

HAWKESBURY CE VC PRIMARY SCHOOL



KEY PRINCIPLES UNDERPINNING ASSESSMENT

These principles underpin our school's Assessment Policy. This describes how we will assess all children throughout their school career; provides clear evidence of children's learning; provides accurate information on children's progress and determines whether our assessment system is fit for purpose. We believe that:

1. Assessment is at the heart of teaching and learning: it provides evidence to guide teaching and learning and the opportunity for pupils to demonstrate and review their progress.
2. Assessment is fair; inclusive of all abilities, free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest and the outcomes are used in ways that minimise undesirable effects; outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning and the judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious; it places achievement in context against nationally standardised criteria and expected standards; it embodies, through objective criteria, a pathway for the progress and development of every child and it sets high expectations for learners.
5. Assessment is appropriate; any assessment process should be clearly stated; conclusions regarding pupil achievement are valid (to age, task and to the desired feedback information); it should draw on a wide range of evidence to provide a complete picture of student achievement.; it should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent; judgements are formed according to common principles; results are readily understandable by third parties; results are capable of comparison with other schools, both locally and nationally.
7. 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; and to school leaders and third parties for managing teacher performance and accountability.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Agreed at Full Governing Body Meeting 15th September 2014, Agenda Item 7.

Signed:
Chair of Governors

Next Review Date: Autumn 2015