Title and Description	Assessment Policy

Date of last review	October 2026
Approved by	Trust Board
To be reviewed by	Trust Board
Responsibility	Deputy Headteacher
Review period	Annually
Date of next review	October 2027

AI Summary of This Policy

General Information

- **Last Review:** October 2026
- **Next Review:** October 2027
- **Approved by: Local Governing Board**
- **Responsible: Deputy Headteacher (Leeanne Mersh-Roberts)**
- **Review Period: Annually**

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.**

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.**

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.**

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).**

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

Framwellgate School Durham: Ethos and Values Statement

Like all good schools, we're driven by our values above all else. We define these as:

Excellence - Everyone in our community will know and experience success
The most for those that need the most - We will meet the needs of all our learners
Known and valued - Everyone here will be celebrated for who they are and what they do
Collective endeavour - We will achieve success together
Joy - Everyone will know and create joy

These five values determine all that we do, and every part of the school flows from them. They set the direction and act as a compass to ensure we continue to grow and develop as a school in the way that we feel best supports all our students.

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 by ensuring assessment enables students to understand their strengths, identify next steps and take pride in their progress.

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. Assessment is designed to evaluate the extent to which students have learned and retained the knowledge, understanding and skills identified within the curriculum. Assessment information is used to inform curriculum planning, responsive teaching and intervention rather than generating unnecessary performance data.

iii. Take teacher workload into consideration when designing an appropriate assessment and reporting system

iv. Use external expertise, attend and provide relevant training, and consider best practice nationally in designing and applying our assessment system

v. Ensure that we take account of our equalities duties and the needs of disadvantaged students, vulnerable learners and those with SEND, so that assessment supports success for all students, whilst encouraging student voice as part of the assessment process.

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.

- Assessment outcomes are quality assured through departmental moderation and standardisation activities to ensure consistency of expectations and accuracy of marking
- Assessment outcomes are considered alongside prior attainment and other relevant information to support appropriate intervention and challenge
- Raw marks and a year group average are reported to parents
- The second summative assessments examine the full body of knowledge taught that year

- Curriculum Leaders are responsible for ensuring assessments are valid, reliable and appropriately challenging. Assessments should sample the curriculum effectively and enable meaningful evaluation of students' knowledge and understanding.

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. In both Key Stages, assessment information will be used to monitor progress towards aspirational target grades and to identify appropriate support and intervention.

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, conduct and attendance information.
- Subject specific targets
- GCSE/BTEC working at grades 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 Year 11 and the Sixth Form) in which to communicate this information
- The results of any public examinations taken, by subject and grade

6. Use of AI

Assessment tasks should enable students to demonstrate their own knowledge and understanding. Where artificial intelligence tools are used to support learning, their use must comply with school expectations and examination board regulations. Students should be taught to use AI responsibly and transparently.

7. Roles and Responsibilities

The Trust 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