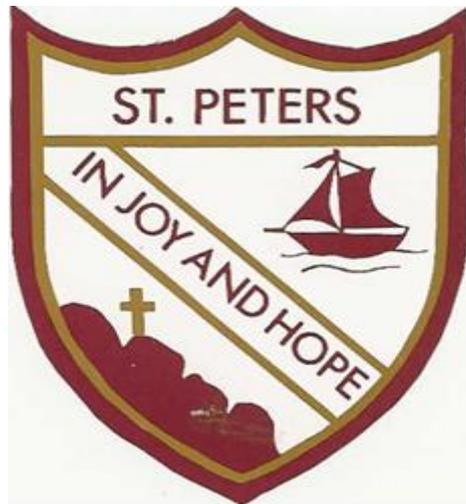


Assessment Principles at St Peter's Catholic Primary School



Our Underpinning Principles for Assessment

1. Assessment is at the heart of teaching and learning.

- 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.

6. 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. 2 January 2015

7. 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.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Our philosophy of 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 expected progress.

Our approach to assessment

All staff are regularly trained in our approach to assessment.

We have a senior leader who is responsible for assessment, currently the head teacher.

We use the outcomes of assessment to check and support our teaching and learning standards and help us improve

Through working with other schools and using external tests and assessments, we compare our performance with that of other schools.

Our methods of assessment

Progression Continuum

All teachers will use our in house assessment system, The Progression Continuum in conjunction with Target Tracker to assess, monitor and track all primary pupils.

Within the foundation stage, all teachers use the Early Years Foundation Stage Profile in conjunction with Target Tracker to assess, monitor and track ages and stages of development.

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. Senior 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.

The information from assessment is communicated to parents and pupils. Parents and pupils receive information on what has been achieved and guidance on what they need to do next.

We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

The terminology that we use to describe the attainment of pupils across the primary phase is consistent and clear. Each year band is broken down into six steps: beginning (b) beginning + (b+) working within (w) working within + (w+) secure (s) secure + (s+)

The three broader sections may be thought of in these terms

Beginning – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band in which still to gain full confidence.

Working Within – Pupil learning is fully focussed on the criteria for the band. Up to around 70% of the statements are confidently achieved.

Secure – Confidence in all of the criteria for the band. There may be pupil learning still focussed in gaining mastery in some minimal elements but the broad expectations for the band have been met.

Within our early years provision pupils are assessed within age range bands. It is the expectation that the majority of children will have achieved the Early Learning Goals by the end of their time in the Early Years Foundation Stage.

The New Curriculum allows schools to have the flexibility to introduce content earlier or later than set out in the programme of study. This has enabled us to personalise the curriculum, to maximise pupil learning. It is important for children to have opportunities to apply their understanding in a range of challenging real life contexts, and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on.

Inclusion and assessment

At St Peter's we are committed to multi-disciplinary assessment. We strive to establish and maintain multi-agency working parties to allow for accurate assessment of pupils with Special Educational Needs and disability.