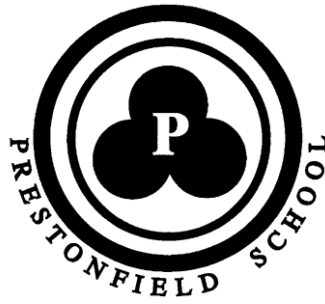




How We Assess and Report Your Child's Progress

First 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 First Level will be able to:

- Select books using, for example, cover, title, author, illustrator and/or blurb.
 - Select texts for enjoyment and other purposes.
 - Explain preferences for particular texts and authors.
 - Read an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.
 - Use a range of word recognition strategies independently.
 - Decode unknown words by locating and pronouncing familiar letter patterns and blends.
 - Use context clues to read and understand texts.
 - Make use of punctuation such as question / exclamation marks and layout to help read with understanding and expression.
 - Read aloud a familiar piece of text adding expression and can show understanding.
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- Identify the key features of fiction and non-fiction texts.
 - Use contents, index, headings, sub-headings and diagrams to help locate information.
 - Find key information from a text using different strategies.
 - Make notes under given headings for different purposes.
 - Identify the main ideas of texts.
 - Make appropriate suggestions about the purpose of a text.
 - Ask and answers literal and inferential questions about texts.
 - Recognise the difference between fact and opinion.
 - Offer their own ideas about characters, writer's use of language, structure and/or setting.
 - Offer their own ideas about the writer's message and theme and, when appropriate, relate these to personal experiences.

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

- Create texts for a range of purposes and audiences.
 - Spell most commonly used words correctly.
 - Spell most vocabulary used across the curriculum correctly.
 - Use knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.
 - Use knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.
 - Write independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark.
 - Link sentences using common conjunctions, for example, and, because, but or so.
 - Start sentences in a variety of ways to engage the reader.
 - Present writing in a clear and legible way.
 - Check writing to ensure it makes sense.
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- Plan and organise ideas and information using an appropriate format.
 - Make notes to help plan writing and use them to create new texts.
 - Include relevant information in written texts.
 - Organise writing appropriate to audience and in a logical order.
 - Use relevant and/or interesting vocabulary as appropriate for the context.
 - Create a variety of texts for different purposes.
 - Select, organise and convey information in different ways.
 - Use appropriate vocabulary and language for specific purposes.
 - Share own viewpoint and make use of vocabulary and language to persuade the reader.
 - Write about personal experiences in a logical sequence, using appropriate vocabulary to describe feelings, thoughts and events.
 - Create own texts, for example, stories, poems and plays with recognisable features of genre.
 - Create texts with evidence of structure.
 - Create interesting characters through their feelings and actions and physical description.

When **Listening and Talking**, a child at First 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 discuss the purpose of spoken texts.
- Identify and discuss 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 First Level will be able to:

- Use different strategies to estimate an answer to a calculation or problem, for example, doubling.
- Check the reasonableness of calculations by comparing the final solution with the estimate.
- Round whole numbers to at least the nearest 10 and 100 and use this skill routinely to estimate and check the reasonableness of a solution.
- Read, write, order and recite whole numbers up to at least 1000, starting from any number in the sequence.
- Demonstrate understanding of zero as a placeholder in whole numbers to at least 1000.
- Identify the value of each digit in a whole number with up to at least 3 digits.
- Partition whole numbers with at least two digits into standard component parts to aid mental calculation.
- Demonstrate understanding of the commutative law and use this to solve problems involving addition and multiplication, for example, $6+3$, $3+6$, 2×4 , 4×2 .
- Apply a range of strategies to solve addition and subtraction problems with up to at least 3 digit whole numbers and justify their choice of strategy.
- Recognise, explain and use the connections between addition and subtraction and multiplication and division to complete mental and written calculations.
- Check answers routinely using inverse operations in both mental and written calculations.
- Count forwards and backwards in at least 10s and 100s. Add at least 10s or 100s to any whole number up to at least 1000.
- Solve problems mentally by multiplying and dividing whole numbers by at least 10 and 100 (whole number answers only).
- Apply a range of strategies to determine multiplication facts, for example, counting in jumps (skip counting), doubling, repeated addition and arrays.
- Apply a range of strategies to determine division facts, for example, repeated subtraction, grouping, arrays and multiplication facts.
- Use correct mathematical vocabulary when discussing the four operations, for example, subtract, add, sum of, total, multiply, product, divide and shared.
- Interpret a range of word problems, including those with more than one step, and apply the correct operations to complete the calculation.
- Identify and use all coins and notes up to at least £20 and explores different ways of making the same total.
- Record amounts accurately in different ways using the correct notation, for example, $149\text{p} = £1.49$ and $7\text{p} = £0.07$.
- Use a variety of coin and note combinations, up to at least £20, to pay for items and give change.
- Apply mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change.
- Demonstrate awareness of how goods can be paid for using cards and digital technology.
- Tell the time in 55 minute intervals or smaller intervals using analogue and digital 12 hour clocks.
- Record 12 hour times using am and pm and is able to identify 24 hour notation in real life examples.
- Record the date in a variety of ways, using words and numbers.
- Use and interpret a variety of calendars and 12 hour timetables to plan key events and calculate durations.

- Know the number of seconds in a minute, minutes in an hour, hours in a day, days in each month, weeks and days in a year.
- Sequence the months of the year and relate these to the appropriate seasons.
- Select and use appropriate timers for specific purposes.
- Use relevant experiences, for example, through practical activities and real life contexts, to estimate time durations in appropriate units of seconds, minutes or hours and then compare estimate with actual measurements.
- Use knowledge of everyday objects to provide reasonable estimates of length, height, weight and capacity.
- Make accurate use of a range of instruments including rulers, metre sticks, digital scales and measuring jugs when measuring length, height, weight, mass and capacity using the most appropriate instrument for the task.
- Record measurements of length, height, weight, mass and capacity using the appropriate standard units, for example, millimetres (mm), centimetres (cm), grams (g), kilograms (kg), millimetres (ml), litres (l). Can compare the measure with the estimate.
- Use knowledge of relationships between units of measure to make simple conversions, for example, 1m 58cm = 158cm.
- Apply knowledge of fractions to read accurately a variety of scales on measuring devices, to the nearest graduation.
- Use square grids to estimate then measure the areas of a variety of simple 2D shapes to at least the nearest half square.
- Create shapes with a given area to at least the nearest half square using square tiles or grids.
- Recognise that different shapes can have the same area (conservation of area).
- Investigate and share understanding of the importance of numbers in learning, life and work.
- Investigate and share understanding of a variety of number systems used throughout history.
- Count forwards and backwards in 2s, 5s and 10s from any whole number up to at least 1000.
- Describe patterns in number, for example, in the multiplication tables and hundred square.
- Continue and create repeating patterns involving shapes, pictures, symbols and movements, making use of a variety of media.
- Describe, continue and create number patterns using addition, subtraction, doubling, halving, counting in jumps (skip counting) and known multiples and is able to explain the rule applied.
- Understand and accurately use the terms 'equal to', 'not equal to', 'less than', 'greater than', and the related symbols ($=$, $\neq$, $<$, $>$) when comparing sets of quantities.
- Apply understanding of the equals sign as a balance, and knowledge of number facts, to solve simple algebraic problems where a picture or symbol is used to represent a number, for example, $\square \times 6 = 30$ or $120 \div \square\square = 40$

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

- Name, identify and classify a range of simple 2D shapes and 3D objects and recognise these shapes in different orientations and sizes.
- Use mathematical language to describe the properties of a range of common 2D shapes and 3D objects including, for example, side, face, edge, corner, base and angle.
- Identify 2D shapes within 3D objects and recognise 3D objects from 2D drawings.
- Identify examples of tiling in the environment and apply knowledge of the features of 2D shapes to create tiling patterns incorporating at least two different shapes.
- Use technology and other methods to describe, follow and record directions using words associated with angles, directions and turning including full turn, half turn, quarter turn, clockwise, anticlockwise, right turn, left turn, right angle and associated angles measured in degrees.
- Know and use compass points, for example, North, South-West and relate these to the appropriate angles.
- Use informal methods to estimate, measure and describe the size of angles in relation to a right angle.
- Find right angles in the environment and in well-known 2D shapes.
- Identify where and why grid references are used.
- Describe, plot and use accurate grid references, demonstrating knowledge of the horizontal and vertical location.
- Identify symmetry in patterns, pictures, nature and 2D shapes.
- Create symmetrical pictures and designs with more than one line of symmetry.

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

- Ask and answer questions to extract key information from a variety of data sets including charts, diagrams, bar graphs and tables. Use this to inform choices and decisions.
- Select and use the most appropriate way to gather and sort data for a given purpose, justifying choice of method, for example, a survey, questionnaire or group tallies.
- Use a variety of different methods, including the use of digital technologies, to display data, for example, as block graphs, bar graphs, tables, Carroll diagrams and Venn diagrams.
- Include a suitable title, simple labelling on both axes and an appropriate scale where one unit represents more than one data value in graphs.
- Use mathematical vocabulary appropriately to describe the likelihood of events occurring in everyday situations, for example, probable, likely / unlikely, certain / uncertain, never, possible/impossible, fair/unfair.
- Interpret data gathered through everyday experiences to make reasonable predictions of the likelihood of an event occurring.