



St Leonards

St Andrews

St Leonards School

Assessment Policy

Policy owned by:	Date last reviewed:	Date of next review:
Deputy Head (Academic)	September 2026	September 2028

Assessment Policy: Assessment, Recording, Reporting and Marking

Rationale

Assessment strategies should be concerned with the whole child, as reflected in the values and ethos of the Learner Profile and St Leonards. The process of assessment should enable us as teachers to make decisions about the education of our pupils as we chart their progress and achievements and it should also assist us in the assessment and identification of requirements. Children are entitled to have their achievement recognized and used to shape their future learning, thus ensuring progression and continuity. Good assessment strategies enable this to happen.

Assessment should be formative as well as summative and must provide direction in the child's learning process as well as recording the point reached in any given area of the curriculum.

Aims

The assessment process aims to gather information which facilitates teachers to enable a pupil to reach their potential and critically support pupils to become self-regulated learners. Teachers will therefore:

- evaluate and record each pupil's attainment and progress and identify individual strengths and weaknesses
- evaluate ongoing pedagogical effectiveness and to plan future teaching and learning experiences
- differentiate work to the needs of individual pupils
- compare individual and school levels of attainment and progress with that of the wider school and the national levels of attainment.
- provide reliable information to parents and colleagues about the progress and development of each pupil.

As a school we recognise the importance of continuously reflecting on our methods of assessment (seeking a common approach as appropriate within sections/departments of the school), our assessment programme and how we analyse and implement the data obtained. We also recognise the importance of involving pupils in their learning journey and the need for ongoing self-assessment.

1 Assessment for Learning

1.1 Marking in detail in relation to learning objectives and success criteria with constructive comments:

Allocate time for pupils to read the teacher's detailed comments for this type of marking and to ask questions about it and / or, write their own response to teacher comments.

All other work to be marked, though in less detail, using a variety of approaches:

- Pupil self-assessment (maybe using a checklist of task specific criteria to go through before handing to teacher for rapid monitoring) and using age appropriate success indicators.
- Pupil peer assessment (as above)
- Teacher marking related to success criteria with ticks and brief comments (especially praise for good work/ effort or brief reminders about presentation etc.)

PYP specific

Teachers attend weekly collaborative and development meetings to allow for discussions about individual pupils and moderation of work. Verbal feedback is given daily, and pupil's work is marked appropriately. Teachers provide constructive feedback and opportunities to develop learning targets with each pupil. Teachers and pupils reflect regularly and the PYP Coordinator reviews progress and data from assessments. One-to-one meetings are held between the PYP Coordinator and teachers to discuss support, challenge and learning opportunities.

MYP specific

MYP subject based criterion work to be marked with detailed feedback and returned to pupils in a timely manner. The pupil will be then given the opportunity to reflect on their work and request further clarification for improvement as needed.

Task specific rubrics to be created as a minimum for all summative tasks to enable the pupils to achieve the highest levels of achievement.

1.2 Verbal Feedback

Verbal feedback is regularly given to pupils – What they have really grasped well, what they are still not sure about, what the next steps are – as reinforcement of written feedback.

1.3 Setting individual learning targets

MYP

Pupils to identify three targets at the beginning of the term. These will be reviewed and monitored by the tutor in discussion with the pupil. Targets will be entered into the student portfolio on Managebac. At the end of the term pupils will complete a written reflection on the goals and then set the ones for the subsequent term

1.4 Using assessment to inform future planning

PYP

Teachers plan and reflect on Units of Inquiry on ManageBac, using the PYP planner template. In addition to this, teachers have a template for weekly planning on the Shared Drive. Key questions, linked areas of the Scope and Sequence, and differentiation are highlighted in the forward planning.

MYP

Teachers will keep an ongoing grade book and will provide feedback to pupils on how to develop their skills further.

Teachers will also use Managebac to reflect and evaluate unit plans and both summative and formative assessments.

DP/CP

As with the MYP, teachers will keep an ongoing grade book and will provide feedback to pupils on how to develop their skills further. In some cases teachers will use Managebac as an aid for both summative and formative assessments.

HoDs and/or teachers will work with the DP/CP coordinator each year to develop a calendar of internal deadlines for IB/BTEC assessments, the EE, RP, TOK, and completion of CAS & SVL requirements.

2. Types of assessment

Methods of formative assessment used will be varied in design and cover a broad range of learning and communication styles. Summative assessments allow for graduated differentiation.

Methods of assessment include (but are not limited to):

- Observation (of expressions, behaviour, attitudes etc.) using a range of visible thinking tasks
- Dynamic interaction
- Questioning
- Exercises, essays and compositions
- Mind maps
- Research projects
- Presentations
- Debates
- Quizzes
- Investigations
- Experiments
- Physical skills

3. Tracking Pupil Progress

Using teacher professional judgement, supported by evidence of pupil work, record the effort and attainment achieved by each pupil on the Progress, End of Term and End of Year reports (see timeline at the end of the document).

Formalised Assessments

PYP

a) Standardised tests

- **Year 1 – 6: CPI (Cambridge Primary Insight)** assessment for Reading, Mental Maths, General Maths, Developed Ability and Attitudes. This assessment is carried out in October during the Academic Term and gives an indication of pupil's progress through the PYP. This information provides the baseline for staff to measure and track individual pupils' progress against their baseline.

b)) Renaissance Place

These assessments are carried out five times during the Academic year, spread out over each half-term to allow the school to highlight and track progress in Reading and Maths. The STAR data and CPI data is compared using a Stanine score. Termly Pupil Progress Meetings take place with the Class Teacher, JS English/Maths Lead and Head of JS to discuss individual pupil progress and agree actions to support and extend pupils.

- **Years 2-6: Star Reading Assessment**

A complete online assessment of pupil's reading growth, showing skills they have mastered, and Zone of Proximal Development (ZPD) allowing the individual to select a book suitable for them. A computer-adaptive assessment that adapts to each pupil's abilities, catering for each individual. The report generated from Star Reading shows the class teacher the skills that the pupil must focus on to meet or exceed expected standards. The report includes a reading age for each pupil alongside their Normed Referenced Standardised Score (NRSS). Year 2 pupils will begin to sit the STAR Reading Assessment when their class teacher assesses that their reading level is at a suitable stage to access and benefit from the assessment.

- **Years 3-6: Star Maths Assessment**

A similar assessment to Star Reading - using a computer-adaptive and sophisticated item calibration and psychometrics to adjust dynamically to each child's unique responses. Giving an immediate report with feedback.

c) No More Marking

No More Marking—a nationally recognised online tool—is used to assess and track pupils' writing progress across Years 1 to 6.

Every Year group completes two dedicated assessment windows per academic year. Instead of using rigid checklists, teachers assess pupils' work using a method called *Comparative Judgement*. During these assessment windows, teachers review two anonymous pieces of writing side by side on screen and select the stronger piece. By combining judgments across teachers, the system builds a highly accurate picture of pupil attainment and provides scaled scores to monitor individual growth over time.

This biannual approach brings key benefits to your child's education:

- **Fair & Consistent Standards:** Removes individual bias, ensuring pupil's writing progress is measured accurately and objectively throughout the year.
- **National Benchmarking:** Tracks writing attainment against thousands of pupils across the country twice a year, giving us a clear view of how our school is performing.
- **More Time for Teaching:** Streamlines the marking process so teachers spend less time on administrative paperwork and more time delivering targeted classroom support.

Reporting & Assessment Data

Across the Junior School, we use a range of diagnostic assessments—including Cambridge Primary Insights, STAR Reading and Maths, and No More Marking—to guide teaching, measure progress, and plan targeted support for every pupil. Because these tools are used internally to inform daily learning, specific standardized scores and raw data points are not routinely included in standard end-of-term reports; however, this information is always available upon request should parents wish to discuss their child's individual assessment results. To ensure parents benefit from these assessments early in the academic year, initial baseline data collected during autumn assessment windows is used by teachers to shape actionable learning targets and key focus areas, which are discussed directly with parents during October Parents' Evenings.

Marking and Feedback in Junior School

In line with evidence-informed practice (EEF guidelines), our Junior School feedback framework prioritises high-quality classroom instruction and live, immediate feedback over lengthy written marking. Marking is targeted and selective, focusing on key learning intentions and addressable misconceptions through teacher-driven "*Think Pink*" prompts (scaffolding, scanning, or extending tasks) linked directly to PYP Approaches to Learning (ATL) skills. To ensure feedback translates into genuine learning progress, dedicated response time is built into the weekly timetable, allowing pupils to actively reflect, act on targets, and record their updates using their "*Purple Pens*". For full details on our developmental feedback cycles, response timings, marking codes, and prompt categories, please refer to the complete Junior School Marking & Feedback Policy.

MYP and DP/CP

a) Standardised tests

- **MidYIS** testing which takes place during the first term of Year 7, 8 and 9, (MYP 1, 2 & 3) provides a clear picture of pupil aptitude and predicted levels for grades at GCSE. This information is used by the school to set targets at pupil/ subject level and to evaluate its performance in terms of "value-added", as well as to identify individual pupils who are under-performing and who need further support/ guidance.
- **YELLIS** testing takes place during the first term of Year 10 providing a clear picture of pupil aptitude and predicted levels for grades at GCSE. This information is used by the school to set targets at pupil/ subject level and to evaluate its performance in terms of "value-added", as well as to identify individual pupils who are under-performing and who need further support/ guidance.
- **ALIS** testing which takes place during the first term of Year 12, providing a clear picture of pupil aptitude and predicted grades for IBDP. This information is used by the school to set targets at pupil/ subject level and to evaluate its performance in terms of "value-added".

b) School-based baseline, end of term tests and mock exams

(Year 7 to Year 13) held at the end (baseline) of the Autumn term for some Y7 - Y10 and Year 12 subjects, in the summer term, towards the end of the school year for Y7 - Y10 and Year 12. Y11 and Year 13 have their mock exams in January/February. These are prepared by the subject teachers and are designed to test pupils' grasp of work covered in most subjects in the curriculum. Subjects also hold their own end of unit class assessments.

c) External examinations.

The ultimate testing of our pupils takes place at the end of Year 11 and Year 13 with GCSE/IBDP assessment. Pupils sit between 7 and 10 subjects at GCSE depending on ability, IBDP pupils are either entered for the full diploma or certificates depending on ability. (Note: See Controlled Assessments Policy)

Pupil self-assessment

Pupils are encouraged at all times to think about their work and progress and to take responsibility for their learning. Informal discussions between teacher and pupil take place on a regular basis. We recognize the importance of providing pupils with more formal opportunities to reflect on their own progress, set their own targets and to record their achievements. These are tracked and monitored in an appropriate manner.

Marking

The purposes of marking are:

- to monitor the progress of all pupils
- to determine the standard of knowledge and understanding of all pupils
- to assess mastery of particular skills
- to award grade/mark/comment corresponding to the standard of work

- to correct inaccuracies in the work
- to comment on the presentational skills of the work
- to encourage improvement.

Departments are therefore advised to mark work regularly and decide how grades/marks/comments are standardised and attributed. Marking should be consistent within each department so that pupils are aware of the criteria used. Grades and effort grades awarded must be consistent with the school grades (outlined below).

Attainment Grades

MYP

Levels of achievement will be given for summative tasks in line with the published criterion descriptors from the IBO. A final MYP achievement level will be reported in June.

GCSE

Grades will be given in line with the published grade levels from the different examination boards – AQA, Cambridge, Edexcel and OCR.

DP/CP

Grades will be given in line with published grades from the IBO and/or BTEC awarding bodies.

Further Guidelines

There are further guidelines which should be consistent across each department.

- Work should be marked regularly and standardised at departmental level.
- Work should be marked in a way which provides clear feedback to each pupil on their level of achievement and on their strengths and weaknesses, to inform and develop future learning. Marking and feedback can take a variety of forms including whole-class feedback, oral feedback as well as written feedback.
- Any written marking comments should place as much emphasis as possible, based on praise and encouragement, without jeopardising realistic expectations.
- Wherever possible marking should be linked, to a clear success criteria, of which the pupils agree upon before embarking on an assignment. This is particularly important in the context of an extended piece of work.
- Marking comments should be legible and written using language that the pupils are able to understand.
- Marking should emphasise and support high standards of presentation, spelling and punctuation in all areas of the curriculum.
- Staff should keep a record of all marks/ grades given for key pieces of work and for regular tests throughout the year. This information provides important day to day evidence of progress and informs a basis to report back to parents.

Recording

It is not necessary for teachers to keep records of every single piece of work produced by the pupils but it is essential for them to maintain systematic records of assessments for both summative and formative tasks in line with statutory requirements. Departments are therefore expected to devise their own policies for recording but are advised to follow these guidelines.

Each system should be designed:

- to establish a manageable and efficient way of recording
- to standardise recording within the department
- to provide accurate information on progress
- to provide information for written reports and verbal comments to parents
- to help determine the composition of teaching groups

- to decide entry tiers for external examinations.

For MYP summative task grades are to be entered on to the electronic grade book in Managebac to allow pupils and their families to reflect on the learning and set targets for the future.

Reporting

There are statutory requirements for reporting to parents on achievements and progress of pupils (the reporting timeline is outlined below).

It is required:

- that all pupils on the school roll including post 16 pupils receive an annual written report
- the report should contain comments on general progress and brief particulars of a pupil's achievement in all subjects
- reports should contain targets, resulting from discussion between teacher and pupil
- that arrangements are made for parents to discuss the report with teachers (this takes place at the annual parents' evening . However, parents can request to see teachers at any point during the school year and teachers can request to see parents

The actual language of reports is not prescribed by statute but good reports are those which “provide parents with a clear picture of their child's achievements and progress”.

Guidelines for the writing of reports

- emphasis should be given to the accuracy of assessments and be written in readily accessible language
- they should have a positive effect on pupils attitudes and motivation
- they should highlight a pupil's strengths and weaknesses but should be written in positive language encouraging the pupil to improve performance

Procedural details

All staff should:

- Carefully check the spelling of pupils' names and using their chosen name that has been agreed by administration.
- Carefully check that the correct punctuation has been used

Report type	Information provided
Grade only (Attitude to Learning; Attainment and/or Predicted grade)	Attitude to Learning grade and, depending on a year group and timing, an Attainment grade, an Exam grade, a Predicted grade. No comment is expected for a pupil 'Meeting Expectations' or above.. However, if an 'Approaching Expectations' grade or lower is given, or there are serious concerns that need flagging, a comment should be given to explain what is required. If a pupil is performing particularly well, an optional comment can be used to give praise.
Target report	In advance of an exam series, these reports give an Attitude to Learning grade accompanied by a comment that is exclusively composed of 1-3 SMART targets (specific, measurable, achievable, realistic, time-bound) to help the pupil with their preparation.

Full report	Attitude to Learning and Attainment grades (with Exam/Predicted grades/comment relating to Predicted grade where appropriate) with a comment. The comment should justify the grades awarded and guidance should be given on how the pupil can make further progress. It should not contain excessive detail about content covered over the course.
Tutor comment	Tutors will proofread the reports and correct errors. A personalised comment should then be given helping contextualise the report for parents and exploring areas the pupil can improve. Reference to co-curricular and wider school involvement might be noted here.
Student reflection	Students complete a reflection guided by questions from the year group team. Tutees need to: 1. Head to their initials on the Managebac homepage (top right hand corner) and click on their name. 2. There will be a link for them there to manage their profile. 3. Once on this section - they can scroll all the way down their profile and they should see reflections and the suggested framework for the reflection.

Attitude to Learning Grade Descriptors

Grade Descriptor	Description	Likely behaviours
Exceeding Expectations	The pupil is a proactive participant in lessons, going above and beyond the work that is required both in class and at home, and completing both to an excellent standard. They take every opportunity to further their learning, demonstrating exemplary diligence and behaviour.	● Homework completed to a very high standard with evidence of independent learning. ● Driving discussion in class and modelling excellent collaborative working habits. ● Efforts leading to the highest level of progress and higher than expected outcomes.
Meeting Expectations	The pupil is an active participant in lessons, completing the work that is required both in class and at home to a high standard. They take most opportunities to further their learning, demonstrating good diligence and behaviour.	● Homework is on time and completed to a good standard. ● Completing classwork to a good level. ● Working effectively independently and with other pupils in the class. ● Efforts leading to expected outcomes or higher.
Approaching Expectations	The pupil is broadly engaged in lessons, mostly completing the work that is required both in	● Inconsistent efforts in homework

	class and at home to a satisfactory standard. They take some opportunities to further their learning, demonstrating inconsistent levels of effort and focus.	● Inconsistent in output from work completed in class. ● Occasional displays of loss of focus and effort which impact their and others' learning. ● Efforts leading to lower than expected final outcomes.
Not Meeting Expectations	The pupil is not fully prepared or engaged in lessons, rarely completing the work that is required both in class and at home to a satisfactory standard. They rarely take opportunities to further their learning, demonstrating low levels of effort and focus.	● Late, incomplete or poor homework. ● Limited output from activities in class. ● Not focused on own learning and liable to distract the learning of others. ● Efforts leading to much lower than expected final outcomes.

School reporting schedule

PYP - Kindergarten to Year 6

Term 1 August	Informal Classroom visit and Meeting the Teacher After School Event.
October	Parent Meetings with Class Teachers and Specialist staff
December	Open Classrooms - Pupil led sharing of Learning Journals
December	Mid-Year Report - Class Teachers only
Term 2 March	Parent Meetings with Class Teachers and Specialist staff
	Open Classrooms - Pupil led sharing of Learning Journals
Term 3 June	End of Year Report - Class Teachers, Specialist staff and Head of JS Comment.
June	Parent Meeting (short) follow up from Reports
June	Open Classrooms - Visit and meet your child's new teacher

There is an extensive Parents in Partnership Programme throughout the year offering multiple opportunities for parents to come and learn alongside their child in the classroom, observe swimming and Games sessions.

Senior School

Term	Timing	Year Group(s)	Event Type
Term 1	Half term	Years 7–8	parents' evening
		Years 9–13	Grade only
	end of term	Years 7–9	full report
		Year 10	parents' evening, Grade only
		Year 11	full report
		Pre-IB	parents' evening, full report
		Year 12	Grade only, parents' evening
		Year 13	full report
Term 2	Half term	Year 9	parents' evening
		Year 11	Grade only, parents' evening
		Year 13	Grade only, parents' evening
	end of term	Years 7–9	Grade only
		Year 10	full report
		Year 11	Grade only

Term	Timing	Year Group(s)	Event Type
		Pre-IB	Grade only, parents' evening
		Year 12	full report
Term 3	Half term	Years 7–8	parents' evening
		Year 12	Grade only, parents' evening
	end of term	Years 7–9	full report
		Year 10	Grade only, parents' evening
		Year 12	full report