



NATIONAL  
CHURCH OF ENGLAND  
ACADEMY

# Assessment Policy

## July 2025

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<b>Associated documents:</b>			
Behaviour Policy SEND policy Curriculum Policy			

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## 1. Rationale

### 1.1 AIM

Assessment provides opportunities for students to demonstrate what they have learned in terms of knowledge, understanding, skills and attitudes over time across all three key stages. Written and verbal teacher feedback helps recognise and celebrate positive achievements. It also informs students about how to make progress. For school leaders, assessment also provides an opportunity to evaluate curriculum provision and plan future teaching and learning to meet the needs of all students. Assessment should be used to identify knowledge gaps and allow schemes of learning to be dynamic and fluid working towards clear end points. Assessment provides feedback, develops understanding and enables improvement.

### 1.2 PURPOSE

Specifically:

- i. Assessment should be integral to the learning process with a shared understanding by teachers and students of appropriate and explicit outcomes, it should involve a variety of assessment activities, including self and peer assessment. Constructive written and verbal feedback and marking should be provided to every student, focusing on areas for development measured against clear learning outcomes.
- ii. Assessment should enable students to become reflective learners and help them to 'close the gap' between current and desired performance, including opportunities to respond to teacher feedback.
- iii. Assessment is a valuable tool in helping teachers to 'personalise' learning and to ensure that individual needs are met and inform teaching.
- iv. To inform decisions regarding intervention and adaptations at both individual and class level.

## 2. Legislation and guidance

- i. Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to: The recommendations in the [final report of the Commission on Assessment without Levels](#)

Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

- ii. This policy complies with our funding agreement and articles of association.

## 3. Assessment for learning key principles

- i. Class data should be used to plan lessons with appropriate pace and challenge.
- ii. Students should know what is expected for their ability, at key stage 4 and 5 knowledge of their minimum expected grade (MEG).
- iii. Teachers should plan and pitch lessons against learning outcomes which meet student needs.
- iv. Teaching should effectively model what successful achievement looks like for students.

Teaching should allow time for the review of learning, including student response to feedback which demonstrate the improvements that have been made. This is done through "DIRT". DIRT is a strategy used in teaching and assessment where students are given specific time in lessons to:

- Act on feedback
- Improve their work
- Reflect on their learning

It turns marking into a two-way process: teachers provide feedback, and students respond by making improvements, rather than feedback being ignored or passively received.

- v. There should be variety in assessment activities both formative and summative including peer and self-assessment.
- vi. Inform future learning and teaching including adaptations and interventions.

## 4. Responsibilities

### 4.1 Teachers:

- i. Teachers should regularly employ a range of feedback methods — including written, verbal, and peer assessment — to support student understanding and promote improvement in learning.
- ii. Both formative and summative assessments should be embedded within teaching and learning. Formative assessment is ongoing and provides timely, targeted feedback to inform teaching and guide student progress. Summative assessment takes place at the end of a unit, term, or course, measuring attainment against defined standards or learning objectives.
- iii. Assessments must be appropriately adapted for all key groups, including students with SEND, to ensure accessibility and provide all learners with the opportunity to demonstrate their progress.
- iv. Directed Improvement and Reflection Time (DIRT) marking should be used consistently, with students given meaningful opportunities to respond to feedback following formal assessments.
- v. Teachers are expected to complete all agreed assessment activities as outlined in the curriculum schemes of work.
- vi. Grades should be awarded in line with faculty policy and used diagnostically to inform planning and adapt future learning.
- vii. Assessment outcomes should be shared with the Head of Faculty or Senior Leadership Team when requested.
- viii. Staff must participate in work sampling and standardisation processes as arranged by the Head of Faculty to ensure consistency and accuracy in assessment practices.

### 4.2 Faculty leaders:

- i. Ensure that schemes of work clearly identify agreed assessment activities undertaken within the curriculum area.
- ii. Ensure that there are appropriate adaptations are planned for to support the assessment of all key groups include students with SEND.
- iii. There should be at least two formal assessments per half term per subject or per teacher (where appropriate for classes which are co-taught).
- iv.
- v. Ensure marking is standardised across the curriculum area, with consistent feedback that supports students in making clear and sustained progress. Assessed work must be

moderated/standardised within the faculty area, this may consist of samples as part of the quality assurance cycle.

- vi. Ensure the accurate and timely submission of Assessment Point data as indicated in the school calendar.
- vii. Oversea the planning of regular and consistent assessments which follow an appropriate timeline.

#### 4.3 Senior leaders:

- i. Ensure that school policy is consistently applied across all curriculum areas for the benefit of students.
  - ii. Support Heads of Faculty with Quality Assurance processes to ensure policy expectations.
  - iii. Analysing pupil progress and attainment, including individual pupils and specific groups to inform whole school planning, support and challenge.
- iv. Prioritising key actions to address underachievement.
- v. For 2020 and 2021 formal examinations were cancelled by the government and assessment data was used as part of awarding examination grades. Therefore, if there are any further changes to examinations in the future, such as amendments to content or changes to the use of formula sheets, senior leaders will inform parents and students directly explaining the assessment data that is to be used.

#### 4.4 Students:

- i. Complete assessment activities as directed by the class teacher to the best of their ability, this should include:
  - Planning and preparing for assessments both independently and in class (as appropriate)
  - Monitoring their performance in assessments against success criteria
  - Reflect and review their own performance in assessment
  - Take an active role in both peer and self-assessment
  - Take ownership in their own role as reflective independent learners

#### 4.5 Parents:

- ii. Support the school in checking that students are organising their learning.
- iii. Check that students are packing the correct books and equipment for each day of the week.
- iv. Support and monitor students through the AMP review process.

#### 4.6 Headteacher:

- i. Hold Senior and Middle leaders to account with respect to the consistent implementation of the policy.

ii. Receive feedback about the quality of marking and responding to student work across the school.

#### 4.7 Governors

Governors 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 pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

### 5. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Behaviour policy

### 6. Reducing Workload

The National Church of England Academy places great value on reduction of repetition of data and over entry, therefore in line with the OFSTED guidance and MITRE workload charter:

- There has been a reduction in the volume of data collection points across the academic year with two in key stage three and three in key stage four and five.
- Staff use and are trained in using analytical platforms to assist in the tracking of assessments.
- Faculties are provided with detailed analysis at each review point by the academy's data coordinator.
- Assessments are reviewed as part of the quality assurance cycle to ensure that assessments are as efficient as possible.
- Setting of dates during the term for homework to end to ensure time is given before the end of a term for student's homework to be reviewed