



Key Principles underpinning Assessment

These principles will underpin our school's Assessment Policy, outlining how we will assess children's progress throughout their school career. High quality, tailored staff CPD training will be at the heart of this process.

- It provides clear evidence of children's progress across year groups
- It provides accurate information on children's progress within a year and determines whether our assessment system is fit for purpose

We believe that:

1. Assessment is at the heart of teaching and learning: it provides evidence to guide teaching and learning and the opportunity for pupils to demonstrate and review their progress.
2. Assessment must be fair - inclusive of all abilities, purposeful and appropriate to the needs of the children, free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment must be honest and the outcomes used in ways that minimise undesirable effects; outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning. Our judgements are moderated by experienced professionals across the local authority in a shared approach to teaching and learning to ensure their accuracy.
4. Assessment should be ambitious, placing achievement in context against nationally standardised criteria and expected standards, for which schools and school leaders are accountable. It embodies, through objective criteria, a pathway of progress and development, which supports transition, for every child. It must set high expectations for all learners.
5. Assessment is appropriate. Any assessment process should be clearly stated; conclusions regarding pupil achievement are valid (to age, task and to the desired feedback information). It should draw on a wide range of evidence to provide a complete picture of student achievement.; it should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment must be consistent, with judgements formed according to common principles. Results should be readily understandable by third parties and results are capable of comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for pupils in developing their learning. They help parents in supporting children with their learning and support teachers in planning teaching and learning. They enable school leaders and governors to plan and allocate resources and track pupil progress.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.