

## ASSESSMENT STATEMENT

### ST. MARTIN DE PORRES CATHOLIC PRIMARY SCHOOL

#### A. Principles of Assessment

- Assessment is at the heart of teaching and learning - it provides staff with the information needed to guide next steps in learning for the pupils.
- Assessment should quickly identify where pupils are falling behind so that appropriate intervention can take place.
- Assessment is an equitable endeavour. All pupils are assessed in order to enable them to make progress, irrespective of their age or ability.
- Assessment outcomes are communicated to pupils in a variety of ways, dependent upon their age and ability. All communications about assessment should assist pupils with their learning.
- The school strives to ensure that assessment judgements are as accurate as possible by moderating them within the school, across schools and with other professionals.
- Assessment objectives set high expectations for learners. These expectations are based on nationally standardised criteria which set out a pathway of progress and development for every child. (The National Curriculum)
- Assessment is purposeful and that purpose should be clearly stated. The methods used should be appropriate to the age of the child and the information required.
- Assessment should be wide ranging and not focussed on a narrow set of tasks or tests. Evidence should therefore build a complete picture of a pupil's achievement.
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
- Assessment outcomes should be clear and easily understood by all interested parties. Methods should be consistent and allow the school to compare itself with other locally and nationally.
- Assessment information should provide meaningful and understandable information for:
  - a) Pupils in developing their learning
  - b) Parents in supporting children with their learning
  - c) Teachers in planning teaching and learning (assessment should justify the time spent on it by pupils and staff)
  - d) School leaders and governors in planning and allocating resources
- Assessment practices should engender a belief that, through hard work and practice, even more can be achieved by every individual.

## **B) Method of Assessment**

Assessment is integral to high quality teaching and learning. It helps to ensure that our teaching is appropriate and that learners are making appropriate progress. We train our staff in our approaches to assessment and there is a senior member of staff in charge of our assessment practices. Analysis of assessments supports our teaching standards and helps us identify how to improve.

- We will use: the criteria as set out in the national and our own local curriculum, assessment continuums which describe a progressive hierarchy of outcomes, national tests and external testing systems to assess our pupils. This will provide a body of evidence created using observations of children, records and analysis of their work and testing data.
- The assessment criteria sets out what a pupil is normally expected to have mastered by the end of each academic year. Some of the assessment systems are used for on-going assessment which informs our teaching by identifying gaps in knowledge or understanding (formative assessment) and some are used to judge progress and attainment at a given point in time (summative assessment).
- We will work with other professionals and schools to moderate our judgements to ensure they are as accurate and fair as possible.
- We will make sure that our assessments are appropriately spread out over the year.
- Each pupil will be assessed as either emerging towards age related expectations, at age related expectations or exceeding age related expectations. Where a pupil is exceeding expectations, they will be assessed against the criteria in that subject for the next year. Work provided will reflect this and therefore be more challenging.

The above statement outlines our beliefs about assessment. From September 2014, the government has removed the levels by which children's attainment can be described. For the academic year 2014-2015 there will be a transition period. Children in years 2 and 6 will still be given levels at the end of the year as new external tests have not been written. From September 2015, all classes will be assessed without levels.

The above method statement describes our intentions for assessment without levels. Therefore parents should expect to see their child's attainment described as: emerging towards, at expected or exceeding age related expectations.

For the academic year 2014-2015, the school will continue to assess children using the level descriptors whilst working on the new system ready for a 2015 start.