

## Assessment Principles

The DfE have published a set of core assessment principles to help schools implement new assessment arrangements for tracking pupil progress against the new National Curriculum. The document reminds schools that there will be no national system for doing this. All schools, including Irby Primary School will:

### **Give reliable information to parents about how their child, and their child's school, is performing**

- a. Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d. Are reliable and free from bias.

### **Help drive improvement for pupils and teachers**

- a. Are closely linked to improving the quality of teaching.
- b. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- c. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

### **Make sure the school is keeping up with external best practice and innovation**

- a. Are created in consultation with those delivering best practice locally.
- b. Are created in consideration of, and are benchmarked against, international best practice.

## Assessment at Irby Primary

Assessment, whether summative or formative, is used to plan next steps in learning for all pupils. It is inclusive, age appropriate and reflects a commitment to high expectations for all of our children.

Assessment provides meaningful and understandable information for pupils, parents and school staff. It supports pupils in developing their learning and helps parents to support their children. It feeds into teachers' planning and enables subject leaders and governors to allocate resources.

### **Formative Assessment**

At Irby Primary School, Assessment for Learning (AfL) is at the heart of our assessment principles. Through collaborative learning, clear learning objectives and success criteria, peer and self-assessment, and quality feedback, our children have ownership of their learning, understand their targets and know the next steps to make in order to make progress. Use of AfL means that teachers can adapt their teaching during a lesson or unit of work to progress at the correct rate for the children, sometimes recapping learning and at other times accelerating learning.

## **Summative Assessment**

In addition to daily formative assessments during lessons, we assess the children's reading and spelling ages/phonic phase for spelling at the start and end of the year to monitor progress. Reading comprehension, writing, grammar and punctuation are assessed termly. Maths is assessed half termly. These formative assessments enable us to identify children who may need intervention support, to identify gaps or misconceptions within the children's learning and to track progress.

For all other subjects, we assess pupils against agreed and concrete descriptions of expected knowledge and skills from the new curriculum.

In order to ensure accuracy and consistency, we moderate judgements within school, with other local schools (including secondary school colleagues) and with Local Authority officers and advisory staff.

We benchmark our results at the end of Foundation Two, Key Stage One, Key Stage Two and Year One against the national picture and local schools.

## **Our use of assessment**

The outcomes of summative assessments are analysed by teachers, subject leaders and the head teacher. Termly progress meetings enable the teacher and the head teacher to consider the attainment, progress and needs of each child.

Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations and make good progress. The head teacher and subject leaders analyse the data across the school to ensure that children, including vulnerable children/groups are making appropriate progress and that all pupils are suitably challenged.

We have three parents' evenings per year to share children's attainment progress and next steps with parents and carers. Parents also receive an end of year report sharing what has been achieved and children's targets for the next year.

We celebrate and value all achievements including sport, art and music across a broad and balanced curriculum which gives all children the chance to shine wherever their skills may be.