

The Principles of Assessment at Stokes Wood Primary School

The governors and staff at Stokes Wood Primary School use an ongoing assessment process which is at the heart of teaching and learning. This process is fair, consistent and appropriate for the age and ability of each individual pupil. Assessment is carried out continually across all phases within the school to support pupils and their families to understand where each pupil is on their learning journey and to support each child, whatever their ability, in achieving their full potential. Assessment is a manageable process for staff.

Pupils

Pupils experience a range of assessment procedures which are used to give them an honest, open and transparent review of their learning. Additionally, assessment provides children with ambitious next steps in their learning, with challenging targets that are within the child's ability. Pupils have ownership of assessment procedures, with frequent and regular opportunities to discuss and review their progress with their teachers and to agree new targets. Pupil-teacher discussions celebrate the whole child and promote self-esteem for all pupils, whatever their ability. These discussions inspire greater effort and a recognition that hard work reaps well-deserved results. The targets and next steps discussed with pupils are qualitative rather than quantitative.

Parents

Parents have termly (and more frequent, if required) opportunities to discuss their child's progress, using evidence from the full range of assessment procedures used. Parents' evenings allow discussions about a child's progress on his or her learning journey and the next steps and support required to achieve the ambitious targets set. These discussions are on a qualitative level. Parent-teacher discussions celebrate the whole child and promote self-esteem for all pupils, whatever their ability. At the end of each year, parents are informed about their child's progress and attainment compared with children of a similar age nationally.

School

Feedback to school leaders from assessments is used for the school's self-evaluation to develop school-improvement priorities, for staff performance management and for comparison with school performance nationally. This analysis is in the form of quantitative data. To do this fairly and accurately, the school uses internal and external professional moderation procedures to check judgements and standards. Staff keep themselves up to date with assessment procedures through continuous professional development. Using quantitative data from assessments, the school can be compared with others at a national level.