



Assessment and the National Curriculum 2014

All teaching and learning at our school is based upon our aims:

Work together, Learn together, Grow together.

In line with these aims, every effort will be made to include every child in every lesson, irrespective of their background or ability.

Our aim is to create an ethos and environment in which children can enjoy learning, and are able to reflect, improve and grow in confidence. Assessment for learning is an integral part of this process.

Our principles for assessment

The principles will form the basis of our development of our assessment systems. This system will be developed by our school, and will follow on from our curriculum review to ensure compliance with the requirements of the new National Curriculum which becomes statutory in September 2014. During the transition to a new assessment system, childrens' attainment and progress will need to be monitored. The school will continue to use the system of levels during this time.

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 our children 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 conveyed in an open, honest and transparent way to assist our children with their learning.
- b. 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 the child's achievement.

5. Assessment is consistent.

- a. Judgements are formed according to common principles and are based upon teachers' professional judgements of the children.
- 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.

6. Assessment outcomes provide meaningful and understandable information for:

- a. children 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. Systems must be time efficient and manageable;
- d. school leaders and governors in planning and allocating resources; and
- e. government and agents of government.

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

Adapted from NAHT publication 'Report of the NAHT Commission on Assessment' February 2014