

## King's InterHigh

### ASSESSMENT POLICY

<b>Approved by:</b>	Catriona Olsen	<b>Date:</b> 25/07/2025
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### 1. Our ethos and values:

Our ethos is our guide, the lens through which we consider all decisions to make sure they fit with what we want for our students.

Our ethos is reflected in our values of :

- Belonging: To provide a welcoming, safe, and happy environment for all students in our school community.
- Individuality: To expose students to a variety of subjects and to encourage their individuality and dreams.
- Flexibility: To show students how they can adapt their learning pathway as they go along, to suit their interests and abilities.
- Curiosity: to offer opportunities for every student’s curiosity, to learn and apply new skills and excel in all areas.
- Potential: To develop students’ growth mindsets where they believe they can improve and learn something new.
- Kindness: to treat every student in our diverse community with kindness, equality, and consideration and to have a positive attitude towards each other.

Our vision:

Our key focus is providing students with a nurturing, interactive and exciting environment where they thrive and enjoy a strong sense of belonging. By fostering these values, King’s InterHigh students will be proud of what they have achieved. They will be curious, flexible, and independent students, well prepared for their transition into a wider world.



## 2. Aims of Assessment

In order to realise our aspiration to deliver outstanding progress for students, we need to offer the highest quality assessments with guidance and feedback, which will equip students with an understanding of how to make reliable and continuous progress.

All teachers at King’s InterHigh, a member of Inspired Education Group, adhere to the following teacher standards for assessment and monitoring:

Inspired teachers:

- Make accurate and productive use of summative assessment data to feed tracking systems, monitor student progress, identify student underperformance and inform planning, interventions and academic reports
- Embed opportunities for regular formative feedback that is effective in understanding where the student is on the learning journey and accelerating learning for all
- Prepare and share task-specific rubrics by which students will be assessed
- Ensure that marking and feedback is promptly provided to both students and parents and that feedback loops are an ongoing dialogue to embed deep learning
- Are creative in their design of assessments, including the use of appropriate educational technologies and documentary strategies that make the learning process visible, allowing all learners to demonstrate their understanding
- Systematically standardise and moderate student work

Inspired Online Schools teachers also:

- Give students regular feedback, using live and non-live methods and using our full suite of technology to encourage students to act on the feedback
- Uses digital tools, including our ITP and assessment tools, to identify patterns in learner engagement, need and performance that will inform support and improvement.
- Implement appropriate assessment tools and routines flexibly, which allows students the opportunity to demonstrate their growing expertise.
- Uses strategies to ensure learner academic integrity and the security of learner assessment data

### **Purposes of assessment**

We undertake assessments in order to:

- acknowledge students’ achievements
- inform teachers’ lesson planning
- inform reporting and communication with parents and carers of students at King’s InterHigh



- involve students in self-assessment and peer-assessment whenever appropriate
- relate the curriculum in Years 3-9 and its assessment to that in Years 10-13 through examination specification and criteria as issued by the relevant exam board.
- guide students towards achieving their potential.

### **Good practice**

Effective assessment depends upon being clear about the purpose of assessment and having an agreed overall policy on the assessment of learning. In the context of assessment, the standardisation of professional judgements depends upon consistent interpretation of clear and shared criteria.

The most effective assessments occur when students are clear at the outset, about the performance criteria upon which they will be judged. It is imperative that we offer each student continuous, explicit feedback on their performance against such criteria, so that they might internalise it, know their own profile and take ownership in time of their own development.

### **3. Curriculum and Assessment planning**

We adhere to the National Curriculum for England through primary school and lower secondary school (Key Stages 2 to 3), moving on to International GCSEs in upper secondary (Key Stage 4). At Sixth Form (Key Stage 5), students have two options: respected British A Levels or the renowned International Baccalaureate® Diploma Programme.

Students apply the knowledge they have learned through ‘apply’ tasks or homework assignments and are assessed regularly through summative and formative assessments.

Each subject and level is planned in advance including assessment opportunities for each academic year.

### **4. Baseline Assessments**

Baseline testing is used as a part of the whole school assessment policy to gain as much information as possible about the student.

Baseline testing is specifically used for the following reasons:

- To provide information which shows growth over time
- To inform decisions about teaching and learning



- To determine those students who's basic skills fall outside the normal range expected for students of that particular age.
- To inform conversations with parents.

KS2 Reading age baseline data. KS3 students complete CEM MidYIS baseline tests. KS4 students complete CEM Yellis baselines tests. KS5 students complete CEM ALIS baselines tests.

The baseline assessments provide predictions of GCSE outcomes based on a probability model of most likely outcomes using historical national performance data. King's InterHigh do not interpret these predictions as a student target. GCSE estimates are a starting point for teaching and learning conversations and provide a single indicator of student potential but do not incorporate the contextual information and teacher professional judgement usually reflected in a subject target and in an evaluation of student progress and achievement.

King's InterHigh teachers decide on predicted grades that are based on the work completed with them throughout Year 10 in the end of Year 10 report and again after completed Mock Exams at the end of Term 1 of Year 11.

ALIS baseline assessments provide predictions of A Level or IB Diploma outcomes in a selection of subjects based on a probability model of most likely outcomes using historical national performance data gathered over the last thirty years.

The baseline predictions are not to be interpreted as a student target or as ceiling on what a student could achieve but they do help to inform teachers about student potential and can help support learning conversations. They are included in the reports at the end of term 1 in Year 12. Later joiners are offered the opportunity to sit an ALIS test early in Year 13.

Teachers decide on predicted grades for KS5 students that are based on the formative and summative assessments completed throughout Year 12 in the end of Year 12 report and again after completed Mock Exams at the end of Term 1 of Year 13.

## 5. Types of Assessment

We combine a wide range of assessment in order to prepare students for their IGCSEs and beyond.

There are 2 main types of assessment:

Formative – quizzes, exercises or ungraded work to consolidate learning and inform teachers of our progress on a regular basis

Summative – key assessment to show understanding and progression

### KS2

- Explore Activity – in class formative
- Apply Task – formative
- Summative



### KS3

- Explore Activity – in class formative
- Apply Task – formative
- Summative
- Cycle Test

### KS4 - KS5

- Explore Activity – in class formative
- Apply Task – formative
- Cycle Test
- Mock Exams
  - Remote Invigilation Service Mock Exams

**Explore activities** are low stakes, formative assessments which engage students with content, concepts and skills. They may take the form of quizzes, discussion threads, presentations, polls, Q&As, group activities, Inspired AI nuggets, external tools, and interactive resources. They are set and completed as part of the learning process in an Explore lesson. In some cases, they may also extend to practise activities to be continued beyond the lesson.

**Apply task** - independent application of learning to demonstrate understanding, acquisition or practise of skills. Apply tasks are formative and are completed outside of lesson time.

**Summative assessment** – independent application of learning at a stated point in a sequence of learning, project or topic. It is a more formal method to evaluate learning by comparing learning to a standard or benchmark. Summative assessment often takes the form of a unit or module test or a project submission.

**Cycle test** - is a summative assessment which takes place in a timed, supervised Cycle test lesson. They are designed to allow students to develop good study habits, promote interleaving and spaced practice and enable students to practise a range of study techniques in order to discover efficient methods for themselves. Cycle tests should include topics that have been covered in class, and skill-based application questions may be included where appropriate.

**Mock Exams** – internally, marked and moderated

**Remote Invigilation Service** – externally standardised

## 6. Assessment timetable

The cycle of assessments is specific to each key stage.

### KS2



Students complete 1 summative assessment per half term.

### **KS3**

Students complete 1 summative assessment per half term.

Explore activities can take place as often as required and are clearly labelled in the Learning Platform.

Apply tasks are set at approximately two-week intervals and Summative assessments are set once every 6 weeks. These are tracked on the KS3 Apply tracker by Heads of Subject and Course writers to avoid multiple deadlines for students.

Cycle tests follow a published schedule.

KS3 students complete a final summative assessment in most subjects in an assessment week in the last half term of each year.

### **KS4**

Cycle tests are scheduled over the 2 year IGCSE course. Cycle test schedules are published for the academic year in September. Each subject is allocated 5 to 6 cycle tests each. Subjects schedule other summative assessments around this schedule to ensure that students complete 1 summative assessment per half term

All formative and summative assessments are planned ahead on a central document for all subjects for the academic year to ensure that students are not over assessed at any point in a given term.

Year 10 students complete a summative assessment in all subjects in an assessment week in the last half term of Year 10.

Year 11 students have the opportunity to complete mock exams in order to prepare fully for external exams at the end of Term 1. Further opportunities to complete mock exams in core subjects are offered in Term 2.

### **A Level**

Cycle tests are scheduled over the 2 year course. Cycle test schedules are published for the academic year in September. Each subject is allocated 4-5 cycle tests per year, thus students have 4-5 cycle test per subject, per year spread across the year. These are designed to focus on students practicing the recall, routine and revision for exams in a lower stakes format that focuses on feedback and raw marks, not grades.

All students then also have the opportunity to complete mock exams in order to prepare fully for external exams and gain informed predictions for applications to universities and employment. There are 3 mock series over the 2 year course.

### **IBDP**

Cycle tests are scheduled over the 2 year course. Cycle test schedules are published for the academic year in September. Each subject is allocated cycle



tests every 3 weeks, with students have a maximum of 2 cycle tests per week across their 6 subjects. These are designed to focus on students practicing the recall, routine and revision for exams in a lower stakes format that focuses on feedback and raw marks, not grades.

All students then also have the opportunity to complete mock exams in order to prepare fully for external exams and gain informed predictions for applications to universities and employment. There are 3 mock series over the 2 year course.

## 7. Assessment of children with SEND

Teachers set high expectations for all students. They will use appropriate assessment to set high expectations and plan challenging work for all groups, including:

- Students with higher prior attainment
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND/AEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Any reasonable adjustment recommended for a student will be applied to internal assessments.

Students with evidenced access arrangements including use of a Word Processor, a Scribe, a Reader, or a Prompter are encouraged to arrange them for Cycle Tests and other internal assessments.

Specific advice is given to students on how to utilise their access arrangements for internal assessments including the use of extra time, use of a word processor and rest breaks.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

## 8. Marking and feedback

- This policy takes account of the expectations placed on all teachers to give students regular feedback, both orally and through accurate marking of tasks and assignments, and to encourage students to respond to the feedback.



- In this way, we promote good progress for all students, using the assessment information to best respond as teachers to their individual strengths and needs.
- This requires teachers to have an extensive knowledge and well-informed understanding of the assessment requirements for the subjects / curriculum areas they teach, including those related to public examinations and qualifications.
- Marking is the responsibility of each teacher. Work should be marked on a regular basis and clear and appropriate records kept. Regular marking, including annotations (often related to the exam rubric) and regular feedback give students the clearest steer on next steps in their learning.

Detailed marking and feedback is vital to ensure that students can progress and develop. It is a way of acknowledging student's work, checking the outcomes and ensuring that students know the next steps they need to take to develop. Feedback should be provided in a variety of formats throughout the academic year (e.g. verbal, written) as well as at a variety of levels (e.g. whole class, one-to-one). Wherever possible, we should strive to ensure that our feedback is personal and meaningful to students so that it can have the greatest impact.

## 9. Record keeping

King's InterHigh use iSAMS as our Management Information System. iSAMS allows the school to keep accurate and up to date records of students' attainment as it can draw information from our learning platform, Canvas.

Parents can access their child's data including attendance, current attainment data and school reports at any time through the Parent & Carer Hub.

Students access their own attainment data through the Student Hub for each of their subjects.

Academic data analysis is carried out regularly and used to inform both academic and pastoral interventions and meetings.

## 10. Reporting

Reporting on assessment at King's InterHigh includes communicating what students know, understand, and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive, and understandable to all parties.

Attainment is measured and is reported to parents, carers, and mentors at regular intervals throughout the academic year. Live attainment data is available to students through the Student Hub and learning platform gradebook views. Live attainment data and termly reports are viewed by parents on their Parent & Carer Hub.

Regular meetings with parents take place through Communications Periods. This on demand system gives parents the opportunity to book a 10-minute meeting to



Speak directly with their child's teacher when the need arises throughout the year. Parents are able to discuss their child's participation and engagement in lessons, their child's feedback on assessments, or inform their child's teacher of any related information or concerns. This allows a two-way partnership whereby teachers and parents or carers are sharing information with one another.

## 11. Monitoring the implementation of the Assessment Policy

The effectiveness of how the assessment policy is implemented together with its overall impact on student outcomes is continuously monitored in a variety of ways:

- Staff professional development programme focused on developing assessment principles and feedback quality.
- Departmental meetings focused on standardising and checking the quality of assessment and feedback amongst teaching teams
- Work scrutiny and showcasing – e.g. monitoring the frequency and effectiveness of feedback in grade books and then sharing effective examples amongst and across teams.
- Learning Walks, both conducted by Senior Leaders, Heads of Subject and Heads of Year and peer observations to share effective practise
- Lesson observations focusing on teaching standards as part of assessment
- Discussions with students to ascertain the use of and impact of feedback
- Student and parent / carer voice to discuss the use of assessment
- Education Leadership team (ELT), Head of Faculty, Head of Subject, Senior Education Team (SET) meetings and line management meetings to monitor the use of assessment processes.
- Outcomes / data analysis on key metrics relating to achievement and national benchmarks by subject leaders and their teams.

## 12. Links to other policies

This policy links to the following policies and procedures:

- Curriculum policy
- SEND policy
- Cycle Test policy
- Plagiarism and Academic Honesty policy
- Inspired Teaching Standards

