



# Assessment Policy

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Approved by	Full Governing Body
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**Rationale:**

Assessment is important because it will help to identify, plan for and meet the learning needs of all our students. We seek to improve the motivation of students through consistent feedback regarding individual progress with an emphasis on recognising and rewarding individual improvement. We recognise the importance of both summative assessment (that which assesses what point students have reached) and formative assessment (that which shapes future teaching and learning). Formative assessment (Assessment for Learning or AfL) will allow students to become effective learners by enabling them to reflect on:

- Their knowledge of themselves as thinkers and learners
- Their understanding of the task in hand
- Their tactical knowledge of how to improve their own learning

This policy is drawn up in accordance with the planning duty in Equality Act 2010. It draws upon the guidance set out in the Equality Act Codes of Practice (2010) including the Reasonable Adjustments for Disabled Pupils guide (2010). The Senior Leadership Team at the school will continue to monitor the Assessment process in order to ensure all groups are represented and treated fairly.

**Purpose:**

- Use assessment outcomes to inform future planning
- Measure attainment, where appropriate, against national, local and school norms
- Recognise and reward individual student achievement and improvement
- Monitor individual student progress and give feedback on progress made
- Allow students to identify their own strengths and areas that require further improvement
- Set targets for improvement
- Motivate students to further success and to be actively involved in the learning process.
- Reinforce students' confidence and self-esteem

**KS3:**

- Mastery is the objective for all students in all subjects
- Subjects are split into topics (Key Performance Indicators) and scored from 0-100 (three times per year)
- Departments set thresholds to indicate whether a score is:
  - Below age-related expectations (amber)
  - Meeting age-related expectations / mastery (white)
  - Exceeding age-related expectations (green)
- Should a student be awarded an amber score teachers will be aware of gaps in mastery and understanding and revisit the performance indicator to ensure that the gap is closed.
- Staff are fully aware that for our KS3 EAL cohort Basic Interpersonal and Communication Skills (BICS) can take, on average, two years to acquire. Also that Cognitive Academic Language Proficiency (CALP) can take, on average, five to ten years acquire.
- Year 9 will sit formal exams in June in the core subjects of English, Maths, science and RE.

**KS4:**

- Summative assessments at KS4 will be formal Year 11 mock exams in November and March and Year 10 in March and June. Every detail of these will mirror the real GCSE exams in order to properly prepare students.
- GCSE targets for Year 10 are set in the first half term of the year. We employ FFT50 as the absolute minimum target grade and use FFT5 for high ability students.
- These FFT50/5 scores will be decimals so we round up to the next whole grade and set this as the minimum target. Staff can then increase targets where necessary should they deem it appropriate for selected students.
- In the absence of KS2 data (and, therefore, FFT targets) we assign either grade 4 or 7 and allow class teachers to move these up if desired.

- Any targets not grade 4/Pa as a result of this FFT50/5 process will be moved to 4/Pa unless the SENCO decides it is not appropriate.
- A formal, electronic and dynamic tracker will be maintained by the head of department and stored centrally so that all stakeholders have access.
- Heads of department will employ the boundaries associated with the relevant exam.
- Predictions will not be used at Cranbourne. We work on mock outcomes only.
- Data Validation Meetings will take place after each mock to ensure that data is as accurate as possible.
- Pupil Progress Review Meeting whereby an action plan for each student not on track to meet their target will be devised.
- Staff are fully aware that for our KS4 EAL cohort Basic Interpersonal and Communication Skills (BICS) can take, on average, two years to acquire. Also that Cognitive Academic Language Proficiency (CALP) can take, on average, five to ten years acquire.

### **Strategies:**

- Assessment is undertaken to measure, monitor and increase individual attainment.
- Assessment objectives and criteria should be shared with students.
- Assessment procedures should be an integral part of the learning process and involve students.
- Methods of assessment should be included in schemes of work and other departmental policy. They should be varied, systematic, continuous and manageable.
- Self assessment and peer assessment are both important methods of assessment which should be encouraged.
- The emphasis of assessment should be positive. It should involve the student as much as possible and aim to improve the quality of students' learning.
- Assessment should build on what students know, understand and can do. Concise formative comments need to tell the student what they can do, where they are wrong and why, and what they can do to progress.
- The quality of questions that are used in the classroom will aid effective assessment procedures.
- The 'You Do' aspect of I Do We Do You Do can only take place once the teacher has established that it is appropriate to move on to independent work through the use of AfL.
- Regular checking for understanding of all students should be throughout lessons to inform next steps.
- The evidence provided by assessment should be recorded and reported in accordance with school procedures as set out in the relevant documents. It should provide a sound and meaningful basis for communicating with parents.

R. Pegler

**November 2025**

This policy should be read in conjunction with the Teaching & Learning policy.