



Bikeability Training - Every pupil who successfully completes the Scottish Cycle Training Programme - Bikeability, and who, in consultation with their parents, agrees to the school's rules of safety, is permitted to bring his/her bicycle to school.

ASSESSMENT AND REPORTING ON PUPIL PROGRESS

ASSESSMENT IS FOR LEARNING

There are various forms and methods of assessment to promote and support pace and challenge in pupil learning but the key purpose of any form of assessment is to have a positive impact on learning, teaching and future progress.

Formative Assessment

Teachers use a range of formative assessment strategies in the course of the daily work, to engage pupils more closely in their learning. Teachers share learning intentions and success criteria and agree targets with pupils. They encourage pupil self-assessment and peer assessment. Every child in school receives a Curriculum Overview at the start of every teaching block outlining the planned learning.

Formative assessment is the most significant form of assessment of a child's learning and Lawfield has been recognised in our authority for our work in developing this area. Assessments are based on the National Curriculum for Excellence which is divided into Learning Experiences and Outcomes. These are set out in the following levels:-

Level	Stage
Early	The Pre-school Years and P1 or later for some.
First	To the end of P4 but earlier or later for some
Second	To the end of P7 but earlier or later for some
Third and Fourth	S1- S3 but earlier or later for some. The Fourth Level broadly equates to SCQF level 4
Senior phase	S4 - S6 and college or other means of study

Summative Assessments

PRIMARY 1: We begin assessing pupils initially in the first weeks of Primary 1 using the 'PIPS' software which has been introduced to all Midlothian schools. This gives us an assessment on entry and is followed by another PIPS assessment in June to show individual pupil progress in the first year.

PRIMARY 2 to PRIMARY 7: To help us track individual pupil progress from Primary 2 to Primary 7, we then carry out nationally approved standardised assessments in reading, spelling and maths in all classes.

DIAGNOSTIC ASSESSMENT: this normally involves specific individual forms of assessment which can be used to help us to identify the strengths and weaknesses of particular children in a specific aspect of their learning. These are mainly used in our school by our Support for Learning teachers, in consultation with the class teacher, promoted staff and parents/carers.