



Brompton-Westbrook Primary School

Kings Bastion, Brompton, Gillingham, Kent ME7 5DQ

Tel: 01634 844152

Fax: 01634 831762

Email: office@bromptonwestbrook.medway.sch.uk

Head Teacher: Mrs Jane Heyes



Supporting the Bid

Principles of Assessment – 2014

Introduction

Definition of Assessment:

Assessment is the process of forming a judgement about a pupil's attainment of knowledge, skills and understanding and identifying what the pupil can do and the appropriate next steps and support to progress learning and achieve goals.

University of Manchester – Assessment Framework May 2014

Assessment is central to teaching, learning and the curriculum. At Brompton-Westbrook Primary School, we have an assessment policy and it is founded on the set of five principles set out below.

Principles

1. It must be fair, accurate and reliable:

- ensures that children are able to show their learning and achievements in various ways
- uses a range of evidence in a range of contexts over time
- promotes breadth and depth of learning
- is benchmarked against peers in school and beyond
- is carried out and checked by well trained professionals

2. It must be proportionate, relevant and appropriate:

- is not over-demanding on children and teachers to the detriment of learning
- assesses what is important
- tells children, teachers, parents and government agents what they need to know
- uses methods that are right for the child at their age and stage of development
- is regularly reviewed to evaluate effectiveness and appropriateness

This school is committed to safeguarding and promoting the welfare of children and achieving equal opportunities and combating discrimination.



3. Put the child at the centre of the process:

- involves the children, their teacher and their peers talking together about learning
- helps children to self-assess and be reflective
- clarifies what the children can do and what they need to do next
- raises children's aspirations
- is positive and emphasises children's strengths, raising self-esteem

4. Be designed to support the raising of standards and aspirations:

- gives accurate feedback to celebrate achievement and enables children to self-correct
- improves the quality of teaching by guiding teachers to base their plans on the needs, prior learning, interests and experiences of the children
- improves children's learning by closing any gaps in attainment and progress
- promotes independence, responsibility and team working
- identifies where extra help is required and the training staff might need

5. Be open and informative

- uses language that is understood by teachers, children, parents, governors, school leaders and government agencies
- is based on the teacher's knowledge of the child and how they learn and can be compared with national standards
- is collected and recorded in a way that means it is manageable and understood by teachers so that they can plan for the future
- is kept securely and easy to transfer