

Assessment September 2014

Principles of Assessment

1. Assessment is at the heart of learning and teaching.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
5. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. A school's results are capable of comparison with other schools, both locally and nationally.
6. Assessment outcomes provide meaningful and understandable information for:
 - a. pupils in developing their learning;
 - b. parents in supporting children with their learning;
 - c. teachers in planning teaching and learning.Assessment must provide information that justifies the time spent;
 - d. school leaders and governors in planning and allocating resources; and
 - e. government and agents of government.
7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making better than expected progress.
- All staff are trained in our approach to assessment.
- Mr Edwards our Deputy Headteacher is responsible for assessment.

Our methods of assessment

- Assessment serves many purposes, but the main one is to help teachers, pupils and parents plan the next steps in learning for our pupils. Teachers teach to a “Learning Objective which is assessed via discussion with the pupil and our method of marking “Ticked Pink and Green for Growth” where really positive demonstration of learning is highlighted pink and where further growth is needed in green.
- Assessment is used to check and support our teaching standards and help us improve.
- We will use tests to measure performance and to help us to diagnose the learning needs of children on an individual, group and class basis
- We will compare our performance with that of other schools using tools such as Fischer Family Trust, Raiseonline, benchmarked standards on the Ofsted website “Data Dashboard” and internal tracking systems.
- We will ensure that our assessment data is correct, fair valid and reliable by using methods of internal moderation such as agreement trials and nationally produced exemplification material as well as external moderation working with other schools and the Local Authority.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design published on the website.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.
- Each pupil is assessed as either ‘developing’, ‘meeting’ or ‘exceeding’ each relevant criterion contained in our expectations for that year.
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year. For those pupils meeting and exceeding the expected standards, we provide more challenging work.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- We report assessment outcomes at the mid and end of year periods. Mid-year reports set realistic goals for the rest of the year.
- Teachers use this data to plan the learning
- For every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched. We call this a “Pupils Stuck and Falling Behind analysis.
- The information from assessment is communicated to parents at the mid-year and end of year period. Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next via school reports at the end of the year.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

What is assessment at Claregate specifically?

- Teachers teach to a “Learning Objective” which is assessed via discussion with the pupil and our method of marking “Ticked Pink and Green for Growth” where really positive demonstration of learning is highlighted pink and where further growth is needed in green.
- Where the children have not understood, the staff intervene in that the child has every opportunity to learn the concept in the afternoon session to ensure that he/she has every opportunity to learn the concept.
- Progress against key Performance Indicators in Reading, Writing and Mathematics are plotted as the children go through the year.
- We will report to parents / carers on how well their child is doing in mid and end of year reports. Although any parent carer can ask to see these assessment records at any time.
- We will test the children towards the end of each year. This test will give a raw score and a “standardised score” so all parties can see how a child is doing against national averages.
- We will use this test to diagnose what the child is good at or needs to practice.
- We will use this and teacher assessment against key performance indicators to assess how well our children are doing in relation to other schools nationally.
- Where there is teacher assessment we will organise meetings where colleagues share judgements against set criteria and agree what the level is moderation as we go along. Where national exemplification exists we will use this to guide us.
- We will have half termly pupil progress meetings where key stage colleagues talk about the progress of their children, those falling behind and those making expected and above expected progress.
- We will track the progress pupils half termly and intervene if a pupil is falling behind with catch up programmes.