Huish Episcopi Academy
The best in everyone℠
Part of United Learning

Assessment Policy

1. Purpose

The purpose of this policy is to establish a consistent, research-informed approach to assessment across the school. Assessment should be meaningful, manageable, and aligned with curriculum intent. Its primary purpose is to support teaching and learning by providing information on students' progress and informing future instruction.

This policy is designed to:

- Support teachers in evaluating student understanding.
- Inform departmental and whole-school planning and intervention.
- Enable accurate reporting to parents through termly 'Attainment' grades.

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2. Assessment Structure

2.1 Reporting

There will be three formal reporting points each year, at the end of each term. Students will receive grades for Attitude to Learning (KS3/4) or Classwork (KS5), and Homework (KS3/4) or Independent Study (KS5), alongside a Progress grade and an Attainment grade.

The Progress grade reflects the progress a student has made since their previous report, typically over the course of a term. The Attainment grade indicates their trajectory towards their Minimum Expected Grade (MEG) at the end of Key Stage 4 or 5.

2.2 Departmental Responsibility

- Heads of Department (HODs) are responsible for designing and implementing assessments in their subject areas.
- Assessments must be curriculum-aligned and sufficiently robust to inform the Progress and Attainment grades.
- Assessments may take a variety of formats (e.g., written tests, practical tasks, extended projects) depending on subject-specific needs.
- Departments must maintain consistency across classes within a year group.

2.3 Frequency and Timing

- Assessments should take place at least once per term.
- Departments have the autonomy to schedule assessments at appropriate points in the term, aligned with curriculum sequencing.
- Departments should provide the Assistant Principal (Assessment and Data) with an assessment schedule for the year to avoid pinch points for year groups.
- Assessments should not all be concentrated in the final weeks of term.
- There may be occasions when Heads of Department are asked to schedule an additional assessment for specific year groups to support the collection of robust data by the central United Learning Data Team.

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3. Minimum Expected Grades (MEGs)

- MEGs are established for all students from Year 7 and are used to inform internal progress tracking.
- Departments must establish clear performance expectations for students working towards different MEGs.
- These expectations may be expressed via grade boundaries for assessments, annotated mark schemes, or assessment matrices.
- These should then be used by teachers to inform the Attainment grade on each end of term report.

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4. Assessment Design Principles

All assessments should be:

- Aligned to curriculum content and intended learning outcomes.
- Consistent across classes, supported by shared mark schemes and moderation.
- Accessible to all students and free from bias.
- Designed to provide actionable insights for students and teachers.

Standardisation meetings will take place at least once per term to support consistency of standards across the department when determining Attainment grades.

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5. Tracking and Data Use

- Departments must maintain an internal tracking sheet for each year group.

- Tracking data should be shared with the Assistant Principal (Assessment and Data)
- Data from assessments should inform:
    - Teacher planning and curriculum adaptation.
    - Targeted Wave 1 classroom interventions.
    - SEND referrals / additional intervention
- In addition, end of term report data will be analysed by the Assistant Principal (Assessment and Data) to support the identification of students in need of pastoral and academic support via Heads of Year and tutors.

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6. Quality Assurance and Accountability

- Heads of Department will be asked to keep copies of each assessment centrally on SharePoint for review.
- Senior Leaders will review assessment design, marking consistency, and outcome patterns across departments.
- Line managers will support HODs in reflecting on assessment outcomes and planning next steps.

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7. Professional Development

- Training will be provided to all HODs on assessment design, validity, reliability, and the use of assessment to inform MEG-based judgements.
- HODs are expected to cascade training and support to their department teams.

Policy owner: Andrew Perrins, Assistant Principal (Data and Assessment)
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