

TKS Assessment Policy



Written by / Updated by	GB / KM / AB	Date	April 2025
Approved by	SLT	Date	April 2025
Next Review Due	April 2027		

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1. Introduction

This policy outlines the general principles of assessment at TKS, including tracking, reporting, marking, and record keeping. The appendices below outline what this looks like in practice in each of the Early Years, Primary and Secondary schools.

2. Definition and types of assessment

Assessment means to estimate, evaluate or judge a pupil's attainment or development in some area. It may be formative, providing ongoing diagnosis of strengths and areas for improvement in pupil work to inform adjustments in teaching and learning. Alternatively, it may be summative, offering information on achievement over a longer period and resulting in an overall judgment.

3. Rationale for assessment

As part of the TKS mission statement, we aim for children and young people to reach their academic potential, grow in their knowledge of God, and be equipped to serve and influence others through godly attitudes and actions.

In line with this mission, our goal is for every pupil to make continual progress in their learning. We recognise that effective assessment is integral to achieving this goal.

In practice, we view the purpose of assessment as:

- providing feedback to pupils and parents about learning
- highlighting achievements and identifying future learning needs
- contributing to the raising of pupil achievement
- enabling teachers to support pupil learning more effectively by informing future planning
- providing evidence of achievement for other relevant parties

4. Principles of assessment

- Assessment procedures should be manageable for both pupils and staff and should inform learning, teaching, and character development.
- Individual assessments must align with the whole school policy for formative and summative assessment, as well as marking.
- Assessments should offer opportunities for pupils to be evaluated in a variety of contexts, including their ability to work independently, collaboratively with peers, and with support from staff.

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- Assessment is primarily conducted by teaching staff, but also involves pupils and their peers in individual, group, and whole-class contexts.
- Teacher, pupil, and peer assessments are all valued and integral to the process.
- Assessments are based on clearly defined learning outcomes.
- Assessment evidence is recorded systematically and forms the foundation for reporting.
- Formative assessment methods are integrated into teaching practice. These methods support learning by making ongoing judgments about student progress, providing feedback to help pupils understand how to improve. Assessment evidence also informs adjustments to teaching in order to meet identified learning needs, encouraging students to take responsibility for their learning and building their belief in their ability to make progress.

5. The scope of assessment: What is assessed?

Assessment evaluates various aspects of a pupil's academic development, including:

- Academic knowledge: this refers to the pupil's retention and recall of factual information.
- Understanding: this involves the pupil's comprehension of facts, concepts, and tasks, demonstrating their ability to make sense of the material.
- Skills: this includes both subject-specific practical skills and cross-curricular skills that are transferable across different areas of study.
- Academic skills: these are broader cognitive abilities, such as verbal, non-verbal, spatial and quantitative reasoning, critical thinking, analysis, and problem-solving, that contribute to overall academic performance.
- Quality of work: this refers to the overall standard of the pupil's work, including attention to detail, creativity in presentation, and the effort made to communicate ideas clearly and effectively to the reader.
- Effort: this is demonstrated by the extent to which tasks are completed accurately, thoroughly, and on time, as well as the pupil's ability to go beyond the minimum requirements, showing initiative and a commitment to excellence.

At TKS we also assess pupil wellbeing which refers to the overall mental, emotional, social, and physical health of a pupil, which impacts their ability to thrive both inside and outside the classroom. However, the assessment of pupil wellbeing is carried out through pupil and parent surveys, the pupil voice system, audits, staff observations and focus groups, as well as through assessment of PSHE, RS/RSE and games.

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6. Assessment practice

The principles of assessment can be systematically applied and incorporated into teaching practice using a cycle of actions based on the following sequential questions:

1. What do I want pupils to achieve?
2. How will I assess the learning?
3. How am I going to record the assessment?
4. What will I do next lesson to meet targets and outcomes?

Key elements in this cycle are formative assessment practices, target setting (from Year 1), and recording of assessment (see appendices).

a) Formative Assessment

We believe formative assessment is at the heart of effective teaching. Good formative assessment practice will incorporate the following elements into teaching:

- Communicate achievable learning outcomes (and how they are assessed) to students, so that they are clear as to what is being aimed for
- Provide ongoing oral and written feedback that identifies both strengths and the next steps for improvement, avoiding unnecessary comparison with other pupils
- Use careful questioning and class discussion to allow pupils to articulate their understanding verbally and stimulate interest
- At the teacher's discretion record the formative comments given and use them to create targets for the next piece of work
- Use pupil self, peer and group assessment. Pupils need to know the aims they are looking for:
 - I.the desired goal
 - II.their present position
 - III.how to close the gap between I and ii.
- Modify subsequent lessons and or curriculum in the light of previous formative assessment

b) Target Setting

Target setting informs the recording of progress on the basis that students learn more effectively if they know what they are trying to achieve, understand how they can improve and are told how successful they have been. Target setting also informs planning such that teaching can be altered in the light of the information given. This applies for Primary and Secondary school pupils.

c) Recording assessment

Records form an important part of the assessment process in that they monitor progress, inform planning and provide the evidence base for reporting to students, parents and other interested parties. Evidence of assessment of pupils' achievement and progress will be recorded by subject or class teachers in the first instance. A teacher's assessment records will consist of a mixture of:

- diagnostic numerical scores (numerical values should only be used where meaningful)
- summative grades

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- observations (e.g., performance in practical tasks, verbal answers)
- formative comments given
- targets set and the pupils' subsequent response to them.
- tracking of pupil progress
- interventions for support/extension planned for and established required.

7. Responsibilities

It is the responsibility of each Head as well as the Principal to ensure that regular evaluation and review of all assessment procedures are carried out.

8. Tracking

The purpose of tracking pupil progress is to ensure all pupils are making progress and to identify any pupils who are at risk of falling behind and not meeting their targets. It holds us accountable to parents, senior leaders, Governors and external agencies.

9. Reporting

We report pupil progress regularly to parents and carers. Details of what this looks like in practice can be found in the appendices below.

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APPENDIX 1 - Assessment in Early Years

On Entry Assessments (Nursery and Reception)

Parents are requested to fill in a Learning Journey Questionnaire when their child starts in Early Years. This acknowledges the key role that parents have as their child's prime educator and helps to provide a starting point for staff in the setting.

Where children have previously attended another setting, we also request a report from this setting as to the child's current stage of development.

Day-to-day assessments and observations (Nursery and Reception):

Through their day-to-day observations and interactions with children, and through information shared by parents, staff build up a picture of what children know and can do, and what their interests are. These ongoing assessments and observations are not generally written down, in keeping with the principle that assessment in the EYFS should not require prolonged breaks from interactions with children or excessive paperwork. The observations are fed into the planning process so that teaching and learning experiences can be tailored to children's needs. Some observations are recorded on Tapestry, for the benefit of parents, and parents can also contribute their own observations via Tapestry.

Ongoing assessments can also be noted for Reception children on the planning formats (eg for Phonics, Maths and Topic work).

Concerns/No Concerns Monitoring (Nursery and Reception)

On entry, at the end of T2, at end of T4 and at end of June, a concerns/no concerns monitoring form is completed for each individual, by cohort, using Tapestry.

A summary of cohort form is completed at the same points over the year for N2s and Reception children and submitted to the Principal. A summary of cohort table is submitted to the Principal for N1s at the end of the year.

The list of Development Matters statements for each learning area, checkpoints for 3s-4s and ELGs (at the end of the year) are to be used by staff as a guide/prompt when reflecting on each child. Staff are encouraged to bring any queries or concerns to staff meetings for discussion.

This monitoring process helps to highlight where individual children may be falling behind in any given area (although ongoing assessment will normally have already made this clear).

Maths and Phonics (Reception only):

Maths and Phonics assessment sheets are completed on entry. For Maths, they are also completed in early January, and after Easter. There are regular assessment points as we go through the year for Floppy's Phonics and the assessments completed are kept in the class reading folder under each child's name.

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WellComm Screening (Nursery and Reception)

We carry out WellComm speech and language screening for all children on entry, and at regular points through the year for children whose progress we are monitoring more closely. This programme helps to identify specific speech and language difficulties children may be experiencing, and provides suggestions for appropriate intervention activities. Where these interventions are made in a timely manner, it can in some cases remove the need for subsequent referral; in others it can help to pinpoint the specific areas of difficulty and provide helpful evidence as part of referral on to Speech and Language Therapy.

Children with EAL (Nursery and Reception)

EAL tracking is carried out on entry and at each of the assessment points across the academic year. This assessment is passed on to the child's teacher for the following year.

Parent Meetings (Nursery and Reception)

Parent meetings are held in November in the Autumn Term, and at the end of the school year once the EYFSP and school reports have been completed. Meetings are also held with parents during the Spring Term where there may be concerns over individual children, and can be requested at any point by parents.

Reports (Nursery and Reception) and EYFSP (Reception):

Reports are completed by each key person for all children and submitted to parents at the end of June. The EYFSP and reports for Reception are shared with Y1 teacher to inform the teacher's planning for the start of the next academic year. Reports are also completed mid-year should a child leave the setting and go to another setting or school.

For Reception children at the end of the year, this report will state whether they are 'emerging' or 'expected' with respect to each Early Learning Goal. The report also comments briefly on the characteristics of effective teaching and learning.

EYFSP results are submitted to the Principal, and to the local authority on request (this is usually only for those children who are summer born).

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APPENDIX 2 – Assessment in Primary

In the Primary School, we have regular assessments in English and Maths.

Mathematics:

Years 1-6 are taught predominantly using Pearson Abacus materials.

At the end of each half term, children undertake arithmetic as well as problem-solving and reasoning assessments. Data from these tests is tracked using the online Pearson Abacus assessment tool, as well as being analysed in school through the use of spreadsheets and bar charts.

From the results of these assessments, individual's misconceptions are recorded, and targets for next steps are set and reported to parents (termly) as well as opportunities for discussion at parent-teacher meetings.

Following assessment analysis, if it is felt that a teacher or TA led intervention or booster group would also be beneficial, this is then planned for. Class trends regarding learning and misconceptions are also monitored and these inform future lesson planning.

English:

Assessments in English cover the following strands: reading, writing, spelling and phonics (KS1 only).

Reading:

Years 2-6 are assessed in reading at three points during the academic year, shortly before each half term break. For this purpose, TKS Primary has adopted the Twinkl reading assessments, which cover fiction, non-fiction and poetry. Each child's assessment is recorded and analysed using the Twinkl reading assessment spreadsheet, which enables teachers to see individual's strengths and weaknesses in reading. As with maths, these are reported to parents termly, and individual reading targets set. Data is also analysed to highlight class trends in strengths and weaknesses, and these are addressed through class reading lessons as part of the English curriculum, and in some cases, through the use of group or guided reading sessions.

Year 1 do not complete the above formal reading assessments, but rather a teacher assessment is made as to which level the child is reading at, children do complete reading comprehension tasks as part of their classwork.

Writing:

Children write with an increasing awareness of their age-specific writing criteria which is stuck into the front of their writing (or Big Write) books. Writing is marked and more informal 'next steps' are given, either verbally or through written feedback on the 'Steps for success' stuck next to the piece of writing. Throughout the Primary school, children undertake more formal writing assessments each half term. These should aim to cover a variety of genres over the course of a year. Writing is assessed against the agreed criteria (using Age Related Expectations) for each year group using Grammarsaurus writing expectations. Staff participate in termly writing moderation meetings to ensure assessments marks are appropriate. From these, individual writing targets are set and these are reported to parents as with maths and reading targets. Trends in the strengths and weaknesses within children's writing inform future lesson planning.

Spelling:

Children throughout the Primary school have weekly spelling tests which are monitored by class teachers. These help teachers set the appropriate number of words for each child, adapting to the needs

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of the individual. These words and spelling patterns are based on the national curriculum through TWINKL resources. TKS has devised our own termly spelling assessments based on all the patterns learnt (cloze procedure tests). Data from these is recorded, reported to parents and informs future planning including interventions as appropriate.

Phonics:

Phonics is assessed using the DFE Phonics Screening check assessment booklet. This assessment takes places termly in Year 1. Children who do not pass in Year 1 will continue to be assessed into Year 2. Phonics is also assessed as part of the half-termly writing assessments (unaided writing checks). For KS1 children who struggle with phonics, more frequent informal assessments are carried out with phonics games and informal writing practise as part of an intervention scheme.

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Primary Assessment and Reporting Cycle

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<ul style="list-style-type: none"> End of ½ term maths assessment (arithmetic). Writing assessment 1 (including assessing use of phonics in writing) Reading age test (end of ½ term) 	<ul style="list-style-type: none"> Target report to parents (November) End of ½ term maths assessment (arithmetic). Writing assessment 3 (including assessing use of phonics in writing) Reading age test (end of ½ term) Mid-year data report to parents (End of Feb) 	<ul style="list-style-type: none"> End of ½ term maths assessment (arithmetic). Writing assessment 3 (including assessing use of phonics in writing) Reading age test (end of ½ term) Mid-year data report to parents (End of Feb) 	<ul style="list-style-type: none"> End of ½ term maths assessment (arithmetic). Writing assessment 4 (including assessing use of phonics in writing) Reading age test (end of ½ term) Phonics screening (end of term) 	<ul style="list-style-type: none"> End of ½ term maths assessment (arithmetic). Writing assessment 5 (including assessing use of phonics in writing) Reading age test (end of ½ term) Phonics screening test (end of term) 	<ul style="list-style-type: none"> Summer report to parents (July)
Year 2	<ul style="list-style-type: none"> End of ½ term maths assessments (arithmetic/problem solving) Writing assessment 1 (including assessing use of phonics in writing) Reading age test (end of ½ term) Reading assessment 1 	<ul style="list-style-type: none"> Mini report to parents (November) End of ½ term maths assessments (arithmetic/problem solving) Writing assessment 2 (including assessing use of phonics in writing) Phonics screening test for those who did not pass in year 1 (end of term) Reading assessment 2 <ul style="list-style-type: none"> End of term spelling assessment 	<ul style="list-style-type: none"> End of ½ term maths assessments (arithmetic/problem solving) Writing assessment 3 (including assessing use of phonics in writing) Reading assessment 3 Reading age test (end of ½ term) Mid-year data report to parents (End of Feb) 	<ul style="list-style-type: none"> End of ½ term maths assessments (arithmetic/problem solving) Writing assessment 4 (including assessing use of phonics in writing) Phonics screening test for those who did not pass in year 1 (end of term) Reading assessment 4 End of term spelling assessment 	<ul style="list-style-type: none"> End of ½ term maths assessments (arithmetic/problem solving) Writing assessment 5 (including assessing use of phonics in writing) Reading age test (end of ½ term) Phonics screening test for those who did not pass in year 1 (end of term) Reading assessment 5 End of term spelling assessment 	<ul style="list-style-type: none"> Summer report to parents (July)
Years 3-6	<ul style="list-style-type: none"> End of ½ term maths assessments (arithmetic / problem solving and reasoning) Writing assessment 1 Reading assessment 1 	<ul style="list-style-type: none"> Mini report to parents (November) End of ½ term maths assessments (arithmetic / problem solving and reasoning) Writing assessment 2 End of term spelling assessment 	<ul style="list-style-type: none"> End of ½ term maths assessments (arithmetic / problem solving and reasoning) Writing assessment 3 Reading assessment 2 Mid-year data report to parents (End of Feb) 	<ul style="list-style-type: none"> End of ½ term maths assessments (arithmetic / problem solving and reasoning) Writing assessment 4 End of term spelling assessment 	<ul style="list-style-type: none"> End of ½ term maths assessments (arithmetic / problem solving and reasoning) Writing assessment 5 Reading assessment 3 End of ½ term spelling assessment 	<ul style="list-style-type: none"> Summer report to parents (July) Y6 complete GL assessment in maths and English

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Annual Primary Assessment Outline
Y1 Independent Assessment Schedule

Autumn	
Autumn 1	Autumn 2
Maths (Arithmetic) Writing assessment 1 Reading book band tracking	Maths (Arithmetic) Writing assessment 2 Reading book band tracking Phonics screening test 1 Spelling assessment 1
Spring	
Spring 1	Spring 2
Maths (Arithmetic) Writing assessment 3 Reading book band tracking	Maths (Arithmetic) Writing assessment 4 Reading book band tracking Phonics screening test 2 Spelling assessment 2
Summer	
Maths (Arithmetic) Writing assessment 5 Reading book band tracking (+informal Reading comprehension assessment) Phonics screening test 3 Spelling assessment 3	

Y2-6 Independent Assessment Schedule

Autumn	
Autumn 1	Autumn 2
Maths (Arithmetic & PSR) Writing assessment 1 Reading Comprehension 1 (throughout the ½ term)	Maths (Arithmetic & PSR) Writing assessment 2 Spelling assessment 1
Spring	
Spring 1	Spring 2
Maths (Arithmetic & PSR) Writing assessment 3 Reading Comprehension 2 (throughout the ½ term)	Maths (Arithmetic & PSR) Writing assessment 4 Spelling assessment 2
Summer	
Maths (Arithmetic & PSR) Writing assessment 5 Reading Comprehension 3 (throughout the ½ term) Spelling Assessment 3 All assessments complete by June ready for end of year reports	

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Independent assessment explained:

This is the schedule of the independent assessments. Being independently assessed means being completed without the assistance of TA or Teacher, with consideration to the following caveats *if this is normal classroom practice and on the child's IEP*.

- Maths assessments: SEND or EAL support may be a reader and/or a scribe *if it is on the child's IEP*. The pupils may also have more time.
- Reading assessments: SEND or EAL children may have an adult to prompt them *if it is on the child's IEP*. They may not read any of the text or questions to the child. The child is allowed to read the text/questions aloud to the adult. The adult support may prompt the child when they have spent too long on a single question or guide them when to move on to the next question, or point out where longer answers are needed. The pupils may also have more time.
- Writing assessments: SEND or EAL children may, *if it is on the child's IEP*, read their work aloud to an adult. The pupils may also have more time.
- Spelling assessments: SEND or EAL children, *if it is on the child's IEP*, may have the spellings repeated/read at a slower pace. All children can ask for any spellings to be repeated.

Good practise for dyslexic students, *if it is on the child's IEP*. Give them extra time for reading papers *before* the rest of the class through a pre-read.

Any pupil who struggled with the social environment/focus may be removed from the classroom to sit their assessment separately.

In the summer term, pupils in Y6 will complete GL assessments in maths and Reading. This data will be analysed alongside Primary data but will not be reported to parents. The GL data will be used within school to aid transition to secondary, informing secondary teachers of grading in line with their testing system.

Analysis of data:

Our Primary data officer analyses the termly data, with additional data review points at each $\frac{1}{2}$ term. The data is discussed with the Head of Primary and action points are noted. The RADAR document (data analysis document) is shared with the teachers and TAs each term. Teachers then use this data to review current intervention groups and form new groups as needed, as well as consider strategies within class to support and extend pupils. These RADAR response documents are shared with the TAs and actioned.

Reporting to parents:

Parents of children in Years 1-6 receive written reports three times a year (autumn- target setting report, spring- mid-year data report, summer- end of year report). All parents are expected to participate in parents' meetings once a year in the autumn term. In addition, we offer optional parent meetings after the mid-year data report and the end of year summer report.

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APPENDIX 3 – Assessment in Secondary

Overview of assessment cycle

See Secondary Assessment Schedule

How are assessments recorded?

The Secondary grading system is based on the GCSE 1-9 system and also includes a grade 0 which constitutes 'working towards' Grade 1. Grades are further divided into -/=/+ in order to specify the degree to which a pupil has secured the grade assigned to them.

Teachers record scores or grades from assessed pieces of work in their planners or digitally. Subject specific e-learning packages (e.g., Pearson ActiveLearn or Kerboodle) are also used by teachers to record scores or grades. Assessment judgements may also be recorded qualitatively, for example in art wherein the extent to which a pupil has mastered a particular skill is recorded as a summary statement.

At scheduled assessment data collection points throughout the year teachers record a summative grade in the school's MIS assessment function; Year 7 in summer, Years 8 -10 in autumn and summer, and Year 11 in autumn and spring. The Head of Secondary ensures that grades collected at these points are stored as tracks in SchoolBase. In Year 7, GL's KS3 Assessment Package (KS3AP) is used to measure pupils' cognitive abilities and their progress over the year in English, mathematics, reading and spelling, as well as progress over the key stage in science.

How is academic progress tracked?

At each assessment point, pupils' grades are recorded on the school's MIS and stored as a track. The Head of Secondary is responsible for generating cohort track comparisons for analysis. Teachers also track the progress of their pupils using the grades and observations recorded in their teacher planners and digitally. 'Over time reports' of progress between points for Year 7 pupils in English, mathematics, reading and spelling also provide progress data for analysis. Year 7 mathematics grades are also tracked in Pearson ActiveLearn.

How assessments are analysed?

Analysis points are scheduled into the assessment cycle. Year 7 scores from GL Assessments are analysed by the Head of Secondary, SENCo (with Year 7 Tutor, when analysing PASS scores) and relevant department leads/subject coordinators (English, mathematics, reading and spelling) after each test sittings has been completed. For Years 8-10, grades inputted at the autumn and summer assessment points are compared against baseline and target grades by teachers and department leads, in collaboration with the SENCo and Head of Secondary. This analysis forms the basis of a RADAR document (data analysis document) which includes strategies (informed by teachers) to support or extend pupils. Year 11 assessment points are in autumn and spring (which includes mock exam results), after which grades are analysed by teachers along with department leads, the Head of Secondary and the SENCO. Analysis reveals which pupils, cohorts and specific groups (e.g., SEND/EAL) have not made expected progress. These are then flagged-up for investigation, monitoring and/or intervention. We

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expect all pupils to make at least two sub-grades of progress per year, however teachers may expect particular pupils they teach to make a grade's progress or more.

The SENCO also collects and analyses assessment material and teachers' comments on Year 9 pupils to support decisions on exam access arrangements.

Upon their release, GCSE examination results are analysed by the Head of Secondary and a report outlining attainment, progress and trends amongst different groups and subjects is provided to the Principal and governors, and the headlines are shared with subject teachers. Teachers also use exam board analytics tools and feedback to address any areas for professional development.

How do assessments impact learning?

Substantiated and timely assessments identify gaps in a pupils' knowledge, levels of skill and understanding, which enables teachers to tailor their learning activities to the needs of individual pupils or classes. Feedback on assessment attainment contributes to the pupil's self-knowledge and, when sensitively communicated, can motivate them to improve.

Assessment data aids the streaming of pupils into the English and mathematics sets and informs decisions on which GCSE papers or courses are most suitable for pupils. Assessment data are used to identify where subject-specific interventions are necessary, for example moving a pupil from a higher to lower (or vice versa) GCSE paper, or where an alternative course is necessary (e.g., functional skills in English or mathematics). Furthermore, assessment data are used to select more able pupils for further opportunities (e.g., GCSE Additional Mathematics).

Assessment data also provide a baseline useful for setting reasonable academic targets for all pupils and formulating indicative flightpaths. Effective monitoring of assessment data by teachers and the SENCo flags up requirements for additional support, further assessment and examination access arrangements. Such data also contributes to target reviews on individual educational plans. KS3AP PASS tests provide attitudinal and emotional scores for Year 7 pupils. Low scores flag-up pupils requiring additional support which, in turn, may positively impact learning.

Marking

Pupil work is marked regularly by teachers who provide personalised feedback on attainment, progression and areas for development. WWW and EBI/HTI is used by teachers to structure written feedback. Teachers also incorporate opportunities for self and peer-assessment supported by mark schemes or level descriptors. Teachers also support pupils in developing their literacy skills by identifying errors in spelling, punctuation and grammar. Opportunities for pupils to reflect on written feedback and improve their work in lessons is provided by teachers.

Accountability (to heads)

In their role as the MIS data manager, the Head of Secondary sets assessment data collection points and ensures these are populated by teachers within the set timeframe. The Head of Secondary is also responsible for preparing reports for analysis. Tutors are responsible for controlling the quality of written teacher comments in pupil reports with the final proof-reading completed by the Head of Secondary. The SENCo is responsible for ensuring that teachers submit evidence useful for assessing

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requirements for exam access arrangements, and is also responsible for sharing information with secondary staff and parents of any specific learning needs or interventions of Year 7 pupils flagged-up from CAT4 tests. The SENCO, along with the Year 7 Tutor are responsible for analysing Year 7 PASS scores and ensuring that pupils who require support receive the appropriate help. Department leads (mathematics, English and science) are responsible for informing their staff of any learning needs of Year 7 pupils flagged-up by analyses of data generated by the KS3AP. Department leads also share findings and conclusions drawn from their analysis of pupil progress with the Head of Secondary. This is used to further strengthen decisions on interventions and/or further testing. Individual teachers are responsible for sharing information from assessments which require further investigation with department leads.

Reporting to parents

Parents of children in Years 7-10 receive written reports from their subject teachers and Tutors twice a year (autumn and summer) and parents of Year 11 reports receive a written report in late spring, as well as a copy of their child's mock and predicted grades earlier. Written reports include a summative grade, an effort grade and a comment on their child's attitude towards learning, success in the subject and areas for development. Parents' evenings take place once a year in spring term, with an additional Year 7 parent/tutor evening during the first half of autumn term. Teachers may also discuss progress with parents and agree learning support measures at any point in the academic year.

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Secondary Assessment Cycle

Key: HoS: Head of Secondary; DLs: Department Leads; SCs: Subject Coordinators

	September	October	November	December	January	February	March	April	May	June	July
Year 7	Baseline Assessments CAT, PT Series ¹ , NGRT & NGST Form A ² and core/elective subjects Analysis (HoS, SENCO and DLs: Eng, Maths and Science) Target Grade Setting (SCs)	PASS ³ Analysis (HoS/ SENCO and Y7 Tutor) Interventions (Tutor and Wellbeing Coordinator) Tutor/Parents Evening	Data Collection Point (all subjects, not PSHE) End of Term Report (Grade, Effort and Comment)	Analysis (HoS, SENCO, DLs and SCs) Interventions (teachers)	NGRT & NGST Form B Analysis (SENC0, HoS and DL: English)	Data Collection Point: Grade and Effort (All subjects) Analysis (HoS, SENCO, DLs and SCs) Parents Evening	Interventions (teachers)	PASS NGRT & NGST Form C Analysis (HoS, SENCO and DL: English)	PT Series Exams (Maths and English) Analysis (HoS, SENCO and DLs: Maths and English) Full Report (Grade, Effort and Comment)	Analysis (HoS, SENCO, DLs and SCs)	
Year 8			Data Collection Point (all subjects, not PSHE) End of Term Report (Grade, Effort and Comment)	Analysis (HoS, SENCO, DLs and SCs) Interventions (teachers)	Parents Evening	Data Collection Point: Grade and Effort (All subjects) Analysis (HoS, SENCO, DLs and SCs)	Interventions (teachers)		Data Collection Point Exams (Maths and English) Full Report (Grade, Effort and Comment)	Analysis (HoS, SENCO, DLs and SCs) Target Grade Setting (SCs)	
Year 9			Data Collection Point (all subjects, not PSHE) End of Term Report (Grade, Effort and Comment)	Analysis (HoS, SENCO, DLs and SCs) Interventions (teachers)	Parents Evening	Data Collection Point: Grade and Effort (All subjects) Analysis (HoS, SENCO, DLs and SCs)	Interventions (teachers)	Data Collection Point Exams (Core Subjects)	Analysis for Access Arrangements (SENC0) Full Report (Grade, Effort and Comment)	Analysis (HoS, SENCO, DLs and SCs) Target Grade Setting (SCs)	

¹ The Progress Test Series (PT Series) measure performance in English, maths and science against the national average

² New Group Reading Test and New Group Spelling Test

³ Pupil Attitudes to Self and School

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Year 10			Data Collection Point (all subjects, not PSHE) End of Term Report (Grade, Effort and Comment)	Analysis (HoS, SENCO, DLs and SCs) Interventions (teachers) Parents Evening		Data Collection Point: Grade and Effort (All subjects) Analysis (HoS, SENCO, DLs and SCs)	Interventions (teachers)	Data Collection Point Exams (All Subject)	Exams (All Subject) Full Report (Grade, Effort and Comment)	Analysis (HoS, SENCO, DLs and SCs) Target Grade Setting (SCs)	
Year 11		Assessment and Effort Point Analysis (HoS, SENCO, DLs and SCs)	Interventions (teachers)	Data Collection Point Mock Exams	Mock and Predicted Grade report Interventions (teachers) Parents Evening		Data Collection Point: Grade and Effort (All subjects) Analysis (HoS, SENCO, DLs and SCs)	Full Report (Grade, Effort and Comment) Interventions (teachers)	GCSE Finals	GCSE Finals	August Results Day Analysis (HoS)