



# Highsted Grammar School

## **Assessment Policy**



## ASSESSMENT POLICY

### 1. AIMS

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

### 2. LEGISLATION AND GUIDANCE

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to the recommendations in the [final report of the Commission on Assessment without Levels](#)

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

### 3. PRINCIPLES OF ASSESSMENT

Highsted Grammar School whole school assessment policy puts pupils first, in a system designed to engage them in the assessment process and help them understand how to progress and improve their own learning.

Good assessment design must have a clear purpose. Assessment must be motivational and meaningful for students. It must accurately test knowledge, understanding and/or skills within a domain of the curriculum. Its purpose must be to identify knowledge gaps/misconceptions students have on the subject. To accurately inform teachers how to plan and respond to knowledge gaps/misconceptions and to monitor the progress of students over time. The assessment must be reliable and the assessment should have value, allowing teachers to gain information about what the students do, and do not, know or understand. Assessment must also be manageable for staff.

Highsted Grammar School recognises that there is a range of assessment strategies and that summative assessments (examination questions/essays/past papers) are only some of the way's assessment is delivered in the classroom.

Some forms of formative and summative assessment that are used:

- Low stakes testing
- Retrieval questions from topics covered earlier in the curriculum
- Multiple choice questions.



- Mini essay questions
- Longer essay questions
- Hinge questions
- Past papers
- Concept maps
- Case studies
- Portfolios
- Performance assessment
- Oral presentations
- Practical tasks such as in science, drama and PE
- Standardised tests
- Observation of students.

Three main designated summative assessments will be conducted in each subject of study (for English, Maths, Science, MFL, Geography and History the number of summative assessments will be six).

The designated summative assessments result in actionable feedback for students. When actioned this feedback will support their progress. In addition to the feedback, which is the primary driver of student progress, assessments will also generate a grade that will help inform assessment. For KS3 grades will be issued using the Highsted Standards. For KS4 GCSE grades, and KS5 AS and A2 grades. Grades across Years 10-13 are awarded in line with the fine grading system.

Within the academic year Heads of Department will develop all summative assessments. At regular intervals Heads of Departments will direct formative assessments to be actioned in order for regular assessment for pupil progress to reviewed, monitored and actions implemented.

Pupil progress will be reported and issued to parents three times a year. These dates can be found on the school calendar. Heads of Department should make designated summative assessment opportunities clear on schemes of learning to ensure actionable feedback is being given on these specific learning opportunities and should be recognised as such in lesson planning. The outcomes of assessment and its feedback should be integral to future lesson planning and intervention.

By focusing on specific assessment opportunities, teacher workload can be managed, and feedback can be given more immediately on an assessment which will maximise its impact. This policy does not cover PE at Key Stage 4, where students are not following a course leading to a qualification. The grades from the designated summative assessments should be used to help create current



attainment grades in each term following the reporting calendar. This means Heads of Department should plan their curriculum accordingly to allow sufficient time for their teams to complete such assessments before report deadlines.

The final data entry for each year group in an academic year will be based on both the designated summative assessments for that term and professional judgement from other key indicators such as formative assessment and home learning tasks. In all cases, success criteria will be shared with students prior to the main designated summative assessment, indicating what is required to reach the student's expected attainment pathway.

#### 4. ASSESSMENT APPROACHES

At Highsted Grammar School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

##### 4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative Assessment involves the ongoing monitoring of student progress that shapes future lesson planning and intervention. This is not graded, with the focus instead on positive actionable feedback to help students "close the gap" between their current and potential attainment (or challenge their learning further). Examples include, but are not limited to; verbal feedback, questioning, self and peer-assessment, observations. Recommended formative assessment strategies are identified in each subject's Schemes of Learning.

##### 4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period



### For Key Stage 3

- For the core subjects (English and mathematics) six summative assessments a year in accordance with the school calendar – one per term.
- For Sciences, History, Geography, French and German, three summative assessments a year in accordance with the school calendar – one per term. In addition, 3 formative assessments at regular intervals.
- For all other subjects, two summative assessments a year in accordance with the school calendar and four formative assessments.

### For Key 4 and Key Stage 5

- Six Summative assessments a year in accordance with the school calendar – one per term
- Termly formative assessments at regular intervals to ensure that progress can be regularly monitored, reviewed and actions implemented in a timely manner

Summative assessments completed and kept until the end of key stage and stored in a folder. Individual faculties may decide when assessments take place within each assessment period. Assessments must be completed and marks recorded on department internal tracking systems ahead of scheduled data captures where this data will be recorded on SIMs. For formative assessments completed in assessment books/exercise books, Next Steps are required which will contribute to the learning and progress of students

The minimum expectations for student feedback are as follows:

- Formative and summative assessment - Next Step comments are meaningful, individualised and clearly state what the student needs to do in order to improve their learning
- Response – Each student has responded to the teacher's feedback
- Grade (for summative KS3 Highsted standards, KS4 GCSE grades, KS5 A level grades) – the student is aware of how each piece of work is directly contributing to their progress (or lack of progress) and target.
- All departments to mark every 3 weeks
- Pride & Presentation – the student displays an awareness of the school's high expectations in relation to presentation, with teacher guidance.

### 4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally. Nationally standardised summative assessments take the form of GCSEs at the end of Key Stage KS4, and AS levels, A-levels and other post-16 qualifications in KS5.



## **5. COLLECTING AND USING DATA**

All subjects collate data which is used to generate current attainment grade, attitude to learning, homework and at KS4/KS5 predicted grades. Within an academic year data is collected on SIMs three times and reported to parents. The staggered SIMS data collection and associated data collation is designed to reduce teachers' workload by spreading data collation across the academic year.

## **6. REPORTING TO PARENTS**

As part of Highsted Grammar Schools commitment to reducing teachers' workload parents receive 3 reports per year, two reports are reporting on grades only and one report includes an annual written report from teachers. There is one parent evening per year group per academic year.

With the annual report teachers will report on achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development, including comments on general progress and attendance figures outlined. If pupils wish to discuss their child's progress in more detail they can contact the Head of Year or teacher directly. Progress is also discussed at parents evening.

## **7. INCLUSION**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## **8. TRAINING**

Highsted Grammar School staff receive a rigorous CPD program across the academic year. The CPD program includes keeping staff up to date with developments in assessment practice through internal sessions including, CPD Twilight Sessions, Teaching & Learning briefings, Curriculum team Meetings,

Pastoral team meetings, Academic board Meetings. Activities include but are not limited to moderation of assessment both within school and across local schools, sharing of best practice through Action Research projects and use of Education Endowment Foundation resources as well as Examination Board moderation resources.



## **9. ROLES AND RESPONSIBILITIES**

### **9.1 Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

### **9.2 Headteacher**

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

### **9.3 Teachers**

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

## **10. MONITORING**

This policy will be reviewed annually by Deputy Headteacher responsible for curriculum, Mrs Tiernan-Powell. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Senior Leadership team through the Department Line Management process are responsible for ensuring that the policy is followed.

The Deputy Head responsible for curriculum, Mrs Tiernan-Powell will monitor the effectiveness of assessment practices across the school, through:

Collaborative moderation, lesson observations, book looks, SLT line management progress meetings & SSR Review Documents.



## 11. LINKS WITH OTHER POLICIES

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan

## POLICY REVIEW DATE

<b>Approved by:</b>	Governing Body	<b>Date:</b> September 2023
<b>Last reviewed on:</b>	September 2025	
<b>Next review due by:</b>	September 2026	