Assessment Policy

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AIMS OF THE POLICY

- To provide a comprehensive framework of assessment methodologies across all phases.
- To ensure assessment serves as a pivotal tool for informing curriculum planning, tracking student performance and driving improvements in progress and attainment.
- To establish a consistent and rigorous approach to assessment and moderation throughout the school.

PURPOSE OF ASSESSMENT

- To facilitate high-quality, actionable feedback that empowers students to take ownership of their learning.
- To identify and implement precise next steps in both teaching and learning to ensure continuous academic growth.
- To ensure curriculum planning is data-informed and adaptively responsive to the diverse needs of all learners.
- To rigorously measure and analyse attainment and progress for individuals, specific demographics, and whole-school cohorts.
- To provide robust data that informs strategic school improvement planning and evaluates institutional effectiveness.
- To provide parents with clear, transparent insights into their child's academic strengths and targeted areas for development.

TYPES OF ASSESSMENT

Formative Assessment

Formative assessment strategies are used regularly in every lesson to assess students' knowledge, skills, and understanding. These strategies identify gaps and misconceptions while providing effective feedback to maximize student progress. Ultimately, formative assessment guides the learning journey throughout both individual lessons and wider sequences of learning. Strategies include questioning, discussion, and observation, as well as the use of Century Tech, Seesaw, marking, and peer or self-assessment against success criteria.

Summative Assessment

Internal and external summative assessments are conducted throughout the year to provide age-standardised scores, measure attainment, and track cohort progress. This data facilitates comprehensive gap analysis, informs targeted interventions, and allows for national performance benchmarking at specific intervals. By analysing data trends, the school identifies and implements strategic actions to further enhance student progress and attainment.

Year Group	Internal Summative Assessments	External Summative Assessments
Foundation Stage One	• **Seesaw**	
Foundation Stage Two	• **Seesaw** • **Monster Phonics**	• **Good level of Development**
Year One	• **WRM/PUMA** • **Monster Phonics** • **Go4schools**	• **Phonics Screening** • **Bounce Together**
Year Two	• **WRM** • **Monster Phonics** • **Go4schools**	• **CAT4** • **Bounce Together** • **STAR Reader** • **PUMA** • **SEEN**
Year Three	• **WRM** • **Monster Phonics** • **Go4schools**	• **Bounce Together** • **STAR reader** • **PUMA** • **SEEN**
Year Four	• **WRM** • **Go4schools**	• **GL – PTE** • **GL – PTM** • **GL – PTS** • **CAT4**

			- STAR Reader - PUMA - Bounce Together - SEEN
Year Five	- WRM - Go4schools		- GL – PTE - GL – PTM - GL – PTS - STAR Reader - PUMA - PIRLS (every 5 years) - TIMSS (every 4 years) - Bounce Together - SEEN
Year Six	- WRM - Go4schools		- GL – PTE - GL – PTM - GL – PTS - STAR Reader - PUMA - CAT4 - Bounce Together - SEEN
Seven	- End of unit assessments - Go4schools - End of year examinations - STAR		- GL – PTE - GL – PTM - CAT4 - E-pulse - Star reader - SEEN
Eight	- End of unit assessments - Go4schools - End of year examinations - STAR		- GL – PTE - GL – PTM - GL - PTS - CAT4 - E-pulse - Star reader - SEEN
Nine	- End of unit assessments - Go4schools - End of year examinations - STAR		- GL – PTE - GL – PTM - GL - PTS - CAT4 - E-pulse - Star reader - SEEN
TEN	- End of unit assessments - Go4schools - End of year examinations (Mocks)		- GL – PTE - GL – PTM - GL - PTS - CAT4 - E-pulse - Star reader - SEEN
Eleven	- End of unit assessments - Go4schools - Mock examinations - STAR		- CAT4 - PASS - IGCES Examinations and coursework - BTEC Coursework
Twelve and Thirteen	- End of unit assessments - Go4schools - Mock examinations		- CAT4 - PASS - IB Examinations and IAs - BTEC Coursework

DEFINITIONS OF PROGRESS AND ATTAINMENT

Progress

Phase	Definition	Example

Foundation Stage	**On Track** Students are on track to meet the early learning goals at age-related expectation by the end of the academic year.	
	Not on Track Students are not on track to meet the early learning goals at age-related expectation by the end of the academic year.	
Primary and Secondary	**Below Expected Progress** If Students don't make the same attainment grade the next academic year, then they will make 'Below Expected Progress'.	**Primary** Year 3 July 2025 – Secure Year 4 July 2026 – Working towards **Secondary** Year 10 July 2019 – Grade 5 Year 11 July 2019 – Grade 4
	Expected Progress Students who maintain the same attainment grade from the end of one academic year to the next meet the 'Expected Progress'	**Primary** Year 3 July 2025 – Secure Year 4 July 2026 – Secure **Secondary** Year 10 July 2019 – Grade 5 Year 11 July 2019 – Grade 5
	Above the Expected Progress If students finish the academic year on a specific attainment grade and subsequently increase their attainment by <u>one full</u> DIS attainment grade the following year, they will make 'Above Expected Progress'. If, however, the attainment grade, at the end of the academic year is above 'Expected Attainment' then students will make 'Above Expected progress' if the grade is maintained or better in the following year.	**Primary** Year 3 July 2025 – Secure Year 4 July 2026 – Secure + Or Year 3 July 2025 – Secure + Year 4 July 2026 – Secure + **Secondary** Year 10 July 2021 – Grade 5 Year 11 July 2022 – Grade 6 Or Year 10 July 2019 – Grade 6 Year 11 July 2019 – Grade 6
Primary and Secondary	**Value Added** Value Added (VA) measures the progress students make from a starting point (e.g., baseline assessments like CAT4) to their final outcomes (e.g., GCSE results). It reflects the school's or program's impact on student learning beyond expected outcomes. Positive VA scores indicate that students have exceeded predictions, demonstrating the effectiveness of teaching and learning. Our "Value Added" approach also compares students' progress against their expected outcomes based on their initial cognitive abilities, as measured by the **CAT4**. By analysing the **SAS scores** from the **Progress Tests** in relation to the **CAT4 SAS**, we can determine how much academic progress has been made beyond what was predicted. This approach enables us to assess the effectiveness of teaching strategies, identify students who are excelling or underperforming, and ensure that interventions and support are appropriately targeted to maximise	A student with a **CAT4 SAS** of 100 is expected to achieve a **Progress Test SAS** of 100. If the student scores 110, this demonstrates "value added," indicating that the student has made 10 points more progress than expected.

each student's learning potential.

Attainment

Attainment Grading Scheme

Phase	Below Expected Attainment for Curriculum Standards	At Expected Attainment for Curriculum Standards	Above Expected Attainment for Curriculum Standards
1. Foundation Stage	Not on Track	On Track	
2. Primary	Working towards	Secure	Secure + or Exceeding
3 Secondary (Year 7 - 11)	Grades 1 – 3	Grades 4 – 5	Grade 6+
4. IB (Year 12 – 13)	Grades 1 – 3	Grade 4	Grade 5+

Recording of Data

Seesaw

Seesaw is the main digital platform that is used to record and measure attainment and progress of each student in the Foundation Stage. Each child is assessed against the ages and stages objectives through observations of independent learning and focused group work within all areas of the curriculum. This then leads to an overall attainment grade for the students against age expectations (on track, currently not on track). Overall attainment is measured through the coverage of age expected milestones.

Go4Schools - Primary

Go4Schools is the main digital platform that is used to record and measure attainment and progress of each student in primary (Year 1 – 6). Each student is assessed against each objective taught within all core subjects. This leads to an overall attainment grade for the student against age-related expectations (working towards, Secure, Secure +, Exceeding). Overall attainment is measured through the percentage of objectives met or exceeded of those objectives that have been assessed at the point of the data capture.

Go 4 Schools is used to assess the attainment and progress of every student, identifying specific learning gaps that inform targeted interventions and future planning. Teachers update the platform consistently to maintain an accurate, real-time picture of each student's achievement. This data is officially collected via the Year Group (YG) Data Capture, providing a platform where teachers can compare performance, analyse trends, and identify strategic priorities for the coming term.

Go4Schools - Secondary

Formative Assessment

The Secondary School uses Go4Schools as a method for tracking assessment results and data throughout the year. There is no specific data capture point where staff are required to input current grades, as this takes place throughout the year. Data is live and real-time, ensuring that a current working at grade is automatically updated and generated with the weighting of various assessments. However, there are snapshots at the end of each term where quality assurance takes place with Subject Leaders and the Leadership Team.

Summative Assessment

In the Secondary School, teachers input a grade for each markbook sheet on Go4Schools and it then generates a current working at grade for that subject, weighted according to the subject leader. This is then measured against their baseline, end of year targets and ALPs Indicators. The data is analysed on a Senior Leadership and Middle Level Leadership level using Go4Schools and during Pupil Progress Meetings.

Teachers also record student behaviour and achievement, attendance, effort, key assessment data and quality of homework for each data capture.

Each subject and class will have a markbook which consists of the following:

Mark book Requirements

1. All mark books should have weighted components and reflect the nature of the course / curriculum for your subject. (KS3 – one year, iG and IB – two-year MBs.
2. All mark books should reflect the assessments rubrics/ curriculum standards at KS3 and / or assessment criteria at GCSE /IB. (1-9) or (1-7)
3. All mark books have applied grade thresholds (if using marks) that align with the national agenda for attainment and examination boards.
4. All mark books have a column or columns to record assessments in each term. The frequency of each will look different in each subject and key stage. Further details including frequency of each can be found in department handbooks.
5. Each mark book should identify strengths/weaknesses in students' knowledge, understanding and skills. The data recorded will help tailor the future planning of lessons. Question Level Analysis (QLA) used where appropriate.
6. Each mark book should show the students' learning journey and progress over the key stage and qualification

Other software used to support assessment:

- Active Learn
- Century Tech
- Sparx
- TT Rockstars
- Numbots
- Accelerated Reader
- STAR Reader
- White Rose Maths Infinity
- Seesaw

Assessment Cycle

Primary

Data is collected continually through our integrated assessment platforms, with formal data capture points held four times per year. At each interval, attainment and progress data is gathered for every student and analysed at the class, cohort and subject levels. This rigorous review involves teachers, Heads of Year, Curriculum Leaders and the Senior Leadership Team (SLT). Following each capture, data meetings are held to identify focus students and implement strategies to maximize progress. Furthermore, coaching conversations take place at the cohort and curriculum levels; these findings are presented to the SLT in termly coaching conversations to highlight emerging trends, track priority groups, and refine school-wide strategies for raising attainment.

MONITORING

Assessment is regularly monitored by leaders at all levels to ensure accuracy and consistency, underpinned by a robust quality assurance (QA) schedule. This QA framework is integral to departmental meetings and is supported by ongoing dialogue with SLT subject links. A primary focus of our quality assurance is the moderation of student work and formal assessments. Following the marking and summative grading process, departments must engage in cross-moderation to verify grading accuracy. To further validate this process, SLT links review a sample selection of student work. All moderation activities must be documented using the designated proformas available on Teams. Other quality assurance measures include:

- Lesson observations
- Book looks
- Planning checks
- Learning walks
- Data captures
- Data meetings
- Go 4 Schools checks

- Moderation
- Triangulation of data

<u>Reporting to Parents</u>

<u>Reporting Cycle – Primary</u>

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┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│ Parent/Teacher      │ ──▶  │ Interim Report to   │ ──▶  │ Parent/Teacher      │
│ Meetings Term 1A    │      │ Parents - End of    │      │ meetings - Term 2A  │
│                     │      │ Term 1B             │      │                     │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
                                                                      │
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┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│ Optional            │ ◀──  │ Report to Parents - │ ◀──  │ Interim Report to   │
│ Parent/Teacher      │      │ End of Term 3       │      │ Parents End of Term │
│ Meetings End of     │      │                     │      │ 2B                  │
│ Term 3              │      │                     │      │                     │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
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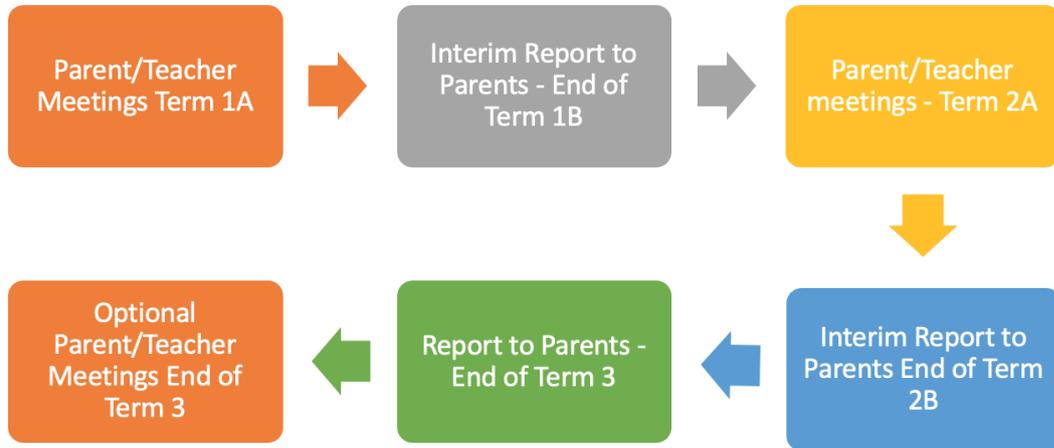
<u>Reporting Cycle – Secondary</u>

We regularly update parents on the progress of students. There are currently three reports sent home to parents during the academic year. In most cases, these are progress reports with a summary of the key data for each subject each term. One of these is an annual written report that includes key data, plus additional comments including strengths and areas of improvement for each subject.

Parents are also invited to attend parent teacher conferences throughout the year. Reporting data and attitude to learning forms an integral part of these. Students and parents in secondary school have access to Go4Schools and are able to see the real time and live assessment data of their children, in addition to attendance and behavior records.

Report Dates G4S Deadlines	T1 Report	T2 Report	End of Year Report
Year 7	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) Student Comments All Subjects
Year 8	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) Student Comments All Subjects
Year 9	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) Comments All Subjects
Year 10	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) Comments All Subjects
Year 11	Effort Home learning Update AG (if required) Comments All Subjects	Effort Home learning Update AG (if required) All Subjects	
Year 12	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) Comments All Subjects
Year 13	Effort Home learning Update AG (if required) Comments All Subjects	Effort Home learning Update AG (if required) All Subjects	

Formal parent teacher meetings are held 3 times a year in primary and twice a year per year group in secondary. Parents meet with the class and specialist teachers. Teachers share progress and attainment information and next steps in learning. Parents can request further meetings throughout the year if required.

Interim Reports

In the Primary phase, parents receive two interim reports per year outlining student attainment and attitudes toward learning in all core subjects. In Secondary, these reports encompass all curriculum subjects and include data on homework completion, attendance, and punctuality.

End of Year Reports

In the Primary phase, parents receive a comprehensive end-of-year report detailing attainment and attitudes toward learning across all curriculum areas. For core subjects, the report further identifies specific strengths and designated next steps for development. In the Secondary phase, reports include academic markers alongside a homework grade and overall attendance figures. Additionally, Secondary reports feature personalised written comments from all subject teachers, the form tutor, and the Headteacher.