



# **Assessment policy**

**Brighton Hill Community School**

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### 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
- Clearly set out how and when assessment practice will be monitored and evaluated

### 2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

### 3. Principles of assessment

Six main designated summative assessments will be conducted in each subject of study (for Maths & Combined Science the number of summative assessments will be eleven) across the year. Due to a difference in curriculum time four main designated summative assessments will be conducted in RS (Religious studies), Dance and Music across the year. The designated summative assessments result in actionable feedback (see Feedback Policy) for students. When actioned this feedback will support their progress. In addition to the feedback, which is the primary driver of student progress, assessments will also generate a grade that will help inform assessment during each Teacher Assessment (TA) cycles of which

there are two a year, for each year group. These cycles result in Progress Trackers being issued to parents the dates of these and more details about trackers are available here: [Brighton Hill Community School - Progress Trackers](#).

Subject Leaders should make designated summative assessment opportunities clear on schemes of learning to ensure actionable feedback is being given on these specific learning opportunities and should be recognised as such in lesson planning. This step should follow the Feedback Policy and will ensure that the time spent on giving feedback has maximum impact on student learning and progress. The outcomes of assessment and its feedback should be integral to future lesson planning and intervention. By focusing on specific assessment opportunities, teacher workload can be managed, and feedback can be given more immediately on an assessment which will maximise its impact.

This policy does not cover PE at Key Stage 4, where students are not following a course leading to a qualification.

The grades from the designated summative assessments should be used to help create current working at grades in each term following the Teacher Assessment (TA) reporting calendar. This means Subject Leaders should plan their curriculum accordingly to allow sufficient time for their teams to complete such assessments before report deadlines. The final TA data entry will be based on both the designated summative assessments for that term and professional judgement from other key indicators such as formative assessment and home learning tasks.

In all cases, success criteria will be shared with students prior to the main designated summative assessment, indicating what is required to reach the student's 'expected attainment pathway' (EAP grade).

In carrying out this Assessment Policy, class teachers will adhere to guidance in the Feedback Policy.

## Grades

Grades across Years 7 -11 are awarded in line with the fine grading system described in the Brighton Hill Community School [Parent & Student Guide to Progress Model 2025.26](#).

## Monitoring

The use and correct implementation of the Assessment Policy will be monitored through

- learning walks
- exercise books/progress folders scrutiny
- TA data reviews

## 4. Assessment approaches

At Brighton Hill Community School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three 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** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

**Formative Assessment** involves the ongoing monitoring of student progress that shapes future lesson planning and intervention. This is not graded, with the focus instead on positive actionable feedback to help students "close the gap" between their current and potential attainment (or challenge their learning further). Examples include, but are not limited to; verbal feedback, questioning, self and peer-assessment, observations. Recommended formative assessment strategies are identified in each subject's Schemes of Learning.

## 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** to stay informed about the achievement, progress and wider outcomes of their child across a period

**Summative Assessment** involves designated graded assessment and often comes at the end of a module or course including, but not limited to; Year 7 Baseline Testing, Guided Choices Options Assessments in Year 8, End of Year Assessment in Year 7, Foundation Exams in Year 9, Pre-Public Exams (PPE's) in Year 10 & 11 and will form the basis of termly Teacher Assessment Data reports that follow the TA Calendar. As per the BHCS Feedback Policy, actionable feedback should be given on such assessments.

Summative assessments could include, but are not limited to any of the following:

- sample examination question(s)
- extended writing task
- speaking or listening test
- activity or project to demonstrate skills recently learnt

Each subject's Scheme of Learning has specific detail on the nature of each Summative Assessment delivered.

The outcomes of these assessments inform both in year progress and accumulative progress across the student's career at BHCS which is fed back to both students and parents via Progress Trackers (see [Progress Model: Parent & Student Guide](#)).

In-school Summative Assessments are designed by Heads of Faculty using exam board resources that reflect each subject's scheme of learning and that subject's progress matrix (available in the appendix of the [Progress Model: Parent & Student Guide](#)). In-school Summative Assessments are standardized and moderated internally by departments and the Senior Leadership Team.

## 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** 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 4. BHCS also work with PIXL (Partners in Excellence – a not-for-profit partnership of over 1,600 secondary schools) to participate in the PIXL WAVE series of exams in English, Maths & Science (using AQA Merit) for Year 11's to determine performance of BHCS students compared to other participating schools (English & Maths). The outcomes of these inform responsive progress strategies in each subject and to each student.

## 5. Collecting and using data

All subjects collate data which is used to generate current working at grade (CWAG) outcomes as part of the Teacher Assessment (TA) cycle, this cycle occurs twice a year for each year group. The full details of how and when data is recorded including when it is communicated to students and parents is detailed in the [\*Progress Model: Parent & Student Guide\*](#).

The staggered TA cycle and associated data collation is designed to reduce teachers' workload by spreading data collation across the academic year.

## 6. Reporting to parents

As part of BHCS's commitment to reducing teachers' workload, written reports have been replaced with Progress Trackers and 1 Parent Evening and 2 IAG days. Full details of the Progress Tracker contents, issuance time frames and Parents' Evenings timings are detailed in the [\*Parent & Student Guide to Progress Model 2025.26\*](#).

## 7. Inclusion

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

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.

For students following the Curriculum Access pathway, the purpose of which is to support students in their English, Maths and life skills, an Attitude to Learning grade only will be reported on progress trackers in Year 9 and for the Year 10 Curriculum Access English course. Progress in these courses is reflected through the main English and Maths GCSE grade that students receive on their progress trackers. In Year 10, Curriculum Access students also study the NCFE Health and Fitness qualification, for which both an Attitude to Learning and a progress grade will be entered on progress trackers.

## 8. Training

BHCS Staff receive a rigorous CPD program across the academic year. The CPD program includes keeping staff up to date with developments in assessment practice through internal sessions including, CPD Twilight Sessions, Teaching & Learning briefings, Middle Leader Meetings, Quality of Education Meetings. Activities include but are not limited to moderation of assessment both within school and across local schools, sharing of best practice through Action Research projects and use of Education Endowment Foundation resources as well as Examination Board moderation resources.

## 9. Roles and responsibilities

### 9.1 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 pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### 9.2 Headteacher

The Headteacher is responsible for:

- Ensuring that 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

### 9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

## 10. Monitoring

This policy will be reviewed annually by the Deputy Head responsible for progress, Mr Peter Beeching. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Senior Leadership team through the Faculty Line Management process are responsible for ensuring that the policy is followed.

The Deputy Head responsible for progress, Mr Peter Beeching will monitor the effectiveness of assessment practices across the school, through:

Collaborative moderation, lesson observations, book looks, SLT line management progress meetings & TA Review Documents.

## 11. Links with other policies

This assessment policy is linked to:

- Curriculum Vision, Aims and Commitments
- Non-examination assessment policy
- Learning & Teaching Policy
- Home Learning Policy
- Feedback Policy
- [Parent & Student Guide to Progress Model 25.26](#)

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**Last reviewed on:** 18.09.25

**Next review due by:** 18.09.26

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