

## Principles for Assessment

Chalton Lower School

Document Control		
Edition	Issued	Changes from previous
1	Jan 2021	Policy unchanged

Policies/Documents referred to in this policy	Postholders/Persons named in this policy

Adopted 3rd February 2021

Chair of Governors.....Mr Jon Chapman  
Review February 2024

**1.** Assessment is at the heart of teaching and learning.

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

**2.** 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.

**3.** 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 pupils with their learning.
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

**4. 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 expectation for learners.

**5. Assessment is appropriate.**

- The purpose of any assessment process should be clearly stated.
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

**5. Assessment is consistent.**

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

**6. Assessment outcomes provide meaningful and understandable information for:**

- pupils 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;
- school leaders and governors in planning and allocating resources; and
- government and agents of government.

**7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice more can be achieved**