



### Principles for Assessment

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

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for pupils to demonstrate and review their progress and move their learning forward.
- There are no 'lost lessons' and all lessons work towards an end point of assessment

#### **2. Assessment is fair.**

- Assessment is inclusive of all abilities.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address

#### **3. Assessment is honest.**

- Assessment outcomes are used in ways that minimise undesirable effects.
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning and enable children to make good progress.
- Assessment judgements are moderated by experienced professionals (internally by staff within school; externally by staff from other schools in our local Catholic cluster or consortium; external moderator from the Local Authority) to ensure their accuracy.

#### **4. Assessment is ambitious.**

- Assessment places achievement in context against nationally standardised criteria and expected age-related standards.
- Assessment ensures, through objective criteria, a pathway of progress and development for every child and the relevant next steps
- Assessment objectives set high expectations for all learners, regardless of background or ability.

#### **5. Assessment is appropriate.**

- The purpose of any assessment process should be clearly stated.
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information)
- Assessment should draw on a wide range of evidence to provide a complete picture of pupils' achievement. The focus of learning should be in retention of key information and the retrieval of what has been learnt and is now known.
- 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.**

- Judgements are formed according to common principles.
- The results are readily understandable by third parties.
- A school's results are capable of comparison with other schools, both locally and nationally.

## **7. Assessment outcomes provide meaningful and understandable information for:**

- Pupils in developing their learning in all subjects
- Parents, who are essential in supporting children with their learning;
- Teachers, when planning teaching and learning.
- School leaders and governors, when planning and allocating resources;
- The DfE, HMI and Ofsted, when making a judgement on the success of the school's curriculum and the standards of teaching and learning.

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

- The focus of learning at St Ambrose Barlow Catholic Primary School is on children 'knowing more, remembering more and being able to do more with that knowledge'.
- Pupils understand that there are no limits to the long term memory and, when full effort is applied, there are no barriers to what they can achieve.

September 2022