

Assessment Policy

27th January 2016

This is an assessment policy written for implementation under the new National Curriculum (2014) setting out the school's principles, method and use of assessment. The policy draws heavily on advice to all schools from the National Association of Headteachers (NAHT) whose guidance materials were cited as good practice by the Government's own commission for assessment.

Falconhurst School

Assessment Policy 2016

Our core principles:

Assessment is integral to teaching and learning:

It provides evidence to guide our teaching and provides opportunities for children to demonstrate their progress in learning.

Feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Assessment is fair and honest:

It is inclusive of all abilities and it is used in a transparent way to assist children and to inform parents. Our judgements are moderated by fellow professionals to ensure accuracy.

Assessment is appropriate but ambitious:

Objectives set high expectations for all learners against national criteria and expected standards. A wide range of evidence is used to create an accurate picture of achievement and progress. Assessment should allow children, their parents and teachers to plan future learning that closes learning gaps and moves children's learning on further still.

Assessment is consistent:

Our results can be compared across classes, understood readily by third parties and demonstrate clear understanding and application of what 'expected' outcomes look like in each year group.

Assessment provides meaningful information:

Children and parents will be able to use assessment information to develop their learning and be supported in that learning.

Teachers will be able to use assessment information in their planning.

School leaders will be able to use assessment information to analyse trends, make projections, set targets and hold teachers to account.

Governors will be able to use assessment information to plan, allocate resources and hold the school leaders to account.

External reviewers will be able to interpret data readily to assist their overall judgments

Our method of assessment

- ❖ Assessment serves many purposes, but 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 will compare our performance with that of other schools.
- ❖ 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 design.
- ❖ 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 will be assessed as: Emerging, Emerging+, Developing, Developing+, Expected or Mastering within each year group.
- ❖ Where a pupil is assessed as being beyond 'mastery' in a subject for that year they will also be assessed against the 'emerging' criterion for the next academic year in that subject. For those pupils meeting and exceeding the expected standards, we provide more challenging work and greater opportunities for using and applying that address both breadth and depth of learning.
- ❖ 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 this school are still securing expected progress and that all pupils are suitably stretched, making accelerated progress wherever possible.
- ❖ The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation and/or a report. Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of 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.