

Assessment at Streetsbrook Infant & Nursery School

Principles for Assessment

Assessment is at the heart of teaching and learning at Streetsbrook:

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for children to demonstrate and review their progress

Assessment is fair.

- Assessment is inclusive of all abilities.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest.

- Assessment outcomes are used in ways that minimise undesirable effects.
- Assessment outcomes are conveyed in an open, honest and transparent way to assist children with their learning.
- Assessment judgements are moderated by experienced professionals both in school and within the Local Authority to ensure their accuracy.

Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

Assessment is appropriate.

- The purpose of any assessment process is clearly stated.
- Conclusions regarding children's achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessments consistently draw on a wide range of evidence to provide a complete picture of each child's achievement.
- Assessment demands no more procedures or records than are practically required to allow children, their parents and teachers to plan future learning.

Assessment is consistent.

- Judgements are formed according to common principles.
- The results are readily understandable by third parties.
- A school's results are compared with other schools, collaboratively, locally and nationally.

Assessment outcomes provide meaningful and understandable information for:

- Children in developing their learning;
- Parents in supporting children with their learning;
- Teachers in planning teaching and learning.
- Assessment must provide information that
 - justifies the time spent;
 - involves school leaders and governors in planning and allocating resources and government and agents of government.

Assessment feedback should inspire greater effort and a belief that, through hard work and

practice, more can be achieved.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.
- Andrea Newsome, the school's Deputy Headteacher, is currently responsible for assessment.

Our method of assessment

- Assessment serves many purposes, but the *main* purpose of assessment in our school is to help teachers, parents and children plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools in our collaborative and across the Local Authority, and using external tests and assessments, we compare our performance with that of other schools.
- We assess children against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a child is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.
- The achievement of each child is assessed against all the relevant criteria on a termly basis.
- Each child is currently assessed as either 'high, secure, low in each relevant criterion contained in our expectations for that year.
- Where a child is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year. For those children meeting and exceeding the expected standards, we provide more challenging work.
- Assessment judgements are recorded and backed by a body of evidence created using on-going observations, records of work and testing.
- An annual programme of in-house moderation is part of Streetsbrook's 'Annual Timetable for School Self Evaluation'. Assessment judgements are moderated by colleagues in school on a regular basis and by colleagues in other schools across the collaborative and the Local Authority to make sure our assessments are fair, reliable and valid.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their children and classes.
- Teachers use this data to plan the learning for every child to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that children identified as vulnerable or at particular risk in this school are making appropriate progress and that all children are suitably stretched. Termly 'Pupil Progress' meetings are held between the Headteacher, Deputy Headteacher, subject leaders and all members of teaching staff to discuss particular concerns and as a result targeted intervention groups are planned to support those children 'at risk' of not achieving their targets.
- The information from assessment is communicated to parents and children on a termly basis through a structured conversation at Parents' Evening.
- Parents and children receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.

- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.