

Rationale

The aim of assessment is to ensure excellent student progress, through aspirational Minimum Expected Progress Grade (MEPG), and an on-going dialogue between the student as a learner and the teacher.

Each term students will complete a Milestone Assessment (MA), which is cumulative in content and is assessed at examination standard. This provides an opportunity for the teacher to provide explicit feedback to the student on what they do well, and what they need to do to further improve. The expectation is that the student will respond to the teacher feedback, improving further and making progress. The teacher will check that this response work is accurate. All other assessments should mirror aspects of this Assessment for Learning (AFL) dialogue between the student and the teacher.

Written feedback on assessed work should inform students at what level they are currently working at, and how to improve further. The approach should be informative and supportive.

The quality of assessments is reviewed by the school Leadership Team through regular work scrutiny, and subject review meetings.

Parents are kept informed of their son/daughters progress through an Interim report that is produced two/three times a year.

Presentation of student work

Students are continually being prepared for their next steps destinations. The presentation of their work, and the pride that they take in completing work, supports them in meeting the expectations of future employers and university alike.

- Date each piece of work, title and underline
- Write HW (Home Work) in margin where applicable
- WWW to be noted in the margin by the teacher comment
- EBI to be noted in the margin next to the teacher comment
- All **teacher** comments to be in **green pen**
- All **student** response or **peer** marking to be in **purple pen**, and initialled by the teacher once checked
- No graffiti

Student folders

Student folders should include key information that will enable them to understand what they will be learning, and how they will be assessed. This underpins excellent student progress. It also enables students to work independently. Namely:

- Programme of study at the beginning of the folder
- Outline/description/explanation of assessment objectives for external exams/assessments
- Folders must include completed classwork, homework, milestone assessment and other assessed work, student response work, Big Write, whole school maths activity
- Key vocabulary must be explicit in student work, (Literacy Policy):
 - **Tier 2 Cross Curricular Instructional words.** For example; describe, explain, analyse, evaluate, compare, demonstrate, concede, conclude, implication, consequent, differentiate, simplify
 - **Tier 3 Subject Specific Vocabulary.** For example: photosynthesis, ergonomics, anthropometric, concordant, photoelectric, positron, modal, median, Java, phagocytosis, titration, transpiration

Big Write

The aim of the Big Write, which takes place at least twice each year, is to further support the development of student literacy skills.

- The content of the Big Write will be subject specific, however, literacy as well as content will be assessed.
- The Big Write provides the student with an opportunity to produce an extended piece of writing in every subject:
 - This highlights the importance of writing in all subjects, and helps prepare students for their next steps destination
 - This provides an opportunity for students to practice extended writing skills, in preparation for end of course exams, which increasingly require a detailed piece of writing
 - This provides an opportunity for students not completing a course in English Language to consolidate and further improve their writing skills (as a key form of communication).
- Students work will be assessed for literacy and content, and must include Tier 2 and Tier 3 vocabulary

Assessment of non-milestone assessment work

Assessment is on-going. Teachers will require students to complete assessed task in-addition to MA. This assessed work should include:

- WWW and EBI comments
- All **teacher comments** to be in **green pen**
- All **student response** in **purple pen**

Milestone assessments (MA)

As outlined at the beginning, the MA is a key piece of assessment work, calendared and completed up to three times in an academic year. It is a cumulative assessment, marked and graded in examination language. It provides an opportunity for students to complete a key piece of assessment work that enables them to understand what they are doing well, and what they need to do to further improve. Teachers often set an exam paper in exam conditions as the MA. However, it can be an alternative assessment, such as a fundamental piece of work that is contributing to a key assignment.

To ensure that students are able to make good progress, students should be informed of the topics and skills to be assessed as part of the MA. Subject teachers should support students to prepare for these key assessments so they have an opportunity to perform at their best and benefit greatly from assessment for learning feedback.

- Each year group has three key milestone assessments in each academic year set out on the school calendar
- The milestone assessment must be a substantial piece of assessment work that assesses student's knowledge and understanding of a substantial amount of the subject specification in preparation for the final examination/assessment. Assessments must be cumulative.
- The milestone assessment must not include work that has not had an appropriate amount of teaching and learning time during lessons
- All aspect of the subject specification that might appear in the final examination in the given subject area should be assessed in at least one milestone assessment
- Technical non-examined units/subjects must use milestone assessments to assess student's knowledge and understanding in preparation for a piece of final assessment work as part of the student's overall qualifications (this can be preparation for an assignment and or examination)

Assessment front-sheet

Each milestone assignment must have an assessment front-sheet which must explicitly outline the following:

- WWW – which aspects of the examination criteria the student has met/achieved
- EBI – what the student needs to do to improve this piece of work that will increase their marks, with reference to the examination criteria.
- An explicit target for improvement
- Grade achieved and Minimum Expected Progress Grade (MEPG)
- An opportunity for the student to comment
- In-addition to the front-sheet, the MA should also have teacher annotation
- All **teacher comments** to be in **green pen**
- Each MA must have a follow-on piece of work that enables the student to show the progress that have made following the feedback from the MA. **Teacher must** use **green pen** to mark this piece of student response work
- All **student response work** in **purple pen**. An evaluation of student progress following the MA will often be based on the quality of the purple pen exercise
- Wherever possible, the milestone assessment should be followed by an Assessment for Learning (AFL) lesson. That is a lesson which goes through the MA with the whole class feedback on WWW and EBI. This may also include some additional teaching following a gap analysis

Gap analysis

- Following the marking of the milestone assessment, the subject teacher and or subject Lead should complete a gap analysis. That is, identify the gaps in student knowledge
- Areas identified as gaps in the student's knowledge should be re-delivered as part of teaching and learning within a lesson and reassessed to ensure knowledge, understanding and positive progress

Work Scrutiny

It is the responsibility of all school leaders, (both senior and middle), to ensure that all students are making good progress across all their subjects. Work scrutiny of assessments is one method that school leaders can use to evidence that students are making appropriate progress.

- Each department must use at least one departmental meeting each term to complete a work scrutiny of students work within the department, identifying good practice as well as areas for further improvement
- SLT to complete individual subject work scrutiny at least twice in a given academic year
- SENCO to complete whole school SEND student work scrutiny at least twice in a given academic year
- Following the work scrutiny, outcomes/feedback must be provided outlining the strengths (WWW) and the areas for continued development (EBI) with appropriate staff members
- Following feedback, all staff members must act upon the feedback and implement identified areas for improvement in order to enhance student progress within the subject area

Accompanying document: Assessment Policy Marking Abbreviation

Assessment Policy
Update January 2026

Date of Approval Full Governing Body	January 2026
Date of next biennial review	January 2028
Principal	
Chair	