



TOWNSEND

CHURCH OF ENGLAND SCHOOL

Assessment Policy

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1. Vision and values

At Townsend, our vision of 'Achievement For All, Respect For All' is underpinned by the concept of 'Love your neighbour' from the story of the Good Samaritan, Luke 10:25-37. We value everyone, and show love and respect for ourselves and others, setting high standards and supporting each other so that we can all flourish. The concept of 'love your neighbour' is taught in three strands:

1. Love your neighbour – treat others as you would wish to be treated yourself
2. Love yourself – self-care is important, look after yourself physically, mentally and spiritually
3. Love the journey – whether academic or personal, Townsend supports everyone's journeys to enable you to flourish individually and collectively

At our school we will provide all students with access to a broad and balanced curriculum.

We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied. All students are entitled to be valued equally and we aim to foster their development as independent learners and responsible citizens, in partnership with families and the wider community.

2. Aims and objectives

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

3. 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 \(Student Information\) \(England\) Regulations 2005: schedule 1](#)

4. Principles of assessment

At Townsend, assessment of students' knowledge, understanding and skills is essential to ensure that students make at least good progress. Without regular points of assessment, as formative assessment in lessons, or as summative assessment in tests, students and their teachers will not know how well they are progressing, and whether they are making sufficient progress for their ability. All assessments are purposeful and data is collected to provide analysis of student attainment at a whole school level, as well as across year groups and subject departments. Each subject department strives for an assessment system that provides accurate, reliable and valid data, to evidence the effective delivery of their curricula.

5. Assessment approaches

At Townsend Church of England School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

5.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

5.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

5.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents/carers** to understand how students are performing in comparison with students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage (KS) 4, and AS levels, A-levels and other post-16 qualifications in KS5.

6. Collecting and using data

Subject assessment data is collected from each subject for every student and shared with students, parents/carers three times per year. This is usually once per term in order to provide regular updates for parents/carers. For Year 11 and 13, timings are different to co-ordinate with their trial exam series:

Year 7-10 & 12 Autumn, Spring, Summer

Year 11 & 13 October, December, March

Data is collected using Arbor, our Management Information System. For Year 10-13, data is also transferred into SISRA Analytics to provide the school with a higher level of internal data

processing and analysis. FFT Aspire is also used to analyse data for internal purposes. Data collection and analysis in Arbor, SISRA Analytics and FFT Aspire is overseen by the Data Manager in conjunction with the SLT Assessment Lead.

Each piece of data required from teaching staff has been carefully considered in order to provide purposeful information without duplicating data input.

Other assessment data is also initially collected in Year 7:

- **Cognitive Ability Tests** (CATs) are four tests that measure a student's aptitude and potential;
- **NGRT** are reading tests (New Group Reading Tests from GL Assessment) that indicate a student's reading age.

CAT4 test data is used by the Data Manager to verify data collected from the Key Stage 2 SAT scores. Data from Year 6 SAT scores (and from CAT4 tests in the absence of Year 6 SAT scores) converts to Starting Points 1-5.

Reading age data is shared with students. This data is also used by the Learning Hub staff to plan who follows reading intervention programmes, such as That Reading Thing and the Reading Fluency Programme, to raise students' reading ages.

Starting Points in KS3 and KS4 are generated from calculating a student's Target Grade Range, which is calculated from a student's end of Key Stage 2 scores (in Year 6), or their Cognitive Aptitude Test scores (CATs), which are sat upon entry to the school. These scores have Fischer Family Trust (FFT) formulae applied to them, based on the outcomes of thousands of students from across the country with similar starting points. In KS5, Starting Points are generated from GCSE results using FFT formulae.

Starting Point	KS3	KS4	KS5
	National standard	GCSE Target Grade Range	A level Target Grade Range
SP1	Significantly above	9-7	A*-A
SP2		8-6	A-B
SP3		7-5	B-C
SP4	At national standard	6-4	C-D
SP5		5-3	

For Level 3 Extended Diploma (worth three A levels), SP3 equates to a target of DDM (Distinction, Distinction, Merit) and SP4 equates to a target of MMP (Merit, Merit, Pass).

7. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Townsend recognises that AI has many uses to help students learn, but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework

- To write their homework or class assignments, where AI-generated text is presented as their own work

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

8. Reporting to parents/carers

Assessment data is communicated to parents/carers in two ways:

- One **parent/carer evening** per year group, meeting subject teachers in person or online in five-minute appointments. Staff will communicate strengths and areas for improvement.
- Three written **Progress Reports** throughout the year sent to parent/carers electronically.

The following data is shared in each **Progress Report**:

- Attendance % (of AM and PM sessions up to the date of the report)
- Number of lates
- Number of authorised absences
- Number of unauthorised absences
- Number of Achievement Points
- Number of Behaviour Points
- Information on the curriculum delivery of:
 - Core Physical Education (Core PE)
 - Personal, Social, Health and Economic Education (PSHE) including Relationships & Sex Education (RSE)
 - Careers Education, Information and Advice Guidance (CEIAG).
- Starting Point eg. SP2 (all years)
- School Progress Measures (all years)
 - Behaviour for learning (engagement in lessons)
 - Formative assessment (depth of learning in lessons)
 - Organisation for learning (students taking responsibility for what they need to learn)
 - Summative assessment (depth of learning in tests)
- Instructive comments, if applicable (all years)
- Target Grade Range (for Year 10-13) eg. 8-6 (KS4) or A-B (KS5)
- Teacher expected grade (for Year 10-13)
- Trial exam grade, following an exam series (for Year 10-13)

Progress Measures are scored 1-6 (1 being the highest and 6 being the lowest). Students will be expected to score 1-3 in all areas, which would suggest students are on track to meet their minimum expected potential in each subject. If a student scores 4-6, extra efforts will need to be made by the student, guided by the subject teacher, to close the gap in order to meet their minimum expected potential. See Appendix 1 for a guide on standards for progress measures.

To enable parents and carers to understand their child's progress in relation to the child's ability, students' subject 'summative assessment' scores are directly linked to their Starting Point. This ensures that students, at any ability level, receive praise where progress is being made. For example, if a student's GCSE TGR is 8-6 and a student is in track to achieve a grade 6 at the end of the course, they will have a summative assessment score of 3, if they are on track for a 7, their summative assessment score will be a 2, and if they are on track to achieve an 8, their summative assessment score will be a 1. Students not on track to achieve their TGR will have a summative

assessment of 4, 5 or 6, depending on the level of underachievement, and advice will be given in each report on how to improve.

Results of public examinations are given to students on Results Day in August. This is in paper format, unless the student has requested and supplied an email address, or has given written permission for a representative to collect results on their behalf.

Marks for any Non-Examined Assessments (NEAs) are shared with students by their subject teachers before they are submitted to the relevant exam board, which allows students at least five school days to appeal the process through which the marks were decided, if it is thought that marks have been incorrectly awarded.

9. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in, as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and take this into account alongside the nature of students' learning difficulties.

10. Training

To ensure consistency across the school, staff training on the school's process for collecting assessment data is provided in the following ways:

- INSET days or twilight sessions
- Whole staff priority briefing sessions
- Part of the New Staff Induction programme
- Individual support provided by the Data Manager or SLT Assessment Lead, where requested

11. Roles and responsibilities

11.1 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 students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on student assessment, to ensure consistent application and good practice across the school

11.2 Headteacher

The Headteacher is responsible for:

- Ensuring this policy is adhered to;

- Monitoring standards in core and foundation subjects;
- Analysing student progress and attainment, including individual students and specific groups;
- Prioritising key actions to address underachievement;
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years;
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities.

11.3 SLT Assessment Lead

The Senior Leadership Team Assessment Lead is responsible for:

- Supporting the Headteacher with assessment responsibilities;
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get students to the assessment points;
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately.

11.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback;
- Creating and sharing clear mark schemes for the purposes of moderation;
- Being familiar with the standards for the subjects they teach;
- Keeping up to date with developments in assessment practice.

12. Monitoring

To ensure standards of applying the school's assessment policy are maintained, the following takes place:

- Regular monitoring by the Data Manager, looking for trends and anomalies in data, which is then addressed with Subject Leaders;
- Regular moderation of marking of students' work and use of mark schemes within each department;
- Moderation of NEA coursework, checking marking with at least one other teacher, either within school or from another school;
- Annual Curriculum Review meetings with Subject Leaders to review the appropriateness and purposefulness of assessments in place and the data generated from them.

13. Links with other policies

This policy links to the following documents:

- [Teaching and Learning policy](#)
- [Home Learning information](#)
- [Exams information](#)
- [The Learning Hub information](#)

Appendix 1

School Progress Measures				
	Behaviour for learning	Formative assessment	Organisation for learning	Summative assessment
1	You are deeply engaged in lessons; you very skilfully use feedback to improve; you show great independence as a learner; as a result the quality of your work is excellent.	You have an excellent understanding of the learning objectives in each lesson; your subject knowledge is very deep; your skills are exceptionally well developed.	You are always well equipped ; you are always punctual to lessons; you always complete your homework to the highest standard; you are always ready to learn .	You are performing at your highest level in assessments. KS4/5: You are on track to meet the top of your target grade range.
2	You are fully engaged in lessons; you skilfully use feedback to improve; you frequently show independence as a learner; as a result the quality of your work is very good.	You have a very good understanding of the learning objectives in each lesson; your subject knowledge is deep; your skills are very well developed.	You are usually well equipped, punctual to lessons, complete your homework well and are ready to learn . Occasionally <i>one</i> of these may not be to standard.	You are performing very well in assessments. KS4/5: You are on track to meet the middle of your target grade range.
3	You are well engaged in lessons; you use feedback well to improve; you regularly show independence as a learner; as a result the quality of your work is good.	You have a good understanding of the learning objectives in each lesson; your subject knowledge is solid; your skills are well developed.	You are usually well equipped, punctual to lessons, complete your homework well and are ready to learn . Sometimes <i>a few</i> of these may not be to standard.	You are performing well in assessments. KS4/5: You are on track to meet the start of your target grade range.
4	You are usually well engaged in lessons; you often use feedback to improve; you sometimes show independence as a learner; as a result the quality of your work is inconsistent, sometimes good.	You have a reasonably good understanding of the learning objectives in each lesson; your subject knowledge is improving; some skills are good, some are developing.	Often these may not be to standard; you need to be well equipped, punctual to lessons, complete your homework well and be ready to learn .	You are not on track to reach your potential in assessments. You need to make some changes to improve. KS4/5: You are a grade below your target grade range.
5	You are sometimes well engaged in lessons; you occasionally use feedback to improve; you infrequently show independence as a learner; as a result the quality of your work is often inconsistent and below expectations.	You have a reasonable understanding of the learning objectives in each lesson; your subject knowledge has some gaps; your skills are developing.	Frequently these are not to standard; you need to be well equipped, punctual to lessons, complete your homework well and be ready to learn .	You are not on track to reach your potential in assessments. You need to make changes to improve. KS4/5: Your expected grade is two grades below your target grade range.

6	You are not often well engaged in lessons; you rarely use feedback to improve; you rarely show independence as a learner; as a result the quality of your work is much below expectations.	You have some understanding of the learning objectives in each lesson; your subject knowledge has a number of gaps; your skills are in need of development.	Rarely these are not to standard; you need to be well equipped, punctual to lessons, complete your homework well and be ready to learn.	You are not on track to reach your potential in assessments. You need to make significant changes to improve. KS4/5: Your expected grade at least three grades below your target grade range.
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