



The High School
Leckhampton

Assessment Policy

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Contents

1. Aims	2
2. Principles of assessment	2-3
3. Assessment approaches	3-4
4. Collecting and using data	4
5. Artificial Intelligence	4-5
6. Reporting to parents	5
7. Inclusion	5
8. Training	6
9. Roles and responsibilities	6-7
10. Monitoring	7
11. Links with other policies	7

1. Aims

At The High School Leckhampton, assessment is viewed as a continuous process where feedback over a period of time should allow pupils to make significant progress.

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. Principles of assessment

Assessment is considered to be integral to pupil progress and as such should be considered under these three headings.

a) Teaching and Learning

- Centre all activities around pupil progress
- Focus on how to improve learning – by setting clear aims and objectives that are shared with the pupils.
- Involve pupils actively in analysis of, and discussion about, their work. Provide oral or written comments on their work indicating the grade pupils are working at where appropriate.
- Include discussion between pupil and teacher about how to move on to the next stage/ higher grade
- Be differentiated and capture a broad range of evidence
- Use departmental grade criteria or GCSE criteria to show pupils what needs to be done to make progress
- Provide opportunities for pupils to act on feedback given
- Allow teachers to look for evidence of pupils having acted upon feedback

b) Objective Based Planning

Departments and individual teachers should make learning objectives explicit not only in lesson by lesson but also in the long term. Assessment will reflect these objectives.

c) Target Setting and Assessment as Part of Learning

All staff will make regular use of relevant data sets, KS2 data, Fischer Family Trust, internal baseline tests to ensure pupil performance is monitored and continuously improved. Using FFT5 means that we will be setting targets, which if achieved would place the school in the top 5% of all schools nationally.

3. Assessment approaches

At The High School Leckhampton 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.

3.1 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/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Our approach to formative assessment involves all teachers regularly utilising a range of techniques, including, but not limited to, retrieval starter activities, marking and feedback, cold-call questioning, regular short recap quizzes, use of mini-whiteboards, self and peer-assessment and observations of student practical performances.

- › Pupils are expected to actively engage with teacher feedback and should seek to remedy errors through dedicated 'improve-it' opportunities. Pupils should follow guidance so that they can self-assess pieces of work and provide support to fellow pupils through peer assessment.

3.2 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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Curriculum Leaders are expected to oversee the design of standardised summative assessments in their subject areas. There is an expectation that students will be assessed at 3 opportunities during each academic year in each subject. In Year 9, pupils will sit summative assessments during a 2-week exam window in the final term of the year, which will be calendared and shared with all parents. This will give pupils experience of formal exam conditions at the end of Key Stage 3.

- › The results of all assessments will be recorded in centralised markbooks, to allow comparison of performance and judgements to be made of progress against pre-defined targets. Centralised markbooks will allow leaders to judge pupil performance over time and will inform analysis of the effectiveness of the curriculum in departments.
- › Moderation of assessments will take place to ensure that marking criteria have been fairly applied. This will take place in both departmental meetings and Subject Network Meetings within the Balcarras Trust.

3.3 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/carers** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage KS4.

4. Collecting and using data

At The High School Leckhampton, teachers will record assessment data throughout each academic year for all students. The records are kept in centralised departmental markbooks, accessed through the Curriculum section of the SharePoint system. Curriculum leaders will work with the Trust Data Manager to design markbooks which are suited to individual departments. Curriculum leaders will ensure that markbooks are maintained at appropriate intervals according to their departmental assessment schedules. To reduce teacher workload there are no expectations for more than 3 summative assessments in any academic year.

See Teaching and Learning Policy

5. Artificial Intelligence

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

Pupils **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

Pupils **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.

6. Reporting to parents/carers

Parents and carers of students attending the High School Leckhampton will receive information about assessment outcomes and progress through our interim reports which are completed on 3 occasions during the academic year.

In interim reports to parents/carers the High School Leckhampton will include:

- A summary of effort from each subject, a summary of progress for each subject comparing pupils to their target grade, information about pupil attendance. Where effort is a concern, teachers will identify up to 3 areas of concern.

Interim reports are supplemented by annual reports for students in years 7, 9 and 11, as well as parents evenings for all year groups.

In annual reports to parents/carers the High School Leckhampton will include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, including:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade

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.

Where it is deemed to be necessary, access arrangements will be assessed prior to commencement of exams in Key Stage 4.

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

Through the school's induction programme new teachers will be supported to understand The High School Leckhampton's approaches to assessment.

All teachers receive training through the school's CPD programme, which is constructed at the start of each academic year by the Senior Leader in charge of Teaching and Learning.

Developments regarding assessment practices will be conveyed to teachers through staff meetings, curriculum leaders meetings and through In-Service Training Days. Departmental meetings will allow teachers to discuss approaches to assessment within subject teams. The Balcarras Trust Subject Network meetings will allow leaders of departments to moderate work and discuss best practice with other subject specialists within the trust.

Teachers are encouraged to take responsibility for their own continuing professional development and are supported by the school to be members of subject specific organisations in order to stay abreast of contemporary research and methods relating to assessment.

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 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 the Assistant Headteacher in charge of Teaching and Learning. At every review, the policy will be shared with the governing board through the Curriculum committee.

All teaching staff are expected to read and follow this policy.

Assistant Headteacher in charge of Teaching and Learning will monitor the effectiveness of assessment practices across the school, through:

Work Scrutinies, learning walks, lesson observations and moderation of summative assessments both in the school and across the wider Balcarras Trust. The School Improvement Team, will meet following interim reporting to review attainment data of students, which is informed by assessments.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Teaching and learning policy
- CPD policy

Rights Respecting School Statement

The contents of this policy have been reviewed taking into account The High School Leckhampton's responsibilities as a Rights Respecting School. In particular, our commitment to the following articles of the Convention of The Rights of The Child:

Article 28: (Right to Education): *The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.*

Article 29: (Goals of Education): *Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to love peacefully, protect the environment and respect other people.*