



St. Luke's Academy Assessment Policy

This policy was ratified: September 2026

Signed by the Principal: T. Green

Review: September 2028

Policy to be reviewed every two years

Assessment Policy

Rationale

The purpose of this document is to establish clear ground rules and recommendations for assessment within St. Luke's Academy. It is expected that teachers should read it and act accordingly regarding the assessment of student work. Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice. Assessment in St. Luke's Academy supports each student in the achievement of their full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self-reflective context and encourages the involvement of all staff, students and parents.

Definitions

Summative assessment is Assessment **OF** Learning. It is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning, e.g:

- External Examinations
- Internal School Examinations
- end of topic assessments

Summative Assessment

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is externally referenced
- is focused on the outcome

Formative assessment is Assessment **FOR** Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative Assessment

- happens during the learning
- helps to improve learning
- assists in growing learning
- is done with learners
- is personally referenced
- is focused on the process

Aims and objectives

Aims

- Assessment should help students to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by students and teachers of clear and explicit study goals. In other words to help all students become more effective learners.
- Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum.

Objectives

- To use suitable forms of assessment, based on expectations which are clear, realistic, and understood by the students;
- To ensure that all students experience challenge and a measure of success;
- To recognise the whole range of students' experiences and achievement;
- To enable students to develop skills that are needed if they are to become effective learners;
- To provide constructive feedback to students, discuss weaknesses in students' learning and offer a remedial strategy.

Assessment for Learning

Teachers are encouraged to integrate the following Assessment for Learning strategies into their teaching and learning.

Key characteristics of assessment for learning	Teaching strategies
Sharing learning outcomes with students	Share learning outcomes at the beginning of the lesson and, where appropriate, during the lesson, in language that students can understand. Use these objectives as the basis for questioning and feedback during plenaries. Evaluate this feedback in relation to achievement of the learning outcome to inform the next stages of planning.
Helping students to know and recognise the standards they are aiming for	Show students work that has met criteria with explanations of why. Give students clear success criteria and then relate them to the learning outcome. Model what it should look like, for example exemplify good writing on the board. Ensure that there are clear shared expectations about the presentation of work. Provide displays of students' work which show work in progress as well as finished product.
Involving students in peer and self-assessment	Give students clear opportunities to talk about what they have learned and what they have found difficult, using the lesson outcome as a focus. Encourage students to work/discuss together, focusing on how to improve. Ask students to explain their thinking: 'How did you get that answer?' Give time for students to reflect upon their learning. Identify with students the next steps in learning.
Providing feedback that leads students to recognizing their next steps and how to take them	Value oral as well as written feedback. Ensure feedback is constructive as well as positive, identifying what the student has done well, what needs to be done to improve and how to do it. Identify the next steps for groups and individuals as appropriate.
Promoting confidence that every student can improve	Identify small steps to enable students to see their progress, thus building confidence and self-esteem. Encourage students to explain their thinking and reasoning within a secure classroom ethos.
Involving both teacher and student in reviewing and reflecting on assessment information	Reflect with students on their work, for example through a storyboard of steps taken during an investigation. Choose appropriate tasks to provide quality information (with emphasis on process, not just the correct answer). Provide time for students to reflect on what they have learnt and understood, and to identify where they still have difficulties. Adjust planning, evaluate effectiveness of task, resources, etc. as a result of assessment.

Methods of assessment

The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal, e.g.

- Baseline assessments – LASS, PASS and subject specific
- student self-assessment
- teacher-student interactions / verbal feedback
- coursework
- end of topic/unit class tests
- formal internal examinations
- formal externally set examinations

Assessing students' progress

Within KS3 each subject will use the national curriculum, where appropriate, to identify a number of skills and knowledge that are required to be learnt in each year. Each of these skills will be graded as:

- **Emerging** - Student is starting to develop the concepts, methods and skills with responses that are simple and using basic terminology,
- **Developing** - Student is more familiar with concepts, methods and skills covered with responses becoming more detailed and students are able to describe and use a range of concepts,
- **Secure** - Student is secure in the concepts, methods and skills covered with responses that are clear and relevant whilst being able to explain a range of concepts/methodology and beginning to apply their knowledge in different contexts.

Progress will be based upon the percentage of skills that are at secure level with students being RAG (Red, Amber, Green) rated against targets set.

For KS4 students progress will be based upon the GCSE grade that they are working at or percentage of the qualification criteria that they have achieved.

Reporting

There will be 3 long term data drops to ensure, due to the nature of our students, progress is closely monitored and to quickly identify any specific intervention or support that might be required.

Students will be given a RAG rating for both progress and attitude to learning (ATL). The RAG rating will be based on whether the student is above (green), on (yellow) or below (red) expected target for both progress and ATL. In addition to RAG rating the percentage of skills securely achieved for KS3 and criteria achieved in KS4 will be indicated.

Assessment Programme

Year Group	Assessments/Tests/Exams	Dates
Year 7	Baseline assessment & LASS testing CAT testing for Yr7 intake	Term 1
	Read, Write Inc. assessment	Term 1
	Reading ages/Spelling ages	Term 1 (Baseline) and then 2 x per year
	Summative assessments on topics.	Regularly throughout the year following the end of topics
	Catch up assessment (if required)	On going
	Internal examination	AP1 AP2
Year 8	Baseline assessment	Term 1
	Read, Write Inc. assessment	Term 1
	Reading/Spelling ages	Term 1 (Baseline) and then 2 x per year
	Summative assessments on topics.	Regularly throughout the year following the end of topics
	Catch up assessment (if required)	On going
	Internal examination	AP1 AP2
Year 9	Baseline assessment	Term 1
	Reading/Spelling ages	Term 1 (Baseline) and then 2 x per year
	Summative assessments on topics.	Regularly throughout the year following the end of topics

	Catch up assessment (if required)	On going
	Internal examination	AP1 AP2
Year 10	Baseline assessment	Term 1
	Reading/Spelling age assessment	Term 1 (Baseline) and then 2 x per year
	Summative assessments on topics covered.	Regularly throughout the year following the end of topics
	Functional Skills External (Expectation of EL3 in English and Maths)	Throughout the year when students are ready
	Catch up assessment (if required)	On going
	Internal examination	AP1 AP2
	GCSE external (if appropriate)	June series
Year 11	Baseline assessment	Term 1
	Reading/Spelling age assessment	Term 1 (Baseline) and then February/March
	Summative assessments on topics covered.	Regularly throughout the year following the end of topics
	Functional Skills External (Expectation of L1 in English and Maths)	On going
	Catch up assessment (if required)	On going
	GCSE external	June series

Recording and Reporting

Recording and reporting ensures regular and relevant communication of student attainment and progress to students, teachers, parents and other appropriate external stakeholders. It is linked to both formative and summative methods of assessment and the recording and reporting of individual student assessment outcomes, is the responsibility of each teacher.

Recording

Consistent record keeping by all teachers allows the effective monitoring of student progress. Teacher records can inform reporting, both formal and informal, to students, parents, staff and other appropriate external stakeholders.

Reporting

At three Academic Review Days (December, April and July) a year students will receive a term report that identifies current progress being made and attitude to learning. Comments made highlight strengths and any areas for improvement to be focused upon in the next term. If students fail to attend the report will be sent home.

In addition to this all students will receive a full written report at the Annual Review of their EHCP statement and a summary which meets the following criteria:

- ✓ The report should be written for students and parents in a clear, straight forward manner;
- ✓ The report should be personal to the student;
- ✓ Comments should avoid jargon;
- ✓ There should be a clear indication of attainment and progress;
- ✓ The report should comment on behaviour and effort made by the student;
- ✓ Comments may also highlight strengths and weaknesses in the learning process;
- ✓ There should be specific suggestions of how to improve in order to meet targets;

Roles and responsibilities

The Assessment Policy and its implementation within and across departments is monitored and evaluated by the Vice Principal

Vice Principal

It is the responsibility of the Vice Principal to lead Subject Teachers to review, monitor and evaluate all aspects of the Assessment Policy within the context of whole School Development Planning and self-evaluation.

Subject Teachers

It is the responsibility of Subject Teachers to implement whole School policies on assessment, to mark in a positive, accurate, meaningful and formative manner, to compile and maintain individual student records, report to students, parents and staff on student progress and liaise with the Vice Principal, regarding individual student concerns or support.

External Examinations Officer

It is the responsibility of the Examinations Officer to liaise with appropriate staff/students/parents/exam boards regarding all aspects of external assessment.

Students

Students should be encouraged to participate in a process of self-assessment in an attempt to reflect upon their own learning with the objective of improving their own learning. Student self-assessment involves:

- Taking responsibility for the organisation of their work
- Keeping records of activities and achievements
- Setting attainable targets and implementing strategies to meet these targets

Parents /Guardians

Parents/guardians should be encouraged to support their children as much as possible, in particular ensuring their attendance in school and that appropriate time is dedicated to study at home, whether in preparation for examinations or for the completion of homework.

Quality assurance

Reports contributing to the Annual Review of Statement will be checked in the first instance by the SENCo for missing/incomplete information. The SENCo will then check that reports include following:

- Learning targets are personalised to the individual student;
- Previous individual learning targets have been rigorously assessed;
- New individual learning targets have been set.

The Principal will quality assure a random sample of Annual Review of Statement reports.

The Vice Principal monitors the Term Reports, selects those students who are underachieving and arranges to meet their parents to discuss further support/strategies to help students achieve their targets.

Public examination results are analysed by the Vice Principal and discussed with the appropriate Subject Teacher. Past and present performance as well as subject performance within the school will be compared and this analysis will seek to determine factors relating to good and poor achievement, and consider possible strategies for improvement.

It is the intention that this Whole School Assessment Policy should be the focus of an annual review in order to monitor and update policies as and when necessary.