

Assessment Principles

At Eyres Monsell Primary School, a wide range of assessment methods are used to establish staff and pupils know where they are with their learning, where they need to get to and how they will achieve this.

All schools should have clear assessment principles and practices to which all staff are committed and which are implemented. These principles should be supported by school governors and accessible to parents, other stakeholders and the wider school community.

At Eyres Monsell Primary School, we will ensure that we give meaningful, understandable and reliable information to parents, school leaders and governors about how our children are performing by:

- a. Allowing meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents. This includes termly opportunities for parents meetings and an annual report.
- b. Providing information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiating attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling. There will be regular communications with parents of pupils that need intervention to support them in meeting ambitious expectations.
- d. Ensuring that assessments support the children and parents with their learning.
- e. Using the assessment to support school leaders and governors in planning and allocating resources.

At Eyres Monsell, we follow these underpinning principles of assessment to help drive improvement for pupils and teachers.

- a. Assessment is at the heart of improving the quality of teaching and learning.
- b. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives. We will ensure that formative assessment procedures (such as AfL procedures) are embedded into our practice and we will actively seek enhancements of our current practice.
- c. Production of recordable measures will demonstrate comparison against expected standards and reflect progress over time. We will use School Pupil Tracker to update pupils' progress over set and comparisons to expected standards.
- d. Procedures are in place to ensure that assessment is consistent. This will involve regular internal and external moderation, pupil progress meetings and training.

- e. Our achievement must place us inline with or above national standards. This entails setting an ambitious pathway of progress and development for every child.
- f. We will ensure that we keep up with external best practice and innovation by consultation with those delivering best practice locally. We have made a commitment to attending local network meetings and training from external accredited companies.
- g. Our assessment procedures and processes are created in consideration of, and are benchmarked against, national and international best practice.
- h. Assessment feedbacks should inspire greater effort and a belief that, through hard work and practice more can be achieved. This is then manifests itself in our detailed marking and feedback policy.
- i. Our policies and procedures should support our pupils make 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.

The school will work with its staff, parents and pupils to ensure our assessments are underpinned by these principles.

Eyres Monsell Principles of Assessment

The following outlines how our principles relate to our school community.

Principles of assessment	Eyres Monsell Primary School	Parents	Pupils
Assessment is at the heart of teaching and learning	<ul style="list-style-type: none"> • assessment provides evidence to guide teaching and learning. • Assessment provides the opportunity for pupils to demonstrate and review their progress • Assessment provides opportunities to ensure teaching meets the needs of learners. 	<ul style="list-style-type: none"> • Your child’s assessments will be used to shape their daily learning. • Your child’s assessments will be used to inform the next phase of their education. • Your child’s assessments will allow them to demonstrate and review their progress. 	<ul style="list-style-type: none"> • I will be able to see the progress I have made. • I will build on my successes. • I know my strengths and can understand my next steps.

Principles of assessment	Eyres Monsell Primary School	Parents	Pupils
Assessment is fair	<ul style="list-style-type: none"> • Assessment is inclusive of all abilities. • Assessment is free from bias. 	<ul style="list-style-type: none"> • Your child's progress will be assessed according to their individual ability. • Your child is valued and will be assessed as an individual. 	<ul style="list-style-type: none"> • I will be given regular opportunities to talk about my learning. • I will know how I learn best and talk about what works for me. • I will be given the opportunity to develop my own learning style.
Assessment is honest	<ul style="list-style-type: none"> • Assessment outcomes are used to minimise undesirable effects. • Assessment outcomes are conveyed in an open, honest and transparent way. • Assessments are used to assist pupils with their learning. • Assessment judgements are moderated by experienced professionals to ensure their accuracy. 	<ul style="list-style-type: none"> • Your child's assessments will be used to help them improve. • Your child will receive positive, constructive feedback. • Your child's assessment will be completed by a team of professionals. 	<ul style="list-style-type: none"> • I will be involved in talking about my learning. • I will be tested to help me achieve more. • I will know how I can improve my work. • I will be helped to succeed by the whole school.
Assessment is ambitious	<ul style="list-style-type: none"> • Assessment places achievement in context against nationally standardised criteria and expected standards. • Assessment embodies, through objective criteria, a pathway of progress and development for every child. • Assessment objectives set high expectations for learners. 	<ul style="list-style-type: none"> • Your child's achievement will be placed in context against national standards. • Your child's development will be clear. • Your child will be challenged to do their best. 	<ul style="list-style-type: none"> • I know how well I am doing compared to other children of a similar age. • I will have clear goals to aim for and know the small steps needed to achieve these goals. • I know how to improve to reach my potential.

Principles of assessment	Eyres Monsell Primary School	Parents	Pupils
Assessment is appropriate	<ul style="list-style-type: none"> The purpose of any assessment should be clearly stated. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task, to the desired feedback information.) Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement. Assessment should require no more procedures or records than are practically required. 	<ul style="list-style-type: none"> Your child will be clear about why they are being assessed. Your child will be assessed using appropriate methods according to their age, the task and the feedback information required. Your child's achievement will draw on assessment from across a wide range of evidence across the curriculum. Your child will be tested and assessed when necessary and appropriate. 	<ul style="list-style-type: none"> I will know why I am being tested and assessed. I will be tested fairly. I will use many pieces of work to show how well I am progressing. I will have the opportunity to share my views on my progress. I will only be tested when my teacher needs to test me.
Assessment is consistent	<ul style="list-style-type: none"> Judgements of formed according to common principles. The results are readily understandable by third parties. A schools results are capable of comparison with other schools, both locally and nationally. 	<ul style="list-style-type: none"> Your child's assessment will be based on the knowledge and understanding of the teaching community. Your child's assessment process will be clear. Your child's results will be compared to other schools both locally and nationally. 	<ul style="list-style-type: none"> I will be tested in the same way as other children. I will know how I am being assessed. I will know how well I am doing compared to other children.

Forms of Assessment

At Eyres Monsell Primary School, we use different assessment methods to create a whole picture of the child:

Diagnostic Assessment

Diagnostic assessment identifies strengths and areas for improvement and informs the next steps. It normally takes place at the beginning of a learning programme. It involves the teacher working closely with the pupil to identify their strengths and learning needs.

Teachers identify the nature of a pupil's learning difficulties and use this information to plan interventions to address the issues discovered. They should then share this information with the pupil to plan the next steps to improve their learning.

Formative Assessment (Assessment for Learning or AfL)

Formative assessment, often referred to as Assessment for Learning (AfL), is part of the everyday teaching and learning process. Teachers gather evidence about a pupil's learning, for example by observing, listening, questioning, discussing and reviewing pupil work. They can then use this evidence to:

- identify progress and gaps in learning (including individual support needs);
- set learning goals and success criteria; and
- provide feedback to pupils

Teachers use AfL to enable pupils to build on their learning. AfL focuses on how pupils can improve their learning. The continuous process of dialogue and interaction between teachers, pupils and peers is an essential part of AfL.

Summative Assessment

Summative assessment gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning. It provides information about a pupil's progress in subject knowledge, understanding and Thinking Skills and Personal Capabilities.

Summative assessment can occur at different intervals such as weekly, on completion of a topic of work, at the end of a term / half term or at the end of the year.

Evaluative Assessment

The main purpose of evaluative assessment is to ensure that there is appropriate accountability at all levels for the performance of our school system.

Evaluative assessment informs curriculum planning and provides information for monitoring and accountability. For evaluative purposes, the Department of Education requires information on end of Key Stage 1 and Key Stage 2 assessment outcomes for the Cross-Curricular Skills. Schools can use this data for school development and action planning. Teachers can also use this data to set class targets to improve specific pupil outcomes.

Assessment Planning and evaluation

Assessment practices, procedures and outcomes are monitored and evaluated to identify pupils' strengths and areas for improvement. The school collates this information to determine priorities and use as part of the wider school improvement planning.

Assessments are collated every six weeks, to ensure accurate and up to date records.

The assessment co-ordinator (Head teacher) is responsible for the management of assessment data and keeping all teachers informed. Class teachers should use this information to inform their day to day teaching, learning and assessments.

The SENCO and other senior leaders can also use the information gathered to monitor individual pupil, group and year group progress. The Senior leadership team use the information to plan and establish initiatives, intervention and ensure best practice through monitoring targets for improvement.