



Assessment Policy

July 2025

Contents

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

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
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Student Information) (England) Regulations 2005: schedule 1.

3. Principles of assessment

Assessments form an integral part of teaching and learning at Fortis Academy. The outcomes of assessments provide us with information on the learning and progress of students supporting us to identify intervention needs. For teachers this informs teaching practice and for students and parents it provides valuable insight into areas of strength and weakness.

All students are given target grades on the 9 to 1 scale in the individual subjects that they study. Target grades are generated based on a students' performance in their KS2 SAT examinations and are forward estimates of how a student may perform in their future GCSE/A-level examinations compared to national performance on entry. We set challenging targets above national expectations and encourage all students to strive to reach ambitious goals. Some students do not have KS2 results (for example those students from overseas or those who attended an independent school) and where this is the case, we use baseline assessments to inform this process. Progress is measured against a student's target grade in a given subject.

4. Assessment approaches

At Fortis Academy we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three 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 to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Teachers at Fortis Academy use on-going formative assessment to identify short term intervention needs and to ensure that students are confident in all aspects of the curriculum. They use this

method of assessment to identify gaps and misconceptions all of which are used to support learning. Students are involved in formative assessment through the 'green pen' marking process.

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

Summative assessments are carried out 2 times during the academic year (3 for Years 10 and 12) for formal reporting purposes. These will take the form of end of topic quizzes/assessments for Key Stage Three, and exam-style assessments or Pre-Public Examinations for Key Stage Four and Key Stage Five. Both KS4 and KS5 will also undergo their external examinations at the end of their courses (if linear) or throughout the course (if modular).

After each summative assessment there will be a data entry and teachers will enter the following information for each student

- % score and raw mark for assessments at KS3 (% will be reported home)
- Assessment raw mark and grade for KS4/KS5, alongside a Predicted Grade of what a teacher feels a student would be capable of achieving in their final exam.
- Attitude towards learning: this is informed by effort and engagement in lessons, and completion of independent learning. It is awarded on a 1 to 4 scale (1: outstanding; 2 good; 3 requires improvement; 4 unsatisfactory). Where effort is a grade 3 or 4 teachers will be expected to have made contact with parents/carers, and Heads of Department/Pastoral Leaders as appropriate.

Summative assessments are moderated within departments to ensure that the grades entered reflect national standards. All grades are entered on the 9 to 1 scale at KS4 and A* to E at KS5. At KS3, the % is used to indicate whether a child has learnt the curriculum content.

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** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and using data

After each data drop, staff have a short window to enter the information listed above in line with the school assessment calendar. This data is quality assured by subject leaders and then analysed by the data manager.

Data information sheets are produced for senior leaders, AAHTs and Director of Years. All of these show summary data on the attainment and progress of key cohorts as well as all students and are used to monitor progress over time. Summary data is provided for all teaching groups. Student level data is provided in an accessible form to allow deeper analysis.

All subject leaders, in collaboration with their departments, are expected to complete a review of the current performance and areas where improvements are needed. This reflects the school's commitment to act upon data from assessment in meaningful ways that have a direct impact on teaching and learning and curriculum design and delivery in order to enable students to make best progress. Data reviews are discussed with SLT line managers during regular meetings and are quality assured by the Deputy Headteacher (Quality of Education) and Assistant Headteacher with responsibility for raising outcomes.

All teachers will use the data to inform the interventions and support put in place for students who are not making progress in line with expectations.

6. Reporting to parents

Reporting to parents takes place through Arbor reporting, parents' evenings and parent information evenings. Reports are produced two times during the academic year and are sent home to parents.

All reports contain information about attainment and attitude towards learning. Attendance, as it has a direct correlation with progress, is also reported.

7. Inclusion

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

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.

8. Training

All staff receive training on the school data process at induction and training is scheduled during INSET days at key points during the academic year.

Any new changes in policy or key information updates is done through email and staff briefing.

All middle leaders, are trained in the data analysis process and have access to further development on interpreting data through SLT line managers and the school's Data Manager.

9. Roles and responsibilities

Academy Councillors 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

Headteacher

The Assistant Headteacher (Raising Standards & Outcomes) reports directly to the Headteacher, via the Deputy Headteacher (Quality of Education) and Assistant Headteacher (outcomes) with responsibility for:

- Ensuring that the policy is adhered to
- Monitoring standards
- 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

Leadership Group

- To provide AAHTs with the information, support and guidance they need through the line management process to best support and maximise the performance of all students
- To monitor Faculty processes and procedures in order to ensure completion of summative assessments

AAHTs (pastoral)

- To use data to inform progress and punctuality intervention in liaison with the pastoral manager and use this to focus 'progress walks'
- To identify students and action intervention; 'horizontal' underperformance across subjects in all year groups to include progress and effort data along with attendance and punctuality
- To review progress of students through year group deep dives and highlight areas of strengths and areas for development
- To drive a positive culture and ethos
- To drive the rewards process (effort and progress along with improvements in both areas) through displays and assemblies
- To engage parents of those students who are progress concerns and meet with the parents of progress concerns at parent meetings and workshops

AAHTs (curriculum)

- To ensure that members of each subject team are aware of assessment procedures
- To develop appropriate assessments, that enable assessment across all ability groups
- To undertake appropriate departmental/Faculty standardisation of assessments
- To ensure that moderation of assessments takes place within the Faculty, and where appropriate across departments throughout the Trust
- To undertake analysis of the outcomes of the assessment and take action as appropriate via intervention and reviews

Subject Teachers

- Teachers are responsible for following the assessment procedures outlined in this policy
- To ensure assessments are completed in line with published deadlines
- To mark assessments and provide feedback to students
- To record data within Arbor by the given deadline
- To participate in departmental standardisation as appropriate
- To ensure that results of assessments are acted upon by contributing to the data review process and carrying out student interventions as agreed

Form tutor

- To remind students that reports are available via Arbor
- To use form time as an opportunity to discuss key progress concerns with students

Data Manager

- To ensure Arbor is prepared and available for assessment results collection in good time
- To support the data lead in ensuring that all data is submitted in a timely fashion
- To prepare data and reports for senior leaders, subject leaders and AAHTs

Parents

- To have an active login for Arbor so as to be able to access the reports
- To use the reports to discuss progress with their child
- To use the report to highlight any concerns they may have
- To attend parents evenings and workshops as an opportunity to discuss reports with the class teacher

Students

- To use the reports to understand where and how to improve their progress.

10. Monitoring

This policy will be reviewed annually by leadership. At every review, the policy will be shared with the Academy Council

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

Senior leaders will monitor the effectiveness of assessment practices across the school, through the line management process using: moderation, deep dives, informal learning walks, ACT reviews and FLMA.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- SEN policy
- Examination policy
- T&L and joint CPD policy
- Attendance policy