

Assessment at Blossomfield



Principles of Assessment

Assessment is at the heart of teaching and learning.

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for students to demonstrate and review their progress.

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.

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 children with their learning.
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

Assessment is appropriate.

- The purpose of any assessment process should be clearly stated.
- Conclusions regarding child 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 student achievement.
- Assessment should demand no more procedures or records than are practically required to allow children, their parents and teachers to plan future learning.

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.

Assessment outcomes provide meaningful and understandable information for:

- children in developing their learning;
- parents in supporting children with their learning;
- teachers in planning teaching and learning.

Assessment must provide information that justifies the time spent;

- school leaders and governors in planning and allocating resources
- government and agents of government.

Assessment feedback should inspire

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

Our approach to assessment

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress. Assessment is intrinsically linked to our Marking and Response policy. A senior leader is responsible for assessment. All staff are regularly trained in our approach to assessment.

Our method of assessment

Assessment serves many purposes, but the *main* purpose of assessment in our school is to help teachers, parents and children 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 collaboratively with other schools in our Local Authority and using external tests and assessments, we compare our performance with that of other schools. We assess children against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a child is expected to know and be able to do.

Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum 2014 and our own local 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 child is assessed against all the relevant criteria at appropriate times of the school year.

In the Foundation Stage, that is Nursery and Reception, children are assessed as working at an 'emerging', 'expected' or 'exceeding' level within age bands.

In Key Stage 1, that is Year 1 and Year 2, we assess 'without levels' in line with Government guidance. Each child is assessed as either 'high', 'secure' or 'low' in each relevant criterion contained in our expectations for that year. For those children meeting and exceeding the expected standards, we provide more challenging and enriching work that deepens their understanding of key concepts.

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.

At the end of Year 2 we summarise each child's achievement and report them to the DfE as;

WTS = Working towards the expected standard. **EXS** = Working at the expected standard. **GDS** = Working at greater depth at the expected standard.

Our use of assessment

Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their children and classes. Teachers use this data to plan for the learning of every child to ensure they meet or exceed expectations. Termly 'progress' meetings are held between staff, which may include the Headteacher, Deputy Headteacher, subject leaders and all members of teaching staff. Professional discussions result in targeted intervention groups which are planned to support those children at risk.

Teachers and leaders analyse the data across the school to ensure that children identified as vulnerable or at particular risk in this school are making appropriate progress and that all children are suitably stretched. The information from assessment is communicated to parents and children on a termly basis through Parents' Evenings and end of year Reports.

Parents and children 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, behavior, and social and emotional development.