

The Warriner MAT

Principles of Assessment

- **Principles of Assessment**

Effective assessment is integral to high quality teaching and learning and has, at its core, the goal of improving outcomes for children. Regular feedback, in all formats, given to children about their learning helps them to understand how to be successful, what they have achieved and what they need to do to further improve. We recognise that assessment goes hand-in-hand with an engaging and challenging curriculum; but it is high quality formative assessment that goes to the very heart of good teaching.

Detailed analysis of assessment information also plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, key stage, year group and whole school level. This information then guides strategic planning at all of these levels. This analysis is also essential in enabling school Governors and Directors to have a clear understanding of the performance of each school within the MAT.

As a MAT we use OPT (Oxfordshire pupil tracking) in our Primary Schools and Go4Schools in the Secondary school to monitor data in each school and analysis of this data allow us to assess the strengths and areas for development across the MAT. Moderation meetings and activities, led by our lead schools, take place throughout the year to ensure consistency and agreement within the MAT and share good practice in assessment.

- **Aims of Assessment**

The aims of assessment within the MAT are:

- to enable our children to demonstrate what they know, understand and can do in their learning
- to develop children's ability to self-assess and to understand what they need to do next to improve
- to help our children recognise the standards to aim for
- to allow teachers to plan work and activities that accurately reflects the learning needs of each child
- to help parents to support their child's learning at home
- to provide information which allows Senior Leaders, Governors and Trustees to evaluate and question the effectiveness of the school.

Purpose of Assessment

- Assessment enables us to help teachers and pupils, together with support from parents, plan their next steps in learning.
- Is it to enable us to bench mark against relevant criteria, such as national data and to enable us to track children's progress against age-related expectations.
- Evidence from observations, records of work and testing allows us to make assessment judgements.
- To ensure consistency of the judgements in all year groups, the assessment outcomes are moderated termly by colleagues in school and Trust wide moderation also takes place throughout the year
- Outcomes of assessment are used to monitor and support our teaching standards and help us improve by identifying strengths and weaknesses, and planning subject specific support where necessary.

Our use of Assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- 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 accelerated progress and that all pupils are suitably/appropriately stretched.

The Assessment Cycle

Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Ensuring children are aware of the learning intentions and success criteria for each lesson.
- Providing regular opportunities to review learning against the success criteria.
- Involving children in peer and self-assessment by setting next steps and using success criteria which helps them to assess their own progress and the progress of their peers.
- Questioning throughout lessons in order to judge the children's understanding.

- Observing children engaged in their learning, tackling misconceptions and reshaping tasks as necessary to maximise progress.
 - Producing high-quality learning displays which celebrate achievement and progress
 - Feeding back to children on an ongoing basis both verbally and in writing matched to the age and the individual needs of the child.
 - Ensuring that children have time to respond to feedback marking and make progress based on the advice that they receive.
 - Sampling and moderating children's work both in school and within the Trust.
 - Planning specific assessments against learning intentions in medium/short term planning.
 - Using assessments and feedback from marking to inform the next stages of learning and planning.
- **The importance of marking**

Effective marking and feedback is directly related to the learning outcomes given to students at the beginning of teaching sessions or sequences of learning. It is therefore part of the assessment process which informs teachers' short term planning and feeds directly into whole school monitoring and target-setting. Marking and feedback should be clear and constructive in its guidance to individual students, being consistently applied. It should point to strengths as well as areas for development in order to build students' confidence. Marking and feedback should require a response from students, allowing for them to act upon guidance and targets set as a way of measuring and celebrating progress. It should also enable students to develop skills of self and peer assessment by making clear the criteria against which they are to be assessed.

- **Data Analysis Assessment information**

Senior Leaders and Head teachers are expected to set targets for each cohort at the start of the school year and then use the data generated throughout the year to analyse the progress of pupils and groups on a termly basis. This information is utilised to inform the:-

- Pupil Progress meeting discussions,
- School Self Evaluation,
- Termly data report to the Governors and Directors
- School Development Plan
- Future work with School Challenge Partners

- **MAT wide Assessment Moderation**

The MAT recognises that moderation is an essential element in producing teacher and school assessment that is reliable and comparable over time, and for that reason moderation meetings take place throughout the year to support this process. There are planned opportunities for all school staff to come together within their hubs to moderate

work across all age groups ensuring that expectation is consistent alongside additional meetings for Year 2 and 6 staff/ English and Maths Leaders to ensure that children are being supported appropriately as they approach their SATs tests and sufficient curriculum coverage is taking place.