

Core Principles for Assessment at Peter Gladwin

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making at least expected progress.

Across our school we will ensure that:

1. Assessment is fair, inclusive and free from bias.
2. Assessment is open, honest and transparent.
3. Assessment secures high expectations for all.
4. Assessment is appropriate to age, task and desired information.
5. Assessment is accurate and consistent.
6. Assessment supports comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for pupils, parents and school staff.

Our approach to assessment

- All teacher and teaching assistants are regularly trained in our approach to assessment.
- We have an Assessment for Learning (AfL) co-ordinator who is responsible for assessment across the school.
- Our assessments and individual targets embody, through agreed criteria, pathways of progress and development for every child.
- Assessment also places achievement in context against nationally standardised criteria and expected standards.
- Our assessment processes support:
 - pupils in developing their learning;

- parents in supporting children with their learning;
- teachers in planning teaching and learning;
- school leaders and governors in planning and allocating resources.
- Judgements are formed according to common principles and processes to ensure consistency, and draw on a range of evidence.
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

Our methods of assessment

- The main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we can compare our performance with that of other schools.
- We assess pupils' depth of understanding against agreed and concrete descriptions of what a pupil is expected to know and be able to do, based on the National Curriculum descriptors
 - Assessment criteria are arranged into a hierarchy, setting out what children are normally expected to have achieved 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 'below', 'within' or 'exceeding' against each relevant criterion contained in our expectations for that year.
 - Where a pupil is assessed as 'below' or 'exceeding', their needs will be met through support or challenge, and additional provision will be considered where appropriate.
 - Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- 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 our school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation in the course of which both progress and next steps are discussed.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.