



Assessment Policy

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1. Rationale

Assessment is essential to effective learning and teaching. It provides pupils with the opportunity to demonstrate their knowledge and skills, and allows teachers to tailor their teaching more effectively. This policy sets out clear expectations across all subjects to ensure consistency, raise standards, support student progress, and manage workload.

Through a culture of aspiration, students are encouraged to take pride in their assessments and aim for continual improvement. High-quality assessment promotes responsibility, as students reflect on their learning and actively engage with feedback. It also fosters resilience, by helping students respond constructively to challenge, learn from mistakes, and keep improving over time.

2. Aims

Assessment should drive progress and inform planning. It should support long-term memory, develop metacognition, and foster independent study habits. Teachers are expected to adapt their teaching based on assessment information and to identify and correct misconceptions promptly.

This policy aims to embed a culture of responsibility, where students own their progress and respond proactively to feedback. It supports aspiration, by encouraging students to set high standards for themselves and pursue ambitious outcomes. It also builds resilience, by helping students recover from setbacks and understand that challenge is part of learning.



3. Assessment Principles

Assessment in school falls into two key categories: formative and summative.

Formative assessment is embedded within daily teaching and learning. It includes questioning, mini-quizzes, live marking, verbal feedback, and informal checks for understanding. These enable staff to provide immediate feedback and make in-lesson adjustments, helping students build resilience as they work through misconceptions in real time.

Summative assessment is scheduled at key points across the academic year. Each subject must include at least one summative assessment per term before the PCP deadline. These assessments should be clearly linked to the taught curriculum—for example, end-of-topic tests, practical work, or extended written tasks. At Key Stage 3, assessment outcomes are entered on Bromcom as percentages. At Key Stage 4, results are recorded using 9–1 GCSE grades or equivalent vocational grading formats.

Following summative assessments, a structured reflection process must take place. Students are expected to take responsibility for engaging with their feedback through green pen corrections, redrafting, or follow-up questions. For mock exams, a detailed QLA is mandatory. Teachers must use assessment insights to close gaps, reteach, and extend learning—ensuring all students are supported to fulfil their aspirations.

4. Feedback Expectations

Feedback may take different forms—verbal, written, self-assessed, or peer-assessed. What matters is that students act on it and that it improves their learning.

Students are expected to respond to all feedback in green pen. This might include correcting answers, annotating worked examples, completing follow-up questions, or redrafting extended responses. The green pen response must show evidence of new or clarified understanding and highlight key points the student will remember going forward.

This process supports responsibility by encouraging students to reflect actively on their learning. It builds resilience as they revisit and revise challenging material. Most importantly, it nurtures aspiration by making clear the steps students need to take to improve and succeed.



5. Curriculum Planning and Transparency

All assessments must be clearly mapped out in departmental curriculum overviews. These overviews should show when assessments will occur, what they will assess, and how they link to the curriculum. Each year, these overviews should be shared with students and published to parents to support transparency and effective preparation.

Well-planned assessment sequences help students see the value of effort over time and support aspiration by making the pathway to success visible. They also encourage responsibility, by allowing students and families to prepare in advance and respond to feedback with purpose. Knowing what is expected and when fosters resilience, as students build productive learning routines.

6. Roles and Responsibilities

- Teachers are responsible for planning and delivering assessment opportunities, giving timely feedback, and ensuring students act on it. In doing so, they model professional responsibility and help build resilient learners.
- Students must complete assessments to the best of their ability and respond meaningfully to feedback. They are expected to take responsibility for their own learning, show resilience when faced with difficulty, and strive for aspirational outcomes.
- Parents and carers should support students in preparing for assessments and reviewing feedback at home. Their role reinforces the importance of shared responsibility and encourages students to be resilient and ambitious in their approach to school life.
- Subject Leaders must monitor the quality and consistency of assessment and feedback within their department, ensuring that the values of aspiration, responsibility, and resilience are embedded across the team's approach.
- SLT evaluates the overall impact and implementation of the assessment policy across the school, supporting a culture where students are consistently challenged, supported, and expected to take ownership of their progress.