measure**, a child at Early Level will be able to:

- Identify the amount of objects in a group and use this information to estimate the amount of objects in a larger group.
- Check estimates by counting.
- Demonstrate skills of estimation in the contexts of number, money, time and measure using relevant vocabulary, for example, 'less than', 'longer than'.
- Explain that zero means there is none of a particular quantity and is represented by the numeral '0'.
- Recall the number sequence forward and backward, from zero to at least 30, from any given number.
- Recognise number names and numerals to at least 20.
- Order numbers forwards and backwards to at least 20. Identify the number before, the number after and missing numbers in a sequence.
- Use one-to-one correspondence to count a given number of objects to at least 20.
- Identify 'how many?' in regular and irregular dot patterns, arrays, five frames, ten frames and dice without having to count (subitising).
- Use ordinal numbers in real life contexts, for example, 'I am third in the line', including the language of before, after and in-between.
- Count on and back in ones to demonstrate understanding of addition and subtraction.
- When counting objects, understand that the number name of the last object counted is the name given to the total number of objects in the group.
- Double numbers to a total of at least 20 mentally, for example, $9+9 = 18$.
- Group items recognising that the appearance of the group has no effect on the overall total (conservation of number).
- Partition single digit numbers into two or more parts and recognise that this does not affect the total, for example, $3+2 = 5$ and $1+1+1+2 = 5$.
- Demonstrate understanding of all possible partition of numbers to at least 10, for example, 4 can be partitioned into $4+0$, $3+1$, $2+2$, $1+3$ and $0+4$.
- Use a range of strategies to add and subtract mentally to at least 10.
- Use appropriately the mathematical symbols $+$, $-$, $=$.
- Link 'number families' when explaining mental strategies for addition and subtraction, for example, $3+5=8$, $5+3=8$, $8-3=5$ and $8-5=3$.
- Solve simple missing number equations, for example, $3+ \square = 10$
- Count in jumps (skip count) in 2s, 5s and 10s and begins to use this as a useful strategy to find how many in a larger group.

- Split a whole into smaller parts and explain that 'equal parts' are the same size.
 - Use appropriate vocabulary to describe each part, at least halves and quarters.
 - Share out a group of items equally into smaller group.
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- Identify all coins up to at least £1.
 - Apply number skills (addition and subtraction) and use at least the 1p, 2p, 5p and 10p coins to pay the exact value for items costing up to at least 20p.
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- Link daily routines and personal events to time sequences.
 - Name the days of the week in sequence, know the months of the year and talk about features of the four seasons in relevant contexts.
 - Recognise, talk about, and, where appropriate, engage with everyday devices used to measure or display time, including clocks, calendars, sand timers and visual timetables.
 - Read analogue and digital o'clock and half past times (12 hour only) and represent these times on a digital display or clock face.
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- Use appropriate language when discussing time, for example, before, after, o'clock, half past, hour hand and minute hand.
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- Share relevant experiences in which measurements of length, height, weight and capacity are used, for example, in baking.
 - Describe common objects using appropriate measurement language, for example, tall, heavy and empty.
 - Compare and describe lengths, heights, weights and capacity using everyday language including longer, shorter, taller, heavier, lighter, more and less.
 - Estimate, then measure, the length, height, weight and capacity of familiar objects using a range of appropriate non-standard units.
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- Copy, continue and create simple patterns involving objects, shapes and numbers.
 - Explore, recognise and continue simple number patterns and describe the missing appropriate mathematical vocabulary.
 - Find missing numbers on a number line ranging from 0 to at least 20.

When working with **Shape, Position & Movement**, a child at Early Level will be able to:

- Recognise, describe and sort common 2D shapes and 3D objects according to various criteria, for example, straight, round, flat and curved.
- Understand and correctly use the language of position and direction to solve simple problems in movement games and technology, for example, in front, behind, above, below, left, right, forwards and backwards.
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- Identify, describe and create symmetrical pictures with at least one line of symmetry.

When working with **Information Handling**, a child at Early Level will be able to:

- Ask simple questions to collect data for a specific purpose.
- Collect and organise objects for a specific purpose.
- Apply counting skills to ask and answer questions, make relevant choices and decisions based on the data.
- Contribute to concrete or pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate.
- Use knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways and communicate the process and justify choice of criteria.
- Interpret simple graphs, charts and signs and demonstrate how they support planning, choices and decision making in familiar situations.