

**Malmesbury Park Primary School**  
**Assessment Principles**  
**June 2020 (Review June 2021)**

*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 Academy School are provided with the very best opportunities to learn.

Underlying principles of assessment:

<p>The system must be a model of assessment of key performance indicators.</p>	<ul style="list-style-type: none"> <li>• Assessment will be consistent, fair and honest.</li> <li>• Year groups to assess against performance indicators for that year group.</li> <li>• Next steps provided for children and parents will link to the performance indicators for that year group.</li> <li>• Analysis of assessment information will take place termly and will monitor all groups of learners in terms of attainment and progress.</li> </ul>
<p>The progress of all learners will be tracked and information used by all staff to create next steps for learning.</p>	<ul style="list-style-type: none"> <li>• O Track will be used to track the children's attainment against the National Curriculum objectives and performance indicators for that year group.</li> <li>• Next steps will be generated from O Track.</li> <li>• Performance indicators and National Curriculum objectives will be used to inform planning and interventions.</li> <li>• 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.</li> </ul>
<p>Assessment will draw on a wide range of evidence to provide a complete picture of the child.</p>	<ul style="list-style-type: none"> <li>• Subject leaders to keep an exemplar of work which is below expectations, secure and above expectations.</li> <li>• Look at progress of work over time to provide evidence.</li> <li>• All judgements are based on a child's independent and embedded use of each skill within each subject.</li> </ul>
<p>Assessment outcomes must provide meaningful and understandable information.</p>	<ul style="list-style-type: none"> <li>• Everyone within the school community is aware of our school system for assessment, tracking and reporting.</li> <li>• Reports to parents and information given to parents at parents' evenings will be of use to them.</li> <li>• 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.</li> </ul>

Pupil Needs:

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

Teachers must be able to effectively track each child's progress and attainment.	<ul style="list-style-type: none"> <li>• Update O Track on a regular basis.</li> <li>• Moderate work across the year group, phase, school and with other schools locally within the Trust.</li> <li>• Refresher training and induction on using O Track.</li> <li>• 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.</li> </ul>
Teachers must be able to effectively use the system to inform planning/appropriate next steps for all pupils.	<ul style="list-style-type: none"> <li>• High quality first teaching and rigorous assessment will support our teaching staff in identifying those children who are not making expected progress.</li> <li>• Teachers have good subject knowledge and are able to identify steps towards a performance indicator.</li> <li>• Make it clear to children how to be successful in a lesson and what next steps are appropriate.</li> <li>• Regular training provided to all staff on providing quality first teaching.</li> </ul>

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"> <li>• Termly parents' evenings - formal open-door policy for parents to raise and discuss any concerns.</li> </ul>
Parents need to know their child's attainment related to age expected 'norms'.	<ul style="list-style-type: none"> <li>• Parents signposted to year group expectations on the website.</li> <li>• Teachers to inform parents of their child's age expected 'norms' in their end of year report.</li> <li>• Information will be provided on the school website so that the assessment systems are known and understood.</li> </ul>
Parents need to know progress against key performance	<ul style="list-style-type: none"> <li>• Teachers provide information at parents' evenings and targets for the parents to work on at home with their child.</li> </ul>

indicators and objectives.	
Parents need simple but effective reports.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

SLT Needs:

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