

Title and Description	Assessment Policy
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Date of last review	October 2025
Approved by	Local Governing Board
To be reviewed by	Quality of Education Sub-Committee
Responsibility	Deputy Headteacher- Leeanne Mersh-Roberts
Review period	Annually
Date of next review	October 2026

## **AI Summary of This Policy**

### **General Information**

- **Last Review: October 2025**
  - **Next Review: October 2026**
  - **Approved by: Local Governing Board**
  - **Responsible: Deputy Headteacher (Leeanne Mersh-Roberts)**
  - **Review Period: Annually**
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### **Aims**

- **Provide clear guidelines for formative and summative assessment.**
  - **Ensure consistent recording and reporting of outcomes to parents.**
  - **Outline monitoring and evaluation of assessment practices.**
  - **Support Curriculum, Homework, and Assessment policies.**
  - **Promote student wellbeing by clarifying improvement steps.**
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### **Principles**

- **Differentiate between types of assessment and their purposes.**
  - **Consider teacher workload in system design.**
  - **Use external expertise and best practice.**
  - **Ensure equalities and SEND compliance.**
  - **Encourage student voice in assessment.**
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### **Assessment Approaches**

- **Formative (in-school):**
    - **Questioning, feedback, marking, mini-whiteboards, hinge questions.**
    - **Continuous understanding checks for intervention and challenge.**
  - **Summative (in-school):**
    - **End-of-unit tests, end-of-year exams, SEN reviews.**
    - **Two assessment points per year; raw marks standardized and moderated.**
    - **Reports include raw marks, averages, and progress vs. starting points.**
  - **Nationally Standardised Summative:**
    - **GCSE, A-Level, BTEC, OCR exams.**
    - **Follows JCQ and awarding body regulations.**
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### **Data Collection & Use**

- **Minimize teacher workload; only collect essential data centrally.**
  - **Baseline Testing: Year 7 maths test, reading ages (Sparks Reader, NGRT).**
  - **Summative Data: Twice yearly; analyzed via SISRA for interventions.**
  - **Reporting to Parents:**
    - **Twice-yearly summative scores, learning qualities, attendance.**
    - **Predicted grades (Yr 10–13), targets, strengths/weaknesses.**
    - **Annual parents' evenings (extra for Yr 7 & Yr 11).**
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### **Roles & Responsibilities**

- ☐ **Local Governing Board:**
  - **Monitor policy effectiveness, analyze data, hold leaders accountable.**
- ☐ **Headteacher:**
  - **Ensure adherence, monitor standards, analyze progress, report to governors.**

## ASSESSMENT POLICY

### 1. Aims

This policy aims to:

- i. Provide clear guidelines on our approach to formative and summative assessment
- ii. Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- iii. Clearly set out how and when assessment practice will be monitored and evaluated
- iv. Support the approach set out in the Curriculum, Homework and Assessment policies, and the overall ethos and values of the school
- v. Support student wellbeing through assessment by ensuring they are able to develop pride in their work as they know clearly how to improve.

### **Framwellgate School Durham: Ethos and Values Statement**

#### **Excellence, Compassion and Respect for All**

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

#### **British Values**

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### 2. Relevant policies and publications

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy reflects the recommendations in the [Final Report of the Commission on Assessment without Levels](#) and complies with our funding agreement and articles of association.

This policy should also be read in conjunction with the school's Curriculum, Homework and Assessment policies, and the overall ethos and values of the school

### 3. Principles of Assessment

Our approach to assessment will:

- i. Clearly distinguish between the different types of assessment, their purposes, and how they will be applied at Framwellgate School Durham
- ii. Take teacher workload into consideration when designing an appropriate assessment and reporting system
- iii. Use external expertise, attend and provide relevant training, and consider best practice nationally in designing and applying our assessment system

- iv. Ensure that we take account of our equalities and SEND responsibilities so that assessment is for all students and encourage student voice to be part of the assessment process so that they reflect and contribute to their own success.

#### **4. Assessment Approaches**

At Framwellgate School Durham we see assessment as an integral part of teaching and learning, and as being inextricably linked to our curriculum. We use three broad overarching forms of assessment:

- Formative Assessment (in-school)
- Summative Assessment (in-school)
- Nationally Standardised Summative Assessment (e.g. GCSE Examinations)

##### In-School Formative Assessment

Formative assessment will include:

- Effective questioning in class
- Feedback and marking of students' work
- Checking of all students understanding through effective mini-whiteboard work and hinge questions

Responsive teaching uses assessments for formative purposes to identify what students have learned: it reduces the distraction and distortion assessments for summative purpose can create.

In-school formative assessment helps students to measure their knowledge and understanding against learning objectives and success criteria, provides parents (when shared through marking and one-to-one discussions) with a broad understanding of their child's strengths and areas for development, and is integral to the teaching and learning process. It allows teachers to understand student performance and understanding on a continuing basis and enables them to intervene in the classroom when students are struggling or require stretch and challenge.

##### In-School Summative Assessment

In-school summative assessment will include:

- End of unit tests (written or practical)
- End of year exams
- Reviews of students with SEN and disabilities

In-school summative assessment provides students with information about how well they have learned and understood a unit of work taught over a period of time. Summative assessment will be used to provide feedback on how they can continue to improve and will provide parents (when reported twice a year) with information about the achievement and progress of their child. Summative assessment enables teachers to evaluate learning and the impact of their teaching, at the end of a unit of work. School leaders will use the results from in-school summative assessment to monitor the performance of different cohorts, identify where interventions are required, and work with teachers to ensure that students are supported effectively.

At Framwellgate School Durham, the summative assessments for each year group are shown on our Curriculum and Assessment Calendar. At Key Stages 3 and 4:

- There are two assessment points for each year group.

- The raw marks for each assessment are standardised across the cohort and moderated
- The marks are compared to expectations based on a student's starting points
- Raw marks and a year group average are reported to parents
- The second summative assessments examine the full body of knowledge taught that year

### Nationally Standardised Summative Assessment

Nationally standardised summative assessment includes:

- GCSE examinations
- Non-examined assessment (e.g. coursework, speaking and listening assessments) required by the examination boards)
- A-Level examinations
- BTEC, OCR and other vocational assessments and examinations

Nationally standardised summative assessment provides information on how students are performing in comparison to students nationally. It also provides information for parents and external stakeholders which can be used to hold schools to account.

A separate [Non-Examined Assessment Policy](#) is shown on the Exams section of our website. For all nationally standardised summative assessments we use the regulations and guidelines set down by JCQ and the awarding bodies.

## **5. Collecting and Using Data**

We recognise that data entry and collection is time intensive for teachers, so our policy is to keep this collection to a minimum and only collect data centrally which is necessary. Formative assessment is intended to inform teaching and learning and there is no intrinsic value in recording such assessment centrally. Feedback for students is recorded in exercise books or in files (see our teaching and learning policy) but we have introduced a range of strategies which minimises teacher workload and ensures that feedback is targeted and meets the needs of students.

Data will be collected and stored in line with our GDPR policy, used and reported as follows:

### Baseline Testing

At the start of Year 7 data will be collected to help with intervention, setting and teachers' planning. This will be done as follows:

- Using the results of our own baseline test in maths
- Using reading ages provided by Sparks Reader and further NGRT providing standardised scores.

Baseline data will be collected centrally.

### In-school summative assessment

Summative assessments will take place twice for each year group. Assessments will be standardised, and moderated, and raw scores ranked across the year group (or cohort).

After each assessment point at KS4 & KS5 staff are asked to complete an analysis for their teaching group/s, making inferences from students' assessments, setting action points, and using

SISRA to look at students SPI. From this Curriculum Leaders will meet with the Deputy Head in charge of Raising Achievement to discuss all students in their cohort.

Summative assessment data will be collected centrally and used by school leaders to determine intervention plans for individual students or cohorts of students.

### Reporting to Parents/Carers

We will report the following to parents/carers:

- In-school summative assessment scores twice per year (and cohort averages)
- Learning qualities and attendance data (attitude etc)
- Working at grades and predicted grades for yr 10
- Subject specific targets
- GCSE/BTEC predictions in each subject in Year 11, and A-Level/BTEC predictions in Years 12 and 13.
- Strengths, weaknesses and areas for development. There will be annual parents evenings (and two evenings in Year 7 and Year 11) in which to communicate this information
- The results of any public examinations taken, by subject and grade

## **6. Roles and Responsibilities**

**The Local Governing Board** will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. They will also ensure that:

- They are 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
- They hold school leaders to account for improving student and teacher performance by rigorously analysing assessment data

The **Headteacher** is responsible for ensuring that this policy is adhered to, and for:

- 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