



**Our Philosophy:** We believe that assessment is essential to the promotion of effective learning and teaching, providing a framework in which educational objectives can be set and pupils' progress can be accurately monitored and recorded. We believe that assessment should inform, motivate and support teaching and learning.

**General Aims** Assessment, recording and reporting should:

- motivate pupils and promote self-confidence, involving them in reviewing their own progress and setting future targets
  - support learning through identifying strengths and areas for development
- be integral to curriculum planning and evaluation
- recognise and celebrate wider achievements of the 'whole child' including those relating to personal and social development
- be informative to teachers, parents, governors and receiving schools
- be based on a wide range of evidence
- be an essential part of teaching and learning
- be manageable in the classroom
- meet statutory requirements
- identify children with special educational needs
- identify more able children

#### Broad Guidelines

1. Assessment and recording should be a continuous and essential part of curriculum planning through whole school use of agreed planning and assessment.
2. Assessment should be valid, accurate, consistent, appropriate, reliable and be supported by evidence.
3. All pupils regardless of ability, gender, social or ethnic background should benefit equally and should not be disadvantaged by the methods used.
4. Summative records (held on school planning network and also reported on G2 Integris) and reports to parents provide information that is accessible, useful and credible to their intended audience.
5. Assessment should provide constructive feedback to pupils enabling and motivating them to make progress.
6. Assessment should provide constructive feedback to parents that can be shared either at a consultation evening or through the annual report.
7. Assessments should enable short-term goals to be set resulting from discussion between pupil and teacher.
8. Assessment may suggest a need for review of teaching materials, method of delivery, classroom organisation or school management.
9. Assessments made of pupils' achievements are used to inform planning, including differentiation within planning.