

# Assessment Policy

Reviewed by: JC May 2026  
Approved by: Education Committee May 2026

Next review by: May 2027



- 1 Assessment is important in helping pupils understand what they have achieved and how they can improve, and in supporting staff to monitor progress and plan effectively. This could range from immediate feedback during lessons (including activities using technology) to formal written work completed over a period of time. Whilst there will always be a place for summative assessment through tests or examinations, much ongoing assessment is formative, including verbal feedback during whole class or one-to-one discussions; peer or self-assessment and written feedback from teachers.
- 2 Assessment has a significant impact on pupil motivation and confidence. Teachers should communicate clearly the value and purpose of any assessment and encourage pupils to focus on the learning process and retain positivity despite short-term disappointments. Information from assessment should support improvement in:
  - 2.1 *Teaching* - helping teachers to understand pupils' needs and plan work with appropriate pace and challenge; and
  - 2.2 *Learning* - helping pupils to understand how well they have learned and how they can improve.
- 3 Heads of Department are responsible for ensuring a consistent approach to assessment across their department. The use of comment only marking is expected in Year 7 and encouraged in Years 8 and 9. As pupils move towards GCSE and into Sixth Form, the use of grades alongside feedback may become more appropriate. For all courses which are externally examined, e.g. (I)GCSE, A Level and the IB, assessment approaches should align with specification requirements. Teacher marking is an important part of assessment; however, quality is more important than frequency, and not all work requires to be formally marked. Teachers should apply the principles of effective feedback when preparing written or verbal reports for parents.
- 4 High quality assessment will:
  - ensure that feedback (oral written) is effective and constructive, enabling pupils to understand how to progress and improve; comments should, where appropriate, comments should emphasise strengths and include clear suggestions for improvement or extension;
  - share learning objectives with pupils so that they are clear of what they are trying to achieve;
  - share success criteria with pupils in a way which is easy for them to understand and transparent to all;
  - recognise the standards to aim for by showing pupils examples of good practice;
  - enable pupils to become active partners in their own learning by encouraging self and peer assessment;
  - provide time for reflection and opportunities to discuss and learn from mistakes;
  - develop more effective questioning strategies in order to understand the thought processes leading to an incorrect response;
  - promote confidence among pupils, encouraging them to recognise that making mistakes is part of the learning process and that they should not be afraid to try new approaches;
  - provide opportunities for pupils to demonstrate their learning in a variety of formats.