# Assessment Policy

| Approved by: | Full Governors | Date: |
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| Last reviewed on: | November 2025 | |
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# Contents

# 1. Aims

Kingsdown School recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision of Kingsdown being a school of excellence bursting with pride and ambition.

Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of students. In order to facilitate teaching and learning through our TEMPO framework, a comprehensive assessment strategy is central to helping students progress and fulfil their potential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, students and parents in the assessment process.
- Ensuring students have individual targets.
- Regularly monitoring progress.
- Setting individual student targets which are SMART:

    - **S**pecific
    - **M**easurable
    - **A**chievable
    - **R**ealistic/relevant
    - **T**ime bound
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all

# 2. Legislation, guidance and equal opportunities

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE Headteachers' Standards
- DfE Teachers' Standards
- DfE 'Secondary accountability measures'
- DfE and STA 'School reports on student performance: guide for headteachers'
- DfE 'The national curriculum in England
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Access to Fair Assessment Statement
- Accessibility Policy
- Examinations Policy
- Curriculum Policy
- Marking and Feedback Policy
- Student Equality, Equity, Diversity and Inclusion Policy
- Teaching and Learning Policy

When planning and implementing assessment activities, the school will have due regard to the Equality Act 2010 and will ensure that the chosen assessment frameworks are free from bias, stereotyping, generalisation and discrimination.

Care will be taken within all schemes of work to ensure that all pupils have access to the required curriculum content, alongside appropriate assessment strategies and activities that comply with the requirements of the school's Pupil Equality, Equity, Diversity and Inclusion Policy and the Access to Fair Assessment Statement.

## 3. Principles of assessment

The process of assessment is central to helping students progress and fulfil their potential. It provides a framework for the setting of learning objectives to inform lesson planning, resources, and support.

There are three broad overarching forms of assessment in schools, each with a different purpose. These are:

- **Day-to-day formative assessment** – to inform teaching on an ongoing basis.
- **In-school summative assessment** – to understand student performance at the end of a period of teaching.
- **Statutory summative assessment** – to understand student performance in relation to national expectations and comparisons.

Assessment allows teachers, Heads of Department (HoDs) and SLT to measure the effectiveness of the curriculum.

## 4. Assessment approaches

At Kingsdown School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.  "Checking for understanding" is an interwoven element of our TEMPO framework for Teaching and Learning.

Checking for understanding will be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning are identified at a student, group, class and whole-school level.

Regular reviews will take place and plans will be communicated and actioned at all levels to ensure a successful assessment process.

The school's assessment procedures will take account of students' additional needs and SEND, and the progress of different cohorts of students will be analysed to ensure that the needs of individuals and specific groups are met.

Assessment at the school will take place in a range of different ways for different subjects; however, all assessments will embrace the principles outlined in this policy.

**Formative assessment**

Formative assessment, also often referred to as Assessment for Learning (AfL), refers to any assessment activities undertaken by teachers and students that provides feedback that can subsequently be used to adapt teaching methods to meet student needs and improve learning outcomes.

It creates a positive learning environment where students can see the steps necessary for their own success and is a powerful way of raising students' achievement, based on the principle that students will improve most if they understand the aims of their learning, and their progress towards it.

Formative assessments will be used to:

- Identify students' strengths and gaps in their skills and knowledge.
- Identify the next steps for learning.
- Provide information on the effectiveness of teaching and learning strategies.
- Inform future teaching and learning plans, strategies, and programmes.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Identify individuals and groups for specific intervention support.

Formative assessment is not intended to be punitive; it will be used to guide teaching and learning, and help students achieve their targets. It will not be used to judge a teacher's performance.

Teachers will provide regular opportunities for students to assess their own learning and the output of their peers. This supports students to be actively involved in their learning and to be able to identify their own targets for improvement.

Teachers will use a range of assessment tools and materials, such as:

- Well sequenced DNA questions
- Mini-Whiteboards
- Effective questioning such as use of 'Cold Call'
- Analysis of students' work in books.
- Reading records and reading ages
- The results of class tests and published tests.
- Making notes on student observations.

**Summative assessment**

The use of summative assessment is important for schools to be able to gain accurate information about a student's attainment and performance and inform parents and teachers about student progress.

Summative assessments will be used to:

- Identify attainment through one-off tests at any given point in time.
- Provide end of key stage test data against which the school will be judged.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Determine a student's final grade.
- Inform teachers' performance management outcomes.
- Monitor the progress of individuals and groups of students.

Methods of summative assessment will include:

- End of unit exams.
- Projects which contribute to a final grade.
- External examinations, such as statutory examinations.

The results of published tests will be used to contribute to overall teacher assessments.

**Summative Assessment at KS3**

As there are no statutory summative assessments during KS3, nor any DfE-prescribed models for in-school assessment, KingsdownSchool has the freedom to choose our own approach to formative and in-school summative assessment, according to what best suits our students, curriculum, and staff.

For students in KS3, the school will follow the principles and practices of assessment as laid outlined within this policy.

The school will ensure that curriculum, assessment, and pedagogy are inextricably linked, and assessment of pupils' attainment and progress will be directly linked to the curriculum followed by the school and the TEMPO framework.

At Key Stage 3, the nature of this assessment will naturally differ from subject to subject.  The assessment does not need to replicate the way in which it will be assessed at KS4 as this can often limit the types of assessment used.   For instance, it is entirely appropriate for assessment in performing arts subjects to be performance based, whereas in subjects such as science and maths this type of assessment is based on written responses to short (low tariff) and longer answer (high tariff) questions.

Students at Key Stage 3 will complete at least one summative assessment every 2 terms, however, in some subjects there could be significantly more than this if there is a clear purpose and a rationale for this.

**Effective Assessment Design at KS3**

To ensure our assessments are robust and allow for all learners to make accelerated progress.  Kingsdown school follows this adapted RLT model when designing each assessment:

| | Explanation | Likely 'heading towards' GCSE grade at end of Y11 |
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| **Mastery**<br><br>85%+ | Students can demonstrate an excellent understanding of the core knowledge and **fluently** apply this knowledge to both new situations and prior learning to analyse, interpret and hypothesise, evaluate and describe. | 9 |
| **Greater Depth**<br><br>70% | Students demonstrate an excellent understanding of all core knowledge and **reliably** apply this knowledge to both new situations and prior learning to analyse, interpret and hypothesise, evaluate and describe.. | 7-8 |
| **Secure**<br><br>50% | Students are able to recall core knowledge identified in Knowledge Organisers and are able to apply this knowledge to explain and describe. | 5-6 |
| **Developing**<br><br>30% | Students are able to recall **some** core knowledge identified in Knowledge Organisers; students do not have sufficient core knowledge to explain and describe. | 3-4 |
| **Emerging**<br><br>10% | Students are able to recall a **limited** amount of core knowledge identified in Knowledge Organisers. | 1-2 |

In addition, we set out to achieve the following:

Assessments are carefully designed to ensure that:

- At least 70% of the knowledge organisers studied at each stage (term, year, Key Stage) is included
- Summative assessments make links to prior learning (interleaving)
- Summative assessments on recent learning should also include application of prior learning e.g. analysis, evaluation, hypothesis, interpretation

**Summative Assessment at KS4**

At Key Stage 4, summative assessment should be entirely based on the nature of the assessment at the end of the course. If a subject contains a coursework element, then these assessments should be considered and reported with a similar weighting to the final external assessment.

KS4 Students sit formal mock exams three times during KS4:

Year 10 - Term 4
Year 11 - Term 2
Year 11 - Term 4

Students may have more frequent, in class, summative assessments depending on the subject.

All mock assessments undergo detailed question level analysis which is developed into Personalised Learning Checklists that identify strengths and areas of development, helping students to prioritise their revision needs.

**Attitude to Learning: BEATs and Home Learning**

AtLWhole school data captures for ATL will take place at the end of each term and whole school data captures including progress data take place in Terms 1, 2, 4 and 6 for Y7-10.  Y11 has progress data captured in Terms 1, 2 and 4. Dates for these captures are identified clearly on the whole school calendar for each academic year.

**Attitude to Learning Data Captures**

There are 2 aspects to this data capture.

**ATL: BEATs**

| | |
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| **Exemplary:** Consistently models all six BEATs (Respect, Responsibility, Pride, Ambition, Stretch, Challenge) in every lesson. Routinely goes above and beyond expectations, positively influencing the learning of peers. | 1 |
| **Good:** Consistently meets the core expectations of the BEATs. Shows a positive attitude, demonstrates high effort, and is rarely prompted to adhere to standards of behavior or work ethic and has received no warnings | 2 |
| **Requires improvement:** Meets the expectations of the BEATs most of the time, but has had one instance where a warning was necessary due to a momentary lapse in one or more BEATs (e.g., a lapse in Respect or Responsibility). Immediate correction followed. | 3 |
| **Cause for concern:** Inconsistently demonstrates the core BEATs. Has had multiple warnings or a parking because their actions (or inaction) significantly undermined their own or others' learning, demonstrating a lack of Responsibility or Respect. | 4 |

**ATL Home Learning**

| | |
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| **Exemplary - Consistently High Quality:** All submitted home learning is completed to a consistently high standard, demonstrating excellent effort, understanding, and application of the learning objectives. | 1 |
| **Good - Consistent Completion, Variable Quality:** All submitted home learning is completed, but the standard of work is inconsistent, ranging from good to excellent. Shows a clear commitment to completing all tasks. | 2 |
| **Requires improvement -Usually Meets Expectations:** Home learning is usually completed, and the standard of the submitted work generally meets expectations. There may be occasional work that is below expectations or lacks depth/detail. | 3 |
| **Cause for concern - Below Expectations / Minimal Submission:** The majority of submitted home learning is completed to a standard below expectations, or there is a general lack of evidence of work being attempted or submitted with sufficient effort/quality. | 4 |

# 5. Quality assurance and data analysis

Quality assurance occurs through the curriculum MER process, work reviews and HoD led moderation time in curriculum meetings.

At key stage 3, data is entered onto Pupil Progress. Pupil Progress analysis will allow for the internal monitoring of performance within subjects and allow for the monitoring and tracking of individual students as well as which students are performing well and which are performing less well. The analysis produced will give regular insight into the performance of groups such as disadvantaged and SEND students within and across subjects and allow for the school to respond appropriately, and accurately report to parents.

For all key stage 4 data, the progress grades recorded will be put onto 4 Matrix for classroom teachers and leaders at all levels to easily analyse these data.

HoDs work collaboratively to analyse key target groups of students and individuals to ensure there is a standardisation of the quality of assessment on offer at KS3.  Best Practice is identified and shared and previous and future assessments are reviewed to continue the drive for assessment improvement which should lead to better student outcomes. Department planning should ensure that assessment of all types fits around the curriculum design and not fit to the calendared data captures.

**Progress Data**

We use the platform Pupil Progress to record formative and summative assessments at KS3 Pupil Progress uses KS2 Prior Attainment Data to determine students' minimum target grades.  Students receive a report that shows where they are in relation to their minimum target grade.

From the Spring Mock Exam series in Y10 onwards, alongside the collection of 'Attitude to Learning' grades, we will also report:

a) a GCSE grade or similar depending on the course itself.
b) an MLG (Most Likely Grade) which reports what the student is likely to achieve by the end of the course, should they continue with the same attitudes to learning and attendance.
c) a student's minimum target grade for each subject. This target will be set centrally by the school using estimates produced by the Fisher Family Trust (FFT) and will be based on targets achieved by the top 20% of schools nationally.

Although the minimum target grade is what is reported to students and parents, progress will be measured against the expected level of progress as estimated using 4Matrix which uses national data for previous cohorts with a similar starting point.

The primary purpose of these is to inform teachers, parents and school leaders as to whether an individual student and the cohort as a whole are on track to make the expected level of progress. This data will then be reviewed by subject leaders in readiness for a Raising Standards Leader (RSL) meeting to identify trends and gaps in learning to create interventions to close the gaps.

Judgements on progress will be made based on prior attainment information taken from achievement of students at the end of KS2.

*For our 2026 cohorts who did not sit KS2 exams, we are using CAT4 testing data to allow FFT to generate appropriate targets.*

## 6. Reporting to parents

We will report attainment and progress data home to parents 3 times a year for all students. In addition to a 'progress report' being sent home three times a year, there will also be an opportunity for parents to attend a parents' evening at least once a year for all students.

The 'progress report' that is issued to all students will contain the following information:

- Attendance of the individual in the year to date alongside the school target for that year group.

- Progress grade/percentage for the individual in each of their subjects;

- A minimum target grade/percentage for the individual in each of their subjects, which at KS4 will be their FFT20 target;

- An 'attitude to learning' grade for both Home Learning and the BEATs for each individual in each of their subjects.

## 7. Supporting students with SEND

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities. The curriculum is designed to provide access and opportunity for all pupils who attend the Kingsdown School. Where required, pupils with SEND will receive the additional support they require, academically and personally, in line with the school's SEND Policy.

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

We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

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

Responsibility for identification of students requiring access arrangements sits with teaching staff as well as the SENDCO.  Teaching staff are required to notify the SENDCO of observations and evidence gathered to support a form 8 application.

Students who have been identified as requiring specific access arrangements for formal assessments such as a reader or amanuenses, should receive these access arrangements for all summative assessments that are carried out and it is the responsibility of the classroom teacher to ensure that these arrangements are in place.

Special consideration on the basis of disability will be given in line with the school Equality and Diversity Policy.

## 8. Training

Regular CPLD and training conducted in meetings and briefings will ensure all staff have a good understanding of assessment and assessment practice and stay abreast of good practice, and the mechanisms we have in place for conducting it.

All assessments are moderated in departments and samples in some departments may be moderated externally through the RLT. This will ensure all assessment data is consistent, accurate and reliable. Any training needs that arise from this, will be put into place.

## 9. Roles and responsibilities

The governing board will be responsible for:

- Monitoring the success of this policy.
- Ensuring that this policy does not discriminate on any grounds, in accordance with the school's student Equality, Equity, Diversity and Inclusion Policy.
- Reviewing this policy on an annual basis, in conjunction with relevant members of staff.
- Taking action where areas for improvement have been identified.

The headteacher and senior leaders will be responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Establishing and sustaining high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills, and values that will be taught.

- Establishing effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensuring valid, reliable, and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum. Ensuring effective use is made of formative assessment.
- Ensuring the school holds ambitious expectations for all students, including those with additional needs.
- Ensuring staff have access to high-quality, sustained professional development opportunities.
- Establishing and overseeing systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensuring this policy is adhered to consistently across the school.
- Ensuring staff are supported and appropriately trained to undertake assessment activities.

Heads of department will be responsible for:

- Working with colleagues to review and develop curriculum policies and schemes of work.
- Being accountable for the progress of students in their department.
- Reporting on curriculum effectiveness to the SLT and the governing board.
- Keeping up to date with changes in their subject area and curriculum requirements.
- Monitoring the effectiveness of subject teaching.

Teachers will be responsible for:

- Setting high expectations which inspire, motivate, and challenge students.
- Promoting good progress and outcomes by students.
- Demonstrating good subject and curriculum knowledge.
- Planning and teaching well-structured lessons using Kingsdown's TEMPO framework.
- Making accurate and productive use of assessment.
- Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Making use of formative and summative assessment to secure students' progress.
- Using relevant data to monitor progress, set SMART targets, and plan subsequent lessons.
- Giving students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
- Taking responsibility and accountability for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

The SENCO will be responsible for:

- Coordinating specific provision made to support individual students with SEND.
- Providing professional guidance to colleagues.
- Working closely with staff, parents, and other agencies.

- Advising on the graduated approach to providing support to students with SEND.

## 10. Monitoring

This policy will be reviewed annually by the senior leadership team. 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 will monitor the effectiveness of assessment practices across the school, through the whole school Monitor Evaluation and Review (MER) processes.

This policy is displayed on the school intranet and is made accessible to all staff, learners and relevant third parties.


Signed by :                                      Signed by :

          Headteacher                                      Chair of Governors


Date        :                                      Date        :