

ACKLAM GRANGE SCHOOL



Assessment Policy

	Term	Year
Last Review Date/Policy Adopted	Summer Term	2025-2026
Next Review Date	Summer Term	2026-2027
Lead	Mr A Hassack	

This school is an academy within The Legacy Learning Trust.



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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/carers
- 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](#)
- Statutory reporting requirements set out in the [Education \(Student Information\) \(England\) Regulations 2005: schedule 1](#)
- [2024 assessment and reporting arrangements \(phonics screening check\)](#)
- [2024 key stage 2 assessment and reporting arrangements](#)

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

At Acklam Grange School we are committed to using a range of assessment diagnostically to ensure effective responsive teaching. Some strategies which may be used are

- SOLPs include pre planned diagnostic/hinge questions to support whole class assessment.
- Strategies focused on increasing participation used to encourage 'no opt out' culture.
- Teachers circulate to track student application of knowledge and skills.
- Teachers adapt SOLPs in response to diagnostic assessment.
- Personalised and whole class feedback used to address misconceptions and move student learning forward.
- Peer and self-assessment used to provide immediate feedback.
- Students revisit and redraft work in response to feedback.
- Books checked in line with school policy.

4. Assessment approaches

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

1. Focused marking episodes

Teachers should conduct regular strategic 'focused marking episodes' that provide a diagnostic overview of student understanding and application of skills. Focused marking episodes can focus on individual examples of work or the application of knowledge and skills over time. This will enable staff to monitor student progress and plan next steps in responsive teaching to ensure progress for all.

Purpose

Marking episodes should be formative and inform the responsive teaching sequence by focusing on the following:

- High expectations of the presentation of student work to ensure effort and perseverance are evident.
- Identifying common misconceptions and accuracy of student application of skills.
- Identifying areas needing further clarification and reteaching.
- Identifying mastery of knowledge and skills.
- Identifying areas requiring further stretch and challenge.
- Monitoring standards of literacy.
- Identifying individuals and groups of students requiring targeted intervention.

Feedback format and frequency

There is no expectation to provide feedback on every piece of work. Feedback should be responsive and focused on moving student learning forward.

***For core subjects there is an expectation of two 'focused marking episodes' per half term and an expectation of one per half term for non-core subjects.**

- Feedback should respond specifically to the areas identified in the focused marking episode
- Feedback can take the format of personalised written feedback or whole class feedback.
- Feedback should outline explicitly steps students need to take to move their learning forward.
- Marking tokens can be used to highlight core skills, knowledge and content expectations for students.
- Students should be allocated sufficient time to revisit skills or redraft work in response to feedback.

2. Classroom focused monitoring

In addition to 'focused marking episodes' regular monitoring of student understanding and provision of targeted feedback should be explicit in everyday classroom practice.

Classroom focused monitoring can take the following formats:

- **Live marking** - narrate thinking when identifying areas of mastery and development.
- **Verbal feedback** – use probing questions to clarify level of understanding.
- **Peer and self-assessment** – students should be provided with a specific focus and guidance.
- **Respond, discuss revise** – Allocate time for students to reflect and improve in response to whole class discussion.

*Students should evidence any examples of reflection and improvement as a result of classroom focused monitoring via a green pen response.

All subject areas have a responsibility to monitor standards of verbal and written literacy and provide explicit feedback to identify misconceptions and aid student correction of errors.

The monitoring of standards of literacy should be evident in all subject areas and explicitly focus on the accurate use of:

- Subject specific vocabulary
- Sentence construction
- Grammar and punctuation
- Spelling including common homophones
- Subject specific writing structures

Expectations for literacy focused feedback

1. During each 'focused marking episode' common literacy errors should be identified and time allocated to explicitly clarify misconceptions in a subject specific context.
2. During classroom focused monitoring the accuracy of subject specific literacy should be a focus of teacher circulation tracking during at least one lesson per cycle. This will inform the following:
 - Verbal corrections – Students provided with verbal guidance to identify errors.
 - Literacy focused marking codes – Students made aware of literacy focus through codes recorded in the margin at point of error..

*There should be a clear expectation for students to make corrections independently via a **green pen response**.

***Literacy marking codes**

C – Capital letter needed

P- Punctuation error

G/S – Grammatical error/ Sentence Construction

Sp – Spelling error

// - New paragraph needed

V- Inaccurate vocabulary selection

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students 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
- **Students** 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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Acklam Grange School students take part in a range of summative assessments. At Key Stage 3 these may take the form of end of unit tests or end of year exams. In Key Stage 4 students take part in end of Year 10 exams and in Year 11 students will sit entry (mock) exams through at designated times of the year before their end of Year 11 summer exam series.

These exams provide students with experience of sitting formal exams and staff the opportunity to diagnose where strengths and weaknesses lie and to inform future planning.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents/carers** to understand how students are performing in comparison with students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4.

5. Collecting and using data

Students' progress and levels of effort and behaviour are tracked regularly throughout Years 7 to 11. In KS3 students will receive a progress report in line with the QA Cycle timings. This will include information on attendance, punctuality, attitude to learning and also progress in individual subjects. In Years 7-9 academic progress will be reported using one of the following descriptions

- A – Above expected progress being made**
- O – On target, student is making good progress**
- W – Working towards expected progress**
- B – Below expected progress**

In Year 10-11 students will receive half termly progress reports. Students will have their attitude to learning graded and their academic progress reported using two grades.

CP – current performance – an estimate of the grade your child is currently working at based on current attainment data.

PP – professional prediction – taking into account current performance and also attitude to learning, what grade do we think a student is most likely to get.

Attitude to Learning (A2L) grades are also collected using the following criteria

Definitions for Attitude to Learning

A2L Grades:

1. Student consistently demonstrates the AGS classroom expectations.
2. Some improvement is needed as the student does not consistently demonstrate the AGS classroom expectations.
3. Student significantly fails to demonstrate the AGS classroom expectations and improvement is required.

6. Artificial intelligence (AI)

Further information on the acceptable use of AI can now be found in the AI Policy

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as Co-Pilot, ChatGPT and Google Gemini. Acklam Grange School recognises that AI has many uses to help students learn, but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

Any use of AI in completing student work must be undertaken taking exam board and JCQ guidelines into consideration.

7. Reporting to parents/carers

Parents/carers will receive a progress report about their child for all subjects after every data capture. At Key Stage 3 this informs parents whether their child is below, working towards, on or above target compared to where they are expected to be at that time in relation to their Year 11 target grade. At KS4 this informs parents/carers of their child's current performance and end of Year 11 predicted grade. In addition to this, parents will receive information on their child's attendance, Attitude to Learning (A2L), Attendance, Behaviour and Reading/Numeracy Profile.

Parents/Carers will also be invited to a Consultation Evening at a designated point in the year. Year 11 have two Consultation Evenings to both report progress and to discuss further support.

8. Inclusion

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

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 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 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.

9. Training

At Acklam Grange School we deliver all staff training through our AGS Inspire programme. This has a number of different threads depending on role and need. These sessions we are responsive to needs identified throughout our Quality Assurance or Learning Walkthrough schedule.

10. Roles and responsibilities

10.1 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 students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on student assessment, to ensure consistent application and good practice across the school

10.2 Head of School

The Head of School is responsible for:

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

10.3 Assessment lead

The assessment lead is responsible for:

- Supporting the Head of School with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get students to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

10.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach

➤ Keeping up to date with developments in assessment practice

11. Monitoring

This policy will be reviewed annually by the local governing body. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Senior Leaders and Faculty Leaders are responsible for ensuring that the policy is followed.

The Assistant Headteacher for Quality of Education will monitor the effectiveness of assessment practices across the school, through:

- AGS Quality Assurance Cycle
- moderation
- lesson observations where appropriate
- book scrutinies
- progress meetings
- SLT Link Meetings