

MOORLANDS PRIMARY SCHOOL ASSESSMENT PRINCIPLES



ASSESSMENT AT MOORLANDS



We firmly believe that formative assessment is central to all teaching and learning:

- Formative assessment informs planning.
- Teachers make assessments before, within and between lessons to make sure they are providing support and challenge that will enable all children to make the best progress at all times.
- Our marking policy clearly sets out how marking and feedback are used to promote progress.
- A child's response in a lesson may change the content of that lesson immediately, or a common thread over time may cause us to set a target for a group of pupils or for all pupils.
- Where children are performing well above the expected standard, we celebrate this and offer opportunities for them to be further challenged, sometimes this may take place beyond the classroom environment.

We continuously measure whether pupils are on track to meet the end of Key Stage expectations:

- We believe ongoing assessment enables us to create a picture of a child's progress and attainment.
- We use this evidence to make a summative assessment in order to monitor attainment, track progress and to identify gaps in learning. We do this through a range of assessment strategies, including teacher assessment and tests.
- Where children are falling behind despite good Quality First Teaching, we intervene using a variety of support programmes and we get external expertise when required.
- We evaluate these interventions regularly in order to measure their impact.



We report pupils' strengths, areas for development and progress to parents and receiving schools:



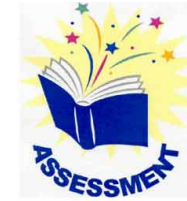
- Open sessions are held termly – parents are invited into the classroom with their children to share their work
- Open door policy – we actively promote parents to informally meet with teachers throughout the year
- Parents' evenings at least twice a year
- A written annual report for parents in the Summer term which meets statutory requirements, providing clear information about whether children are meeting national expectations, falling behind, or performing above the expected standard
- We report the outcomes of individual National Curriculum assessments to parents according to the statutory requirements and provide summary information on our website.
- We make sure transition from our feeder pre-schools and to children's secondary schools is very good. Year R and 6 teachers meet with pre-schools and Year 7 colleagues to discuss each pupil in detail.
- Where necessary, our SENCo and Assistant Head teacher also meet with colleagues to discuss issues which might affect children's emotional or academic performance.

We report outcomes of assessments and tracking to governors who hold us to account at a strategic level by:

- Ensuring our school improvement targets are valid and robust
- Monitoring progress towards achieving these targets

CORE PRINCIPLES OF ASSESSMENT

Assessment at Moorlands is underpinned by our assessment principles. We believe that:



Assessment for Learning is at the heart of teaching and learning

We believe that Assessment for learning provides evidence to guide teaching and learning and gives pupils opportunities to self-assess and review their own progress. On-going assessments, within and between lesson assessments, ensure all pupils make progress. We believe that assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Assessment must be fair and honest

We believe assessment should be honest, free from bias, inclusive of all abilities and used to assist pupils with their learning.

Assessment judgments should be moderated

We ensure that assessment judgements are moderated by experienced professionals, both internally and within and beyond cluster school. This ensures that judgements made are accurate and measured against national criteria and expected standards.

Assessment leads to a development pathway of progress for every child

Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement. We work to ensure that assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

Assessment must be consistent

We ensure that judgements are formed according to common principles and that the results are readily understandable by third parties. These results can be used to make comparison with other schools, both locally and nationally.

Assessment outcomes provide meaningful and understandable information for:

- Pupils in developing their learning;
- Parents in supporting children with their learning;
- Teachers in planning teaching and learning;
- School leaders and governors in planning and allocating resources.



Assessment should be tracked, using effective systems.

We will introduce effective assessment systems that:

Give reliable information to parents about how their child, and their child's school, is performing

- a) Allow meaningful tracking of pupils related to age-related expectations
- b) Enables early recognition of pupils who are falling behind and those who are excelling
- a) Allow the active involvement of teaching staff in the tracking of pupil progress and are pro-active in identifying actions which can support pupils' learning

