TALBOT HEATH SCHOOL *"Honour Before Honours"*

ASSESSMENT POLICY – WHOLE SCHOOL
(including Assessment, Recording & Reporting)

Date last adopted: Autumn Term 2025

Date of next adoption: Autumn Term 2026

Reviewed by: Education & Staffing Committee

As a school, we will make reasonable adjustments to this policy, in line with the SEND Code of Practice (2015) and the Equality Act (2010), for students with SEND.

At Talbot Heath, we understand that regular assessment is essential for monitoring progress, setting learning targets, and supporting both academic achievement and personal development. Assessment for Learning enables teaching to be responsive to pupil needs, fosters pupil engagement and provides insight into progress and next steps. Assessment, recording, and reporting are integral to teaching and learning and should always be constructive, consistent and purposeful.

Assessment supports teachers in checking understanding of the curriculum and adapting teaching accordingly. It provides teachers with evidence to inform planning and gives pupils constructive feedback on their strengths, progress and areas for improvement. It motivates pupils by recognising achievement and success, enables the setting of clear goals and provides accurate information for parents and colleagues.

Assessment may be formative or summative. Formative assessment is continual and takes place through classroom activities, discussions, homework and feedback. It encourages pupil involvement through self- and peer-assessment, reflection and target-setting, supporting self-esteem and motivation while ensuring feedback remains realistic.

Summative assessment provides a snapshot of attainment at a point in time and may include Baseline Assessments, Progress Tests in Maths, English and Science, CAT, NGRT, NGST, formal times tables and mental maths tests in Key stage 2. These assessments are supported by regular reviews of classwork and progress, rather than relying solely on end-of-topic testing. Records of all assessments are maintained to track outcomes and inform next steps.

Digital tools are also used to support assessment. Online quizzes, learning platforms and interactive applications provide pupils with opportunities to practise key skills while offering teachers immediate data on pupil performance. These tools can highlight areas of strength and weakness quickly, support adaptive teaching and give pupils instant feedback. Digital assessments are not a replacement for teacher judgement but serve as an additional means of monitoring and encouraging progress.

Parents and pupils are kept fully informed of attainment, progress and areas for development. Reporting is based on evidence and avoids speculation, ensuring feedback is honest, fair, constructive and jargon-free. Pupils receive an Attitude to Learning comment in the Autumn and Summer terms. This reflects their perseverance, independence, collaboration, enthusiasm, motivation and time management. Comments are reported to parents via the parent portal and provide a basis for meaningful pupil discussions. In Years 3 to 6, pupils also receive attainment levels in the Autumn and Summer which indicate whether they are exceeding expected standards, working above, meeting, or working towards them. These indicators are used at Parents' Evenings in the Autumn and Spring terms. In the Senior School, Students will receive regular Progress Trackers, which will provide parents with information on their daughter's progress, attitude to learning and, if relevant, homework. In the Summer term, written reports are sent home with a longer comment by staff about their daughter's progress over the school year, alongside a comment from their Form Tutor. Parents' Evenings are held throughout the year, at a time that is most appropriate for the age and stage of the

students. Throughout the whole school, concerns are raised with parents promptly and not delayed until formal reporting cycles.

Teachers are expected to maintain accurate, consistent and manageable records of pupil progress and achievement. Records should be detailed enough to inform planning, teaching and curriculum review, while remaining practical and efficient. They include day-to-day academic tracking, evaluation comments, attendance registers, homework records and meeting notes.

Marking procedure:

In EYFS and Key stage 1, work is usually marked alongside the child to check understanding and correct errors. Positive and constructive comments are provided and opportunities for self-marking and peer marking are also used, where appropriate.

Pupil effort and achievement are recognised through rewards. Weekly 'THero' Awards are given across subjects, Pre-Prep pupils receive 'Have a Go Heroes' awards for resilience and perseverance and the school has introduced a new digital praise system, EPraise, to record and celebrate pupil achievement and positive behaviour across all year groups. Head's Commendations continue to recognise exceptional effort and achievement.

Marking should be valuable to both teacher and pupil. For teachers, it provides evidence for planning and assessment. For pupils, it encourages progress and self-reflection, builds confidence and motivation and highlights areas to improve with actionable advice. Pupils should always be able to see how they are progressing and understand what they need to do to move forward.

Assessment – Senior School

This policy provides the school's written guidance on assessment and feedback which will:

- Provide a framework on which departmental assessment policies can be based
- Provide guidance on the nature of assessment and feedback
- Provide guidance on the monitoring of the effectiveness of assessment and feedback
- Ensure that assessment and feedback is consistent both throughout and across departments
- Inform parents and other appropriate bodies

All forms of assessment and feedback should aim to:

- Support and motivate students so as to have a positive impact on their learning
- Support students in understanding the expected progression and standards within each subject
- Give students a clear idea of how they are doing and what they need to do to improve, within a lesson, topic area or towards their target grade
- Provide staff with important information on the progress of the students

As part of the admission process, pupils from Year 2 complete CAT testing which measures their aptitude in regards to verbal reasoning, non-verbal reasoning, spatial reasoning and quantitative reasoning. These provide nationally standardised data and feed into the 'Projected Attainment Bands' used to track and monitor student progress.

Assessment calendar

In addition to the tests outlined above, the main assessment opportunities in the Senior School (U3 to L5) are:

Summer test week – held before the May half term (U3-U4/KS3) to provide information for the summer report. These tests will focus on English, Maths and Science to provide students with practice of revising for summative assessments. These tests will be held in classrooms.

Lower 5 (Year 10) and Lower 6 pupils will also sit internal exams during the Summer Term (after the May Half Term) to monitor their progress through their GCSE and A level courses. These tests will aim to replicate exam conditions.

For U5 and U6, the summer exams are replaced by the external examinations (GCSE, or A level). To prepare for these, mock examinations are held in the Spring Term.

In addition to this, across all year groups, individual subjects will assess pupils through end-of-topic tests, assessed homeworks etc.

Recording and grading:

It is inappropriate across diverse subjects to have one common grading system. In some subjects, GCSE style grades (9,8,7 etc) are appropriate, in others percentages are preferred. Each department decides on how each section of work is to be assessed and graded (in line with the School guidelines). These grades must be recorded in teachers' mark books (in paper or electronic format) and held centrally in departmental areas.

At regular intervals pupil performance is recorded centrally to allow tracking against their Projected Attainment Band.

Pupils at Key Stage 3 will be set GCSE targets in U3 (Year 7) and will be based on information from CAT 6tests, These targets are set and remain unchanged throughout each academic year in order to offer consistency and to best measure a students' progress. These Projected Attainment Bands are an indication of potential attainment and are not a cap on expectations, staff recognise that for many students these projections will not be a true reflection of a student's performance and can record that a child is "working above target".

At Key Stage 4 it is possible to have a common grading system based on projected GCSE grades. Students will be regularly assessed and parents will be informed through the reporting system of a 'Current Working Grade' and a 'Likely Final Grade'.

Curriculum and Assessments
Departments are free to determine the schemes of work and assessment criteria that provides a robust and meaningful tracking system. The assessments will need to feed into the tracking pupil progress of tracking pupil progress. Departments have determined assessment criteria relating to each GCSE grade and these grade descriptors form the basis for each assessment.

Departments will be accountable for the decisions arrived at for each pupil and, as such, must have a departmental tracking scheme and a clear set of grade descriptors.

In the Sixth Form reports will follow a similar format to those at GCSE.