

Malmesbury Park Primary School
Assessment Principles
September 2016

Assessment is at the heart of teaching and learning

These principles of assessment have been developed through a commitment to ensuring that the children at Malmesbury Park Primary School are provided with the very best opportunities to learn.

Underlying principles of assessment:

The system must be a model of assessment of key performance indicators.	<ul style="list-style-type: none"> • Assessment will be consistent, fair and honest. • Year groups to assess against the key performance indicators for that year. • Refer to key performance indicators in the next steps provided to children and parents. • Analysis of assessment information will take place termly and will monitor all groups of learners in terms of attainment and progress.
The progress of all learners will be tracked and information used by all staff to create next steps for learning.	<ul style="list-style-type: none"> • Use Incerts to track the children's attainment against the National Curriculum objectives and key performance indicators for that year group. • Next steps to be generated from the key performance indicators and Incerts. • Key performance indicators and National Curriculum objectives used to inform planning and interventions. • Children who are either exceeding or are not attaining at the 'age related expectations' will be provided with appropriate support to aid their learning and ensure individualised next steps.
Assessment will draw on a wide range of evidence to provide a complete picture of the child.	<ul style="list-style-type: none"> • Keep an exemplar of work which is below expectations, secure and above expectations. • Look at progress of work over time to provide evidence • All judgements are based on a child's independent and embedded use of each skill within each subject.
Assessment outcomes must provide meaningful and understandable information.	<ul style="list-style-type: none"> • Everybody within the school community is aware of our school system for assessment, tracking and reporting. • Reports to parents and information given to parents at parents' evenings will be of use to them. • An ongoing cycle of analysis of data ensures swift reaction to the needs of all individual pupils which feeds into our cycle of school improvement.

Pupil Needs:

Pupils need to know what they can already do, what they need to do and how they will achieve this.	<ul style="list-style-type: none"> • Success criteria should reflect the key performance indicators and/or the National Curriculum objectives. • Children to receive high quality and daily feedback to aide their next steps in learning. Feedback is both oral and written and aims to provide useful next steps. Please see our marking and feedback policies for more information. • Teachers mark accurately against the success criteria. • Next steps relate to the key performance indicators and objectives for the year group. • Samples of work used for children to reflect on and improve. • Exemplars of work to show expectations. • Technical marking should explicitly show how 'to do...' e.g. maths method for calculation. • Regular and relevant verbal and written feedback provided to children. • Children given time to respond to feedback.
--	--

Teachers Needs:

Teachers must be able to effectively track	<ul style="list-style-type: none"> • Update Incerts on a regular basis. • Moderate work across the year group, phase, school and with other schools locally.
--	--

each child's progress and attainment.	<ul style="list-style-type: none"> • Refresher training and induction training on using Incerts. • Staff will receive training on assessment techniques and the analysis of data to allow for highly effective tracking of progress and attainment, both for individuals and for all groups of learners.
Teachers must be able to effectively use the system to inform planning/appropriate next steps for all pupils	<ul style="list-style-type: none"> • High quality first teaching and rigorous assessment will support our teaching staff in identifying those children who are not making expected progress. • Teachers have good subject knowledge and are able to identify steps towards a key performance indicator. • Moderation files will be maintained which contain examples of meeting and exceeding work in writing and maths for each year group. • Make it clear to children how to be successful in the lesson and what next steps are appropriate. • Additional teachers to be responsible for updating Incerts • Regular training provided to all staff on providing quality first teaching. • Record next steps during quality marking based on findings from key performance indicators.

Parents Needs:

Parents need to know what their child can already do, what they need to do next and how they will achieve this.	<ul style="list-style-type: none"> • Termly parents evenings - formal open door policy for parents to discuss any concerns • Targets and next steps generated to share in November and February at parents' evenings. • Parents made aware how home learning supports the key performance indicators.
Parents need to know their child's attainment related to age expected 'norms'.	<ul style="list-style-type: none"> • Parents signposted to year group expectations on the website. • Teachers to inform parents of their child's age expected 'norms' in their end of year report. • Information will be provided on the school website so that the assessment systems are known and understood.
Parents need to know progress against key performance indicators and objectives.	<ul style="list-style-type: none"> • Teacher provide information at parents' evenings and targets for the parents to work on at home with their child.
Parents need simple but effective reports.	<ul style="list-style-type: none"> • Teachers will provide a mid-year report to parents on achievements and next steps in English and maths (February) • Parents will receive an annual report showing achievement and progress in English and maths, a personal, social statement and evidence of achievements in the foundation subjects.

SLT Needs:

SLT need accurate and timely assessment which feeds into data tracking.	<ul style="list-style-type: none"> • Incerts must be updated by agreed deadlines. • Need to measure against other schools locally and nationally with reference to children's progress and attainment. • Comprehensive and detailed feedback is provided to each year group following any data led meeting to impact on teaching and intervention programmes. • Need to be kept informed of actions and interventions for all groups of children especially children who are not achieving age related expectations • Break data down and compare all vulnerable groups • Use evidence in books and on displays to triangulate with the data. • Use data in a format which can be easily reported to outside agencies. • Hold regular data checks with year teams to discuss achievement and progress to targets set (Data and pupil progress meetings). • Spend time with year groups on pre-assessment to moderate work/evidence and data to ensure enough time before deadlines so that interventions can be put in place. • Collect data on a regular basis e.g. last week of each half term. • Discuss outcomes of any mock tests with the appropriate year group. • Data used to update intervention groups regularly.
---	--