



Newnham Croft Primary School

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.
- We have a senior leader who is responsible for assessment.
- We use FFT Aspire to record and analyse our assessment data (Tapestry for EYFS).

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils 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 and using moderation, external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil 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.
- At the end of each term the achievement of each pupil is assessed against all the relevant criteria.
- Each pupil is assessed as either 'working towards', 'on track' or 'working at greater depth' on each relevant criterion contained in our expectations for that year.
- Where a pupil is assessed as working at greater depth for the relevant criteria in a subject for that year we provide more challenging work.
- Children who are not meeting the expected standards for their year group will be assessed using criteria from previous years and other assessment tools.
- We use pre-key stage standards as summative assessments when necessary.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools 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 pupils and classes.
- We use the pre-key stage standards as a framework for monitoring the progress of those children working below the expected level for their key stage.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably challenged.

- The information from assessment is communicated to parents and pupils on a termly basis through parent/teacher consultations and the annual progress report. Parents and pupils receive information regarding 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, music, art and performance, behaviour, and social and emotional development.