

Gosford Hill School - Assessment Policy

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Reviewed by (SLT Lead):	Assistant Headteacher - Quality of Education
Approved by:	LGB
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1. Purpose

To ensure assessment supports high-quality teaching and learning, fosters student progress, and aligns with our school vision of developing resilient, life-long learners.

2. Aims

Our assessment policy aims to:

- Promote consistent, fair and robust assessment practices across all subjects and key stages.
- Enable accurate tracking of student progress over time.
- Inform planning, teaching and intervention to maximise student outcomes.
- Provide clear, actionable feedback to students and parents.
- Ensure all learners, regardless of background or ability, are supported to achieve their potential.
- Support teachers with meaningful, manageable assessment approaches.
- Meet statutory requirements and align with national guidance.

3. Types of Assessment

3.1. Formative Assessment (Assessment for Learning)

- Frequent in-lesson strategies (DNAs, questioning including Cold Call, use of mini whiteboards, low-stakes quizzes).
- Marking and feedback aligned to departmental policy.
- Peer and self-assessment to promote metacognitive skills.

3.2. Summative Assessment (Assessment of Learning)

- End-of-unit/topic tests.
- Termly/half-termly internal assessments.
- Mock exams in KS4 and KS5.
- Public examinations (GCSEs, A-levels, vocational qualifications).

3.3. Standardised and Baseline Assessments

- CATS and reading ages (GL Assessments) at entry.
- KS2 scores from feeder schools used to inform target setting
- Used to inform target-setting and identify support needs.

4. Assessment Procedures

- Departmental assessments will be coordinated within each department
- Summative data collected at least three times per academic year. (Each Key Stage has three data capture points)
- Teachers record formative and summative outcomes as per departmental procedure.
- Students' progress is discussed regularly in data meetings and used to inform planning and interventions.

5. Feedback and Marking

- Clear, consistent feedback practices across all subjects.
- Emphasis on actionable next steps.
- Whole-class feedback, live marking, and verbal feedback encouraged where appropriate. Students are encouraged to mark and correct their work using purple pens.
- Frequency and format agreed by Subject Leaders in line with school policy.

6. Target Setting and Progress Tracking

- KS2 prior attainment and baseline data used to generate aspirational but realistic targets.
- Progress tracked against targets; underachievement triggers timely intervention.
- Data analysed by Subject Leaders, SLT and governors to monitor group performance and ensure equity.

7. Roles and Responsibilities

7.1. Local Governing Board

- Ensures statutory requirements are met.
- Monitors impact of assessment on pupil outcomes and curriculum effectiveness.

7.2. Headteacher

- Overall responsibility for assessment policy and implementation.
- Ensures reporting to parents, governors and external bodies is accurate and timely.

7.3. Deputy Headteacher (Curriculum & Assessment)

- Oversees school-wide assessment strategy and calendar.
- Leads analysis of school performance data.

7.4. Assistant Headteacher (Teaching & Learning)

- Ensures assessment supports high-quality learning.
- Oversees CPDL on effective assessment practices.

7.5. Subject Leaders

- Implement subject-specific assessment practices aligned with school policy.
- Monitor consistency, validity and reliability of assessments.
- Lead moderation within and across departments.

7.6. Class Teachers

- Implement assessment and feedback strategies effectively.
- Use assessment to inform planning and differentiation.
- Provide timely feedback and communicate progress to parents and students.

7.7. Students

- Engage actively with feedback to improve.
- Reflect on their progress and set personal targets.

7.8. Parents/Carers

- Support students in responding to feedback and revision strategies.
- Attend Parent Consultation Evenings and review data capture reports.

8. Reporting to Parents

- Three Data Capture reports (two in Years 11 and 13) summarising attainment, effort, attitude to learning and homework.
- Parent Consultation Evenings provide qualitative and quantitative feedback.
- Additional contact with parents/carers for vulnerable or underachieving students as needed.

9. Inclusion and Equity in Assessment

- Assessment made accessible to meet the needs of students with SEND or EAL.
- Avoidance of bias; use of accessible language and formats.
- Modified assessments where required (e.g., reader/scribe, enlarged texts).

10. Moderation and Standardisation

- Internal moderation to ensure consistency of teacher judgments.
- Cross-subject standardisation (KS3) and external moderation (KS4/5) where applicable.
- Regular training for staff on assessment validity and reliability.

11. Use of Assessment Data

- Inform teaching strategies and curriculum development.
- Identify students in need of intervention.
- Inform staff appraisals and performance management where appropriate.
- Contribute to whole-school self-evaluation and improvement planning.

12. Monitoring and Review



- Reviewed biennially or as required by statutory updates.
- SLT and governors monitor implementation through:
 - Data captures
 - Subject reviews
 - Book scrutinies
 - Learning walks and observations

13. Links with Other Policies

- Curriculum Policy
- Teaching and Learning Policy
- Homework Policy
- SEND Policy
- Equality Information and Objectives
- Behaviour and Relationships Policy
- Examinations Policy
- CPD Policy