



ASSESSMENT POLICY

2026-2027

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Everything Education School

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1.0 INTRODUCTION

Assessment at Everything Education School is integral to teaching and learning. It provides accurate information about pupils' starting points, attainment and progress, informs teaching strategies, and helps ensure every pupil can achieve their full potential. Assessment is used not only to measure outcomes but also to identify misconceptions, guide intervention, support reflection and independence, and prepare pupils for future education, training and employment.

The school recognises that pupils may join at different points in the academic year and may attend for different lengths of placement. Assessment therefore combines baseline, formative, diagnostic and summative approaches so that pupils' needs can be understood quickly and progress can be demonstrated meaningfully.

2.0 RATIONALE

Assessment underpins our mission to ensure pupils flourish academically, personally and socially. Our procedures aim to:

- provide reliable information on attainment and progress across subjects;
- ensure all pupils, including pupils with SEND and EHC plans, have fair and appropriate access to assessment;
- inform planning and adaptive teaching so that teaching responds to individual need;
- identify gaps in literacy, numeracy and wider curriculum knowledge and support timely intervention;
- prepare pupils appropriately for external examinations and future pathways;
- celebrate success, build confidence and promote resilience, reflection and a growth mindset;
- provide useful information to pupils, parents/carers, commissioners and other relevant professionals.

3.0 INTENT

Assessment is designed to support learning, promote progress, ensure equity, inform planning and prepare pupils for the future. It should be proportionate, purposeful and used to improve teaching rather than create unnecessary workload.

- Support Learning - identify strengths, misconceptions and next steps.
- Promote Progress - measure improvement over time and support high expectations.
- Ensure Equity - use accessible assessment approaches and reasonable adjustments where required.
- Inform Planning - help teachers adapt teaching, sequencing and intervention.
- Prepare for the Future - develop reflection, resilience, independence and readiness for qualifications and post-16 destinations.

4.0 LEGAL AND REGULATORY FRAMEWORK

This policy is informed by the legal and regulatory framework relevant to an independent school in England, including:

- The Education (Independent School Standards) Regulations 2014 and the DfE Independent School Standards guidance updated April 2026, including the expectation that pupil progress is properly assessed as part of a continuous process that feeds back into teaching.
- Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils.
- Children and Families Act 2014 and the SEND Code of Practice, where assessment relates to pupils with SEND or EHC plans.
- Current awarding-organisation and Joint Council for Qualifications (JCQ) requirements for examinations, access arrangements, reasonable adjustments and special consideration, where applicable.
- The school's Curriculum, SEND, Accessibility, Behaviour, Safeguarding and Examinations policies and procedures.

5.0 IMPLEMENTATION

5.1 Types of Assessment

Formative Assessment - Assessment for Learning

- Ongoing assessment takes place in every lesson through questioning, quizzes, mini-whiteboard tasks, retrieval practice, cold calling, observation and review of pupil work.
- Smart marking and whole-class feedback are used to identify where pupils require further teaching or support.
- Feedback is timely, actionable and focused on misconceptions, knowledge, skills and mastery.
- Pupils are supported to use self-assessment and peer assessment appropriately to develop reflection and ownership.
- Half-termly checks in core subjects are used to identify gaps and inform reteaching and intervention. Relevant outcomes are recorded on LearnTrek and communicated to parents/carers as appropriate.

Summative Assessment - Assessment of Learning

- Half-termly or planned subject assessments measure progress against curriculum objectives and intended learning.
- End-of-year assessments provide a broader check on progress and retention where appropriate.
- Pupils attending shorter placements, including 6-12 week placements, are still assessed proportionately and relevant feedback is provided to parents/carers and commissioners.
- KS4 pupils undertake mock examinations in preparation for GCSEs or equivalent qualifications. Mock papers are completed under appropriate conditions and working-at grades or equivalent assessment information is reported where meaningful.
- Where GCSE pathways are not appropriate, the school may use Functional Skills or other suitable qualifications and assessment routes matched to the pupil's needs and intended destination.

Diagnostic and Baseline Assessment

- Baseline assessment takes place on entry and may include literacy, numeracy, curriculum knowledge and other appropriate diagnostic information.
- Pupils undertake the New Group Reading Test (NGRT), where appropriate, to establish reading information that can support curriculum access and intervention planning.
- Reading assessment may be repeated at an appropriate interval, taking account of the pupil's placement length and the usefulness of retesting.
- Existing EHC plan outcomes, previous assessment information, school reports and professional advice are considered alongside school-based assessment.

5.2 Assessment Calendar

- Baseline assessments - on admission and, for established cohorts, reviewed at the start of the academic year where appropriate.
- Formative assessment - embedded in daily teaching.
- Half-termly curriculum checks - used by subjects to identify progress and gaps.
- Formal summative assessments - normally during the autumn and spring terms, with additional end-of-year assessment where appropriate.
- Mock examinations - Year 11 pupils normally complete formal mock series during the academic year according to the school examination calendar and qualification pathway.
- Reporting to parents/carers - termly progress information and an annual full report, with additional updates for shorter placements or where concerns require earlier discussion.

5.3 Recording and Reporting

- Assessment data and relevant commentary are recorded on LearnTrek or the school's approved assessment system.
- Teachers analyse information to identify strengths, gaps, trends and pupils requiring intervention.
- Subject leaders monitor standards and progress within their areas and report relevant concerns to senior leaders.

- Termly pupil-progress review identifies underachievement, barriers and planned support.
- Parents/carers receive written progress information and have opportunities to discuss progress through consultation meetings and additional meetings where required.
- Where a pupil is commissioned or referred by another organisation, relevant assessment and progress information is shared in accordance with the placement agreement, safeguarding requirements and data-protection principles.

5.4 Feedback Procedures

- Feedback is timely, specific and actionable and is proportionate to the task and pupil need.
- Pupils are given opportunities to respond to feedback and improve work, including structured reflection time where appropriate.
- Whole-class feedback and smart marking may be used to address common misconceptions efficiently, including WWW and EBI approaches where these support learning.
- The emphasis is on feedback that improves learning and informs teaching rather than excessive written marking.

5.5 SEND and Access Arrangements

Assessment must take account of pupils' SEND, communication needs, disabilities and EHC plan provision. Adjustments should enable pupils to demonstrate what they know and can do without changing the assessment objective being measured.

- Alternative formats and adaptive strategies may include glossaries, word banks, visual support, oral responses, practical approaches, assistive technology or reduced-distraction environments where appropriate.
- For internal assessment, reasonable adjustments are agreed according to individual need and normal classroom practice.
- For public examinations and regulated qualifications, access arrangements must follow the current JCQ or awarding-organisation rules, be supported by the required evidence, and reflect the candidate's normal way of working where required.
- The SENCO works with teaching staff and the examinations function to identify needs, gather evidence and ensure arrangements are implemented appropriately.
- Personalised targets linked to EHC plans and pupil profiles are considered when evaluating progress.

6.0 ROLES AND RESPONSIBILITIES

Teachers

- deliver accurate, fair and purposeful assessments;
- provide high-quality feedback;
- record and analyse assessment information;
- adapt teaching and intervention in response to assessment outcomes;
- identify concerns promptly and contribute evidence for SEND/access arrangements where required.

Subject Leaders

- promote consistency and reliability in assessment within their subject;
- monitor outcomes and curriculum coverage;
- support moderation and intervention planning;
- report key findings to senior leaders.

Senior Leadership Team

- monitor assessment information across the school;
- ensure appropriate support is in place for pupils or groups at risk of underachievement;
- review the quality and impact of assessment practice;
- report progress appropriately to proprietors and external stakeholders.

SENCO

- coordinate relevant baseline and SEND-related assessment information;

- support interpretation of reading and other diagnostic information;
- advise on reasonable adjustments and adaptive assessment approaches;
- oversee evidence and arrangements for examination access in line with current requirements;
- support appropriate Functional Skills or alternative pathways where these meet pupil need.

Parents/Carers

- support regular attendance and engagement in learning;
- engage with progress information and meetings;
- share relevant information that may affect assessment or access;
- support their child to respond positively to feedback and agreed targets.

Pupils

- engage positively with assessment activities;
- try their best and demonstrate what they know and can do;
- act on feedback and reflect on progress;
- contribute to personal target-setting and communicate where they need support.

7.0 IMPACT

Through robust and proportionate assessment procedures, pupils at Everything Education School are supported to know more, do more, remember more, grow in character and achieve outcomes that prepare them for their next steps.

Impact is evaluated through a balanced range of evidence, including:

- academic progress and attainment;
- reading, literacy and numeracy development;
- pupil engagement with learning, feedback and target-setting;
- attendance and participation where relevant to interpreting progress;
- impact of interventions and curriculum adaptations;
- pupil and parent/carer feedback;
- successful transition to further education, training, employment or another appropriate destination.

8.0 MONITORING AND EVALUATION

- SLT and subject leaders review assessment information at least termly.
- Internal moderation and, where appropriate, external benchmarking are used to support reliability and consistency.
- Leaders review whether assessment is identifying gaps accurately and leading to effective teaching or intervention.
- Assessment practice is considered through quality assurance, pupil voice, work scrutiny, staff feedback and outcomes data.
- Disproportionate outcomes or barriers affecting pupils with SEND or other protected characteristics are considered and acted upon.

9.0 REVIEW CYCLE

This policy will be reviewed annually by the senior leader responsible for assessment and ratified by the proprietors. It may be reviewed earlier where legislation, regulatory guidance, examination requirements, school systems or practice change materially.

APPENDIX 1 - ASSESSMENT CYCLE SUMMARY

Stage	Typical timing	Purpose	Main record/output
Baseline/diagnostic	On entry	Identify starting points, needs and barriers	LearnTrek / baseline records / pupil profile

Formative	Daily	Identify misconceptions and next steps	Teacher records, pupil work and feedback
Curriculum checks	Half-termly / planned	Check progress and curriculum gaps	Subject assessment information
Summative	Planned points in year	Review attainment and retention	Assessment data and reports
Mocks / qualification assessment	KS4 according to exam calendar	Prepare for and assess qualification performance	Mock results / working-at grades / qualification records
Progress review	At least termly	Identify underachievement and agree intervention	Pupil-progress actions and parent/carer reporting