Assessment policy

Approved by: Headteacher Approved on: September 2026

STA Contact: Deputy Headteacher - QOE Revision due: September 2028

St Andrew's
NIHIL SINE LABORE

1. **Rationale**
   a. A whole school approach to assessing students' work is necessary to ensure consistency in the frequency and quality of assessment, so that individual students move forward in their learning.
   b. Assessment is integral to all aspects of teaching and learning at this school. Effective assessment is used to improve student motivation, monitor progress, evaluate the learning experience, improve planning and differentiation, diagnose difficulty, and identify progression as part of a continuous cycle.
   c. Formative assessments (for learning) occur day by day and lesson by lesson. They range in form, including verbal feedback, written feedback and assessment of knowledge throughout lessons. The specific strategies used within a subject are identified with subject specific assessment plans.
   d. Summative assessments take place when knowledge acquisition and skill development is checked. These may take the form of tests or marks for individual pieces of class or homework or, at specific points in the year, the overall attainment of a student over will be assessed against internal KS3 criteria or KS4 GCSE grade criteria. This information is recorded on Pupil Progress and will be used to generate an Age Related Grade (ARG) for KS3 in line with the GCSE 9-1 and a predicted GCSE Grade for KS4.
   e. Effective assessment for learning (formative assessment) will:
      i. Be based on a specific, clear learning agenda, which is referred to by the teacher.
      ii. Provide opportunities for students to reflect on their progress through written or oral dialogue with their teacher which sets clear targets for improvement.
      iii. Use realistic model pieces of work that exemplify expectations and outcomes.
      iv. Include differentiated and targeted oral and written feedback as well as marks or grades.
      v. Give specific advice regarding methods for improving work.
   f. Summative assessment will:
      i. Inform students, parents, teachers and leaders about each student's attainment. At periods set by the school, attainment will be reported in terms of national grades or Age Related Grade (ARG) at KS3 through MCAS.
      ii. Monitor individual, group, and cohort performance over time, assisting in the evaluation of school
      iii. performance against national expectations.
      iv. Inform target setting by providing an evaluation of individuals or groups progress against prior attainment.
2. **Policy**
   a. In accordance with the Education Act 1996 and its various sub-sections, this school will ensure:
      i. The publication of students' results in public examinations to the school's Governing Body and these will be published on the school's website.
      ii. The keeping of records for every student including material concerning academic achievements, other skills and abilities and general progress in school.
      iii. Assessment information will be transferred when a student changes school.
3. **Practice**
   a. Summative assessments will be:
      i. Age related grade (ARG) at KS3 and graded at KS4:
         1. In KS3 students will provided with and Age Related Grade (ARG) this is the equivalent GCSE grade they would be expected to achieve at the end of Year 11.
         2. In KS4 the grades will be: a GCSE 1-9 grade.
         3. For vocational or non-GCSE courses a relevant grade scale will be used.
         4. At KS4 grades will be issued as fine grade (using + and – where appropriate)
   b. Compared with Capable of Grades and prior attainment to inform future learning and teaching.
   c. Depending on the needs of the curriculum these assessments may be spread over a period with components or strands being assessed at different times.
   d. KS3 Levels are not GCSE grades an age related grade, these will fluctuate over KS3 as students develop skills in different areas of the GCSE curriculums.
   e. KS4 are based on GCSE and BTEC descriptors for individual subjects.

f. In some subjects, other summative assessments in the form of knowledge or skills tests will take place at appropriate times and be recorded.
g. Formative assessment will:
    i. Assess an individual outcome.
    ii. Be based on clear objectives.
    iii. Be student centred, describing what a student can do and how to improve.
    iv. Describe to the student how learning can be advanced or developed.
    v. Take place in most lessons for most students.
    vi. Written feedback should focus on next steps; and be specific.
h. Student involvement in assessment
    i. Self-assessment will help students develop independence and a clearer understanding of tasks, topics and skills.
    ii. Peer assessment in the right circumstances, will have similar effects and will encourage conversation and consideration of assessment objectives, but does not replace teacher assessment, and will be checked.
i. Standardisation
    i. To ensure that assessments are accurate and consistent, subject areas will engage in standardisation procedures where samples of exercise books, folders or coursework are taken and compared. Feedback can then be shared in departmental meetings or subject workshops.
j. Using Assessment Data
    i. Data will be used to:
        1. Monitor progression against minimum target grades.
        2. Monitor individual student progress against prior attainment at Key Stage 2 and Key Stage
        3. Monitor the "value-added" progression of students between Key Stages.
        4. Set minimum target grades for every student.
        5. Analyse Year 11 cohort performance against national and local figures.

4. Roles and Responsibilities

a. Governance
    i. Governors are responsible for:
        1. Monitoring the impact of the assessment policy
        2. Consulting with the senior leadership team about the suitability and impact of the policy
b. Leadership Group
    i. Designated members of the leadership group are responsible for:
        1. Arrangements for examinations and teacher assessments in line with school policy.
        2. Arrangements for school-based assessments.
        3. Advising on the collection and annotation of work.
        4. Monitoring assessment procedures.
        5. Analysing year group, subject, and whole school data.
    ii. Subject Leaders are responsible for:
        1. Monitoring assessment practices and marking.
        2. Ensuring up to date subject specific assessment plans are available
        3. Analysing student responses to internal assessments as well as exams and GCSE examinations.
        4. Setting up portfolios of exemplar work.
        5. Overseeing standardisation procedures within subject areas.
        6. Playing an active role standardisation as well as developing assessment resources.
        7. Ensuring subject teachers use school systems to keep up to date records of prior assessment, minimum target grades and current assessment.
        8. Evaluating base line data and national assessments for use as a basis of target setting and development planning to raise student attainment.
        9. Advising members of subject teams on assessment practice.