

## **Principles for Assessment**

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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.
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. Assessment must provide information that justifies the time spent;
  - 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.