



ASSESSMENT POLICY

JUNE 2026

Reviewed by:	Deputy Headteacher (Curriculum)
Approved by:	To be ratified by the Governing Body – 24 th June 2026
Date approved:	
Review date:	June 2027

1. Introduction

We believe that securing exceptional and sustained outcomes for all students lies at the heart of our mission to form the whole person in the light of the Gospel. Rooted in our school's Catholic values of Love, Diversity Responsibility and Achievement, our approach seeks not only academic excellence in all that we do, but also the moral and spiritual growth of every individual.

By designing, implementing, and refining bespoke and innovative Assessment grounded in the St. Peter's RC High School Curriculum, our vision is to make Assessment integral to exceptional teaching and learning. In doing so, we affirm the Catholic principle that every child is uniquely created in the image of God, deserving of opportunities to flourish and fulfil their God-given potential. Our Assessment will be effective, fair, and formative, designed to empower pupils by providing timely and effective feedback, inform teaching, and track progress in order to provide and close gaps—ensuring that all, regardless of their starting point, are supported to achieve success. In this way, we live out our commitment to solidarity and the preferential option for the vulnerable, equipping every young person to serve others and contribute meaningfully to the common good through their next steps in life and learning.

2. Assessment Vision

Our assessment model:

- Reflects individual pupil starting points
- Tracks progress towards aspirational outcomes
- Informs planning, intervention, and curriculum refinement
- Engages students in their learning journey
- Supports communication with parents and carers

This is underpinned by research-informed practice (e.g., Dylan Wiliam, 2024), particularly in the areas of curriculum development and responsive assessment.

Key Stage Three Assessment

When children enter St Peter's, they are placed into attainment groups based on their **KS2 assessment data** which are moderated against our own externally validated **GL assessment data**. Grouping language used relates to a child's performance in relation to National Average data. Pupils are expected to track within or above their assigned group as they progress through KS3 and KS4. Progress is tracked and reported on SIMs by assessing whether a child is working below at or above the assessment criteria for their assigned group. Our policy is to group pupils into mixed attainment classes to allow equity of opportunity.

		KS3				KS4	
		Target Group	Yr7	Yr8	Yr9	Yr10	Yr11
When children enter St Peter's they are placed in a particular target group based on their prior KS2 attainment which is moderated against our own GL Assessment data. The grouping language relates to national average performance. Pupils are expected to work within their assigned group as they progress through KS3 and KS4. Progress is tracked and reported on Sims by assessing whether a child is working below, at or above the assessment criteria for their assigned grouping.							Grade 8-9
						Grade 6-7	Grade 6-7
					Excelling	Grade 5-6	Grade 4-5
			Excelling	Exceeding	Grade 3-4	Grade 2-3	
KS2 Score: 115+	GL GCSE indicator: 7-9	Excelling	Excelling	Exceeding	Securing	Grade 1-2	Grade 1-2
KS2 Score: 105+	GL GCSE indicator: 6-7	Exceeding	Exceeding	Securing	Developing	Grade 1	
KS2 Score: 100+	GL GCSE indicator: 4-5	Securing	Securing	Developing	Emerging		
KS2 Score: 90+	GL GCSE indicator: 2-3	Developing	Developing	Emerging			
KS2 Score 80+	GL GCSE indicator: 1-2	Emerging	Emerging				

3. Cycles of Assessment

Assessment operates in **three interconnected cycles**:

a. Short Cycle – Formative Checkpoints (Lesson-by-Lesson)

- Every lesson begins with a 10-minute retrieval activity to assess learning using a spaced practice approach
- Frequent, low-stakes, informal checks for understanding within lessons – hunting not fishing approach
- Used to adjust teaching and address misconceptions immediately using explanations, modelling of responses
- Strategies include targeted questioning, exit tickets, mini whiteboards, peer/self-assessment against agreed success criteria

b. Medium Cycle – Low-Stakes End Point Tests (Unit-Based)

- Administered at the end of a teaching unit or block that is proportionate to the allocated teaching hours for the subject
- Assesses student understanding of key concepts and knowledge taught in specific units of work
- Informs planning for revision, homework, retrieval practice, and independent learning
- Identifies strengths and gaps to support "Big" test preparation

Regularity of Medium-Term Cycles:

Mathematics: 14 EP maps and Assessments

Science: 10 EP maps and Assessments

English: Regular Effort and Progress Tests based on extended writing pieces

Technology: 5-6 EP maps and Assessments to match the number of rotations

PE: 6 EP maps and Assessments to match cycle of activities

Geography: 6 EP maps and Assessments

MFL: 6 EP maps and Assessments

c. Long Cycle – Summative Assessment (Termly Tests)

- 2 formal data collection points draw upon End of term assessments in January and June that are aligned with teaching hours and curriculum coverage; however an optional third Easter Assessment is also available to those faculties who use less frequent medium cycle assessments.
- Used for reporting via SIMs and tracking overall progress
- Outcomes inform data reviews, intervention strategies and reporting to parents

Mathematics: 3 End of Term Assessments

Science: 3 End of Term Assessments

English: 3 End of Term Assessments

History: 3 End of Term Assessments

RE: 3 End of Term Assessments

Computing: 3 End of Term Assessments

4. Tracking Progress

Progress is monitored through a comparative approach against each student's starting point. Initial groupings are based on KS2 data and validated through GL assessments. Student performance is reported against a pupils allocated attainment group as:

- **Above Expected**
- **At Expected**
- **Below Expected**

This data is captured on SIMs and used to inform progress reviews and curriculum planning.

5. Feedback and Student Engagement

Each assessment is followed by meaningful feedback. Students use **End Point Maps**, which:

- Outline learning intentions
- Help pupils reflect on achievements and next steps by highlighting WWW and EBI

Teachers use these maps to plan RAMP-style activities (Revisit and make progress) that embed feedback into future learning. These are linked directly to student responses where they are given clear guidance as to how their work could be improved. This is done through teachers revisiting specific questions, addressing misconceptions and providing students with dedicated time to make changes to their work in purple to demonstrate progress made. End Point Maps should be stuck into pupils' books prior to the unit of work and reviewed at the end of the unit of work.

Example End Point Map:

Year 9	Endpoint Map – Forming and Solving Equations
Excelling	Rearrange complex formulae including brackets and squares
Exceeding	- Solve complex equations with unknowns on both sides and brackets - Solve double-ended inequalities - Rearrange multi-step complex formulae
Securing	- Solve one and two-step equations with positive and negative solutions - Solve one and two-step equations with fractional solutions - Solve equations with brackets - Solve equations with unknowns on both sides - Solve single step inequalities - Solve multiple step inequalities - Rearrange one and two-step formulae
Developing	- Collect like terms - Use manipulatives to solve one-step equations - Use manipulatives to solve two-step equations - Multiply out a single bracket - Find the perimeter of shapes - Explain the differences between different inequality signs - Find the integer values that satisfy an inequality - Find fact families - Identify the subject of the formula
Emerging	

Keywords

Inequality: an inequality compares two values showing if one is greater than, less than or equal to another

Variable: a quantity that may change within the context of the problem

Rearrange: Change the order

Inverse operation: the operation that reverses the action

Substitute: replace a variable with a numerical value

Solve: find a numerical value that satisfies an equation

Formulae and Equations

Formulae – all expressed in symbols

Substitute in values

Equations – include numbers and can be solved

Form expressions For given variables, a formula is normally written in this place

Plus than +

Less than <

Less than or equal to ≤

Greater than >

Greater than or equal to ≥

Only order terms can be grouped together

Try find the perimeter of this shape

Perimeter = length around outside of shape

eg: $2x + 1 + 1 + 2x + 1 \rightarrow 4x + 2$

Directed numbers

eg: $+5 + 3 = 8$

eg: $+5 - 3 = 2$

eg: $-5 + 3 = -2$

eg: $-5 - 3 = -8$

Multiply inside brackets $3(2x + 4)$

eg: $3 \times 2x = 6x$

eg: $3 \times 4 = 12$

eg: $6x + 12$

eg: $6x + 12 = 30$

eg: $6x = 30 - 12$

eg: $6x = 18$

eg: $x = 3$

Solve equations with brackets

eg: $3(2x + 4) = 30$

Expand the brackets

eg: $6x + 12 = 30$

eg: $6x = 30 - 12$

eg: $6x = 18$

eg: $x = 3$

Form and solve inequalities

Two more than twice my number is greater than 11

Find the possible range of values

eg: $2x + 2 > 11$

Solve

eg: $x > 4.5$

Rearranging Formulae (one step)

eg: $x = 2y + 3$

Rearrange to make y the subject

eg: $y = \frac{x-3}{2}$

Use inverse operations or fact

eg: $x = 2y + 3$

eg: $x - 3 = 2y$

eg: $\frac{x-3}{2} = y$

Rearranging can also be checking by substitution

Language of rearranging...

eg: $x = 2y + 3$

eg: $y = \frac{x-3}{2}$

eg: $x = 2y + 3$

eg: $y = \frac{x-3}{2}$

eg: $x = 2y + 3$

eg: $y = \frac{x-3}{2}$

Rearranging Formulae (two step)

eg: $x = 2y + 3$

Rearrange to make y the subject

eg: $y = \frac{x-3}{2}$

eg: $x = 2y + 3$

eg: $x - 3 = 2y$

eg: $\frac{x-3}{2} = y$

eg: $x = 2y + 3$

eg: $y = \frac{x-3}{2}$

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eg: $x = 2y + 3$

eg: $y = \frac{x-3}{2}$

6. Data Collection and Analysis

- Assessment data is entered into bespoke subject-specific spreadsheets
- Automated progress measures support data analysis against starting points
- Enables targeted intervention, curriculum review, and whole-school progress tracking

7. Targeted Intervention Strategy – “Focus 5”

Following each assessment cycle, underachieving students are identified for support:

- In-Class Intervention:**
 - Strategic seating (teacher "hot spots")
 - SEND adaptation and literacy scaffolding
 - Book checks and effort praise
 - Peer modelling and targeted questioning
- “Focus 5” Pupils** receive regular teacher monitoring and support strategies to close gaps in learning.

8. Bespoke Intervention Strategy

For Individuals or highlighted groups who regularly underperform in relation to their attainment group, additional bespoke approaches are implemented by our pastoral and academic team who meet with pupils to offer a more bespoke programme to help them catch up and then keep up.

9. Homework Expectations

Homework consolidates and extends learning. Expectations include:

- Set weekly or fortnightly depending on subject hours
- Communicated clearly through Edulink
- Accessible support through Teams or subject homework platforms
- Parents contacted if:
 - o Work is missing
 - o Work exceeds expectations

10. Revision strategies

In order to enable all pupils to achieve academic success and become lifelong learners, we deliver a KS3 programme of Study Skills. Pupils are taught to use a variety of approaches that they can they apply to all subjects. These include:

- Mindmapping
- Using flashcards
- Blurting
- Cornell Note taking

Staff encourage a range of revision approaches throughout lessons and homework to help prepare for assessments, including preparation time, pre assessments, open book assessments all of which depend on the specific subject.

11. KS4 Assessment

The rationale and purpose of assessment at KS4 remains the same as at KS3. What may change is the regularity and nature of assessments dependent upon the actual course studied. Pupils may also be grouped into either mixed attainment classes (Option subjects/English/RE/PE) or setted to align with tiering (science/maths).

GCSE subjects

Students studying GCSE subjects follow a two-year course and complete terminal examinations in line with national guidelines. We provide them with three Pre Public Examinations (PPEs) to help them prepare for these exams. These take place at the following times in our school theatre:

- June of Year 10
- November of Year 11
- March of Year 11

Where possible, we use actual examination papers from previous series that allow us to use established grade boundaries in order to provide precise and robust data that is used for a number of purposes:

- Allow individualised, class and whole year group feedback on a question by question analysis
- Inform future teaching and planning to address any misconceptions or any areas of weakness
- Build into the whole school RAMP policy of Revisiting and Making Progress
- Provide summative data for students, staff, parents in order to inform next steps
- Allow planned interventions for students / groups who are underperforming

Vocational Subjects

Students studying one of our seven vocational subjects follow a two-year course and complete both coursework and terminal examinations in line with national guidelines, guided learning hours and coursework completion procedures as per specific examination boards. Pupils complete Component 1 of Btec courses in Year 10 for a May entry. They complete Component 2 in Year 11 for a December entry and complete Component 3 in line with the terminal examination schedule. The assessment policy for coursework components is in line with guidelines from each examination body. They also complete a PPE in Component 3 of their subject in the June of Year 10 and March of Year 11 to prepare for terminal examinations.

A robust moderation process is also in place when assessing coursework for each of the subjects and exam boards.

Stage 1 Moderation: Teacher marking within faculty

Stage Two Moderation: Teacher marking with line Manager/HOF

Stage Three Moderation: Sign off by Leadership Team

Subjects that only have one subject specialist within the school such as Performing Arts, Engineering, Music, also moderate with specialists from another centre.

12. Roles and Responsibilities

Students:

- Complete assessments and homework to the best of their ability
- Engage with variety of revision strategies to use the most effective for them
- Engage with feedback and reflect on progress
- Use End Point Maps to guide improvement

Teachers:

- Plan, administer, and mark assessments consistently
- Provide clear, actionable feedback
- Input data following the school guidelines and reaching appropriate deadlines
- Use data to inform lesson planning and intervention

Curriculum Leaders:

- Design subject-specific assessment systems to assess curriculum intent
- Monitor assessment data for accuracy and trends
- Lead intervention planning and curriculum refinement

Parents/Carers:

- Encourage regular review of homework and assessments
- Support with deadlines and engagement
- Attend progress meetings where necessary

13. Reporting to Parents

Parents receive two reports per year. The first is an interim report in January which includes progress against starting points, behaviour, attitude to learning, homework and attendance. End of year reports are sent in July. These include all of the above plus written targets for each individual subject. Reports are sent via Edulink and saved on pupil profiles.

14. Review and Evaluation

This policy will be reviewed annually by the Assessment Lead and Curriculum Leadership Team to ensure it remains aligned with best practice and school development priorities.

St Peter's RC High School Marking Policy

Draft September 2025

Rationale:

Providing feedback is a well-evidenced strategy and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve (EEF,2021).

Marking should be meaningful, manageable and motivating.

Meaningful: Marking should advance pupil progress and outcomes. The next steps pupils need to take should be clear.

Manageable: Marking should not be onerous and should be manageable.

Motivating: Marking should be positive and motivate pupils to make progress.

Aims:

Marking is meaningful, purposeful, and has impact on learning without being onerous.

Primarily shape future teaching and learning; supporting planning regarding next steps to address identified gaps in understanding and facilitate student progress.

Update students as to their progress over time, celebrating what went well and highlighting areas for further development.

Develop long term memory recall through assessments which require recall of knowledge and understanding from previous topics studied as well as the most recent topic.

Guidance:

Presentation and Standards

To ensure consistency in approach:

- All pupils should write in black or blue ink.

- Diagrams should be drawn in pencil
- All titles should be underlined with a ruler
- All peer and self-assessment feedback should be written in purple pen
- Teacher feedback should be written in green ink

Literacy marking:

SP – Spelling mistake

Gr – Grammatical error

// - New paragraph needed

P – Punctuation error

^ - Missing word

There is no expectation that all errors should be corrected.

Pupils should correct errors in purple pen.

Good Practice:

There should be opportunities for peer and self-assessment.

Feedback does not always have to be written but can be verbal instead.

Marking should be linked to the TEEP cycle.

Focused marking, concentrating on a particular type of error or theme, can be effective in addressing errors. 'Acknowledgement' marking is almost certainly not as effective.

Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

Written feedback should include a WWW (What Went Well), EBI (Even Better If) a RAMP (Review and Make Progress) task.

WWW – Clear feedback linked to the learning intention.

EBI – Clearly identifies gaps in pupils learning or knowledge.

RAMP – This needs to be a direct task that pupils respond too. This could be re drafting a paragraph for example. This helps move the pupils' learning forward.

Departments are given the autonomy to decide how often written feedback should be given. This will allow departments to decide when it fits best into their curriculum so that it is proportionate to the teaching time had with pupils.



B7

WHOLE SCHOOL WRITTEN WORK EXPECTATIONS

 **B1** DATE and TITLE must be UNDERLINED with a RULER (in target language for MFL)

 **B2** All SHEETS must be GLUED in FLAT or FOLDED once neatly

 **B3** PRESENTATION of work must be to a HIGH STANDARD

 **B4** When writing in full sentences, CAPITAL LETTERS must be used to begin sentences and FULL STOPS to end. Use neat bullet points when notetaking

 **B5** All self assessed and RAMP work must be done in PURPLE PEN

 **B6** PENCIL and RULER must be used for DIAGRAMS / DRAWINGS / TABLES / IMAGES

 **B7** Use ALL THE SPACE in your book



KEYS TO SUCCESS