

Assessment Principles

Revised in consultation with staff



Principle Assessment is...	At Mowmacre Hill we will...	We can assure our parents that...	We promise the children that...
At the heart of teaching and learning	<ul style="list-style-type: none"> Plan learning to ensure every child makes progress in all areas of the curriculum Plan learning and activities to overcome gaps in learning Use a variety of teaching pedagogies to provide children opportunities to show their learning and review future targets 	<ul style="list-style-type: none"> Assessment guides the planning and learning consistently in the school All children are given the opportunity to demonstrate their true potential 	<ul style="list-style-type: none"> You will know what you will be learning and why You will build on what you have already learnt You will have opportunity to demonstrate your newly acquired skills, knowledge and understanding
Fair	<ul style="list-style-type: none"> Use relevant assessment criteria related to the child's individual level Value all steps in progress 	<ul style="list-style-type: none"> Their child will be treated as an individual and assessed accordingly Their child will be valued 	<ul style="list-style-type: none"> You will know your next steps in learning You will be treated as an individual
Honest	<ul style="list-style-type: none"> Use tests and baseline material as part of the school's cycle to ensure consistency Be professional with our use of outcomes Report information necessary to stakeholders and without prejudice Engage in moderating practices internally and externally; using these as opportunities to develop and up-skill ourselves Outcomes will be used to support the organisation of intervention 	<ul style="list-style-type: none"> Their child's assessments will be carried out by experienced staff Testing and any assessment outcomes will be used to help their child learn even more Their child will only receive constructive feedback Outcomes will only be shared when necessary in a professional and respectful manner Their child will be given support to ensure they achieve their full potential 	<ul style="list-style-type: none"> We will use tests to help you with your learning You will know where you have done well and what you can work on next You will be given support in lots of ways to ensure you are the best you can be

Ambitious	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Use Raise and datanet for leaders to compare school's performance • Hold teachers to account for ensuring good progress for every child 	<ul style="list-style-type: none"> • You will be informed through written reports about your child's performance during the year against national expectations 	<ul style="list-style-type: none"> • You will have targets to work towards • Your targets will challenge you
Appropriate	<ul style="list-style-type: none"> a. The purpose of any assessment process should be clearly stated b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate 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 	<ul style="list-style-type: none"> • Adhere to the school's assessment cycle • Have a clear system in place for outcomes to be shared with stakeholders • Keep trackers up to date • Record progress in the early years in learning journeys • Use tests appropriate to the child's year group • Communicate clearly the purpose of any assessment procedure 	<ul style="list-style-type: none"> • We will only use tests that are appropriate • Talk to your child about the reason behind the assessment procedure 	<ul style="list-style-type: none"> • You will know why you are having a test • You will know how you can achieve the big question • You will only sit tests where you will be able to show what you can do
Consistent	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Engage in moderating practices internally and externally; using these as opportunities to develop and up-skill ourselves • Have a clear system in place for outcomes to be shared with stakeholders and be used to compare against other schools 	<ul style="list-style-type: none"> • Draw upon the team's skills to ensure judgements and outcomes are accurate and appropriate • Use parental voice where appropriate to guide practitioner's judgements (EYFS) 	<ul style="list-style-type: none"> • All the staff in school will understand your strengths and targets in the same way
Outcomes used to provide meaningful and	<ul style="list-style-type: none"> a. Pupils in developing their learning b. Parents in supporting children with their learning c. Teachers in planning teaching and learning. Assessment must provide 	<ul style="list-style-type: none"> • Teachers in planning teaching and learning. Assessment must provide information that justifies the time spent; • School leaders and governors 	<ul style="list-style-type: none"> • Provide information and guidance on how to support their child 	<ul style="list-style-type: none"> • We will support you to be the best you can be

understandable information for:	<p>information that justifies the time spent;</p> <p>d. School leaders and governors in planning and allocating resources; and</p> <p>e. Government and agents of government</p>	<p>in planning and allocating resources; and</p> <ul style="list-style-type: none"> • Government and agents of government 		
Used to inspire greater effort and a belief that, through hard work and practice, more can be achieved		Continuously engage in a cycle improvement to ensure children are the best they can be	<ul style="list-style-type: none"> • We will continue to learn together to be the best we can be 	