



2-18 Assessment Policy

1. Context

St Edmund's School Canterbury is committed to using assessment as a central tool in promoting effective learning, tracking pupil progress, and ensuring that all pupils achieve their full potential. Our approach to assessment supports the aims of the school's curriculum and reflects our commitment to high academic standards, personalised learning, and the holistic development of each pupil. This policy is written in accordance with the Education (Independent School Standards) Regulations 2014 (Part 1 – Quality of Education) and takes into account best practice guidance, including the need for assessment to be fair, transparent, inclusive, and consistent. Assessment at St Edmund's serves to inform teaching, guide curriculum planning, provide meaningful feedback to pupils and parents, and identify any additional support or extension opportunities required. Our procedures ensure that progress is monitored across all areas of learning, enabling early intervention where necessary and supporting the school's wider safeguarding and pastoral responsibilities.

St Edmund's aims to provide the best possible academic framework to allow all pupils to maximise their potential. Pupils are encouraged to aim for and achieve the very highest standards of which they are capable. We promote the following values:

- **Each other** – We recognise our responsibility to create a caring and supportive community. So, we show kindness, respect and empathy for other people, prioritise the nurturing ethos of a family and community-orientated school, and have strong pastoral systems and policies
- **Intellectual Curiosity & Creativity** – We love learning and seek to foster creative, critical and lateral thinking. Therefore, we provide an outstanding holistic education and realise the academic potential of each individual through inspirational teaching. We go beyond the curriculum, encourage individual research and cross-curricular approaches, develop self-study skills and reflect on our learning.
- **Excellence** – We commit to being the best we can possibly be in all things. Therefore, we foster a positive culture that celebrates achievement, we set high standards and encourage individual endeavour, and we accept that taking risks and making mistakes are valuable parts of learning.
- **Individuality** – We recognise that everyone is different and has unique needs, strengths and aspirations, and we promote equality of opportunity. So, we provide wide-ranging opportunities for moral and social, spiritual and cultural and creative and physical development. We encourage

and support every pupil to “be all they can be”. We actively promote social mobility and inclusion and do not tolerate racism or any form of prejudice

- **Social responsibility** – We promote the idea that individuals must contribute to the greater good of society. We understand that we live in an inter-connected world where our actions can have profound consequences for others. We provide rich opportunities to develop personal resilience, leadership and communication skills. We emphasise the importance of teamwork and empathy

Such values contribute to our common purpose of connecting every pupil through a love of learning, the pursuit of possibility and the challenge of being the very best they can be.

The School recognises that outstanding teacher and robust assessment strategies play a crucial role in achieving the above objectives.

This policy describes our 2-18 assessment processes and should be read in conjunction with the Teaching & Learning and Feedback and Marking policies for each school (Pre-Prep, Junior School and Senior School) in addition to the Staff Handbook and Code of Conduct.

2. Assessment Aims

Assessment should help pupils to develop fully their academic abilities and self-confidence, to develop skills, which they need for reflective and independent study, and to establish shared understanding by pupils and teachers of clear and explicit study goals.

Assessment should complement and reinforce the delivery of the curriculum. It should enable the learning needs of individual pupils to be identified and allow future teaching strategies to be determined.

Assessment should recognise individual progress and achievement and provide pupils with meaningful information, which will allow them to participate in self-evaluation.

3. Principal Types of Assessment used at St Edmund’s

Assessment should involve a range of techniques both formal and informal - carried out in a variety of contexts, which will allow individual pupils to show what they know, understand and can do. These include:

Baseline Assessment

St Edmund’s utilises a range of baseline assessment tools (such as MidYIS, YELLIS and ALIS) to ensure a clear picture of the pupil’s ability is available at key points of their academic career. These are assessments used, usually at the start of a course or intervention, to determine pupils’ ability within specific domains. They form the basis for academic progress tracking across the 2-18 school. More detail is given in the Section 4 below.

Diagnostic Assessment

Diagnostic assessment provides an insight into pupil strengths and weaknesses and can play a part in decisions over setting and planning of curriculum delivery. Diagnostic assessments may be appropriate in

all subjects, but departments may prefer to rely on results from summative assessments or the information available from baseline data to aid decisions, planning and delivery.

Diagnostic assessment will play a more defined role in the EAL and Learning Enhancement departments and may have more prominence in areas such as MFL.

Formative Assessment within Departments

The role of formative assessment refers to use of information from ongoing assessment of what pupils currently understand. It is used to identify future targets for groups and individuals and to inform planning within subject areas and across year groups. Short-term targets may be set when appropriate.

Formative assessment can take many forms, including in class assessments or formal prep. Progress might be assessed through practical work, coursework, class tests, oral presentations, prep, group work and rigorous questioning during lessons.

Self and Peer Assessment

This refers to methodologies whereby pupils reflect on their own work and that of their peers, giving feedback to themselves and each other. Use of these strategies will vary across disciplines. In Art, for example, peer critique will be a common feature but less scope might be available in, say, Maths.

Questioning

Assessment through questioning is a vital component of classroom activity. The very best lessons feature questioning that is most often:

- Designed to stretch all ability levels
- Differentiated to reflect VAT, SEND and EAL pupil needs
- Sequential – ie demands that pupils build on previous responses
- Demanding – when phrased as open-ended questions, dialogue will give pupils the chance to explore, experiment with ideas and reveal levels of understanding or misconceptions

Reference to Targets

Assessment in class should make reference to targets, particularly in assessment and feedback of written tasks.

Across all departments, it is required that a mechanism is used to ensure that a pupil's target grade is communicated and understood. Most often this is fixed to the internal front cover of an exercise book or folder. During lesson observation, pupils are routinely asked if they know their target level for the subject.

Assessing and rewarding progress against meaningful targets allows for celebration of success across the ability ranges. Rewards are most effective when based on a pupil meeting or exceeding a tough target.

It is expected that pupils under-performing **against target** will be a standing item on agendas for departmental meetings and that intervention strategies at a departmental or whole school level will follow to ensure that targets are met.

Summative Assessment

These assessments are used to determine knowledge and understanding at the end of a specified period of study.

Examples used at St Edmund's include end of year and mock examinations and public examinations.

Summative assessment should also be considered within departments to mark key transitions – between units of study etc. This may be in the form of a set essay, test or other appropriate task. Summative assessments lend more rigour to reporting of progress, create a buzz within the group and an opportunity to revisit work recently undertaken, giving clear signals to teachers as to areas requiring revision and recap.

4. Assessment Processes and Calendar at St Edmund's School

Pre-Prep

Pre-Prep Staff make assessments of the children's learning on a daily basis through observations, listening to the children, engaging them in conversation about what they are doing, asking open ended questions and checking understanding.

Schedule of assessments:

Nursery	September to July	Baseline assessments on entry to Nursery
	September to July	Tapestry tracking
	December	Age appropriate writing, maths and self portrait
	March	Age appropriate writing, maths and self portrait
	June	Age appropriate writing, maths and self portrait
Reception	September to June	Tapestry tracking
	December	Writing (Ros Wilson), Reading (ORT Assess and Progress), age appropriate maths.
	March	Writing (Ros Wilson), Reading (ORT Assess and Progress), age appropriate maths.
	June	Writing (Ros Wilson), Reading (ORT Assess and Progress), age appropriate maths. EYFS Profile Judgements
Year 1	September	Verbal and non-verbal assessments
	December	Writing (Ros Wilson), Reading (ORT Assess and Progress), Maths (Abacus Activelearn)
	March	Writing (Ros Wilson), Reading (ORT Assess and Progress), Maths (Abacus Activelearn) NFER tests in English and Maths
	June	Writing (Ros Wilson), Reading (ORT Assess and Progress), Maths (Abacus Activelearn) SWST spelling test NFER tests in English and Maths
Year 2	September	Verbal and non-verbal assessments
	December	Writing (Ros Wilson), Reading (ORT assess and Progress), Maths (Abacus Activelearn) NFER tests in English and Maths
	March	Writing (Ros Wilson), Reading (ORT assess and Progress), Maths (Abacus Activelearn) NFER tests in English and Maths

	June	Writing (Ros Wilson), Reading (ORT assess and Progress), Maths (Abacus Activelearn) SWST spelling test
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In Year 1, children who are still working at the Foundation Stage Curriculum level will be assessed using the Profile.

All results will be recorded along with teacher assessments to facilitate tracking and target setting. Progress tests will be analysed to aid future teaching and planning.

Feedback to pupils is essential, as it tells them how well they have done and what they need to do next in order to improve their work. This can be in terms of verbal and written comments on their work, setting targets together and being given results of assessments if appropriate.

Feedback to parents takes many forms including - providing time for looking at children's work at, termly "Drop In" sessions, classroom displays and discussions at drop off and pick up times, comments in home/school books, termly parents evenings and full written reports in December and June.

Junior School

The Junior School tracks pupils' academic progress closely throughout each school year relative to a nationally standardised benchmark test run by CEM (Centre for Evaluation and Monitoring). Pupils are formally assessed during four assessment weeks (including the baseline assessment week) during the academic year.

Action plans are devised for pupils underperforming and implemented by class teachers and the Deputy Headteacher. Pupil progress meetings between class teachers and the Deputy Head take place to monitor the progress of each pupil. Pupils who perform particularly well are recognised with prizes.

Parents are informed formally of pupil progress through the regular Academic Review cards (ARCs), a full written report and Parents' Evenings. Formal summative assessment takes place at the end of the academic year through a combination of Progress Tests in Maths, English and Science (run by GL Assessment) and school examinations.

Key Stage 2 and 3

The timetable of the assessment year:

Michaelmas

- Baseline assessments (baseline assessments produce projected/predictive data through which pupil progress is tracked)
- GL Assessment Dyslexia and Dyscalculia screening
- Assessment week (NFER for Forms 3-6 and departmental assessments for Forms 7 and 8)
- ARC (using data from assessment week)

Lent

- Pupil progress meetings

- Assessment week (NFER for Forms 3-6 and departmental assessments for Forms 7 and 8)
- ARC (using data from assessment week)

Summer

- Pupil progress meetings
- Assessment week (NFER for Forms 3-6 and departmental assessments for Forms 7 and 8)
- GL Progress testing in core subjects for Forms 7 and 8
- Full written report

Junior School	September	October	November	December	January	February	March	April	May	June (end of year)
Form 3	laCAS (2) Parents' meeting (3)	HT		NFER (1) ARC (2)	XMAS	Parents' Eve (1) HT	NFER (3) ARC (4)	EASTER		HT NFER (2) Full report (4)
Form 4	laCAS (2) Parents' meeting (3)			NFER (1) ARC (2)		Parents' Eve (1)	NFER (3) ARC (4)			NFER (2) Full report (4)
Form 5	laCAS (2) Parents' meeting (3)			NFER (1) ARC (2)		Parents' Eve (1)	NFER (3) ARC (4)			NFER (2) Full report (4)
Form 6	laCAS (2) Parents' meeting (3)			NFER (1) ARC (2)		Parents' Eve (2)	NFER (3) ARC (4)			GL PT (2) Full report (4)
Form 7	MidYIS (2) Parents' meeting (3)			Termly assessment (1) ARC (2)	Parents' Eve (3)		Termly assessment (3) ARC (4)			GL PT (2) Full report (4)
Form 8	MidYIS (2) Parents' meeting (3)			Termly assessment (1) ARC (2)	Parents' Eve (4)		Termly assessment (3) ARC (4)			GL PT (2) Full report (4)

Senior School

The school tracks pupils' academic progress closely throughout each school year relative to recognised nationally standardised benchmark tests run by CEM (Centre for Evaluation and Monitoring): these are known as MidYis and ALIS tests from which target grades are derived.

Progress data on all pupils is reviewed in fortnightly departmental meetings by all academic staff in the regular progress meetings. Action plans are devised for pupils who are underperforming and implemented by Head of Key Stage Three and Four and the Head of Sixth Form.

Pupils who perform particularly well in each Academic Review period are recognised with prizes in assembly. Parents are informed formally of pupil progress through the regular Academic Review Cards, Parents' Evenings and termly reports.

Key Stage 3 & 4

All pupils entering Year 9 (and any new pupils who start in Year 10) sit benchmark tests (MidYis) in September. These provide expected KS4 outcomes for each subject (predicted GCSE grades). This forms the basis of our progress tracking through the year.

Key Stage 5

Sixth former entrants are benchmarked on entry to the school using the ALIS system: A Level subject predictions based upon average GCSE score and a cognitive ability test.

The timetable of the assessment year:

Michaelmas

- Baseline assessments: MidYis testing in Year 9, Yellis testing in Year 11, ALIS testing in Year 12
- The tests produce predicted GCSE and A-level grades – these are used to track pupil progress
- Report / ARC
- Pupil progress staff meeting to review this data
- Half termly Progress Tests in Years 12 and 13
- Parents' Evenings (Years 9, 10, 11 & 13)

Lent

- GCSE mock examinations (Results Card for Parents)
- GCSE and A Level intervention groups established
- Progress Tests in Year 12
- Mock Examinations Year 13 (Results Card for Parents)
- ARC after half term
- ARC staff meeting to review this data
- Parents' Evening (Year 11, 12 & 13)

Summer

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- ARC staff meeting to review this data
- Summer Examinations
- Half termly Progress Tests in Year 12
- Full Report (including internal exam data for Years 9, 10 & 12)
- Final reports for Years 11 & 13

	September	October	November	December	January	February	March	April	May	June (end of year)	July (end of year)
Lower Fifth 9	Baseline		Att ARC	Parents' Evening [in person]	In class progress tests	ARC+ Parents' Curriculum Evening (options) Pupil progress meeting			Full Report	Internal Exams (Class)	Exam Card – data only
Middle Fifth 10	Baseline Middle 5 th 'Cheese and wine' welcome evening	HoDs to agree all Targets with teachers	Assessment window (progress tests) ARC Pupil progress meeting Parents' Evening [online]		In class progress tests	ARC+	In class progress tests			Internal Exams (Old Gym)	Full Report with exam results Pupil progress meeting (internal)
Upper Fifth 11	Assessment window (progress tests)	ARC+ (new in terms of the +) Parents' Evening [online] Pupil progress meeting	HALF TERM		WINTER HOLIDAY	Mock exams (old gym) Parents' Curriculum Evening (options) Pupil progress meeting Parents' Evening [in person]	HALF TERM	Full Report (Valedictory/no data) Parents' Forum 'Preparing for Exams'	STUDY LEAVE AND EXAMS	HALF TERM	
Lower Sixth 12	Baseline	Curriculum Eve Welcome HoDs to agree all Targets with teachers	Progress Tests (2 days)	Exam Result Card+	Parents' Evening Pupil progress meeting		UCAS Exams (2 days) Exam Result Card Pupil progress meeting (if req'd)			Parents' Curriculum Evening (UCAS) Internal UCAS Exams – OLD GYM	Full Report with exam results Pupil progress meeting (internal)
Upper Sixth 13		Parents' Evening [in person]	Progress Tests (2 days)	Exam Result Card+	Pupil progress meeting		Mock exams (4 days) Exam Result Card Parents' Forum 'Preparing for Exams' Parents' Evening [online] Pupil progress meeting (if req'd)		STUDY LEAVE AND EXAMS		Full Valedictory Report (written in MAY)

EO'C

Reviews:

1. September 2015 – LJM/EOC
2. September 2016 – LJM/EOC
3. September 2017 – LJM/EOC
4. September 2018 – EOC/AEB
5. September 2019 – EOC/AEB
6. September 2020 – EOC/CFS/JEPE/ADS/RAC
7. March 2021- EOC/CFS/JEPE/ADS/RAC
8. September 2021 – EOC
9. September 2022 – EOC
10. September 2023 – EOC
11. September 2024 – EOC
12. September 2025 - EOC

Date of next review:

September 2026