



Assessment Policy

Date effective from:	September 2025
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Aims and objectives

Assessment in our school in our school enables students to:

1. become involved in their own learning with direction and motivation that results from a clear understanding of the cumulative progress they are making
2. understand where they need to improve in order to make progress
3. adopt greater responsibility for their own learning

Assessment for learning allows teachers to:

1. involve students in their own learning
2. use diagnostic information about students' strengths and weaknesses in order to tailor teaching to students' individual needs
3. guide future planning, teaching and curriculum development
4. track students' cumulative learning
5. gather evidence on which to base clear, constructive feedback to students in class and to their
6. monitor progress and support learning
7. recognise the achievements of students
8. inform and engage parents/carers regarding student progress and attainment

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment is incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Target Setting

Upon entry into the school, all students are set targets based on their KS2 scores from primary school SATS in reading and maths.

Where certain year groups have not taken SATs tests e.g. during Covid in 2020 and 2021, a different approach has been used to calculate expected target grades for the end of Year 11. Students sit Cognitive Ability Tests (CATs) by GL assessments in October. This data is used in conjunction with FFT Aspire and our historical data to produce target grades. These will be used for these cohorts until they finish Year 11 unless there is revised guidance from the DfE.

Subject Target Based On	
Maths	KS2 Maths
English	KS2 Reading
Science	KS2 Maths
Humanities	KS2 Reading
MFL	KS2 Reading
DT, Drama, Music, Art	KS2 Average

All targets follow the new GCSE 9-1 grade system along with a foundation level below grade 1. There are sub grades for each level. For example a 4.1 is a weak level 4 rising through 4.2, 4.3 to 4.4 which would be a very strong level 4, almost a 5.

For music, drama, art and PE in Yr 7-9, a separate benchmark grade is used to measure progress. This is determined by teacher assessment at the start of Year 7.

Who are the targets for?

The targets are for staff. They are there to help teachers to determine if students are working in line with their ability and to check when students might need intervention in order to help them work-towards or exceed their targets.

Targets, however, are not openly shared with students and their parents/carers. The reason for this decision is that they can sometimes be seen as a motivational barrier and/or a 'glass ceiling'. Research has shown that performance goals are less likely to lead to high-achievement outcomes than mastery goals.¹ Therefore, it is important that students are more focussed on what they are learning rather than what they can hope to achieve in their GCSEs as a result of their endeavors.

¹ Mark Roberts: *The Boy Question* 2022
K:/Policies/2025-26

Recording

Data relating to formal assessment will be recorded by the teacher to inform teaching strategies for individuals or groups of students. It will also inform discussion between staff at departmental meetings and with line managers.

Assessment data is recorded not only to inform the feedback given to students and staff but also to provide information on how the school as a whole is progressing. It should be used in the following ways:

- Subject staff to reflect on the progress of different groups
- Directors of Learning to analyse and reflect with their departments on the achievement of different groups and individual students in relation to targets set.
- The Data Manager, reporting to the SLT, will analyse recorded assessment data as part of the school's monitoring and evaluation process.
- Senior leaders to draw conclusions from data analysis about the progress of the school in general and on specific areas for development, and to use this to inform the Self Evaluation Form (SEF) and School Improvement Plan (SIP) processes

Year 7, 8 & 9 (KS3)

Assessment at key stage 3 is criterion referenced and based on the idea that students need to be secure in their learning. 'Secure' means that a student can do, has learnt or can demonstrate the main body of skills and knowledge (declarative and procedural) as required at each assessment point. It has no reference to their target. It does not mean they are on track to be able to do/know what's needed later in the year or at the end of the year. It is, however, cumulative and requires students to show that they can retain or recall information that they have learnt in previous units of study.

Students who are above the 'Secure' level are said to be Excelling (-, =, +). The criteria is set out on the subject-specific KS3 assessment plans.

Students who are not yet Secure are said to be Developing (-, =, +). However, there is no specific criteria set out here. They are simply not secure in their learning yet. This means we have only 3 worded grades, with only those assessed as above or below 'Secure' having subdivisions

It is vital that assessments are cumulative and that prior learning is included at each assessment point. Therefore, Secure at the end of term 1 = Secure on what has been covered that term. Secure in term 2 = Secure across both terms, so an end of term 2 assessment takes into account whether students have retained knowledge and skills from term 1 and 2.

Secure judgements are based on a variety of assessment methods such as an end of term assessment; end of unit tests; it might include some ongoing assessment or low stakes quiz work as well as more formal assessment. The Teachers in Charge and Directors of Learning have autonomy to decide what works best, whilst ensuring that there needs to be consistency across each subject.

A student who remains as 'Secure' throughout the year has made progress because there will have been increased demands and there is a cumulative/synoptic element.

Key stage 3 assessments are linked to the National Curriculum and are linked to the best practice outlined in the OFSTED subject research reviews: eg in Geography there are 4 pillars - locational knowledge; place knowledge and understanding; knowledge of environmental, physical and human geography; geography skills and fieldwork, whilst in Spanish there are the 3 pillars of phonics; vocabulary, grammar and the interplay between them. There's also across subjects the notion of declarative (knowing what) and procedural (how) knowledge.

This, therefore, is tracking learning rather than assessing where students are up to on a flight path.

An example of a subject-specific KS3 assessment plan is seen in appendix 1.

Year 10/11 (KS4)

Students in Year 10/11 are given GCSE style grades at the end of each term. These are based on an assessment piece that is common across the subject area. There are sub grades for each level (e.g. 5.1, 5.2, 5.3 and 5.4) to represent a student developing, securing, mastering or excelling on a particular grade.

Mid and end of year exams take place for Year 10 in January and June and these are also given GCSE style grades. These exams vary between subjects but will include elements of actual GCSE past questions to allow more accurate grades to be awarded. These assessments allow teaching staff to assess cumulative knowledge and understanding. A standardising process is always followed to ensure consistency of application of mark schemes.



Mock GCSE exams take place for Yr11 in November and February/March and this data is recorded in SIMS and SISRA to allow analysis and intervention. A standardising process is always followed to ensure consistency of application of mark schemes.

Reporting

Pupil progress is reported to parents at various points throughout the year.

- Reports are sent at the end of each term with targets, assessment criteria based information for Year 7-9 and GCSE style grades for Year 10/11.
- Alongside this, students are given grades for Attitude To Learning in school, and Attitude To Learning at home. The number of achievement and behaviour points is reported, with an indication as to how this compares with the year group and school as a whole.
- Total days late to registration and current percentage attendance are included.
- Parent Evenings form an integral part of the reporting cycle. These are held annually for each year group throughout the year involving all subject teachers. For Yr7 there is a settling-in evening in October.
- All previous reports for any student can be accessed by parents/carers using the Edulink One system online.

Appendix 1: Example Assessment Criteria for KS3

Subject: Geography Faculty: Humanities Year Group: 7			
EXCELLING (-, =, +)			
	<p>All of the secure criteria plus:</p> <p>Identify a low pressure system on the weather map. Accurately describe the type of weather different air masses bring to the UK.</p>	<p>All of the secure criteria plus:</p> <p>Application of knowledge - how weather hazards affect people and the environment.</p>	<p>All of the secure criterion plus:</p> <p>Define what a natural disaster is. Accurately interpret hazard data from a map and make links to places.</p>
SECURE			
	Autumn Term	Spring Term	Summer Term
	<p>Assessment strategy: <u>Informal class tests</u> Three types of Geography Atmospheric Processes</p>	<p>Assessment strategy: <u>Informal class tests</u> Three types of Geography Atmospheric Processes Weather Hazards</p>	<p>Assessed strategy: <u>End of year standardised assessments</u> Three types of Geography Atmospheric Processes Weather hazards Natural Disasters</p>
Pillar 4: Geographical skills and fieldwork	<ul style="list-style-type: none"> Can identify coastal and inland locations on a UK map. Can interpret synoptic charts to enable them to describe the weather. 	<p>Everything from term 1 plus:</p> <ul style="list-style-type: none"> Can label features of an anticyclone and cyclone. Be able to utilise a variety of data sources including and analysing and interpreting this data (weather data and sources) 	<p>Everything from terms 1 and 2 plus:</p> <ul style="list-style-type: none"> Can interpret geographical data and maps in conjunction with one another. Can draw bar graphs to represent tectonic data.
Pillar 3 - Human and physical geography	<ul style="list-style-type: none"> Can differentiate between the three types of geography (physical, human and environmental) They know the difference between weather and climate. Can identify 4 key factors that affect weather and climate (relief, latitude, prevailing wind and aspect) 	<p>Everything from term 1 plus:</p> <ul style="list-style-type: none"> Describe the water cycle and how it works (effective use of disciplinary literacy). Identify the physical processes which cause extreme weather hazards (anticyclones/cyclones) Can evaluate the impact of weather events on humans in HICs. 	<p>Everything from terms 1 and 2 plus:</p> <ul style="list-style-type: none"> Can identify the four layers of the earth. Can provide examples of natural disasters. Can label the key features of a composite volcano.
Pillar 2 - Place knowledge	<ul style="list-style-type: none"> Identify countries of the UK. Can identify coastal and inland areas. 	<p>Everything from term 1 plus:</p> <ul style="list-style-type: none"> Can identify where certain types of rainfall are more likely to occur in the UK. 	<p>Everything from terms 1 and 2 plus:</p> <ul style="list-style-type: none"> Can make the connection between tectonic activity and tectonic plate boundaries.
Pillar 1 - Locational knowledge	<ul style="list-style-type: none"> Can make connections between latitude and weather in the UK. Can describe UK weather with reference to global air masses. 	<p>Everything from term 1 plus:</p> <ul style="list-style-type: none"> Can form links between latitude and extreme weather events. Locate where key weather events took place. 	<p>Everything from terms 1 and 2 plus:</p> <ul style="list-style-type: none"> Make links between location and natural hazards.
DEVELOPING (-, =, +)			
Not yet secure with all of the criteria set out for the term.			

Appendix 2: Information on criteria, grades, ACE and homework given to parents

Red	Not making as much progress as expected.
Amber	Making progress at the expected pace. Most students will be in this group.
Green	Making progress beyond what is expected
Blue	Making exceptionally strong progress, significantly beyond what is expected.
X	If a topic could not be assessed, due to Covid or another reason, it will be given an X

ATL in School

Grade		Description
1	Excellent	Shows great commitment and effort, works exceptionally well and independently in class. Demonstrates excellent cooperation and works very well with other students. Consistently displays behaviour which contributes towards very good learning.
2	Good	Shows commitment and effort that supports progress and often works independently in class. Demonstrates good cooperation and works well with other students. Usually displays behaviour which contributes towards good learning.
3	Some concerns	At times lacks the commitment to make good progress and often needs reminders to be brought back on task. Requires frequent monitoring to demonstrates cooperation and work with other students Behaviour is not helping with learning.
4	Significant concerns	Frequently lacks commitment and effort which limits progress, only works independently when closely supervised in class. Demonstrates very little cooperation and will only work with other students when closely directed. Learning is being prevented because of poor behaviour.

ATL at Home

Grade		Description
1	Excellent	All home learning is completed on time and to a very high standard, clearly demonstrating skills of independent learning and personal organisation. The standard of home learning makes a significant contribution to the overall attainment of the student.
2	Good	Home learning is mostly completed on time and to a generally high standard, which shows evidence of independent learning and personal organisation. The standard of home learning makes a strong contribution to the overall progress of the student.
3	Some concerns	Homework is often late or falls below the expected standard, showing a lack of independent learning or personal organisation. Occasionally, home learning is not completed at all. The standard of home learning makes very little or no contribution to the overall attainment of the student.
4	Significant concerns	Frequently fails to complete home learning, or hands in work that is well below an acceptable standard. No evidence of independent learning. The standard of home learning is having a negative impact on the overall attainment of the student.