



## **West Sussex Assessment**

### **Aims and Principles**

The following assessment statement and principles for teacher assessment were agreed by locality groups across West Sussex:

- West Sussex schools believe that assessment starts and ends with the learner.
- In West Sussex we have high expectations of all learners and all assessment practice will promote high quality learning for all. Any assessment framework must value professional judgement and assessment practices must actively engage and involve pupils, teachers, all school staff, governors and parents.
- Methods of assessment must be purposeful, varied, time-efficient, manageable and accessible to ensure inclusivity.

### **Assessment systems should ensure that:**

- \* common assessment processes of standardisation and moderation are consistent across school, locality and county, to enable accuracy in all aspects of teacher assessment;
- \* systems are time efficient and manageable;
- \* a range of assessment for learning strategies develop pupil progress;
- \* early identification of pupils and groups at risk of underachievement regardless of ability can take place;
- \* identification of areas of provision to be celebrated or improved can take place;
- \* quality learning outcomes that include purposeful, independent, choice-giving, extended learning opportunities are embedded into our assessment system;
- \* there is a use of a common language for assessment.

**Assessment systems should enable:**

- \* assessment to be accurate, accessible and based on a shared understanding that builds trust and confidence between the learners and between colleagues;
- \* transparency and clarity;
- \* consistency in tracking pupils' attainment and progress across all year groups;
- \* recognition of individual achievements with the child at the centre of their learning;
- \* encouragement of self-esteem and confidence in the learner;
- \* identification of the next steps in learning for individual pupils;
- \* rich Q and A conversations with learners to elicit and secure deep understanding of concepts and skills;
- \* quality interactions and dialogue around learning with all members of the school community.

**Support:**

- \* planning, teaching and learning;
- \* transition between year groups, key stages and schools;
- \* regular reporting to parents.

**Essential elements of effective assessment systems with learners at the centre.****There is:**

- a continuous process to seek and interpret evidence;
- an integration between the learning and teaching process on a day-to-day basis;
- assessment evidence used to modify teaching and planning to meet the needs of individual pupils and improve learning;
- a sharing of learning journeys and outcomes;
- a sharing and negotiation of success criteria;
- encouragement for pupils to assess and evaluate their own and others' work;
- the opportunity for constant effective questioning;
- an understanding of where learners are in their learning, where they need to go and how best to get there.

**Within classes and across each school there should be regular:**

- Self-assessment and peer assessment;
- Dialogue and conferencing with children;
- Capturing and recording of learning in a wide variety of forms, including observation and dialogue;
- Verbal and written feedback;
- Time for children to respond to questioning and feedback;
- Use of agreed assessment criteria as a guide for next steps in learning;
- Standardisation and layered moderation;
- Professional discussions about the whole child as a learner and the progress they are making;
- Use of a balance of assessment evidence to make formative and summative judgements, with teachers' in depth knowledge of pupils giving weight to professional best-fit judgements;
- Use of manageable and diagnostic recording and tracking systems, which support whole school data analysis (trends, monitoring, targets etc.)
- Regular in school staff training to maintain teachers' confidence and accuracy in making professional judgements;
- Reporting pupils' progress and achievement.

**Across and between schools there should be:**

- Use of shared assessment principles, criteria and language to enable quality discussions about learning;
- Regular and robust systems for moderation