

## ALEXANDER HOSEA PRIMARY SCHOOL

### Roots to grow – Wings to fly

#### KEY PRINCIPLES UNDERPINNING ASSESSMENT

##### Why do we undertake assessment?

- Assessment provides clear evidence of children's progress across year groups
- Assessment provides accurate information on children's progress and determines whether our assessment procedures are fit for purpose.

The following key principles underpin our School's Assessment Policy which outlines how we assess all children throughout their time at Alexander Hosea Primary School. Staff professional development training will be at the heart of this process.

We believe that:

- **Assessment is at the heart of teaching and learning;** it provides evidence to inform teaching and learning and provides the opportunity for pupils to demonstrate and review their progress.
- **Assessment is about using a range of approaches;** including Assessment for Learning (AfL), that can capture children's learning and support the monitoring of progress as well as attainment.
- **Assessment is fair;** inclusive of all abilities, purposeful and appropriate to the needs of the children.
- **Assessment is honest;** the outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning and to make judgements.
- **Assessment is accurate;** judgements are moderated across the school, with other local schools and by experienced professionals across the Local Authority in a shared approach to teaching and learning to ensure their accuracy.
- **Assessment sets high expectations for all learners;** it places achievement in context against national standardised criteria and expected standards criteria for which schools are accountable.
- **Assessment supports transition for every child;** it embodies, through objective criteria, a pathway of progress and development which can be used to secure next steps.
- **Assessment is about the whole child;** it draws upon a wide range of evidence to provide a complete picture of pupil achievement, including across key performance indicators, and should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning priorities.
- **Assessment is consistent;** judgements are formed according to common principles, results are readily understood by third parties and can be compared with other schools, both locally and nationally.
- **Assessment outcomes provide meaningful and understandable information;** for teachers in tracking pupil progress, for pupils in developing their learning, for parents in enabling them to support their children with their learning, for the School's leaders and governors in planning

and allocating resources and for external agencies, including government and agents of government.

- **Assessment feedback inspires greater self-belief and perseverance;** children believe that through effort and practice, they will develop “roots to grow and wings to fly”.

Signed..... **Headteacher**

Signed..... **Chair of Governors**

Date.....