



Reading Girls' School
Succeeding Together

Name of Policy	Assessment Policy
Scope of Policy	Formative and summative assessment at Reading Girls' School
Approved by	Principal
Date of Approval	February 2026
Review period	Two Years
Review Date	February 2028

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Principles of assessment.....	2
4. Assessment approaches	3
5. Collecting and using data.....	6
6. Malpractice and the use of Artificial intelligence (AI).....	7
7. Reporting to parents/carers	8
8. Inclusion	8
9. Training.....	8
10. Roles and responsibilities	8
11. Monitoring.....	9
12. Links with other policies	9

1. Aims

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

2. 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 \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

In lessons at Reading Girls' School, assessment is completed across a range of activities through which we come to know about the abilities and achievements of our pupils, and the extent of their knowledge, skills and understanding. Assessment and feedback is used to advise pupils, teachers (and others) of their progress, their targets and how to close any achievement gaps that may exist.

Assessment reflects the formal and informal judgements made by teachers and pupils about standards of work, and is measured, where appropriate, against nationally agreed criteria.

Formative, diagnostic assessment is used throughout the year to inform teaching and learning and identify any areas for improvement. This includes low-stakes testing where a simple test is employed to ascertain the extent to which knowledge is being retained and to establish an understanding of gaps in knowledge and/or skills at individual and whole class level.

Summative assessment is used to evaluate learning and progress by awarding a grade of attainment to a pupil. We believe that this policy will enable us to assess pupil progress in a coherent and consistent way and facilitate higher achievement for pupils

across all levels of ability. Work undertaken by pupils deserves feedback (written or verbal) in order to enable them to know and understand the progress they are making and the next steps needed to inform them how they can continue to improve. It will also inform subject staff as to where there are gaps in pupils' knowledge and understanding.

Principals of assessment

- The focus of written and verbal feedback is to give pupils a clear understanding of how well they have gained knowledge, concepts and skills and then explain what needs to be done to extend their learning.
- Pupils' assessment of their own and their peers' progress and attainment is a central function in the learning process.
- Time will be built into lessons for pupils to reflect on and respond to teacher marking and feedback.
- Marking will help pupils to progress in their learning and will be meaningful, manageable and motivating.
- A variety of marking strategies will be used to ensure teacher workload is minimised.

4. Assessment approaches

At Reading Girls' School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

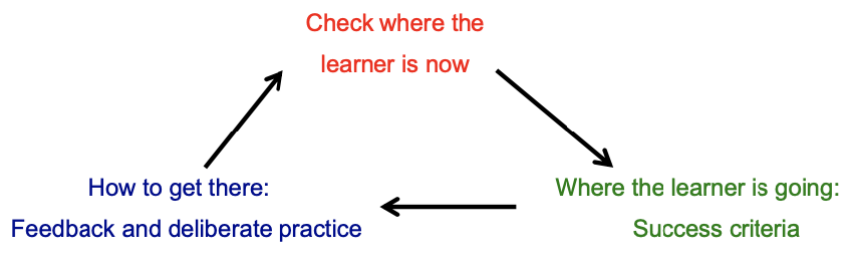
4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** 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

Formative assessments are used to make judgements about what future learning individual pupils need in order to move them forward. Assessment is formative only if the information fed back to the learner is used by the learner in making improvements. To be formative, assessment must include a recipe for future action.

Assessment cycle:



Formative assessment strategies include:

- Regulating learning – circulate around the room whilst pupils are engaged in an activity. You can collect information on learning and intervene, where appropriate
- Rich questioning using a number of strategies including: random (no hands-up) questioning, cold-calling, think-pair-share, probing, pose-pause-pounce-bounce
- Feedback to support pupils
- Self and peer assessment
- Interleaved 'Do Now' activities
- Low stakes quizzes/tests which should be specific, frequent and repetitive. The most successful pattern for long-term learning: Teach – learn - check

- Success criteria, checklists and models of best practice.

Feedback to any pupil should be about the particular qualities of their work, with guidance on what can be done to improve. It has been proven that giving marks alone, or marks and comments, leads to no improvement in attainment. Formative assessment:

- Enables pupils to understand key concepts, present information clearly and promote discussion
- Enables teachers to check pupils' understanding effectively, identify and correct misunderstandings, and inform their teaching
- Ensures pupils embed key concepts in their long-term memory, and apply them fluently.

Books/folders

The agreed assessment criteria (KS3) and course specific criteria (KS4/5) must be evident in books/folders. Pupils must be encouraged to show a strong pride in their work using PROUD:

- P Pen: write in blue or black ink, DIRT must be completed in green ink
- R Ruler: draw straight lines with a ruler
- O Oops: cross out mistakes by drawing a single line through the error
- U Underline: underline the title and date
- D Draw: draw using a pencil

Marking and feedback

- Feedback can be verbal or written.
- Not all work needs to be marked.
- Purple marking tasks are planned throughout the curriculum.

Marking for literacy

- Marking of spelling should no more than five examples of misspelled words in a piece of work (unless this is GCSE English Language). There should be an expectation for pupils to respond.
- The use of literacy quick wins, word walls, writing frames, etc. should be encouraged and departments should provide support materials for literacy in their subject areas as appropriate.

Teachers should:

- Be accountable for pupils' attainment, progress and outcomes
- Assess pupils' work regularly according to the school assessment policy
- Use analysis of assessments to inform their teaching and support pupils' progress
- Use formative, interleaved, and summative assessment in line with the appropriate curriculum plans
- Use data to ensure pupils are working at their full potential, set targets to achieve this and adapt teaching as needed
- Inform parents/carers and appropriate staff within school of pupils' progress or underachievement

- Mark pupil assessments in a timely fashion, in line with department deadlines and the assessment calendar
- Meet the deadlines for submission of performance data
- Analyse the performance of individual pupils and groups of pupils (e.g. SEND, disadvantaged) and adapt teaching as needed
- Identify pupils for, and carry out intervention actions, agreed with the Head of Department
- Reflect on any training needs and discuss these with the Head of Department
- Plan well-structured lessons with challenging and appropriate learning objectives
- Ensure that clear explicit objectives are understood by the class
- Share success criteria for learning
- Plan opportunities for the different assessment types
- Ensure that rich questioning is used to develop learning
- Give pupils regular feedback, both orally and through accurate and constructive marking, and encourage pupils to respond to the feedback where appropriate.
- Model answers to scaffold pupil understanding
- Build in opportunities for peer and self-assessment where appropriate
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Develop professional expertise in assessment in line with best practice and Awarding Body requirements.

Heads of Department/Subject Leaders must:

- Set progress targets for cohorts and classes and accept overall accountability for achieving them
- Create Schemes of Learning that provide learning pathways for knowledge and skills within the subject
- Plan interleaved formative assessment
- Make sure assessment for learning is structured and a feature of every lesson
- Plan summative assessment so it is relevant with learning, accumulative and meets the requirements of KS4/KS5 specifications
- Ensure accuracy of marking across the department by facilitating moderation (in line with specification best practice, where relevant) by making sure that all members of the department regularly discuss/share/moderate and monitor assessment of all types within the department
- Where NEAs / coursework are delivered, facilitate moderation and check accuracy of paperwork for the department ahead of submission to awarding bodies
- Know and understand how to assess the relevant subject and curriculum areas and ensure this is kept up to date with changes from Awarding Bodies or other external agencies
- Ensure that assessment data is completed in full for all pupil and key groups across the department within the deadline set and that reasonable attempts are made to catch up pupils that miss their assessments.
- Meet with individual teachers to evaluate the progress of pupils and hold them to account

Pupils should:

Pupils who are involved in assessment develop the skills needed to be lifelong independent learners as they know how to set goals and reach them. Pupils need to be involved to share understanding and feel like they have control over their learning when they:

- Attempt all work and assessments to the best of their ability
- Challenge themselves to think hard and attempt challenging work
- Respond to feedback and and 'Next Steps'
- Contribute to group and class discussions
- Show pride and presentation in their work.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils 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
- **Pupils** 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

Summative assessments are set periodically to determine, at a particular point in time, what pupils know, understand and skills they can accurately perform. In addition, summative assessments are used to identify any gaps in learning, individually or collectively. Examples of summative assessment include:

- GCSE examination papers
- Coursework and / or non-examination assessments
- Interim assessments
- End-of-unit tests
- End-of-term exams / assessments

Summative assessments are a means to measure, at a particular point in time, pupil learning relative to subject specification. It is normally, though not always, used towards the end of a term. Summative assessment is used to quantify achievement, to reward achievement and to provide accurate data for the whole school analysis including school reports. Therefore, the robustness, validity and reliability of summative assessments are of the greatest importance.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

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

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

Delivery of NEAs / coursework

Teachers should ensure they have read the specification for the Awarding Body they are delivering. In addition they should attend relevant training sessions to ensure they understand how to administer the assessment. Before the assessment commences teachers should ensure pupils and their parents are aware of the following:

- Expectations of the pupils to complete the task(s)
- Regulations linked to social media e.g. <https://www.jcq.org.uk/wp-content/uploads/2024/05/JCQ-Social-Media-Infographic-v6.pdf>
- Regulations for NEAs / coursework e.g. <https://www.jcq.org.uk/exams-office/information-for-candidates-documents/> & https://www.jcq.org.uk/wp-content/uploads/2023/08/IFC-NE_Assessments_2023_FINAL.pdf

Please note this guidance should be updated annually and shared with teachers, pupils and parents / carers.

5. Collecting and using data

At Reading Girls' School, our approach to collecting and using assessment data is as follows:

- Two summative assessments for all pupils are conducted per year in accordance with the school's Assessment calendar.
- Except Year 11, 12 and 13 mock examination windows. Assessments must be completed, and marks recorded on SIMS ahead of scheduled data

drop (DDA) deadlines. It may be appropriate for a subject to combine several assessments (some which may be outside assessment the window) to produce the overall current assessment grade.

- For KS4 and KS5 assessments, the summative assessment papers set, must mirror the demands of the end of the course in terms of the instructions, inserts provided, layout of paper, style of questions and length of the assessment.

Record-Keeping/Student Progress Data

- All staff have access to SIMS marksheets for their allocated classes. These marksheets include information regarding prior attainment, SEND, PP and other pupil groups. All staff are responsible for ensuring that the marksheet entries are kept up to date to allow for two data drops throughout the year, which is published in the Reading Girls' School Assessment Calendar.
- Staff are required to report on each subject e.g. English literature and language and / or course at each data drop.
- Marksheets will include the following information:
 - All assessment titles carried out in the half term, in line with the school policy.
 - An accurate 'Current Grade' based on pupils most recent assessment for each subject area (for KS4, this may be a weighted mark based on several pieces, if this reflects the demands of the specification). This is the grade the pupils are currently working at.
 - For Key Stage 3 pupils...
 - For Key Stage 4 pupils, a 'Minimum Expected Grade' (MEG) which is shared with parents. The MEG is a minimum target that pupils should aspire to attain.
 - For Key Stage 5 students...
 - For Key Stage 4 and 5 pupils, a 'Predicted Grade' is based on the professional prediction for the end of Year 11 and 13, based primarily on assessment evidence, moderated by professional judgement.
- Fine grades are used to support both the 'Current Grade' and the 'Predicted Grade' which acts as warning as to how secure the grade is (see Appendices 1-3).

6. Malpractice and the use of Artificial intelligence (AI)

Malpractice is where there is a failure to follow the rules of the examination or assessment. These can arise due to malpractice itself, or due to maladministration and it means any act, default or practice which is:

- a breach of the Regulations; and/or
- a breach of awarding body requirements regarding how a qualification should be delivered; and/or
- a failure to follow established procedures in relation to a qualification; which:
 - gives rise to prejudice to candidates; and/or
 - compromises public confidence in qualifications; and/or
 - compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
 - damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

([JCO, Suspect Malpractice Policy and Procedures](#), 1 September 2023 to 31 August 2024)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Reading Girls' School recognises that AI has many uses to help pupils learn, but may also lend itself to candidate malpractice in the forms of cheating and plagiarism.

Pupils **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

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas. Pupils should not solely rely on AI to complete their work
- 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

At Reading Girls' School, we treat any forms of Malpractice very seriously and this will be dealt with in line with our Behaviour Policy – See Appendix 1).

7. Reporting to parents/carers

Assessment data will be reported to parents/carers through twice yearly reports and Consultation Evenings.

Progress profile reports to parents/carers include:

- A current grade based on the most recent assessment set for that subject / course
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in Year 12 or 13 and is no longer of compulsory school age

Attendance information includes:

- Current attendance
- The total number of lates

Pastoral Information:

- Current Achievement Points
- Current Behaviour Points

8. Inclusion

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

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' 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 pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

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

9. Training

Teachers will be kept up to date with developments in assessment practice through the internal CPD programme and external CPD where required.

- Teachers are supported to ensure good understanding of assessment and assessment practice through the CPD programme
- Heads of Department and line managers will ensure all staff have opportunities to develop their practice and receive continuing professional development on assessment

10. Roles and responsibilities

10.1 Trustees

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

10.2 Principal

The Principal is responsible for:

- Ensuring the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- ➤ Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

10.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

11. Monitoring

This policy will be reviewed annually by the Vice Principal with responsibility for Assessment. At every review, the policy will be shared with the trustees.

All teaching staff are expected to read and follow this policy. Heads of Department and senior leaders are responsible for ensuring that the policy is followed.

Line managers will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, learning walks, pupil voice and pupil progress meetings.

12. Links with other policies

➤ This assessment policy is linked to:

- Behaviour Policy
- Exams Policy
- Examination contingency plan