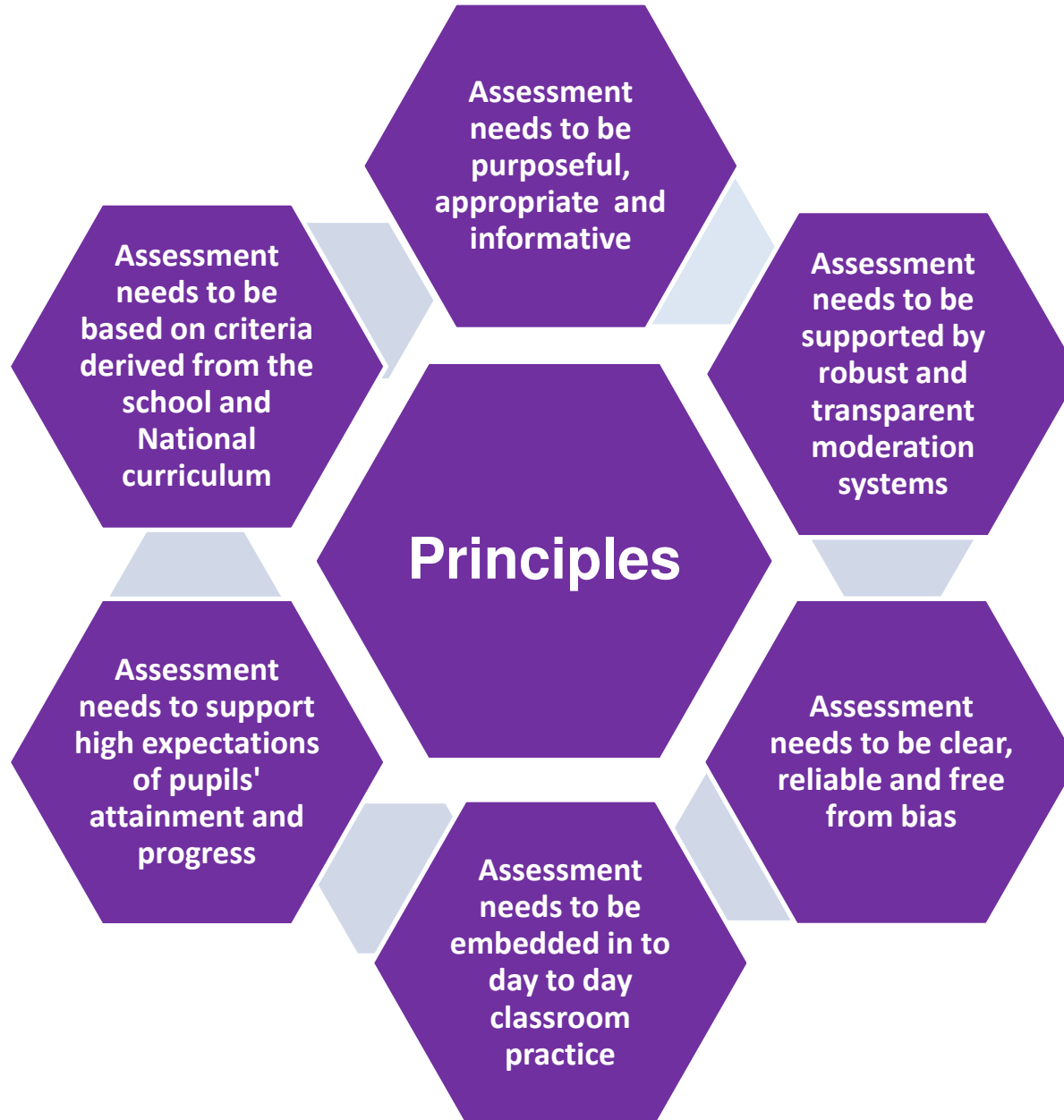


Assessment Principles

Autumn Term 2015



Assessment Principles

Autumn Term 2015

Assessment needs to be purposeful, appropriate and informative

- Assessment needs to provide evidence to guide teaching and learning.
- Any assessment needs to have a clear purpose.
- Assessment needs to be appropriate in terms of age, task and desired outcome.

Assessment needs to be supported by robust and transparent moderation systems

- Assessment needs to provide data that can be analysed to provide information about teaching and learning, the effectiveness of the curriculum and the needs and progress of individuals.
- Assessment judgements need to be moderated by experienced professionals to ensure accuracy.

Assessment needs to be embedded in to day to day classroom practice

- Assessment needs to be planned for both within year groups and by individual teachers and other adults.
- Assessment information gathered during teaching should be used to reshape learning as appropriate: both within individual lessons and as part of longer teaching sequences.

Assessment needs to be based on an assessment criteria derived from the school and National curriculum

- Assessments supports the framework for teaching and learning that enables every child to progress and develop.

Assessment needs to be clear, reliable and free from bias

- Assessment needs to be inclusive of all abilities.
- Assessment should demand no more procedures than practically required to enhance learning.
- Assessment outcomes need to be understandable and meaningful for all stakeholders.

Assessment needs to support high expectations of pupils' attainment and progress

- Assessment develops pupil engagement and acts as a motivator for pupil performance.
- Assessment dialogue (adult/adult and adult/child) reinforces the schools' vision : high standards and expectations are central to all aspects of school life.