



# New Horizons Seaside Primary

## Assessment Statement 2025

### Our principles for assessment

#### **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 students to demonstrate and review their progress.

#### **2. Assessment is fair**

- a. Assessment is inclusive of all abilities.
- b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

#### **3. Assessment is honest**

- a. Assessment outcomes are used in ways that minimise undesirable effects.
- b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

#### **4. Assessment is ambitious**

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

#### **5. Assessment is appropriate**

- a. The purpose of any assessment process should be clearly stated.
- b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, 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 student achievement.
- d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

## **6. 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.
- d. Assessments are moderated by locality, county and nationally by recognised bodies.

## **7. Assessment outcomes provide meaningful and understandable information for:**

- a. pupils in developing their learning;
- b. parents in supporting children with their learning;
- c. teachers in planning teaching and learning.
- d. school leaders and governors in planning and allocating resources; and
- e. government and agents of government.

## **8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved**

### **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 at least expected progress
- All staff are regularly trained in our approach to assessment
- We have senior leaders who are responsible for assessment and data

### **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

### **Assessments take two forms:**

- On-going assessments happen within lessons on a regular basis.
- More formal testing takes place each half term. These results are collected by members of the SLT (Senior Leadership Team) and analysed. Half termly progress meetings are an opportunity for teachers to discuss and moderate the assessments for their children and provide evidence of weekly teaching that supports each child's attainment.

### **Our use of assessment**

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations.

- Teachers 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 stretched
- Assessment results are collected by members of the SLT and analysed. The analysis informs the SLT of an overall picture of achievement and progress and helps with the provision of support for children and training for staff.
- Half termly progress meetings are an opportunity for teachers to discuss the assessments for their children and provide evidence of weekly teaching that supports each child's level.
- The information from assessment is communicated to parents on a termly basis with parents. We celebrate achievements including attitude to work.

### **Assessment without levels**

- All teachers in the school are very used to using standardised scores in terms of progress and the attainment their children achieve.
- The school has used this high level of understanding to design their own assessment system.
- This draws teachers away from levels and focuses their attention on children achieving age related standardised scores.
- There is now a clear expectation in the National Curriculum that expectations have been heightened and as such the school has raised its expectations in each year group.

Each child is formally assessed in reading, writing, maths and spellings, punctuation and grammar (PAG).

Standardised tests, informed by teacher assessment (TA) then track and project a child's progress during their time at Seaside.