



Redhill Assessment Principles

The new National Curriculum becomes statutory for all maintained schools in September 2014, except for the children who will be in Years 2 and 6, who are still to be taught the current National Curriculum and assessed using the previous National Curriculum levels in summer 2015. The new National Curriculum for Key Stages 1-2 does not include any levels; instead it provides an outline of statutory expectations indicating what pupils should be taught in different year groups or Key Stages. The children in EYFS are assessed against the Early Learning Goals at the end of Reception.

Our Approach to Assessment

At Redhill, Assessment is integral to high quality teaching and learning. The key purpose of assessment in our school is to help teachers, parents and pupils themselves plan the next steps in their learning in order that they reach their full potential. Assessment helps us to ensure that our teaching is appropriate; our target setting for children is ambitious and that all our children are challenged to make as much as progress as possible. We ensure that as well as summative assessments (e.g. progress tests), formative assessment procedures (such as Assessment for Learning) are embedded into our practice. All of our staff are fully involved in and regularly trained in our approach to assessment. We have a senior leader who is responsible for assessment.

Our Principles for Assessment

Assessment puts the child at the centre of their learning

- We assess pupils against descriptions of what a pupil is expected to know and be able to do.*
- Children are involved at every stage of the assessment cycle: in establishing targets which challenge them to achieve to the best of their ability; in working independently as well as with support where necessary to achieve their targets and in evaluating whether they have achieved their targets or not.*
- Detailed marking and feedback ensures that children are always aware of their next steps in learning and how to 'Close the Gap' in their understanding.*
- Children have individual targets in English and Maths which are also shared with parents.*
- Children are involved in self and peer assessment, e.g. they create mindmaps to identify what they know at the beginning and end of a unit, they self-evaluate their learning against objectives and success criteria.*

Assessment is at the heart of high quality teaching and learning for all pupils

- Effective assessment is fundamental in ensuring that all children achieve their very best.*
- Teachers use assessment evidence to guide teaching and learning for every pupil and we strive to ensure that all children meet or exceed expectations.*
- Assessment is done across all subjects and in a cross-curricular way. We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.*

- Planning is always informed by detailed analysis and evaluation of what children have achieved previously.*
- We differentiate attainment between pupils of different abilities, giving early recognition to pupils who are falling behind and those who are excelling, and respond appropriately.*
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.*
- All lessons included guided groups where children are given focused support and guided assessment sheets are completed, identifying next steps.*
- Intervention/booster groups operate throughout the school where highly trained members of staff work with children to encourage accelerated progress. This includes more able children.*

Assessment outcomes provide meaningful and understandable information for *pupils, parents, teachers, school leaders, governors and the government*

- Assessments are recorded on tracking sheets, enabling staff to easily track progress and quickly identify and address any underachievement.*
- Our assessment is used to support school leaders and governors in planning and allocating resources.*
- The information from our assessment is communicated to parents and pupils on a termly basis via written reports and Parents'/Open Evenings. We provide detailed information about a child's strengths and areas for development.*
- Our policies and procedures support our pupils in making a smooth transition between year groups and phases. Dates are put aside for professional dialogue to take place between teachers to hand over pupils to the next step in their learning.*
- Learning outcomes and targets are displayed visually in classrooms and are easily accessible to pupils at their level.*
- Assessment systems are manageable for all involved in the process and are appropriate.*

Our assessment process is fair, honest and consistent

- Assessment takes account of different age groups, abilities and needs.*
- Different groups of children, e.g. Pupil Premium, SEN, are individually tracked to ensure they reach their full potential.*
- We regularly moderate our assessment data in Key stages, phases and across the whole school.*
- We work in partnership with the Local Authority and with other schools in our Consortium to ensure that our assessments are consistent. External moderations confirm the accuracy of our judgements.*
- Assessment data and results are readily understandable by third parties.*
- Our school's results are capable of comparison with other schools locally and nationally.*

At Redhill, assessment feedback inspires greater effort and belief that through hard work and practice, more can always be achieved.