



Underpinning principles for assessment

Assessment systems include but not exclusively verbal feedback, marking, standardised tests, reports and targets.

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

- a) Assessment provides evidence to guide teaching and learning.
- b) Assessment provides the opportunity for children to demonstrate and review their progress.

2. Assessment is fair and honest

- a) Assessment is inclusive of all abilities.
- b) Assessment outcomes are used in ways that promote positive effects on learning.
- c) Assessment outcomes are conveyed in an open, honest and transparent way to assist children with their learning.
- d) Assessment judgements are moderated by experienced professionals to ensure their accuracy.

3. Assessment is ambitious.

- a) Assessment objectives set high expectations for children.
- b) Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c) Assessment places achievement in context against nationally standardised criteria and expected standards.

4. Assessment is appropriate.

- a) The purpose of any assessment process should be clearly stated.
- b) Conclusions regarding children's achievement are valid when the assessment method is appropriate (to the age of the child, to the task and to the desired feedback information).
- c) Assessment should draw on a wide range of evidence to provide a complete picture of children achievement.
- d) Assessment should be manageable.

5. Assessment is consistent.

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

6. Assessment outcomes provide meaningful and understandable information for:

- a) children in developing their learning;
- b) parents in supporting children with their learning;
- c) teachers in planning teaching and learning.
- d) Assessment must provide information that justifies the time spent;
- e) school leaders and governors in planning and allocating resources; and
- f) 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.