



Assessment Policy

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Associated documents:			
Behaviour Policy SEND policy Curriculum Policy			

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1. Rationale

Assessment at The National Church of England Academy supports learning, informs teaching and provides accurate information about student progress and attainment. Assessment is designed to be meaningful, manageable and motivational, enabling all students to achieve success within an ambitious curriculum.

2. 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.

3. 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.

4. Legislation and guidance

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](#)

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

5. Assessment principles

Assessment at The National Church of England Academy will:

- Be valid, reliable and proportionate.
- Support students in knowing more, remembering more and doing more.
- Identify misconceptions and gaps in knowledge.
- Inform curriculum planning and adaptive teaching.
- Provide timely feedback that enables improvement.
- Promote student reflection and self-regulation.
- Reduce unnecessary workload for staff.

5.1 Formative Assessment

Formative assessment takes place routinely within lessons and may include:

- Questioning
- Retrieval practice
- Low-stakes quizzes
- Teacher observation
- Student self-assessment
- Peer assessment

- Review of classwork and homework

The purpose of formative assessment is to identify understanding and inform next teaching steps.

5.2 Summative Assessment

Summative assessment evaluates learning at an agreed point in time and may include:

- End-of-unit assessments
- Mock examinations
- Practical assessments
- Controlled assessments
- Formal examination papers

The purpose of summative assessment is to evaluate attainment against curriculum expectations and provide information on progress.

5.3 Directed Improvement and Reflection Time (DIRT)

Students will be provided with dedicated opportunities to respond to feedback and improve their work. DIRT activities may include:

- Correcting misconceptions
- Redrafting work
- Completing additional practice
- Reflecting on strengths and areas for development
- Applying feedback to new learning

DIRT ensures that feedback has a measurable impact on learning.

6. Responsibilities

6.1 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 best practice 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.

6.2 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 including 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. 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.
- V. Ensure the accurate and timely submission of Assessment Point data as indicated in the school calendar.
- VI. Oversee the planning of regular and consistent assessments which follow an appropriate timeline.

6.3 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. In the event of significant changes to national assessment arrangements, the school will communicate promptly with students, parents and staff regarding an implications for assessment, reporting and awarding procedure.

6.4 Students:

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

6.5 Parents:

Parents and carers are encouraged to:

- Support regular attendance.
- Monitor completion of homework and revision.
- Engage with progress reports and consultation evenings.
- Encourage positive attitudes towards learning and assessment.
- Communicate with the school where additional support may be required.

6.6 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.

6.7 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.

7. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Behaviour policy

8. 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

The Academy is committed to ensuring assessment practices are efficient and sustainable.

To support staff wellbeing:

- Data collection points will be limited to those necessary for monitoring progress and informing intervention.
- Feedback methods may include verbal, whole-class and self-assessment approaches where these are effective.
- Assessment information will be collected only where it has a clear purpose.
- Quality assurance activities will focus on impact rather than compliance.
- Assessment processes will be regularly reviewed to remove unnecessary workload.