



Assessment Policy – Whole School

Diversity, Equality & Inclusivity Statement:

The commitment to diversity, equality, and inclusivity is at the heart of our values at Austin Friars. Equality means creating an environment where pupils have the chance to achieve their full potential, free from barriers, prejudice, and discrimination. Inclusion is about recognising that each pupil is unique and that their needs can be met in different ways. Diversity means recognising, respecting, and celebrating the added value that differences bring. Our unwavering dedication to our school values – Truth, Love and Unity - is how we fulfil our mission at Austin Friars. It is through our commitment to diversity, equality, and inclusivity that our pupils are empowered to be authentic and succeed.

Assessment is a dynamic process and integral to the curriculum and lesson planning; it is an essential tool for effective teaching and learning.

Assessment takes place in the course of a class, marking homework and class work, an end of topic or term test, skills-based evaluation, a mock examination or an end of school year examination. It provides information as to the level of understanding of each pupil as well as informing the teacher whether the presentation and pace of a lesson is right and the level of demand is appropriate.

Effective assessment requires that each subject area department within the School has a scheme of work showing clearly their aims, structure and content. The Heads of Department (HoDs) in the senior school and subject co-ordinators in the junior school are responsible for their schemes of work and ensuring that the assessment criteria is clearly set out within them. They are also responsible for monitoring that all aspects of the assessment process are effective as set out in this policy and for formally monitoring the level, quality and quantity of pupil work.

Effective assessment demands that:

- The teacher understands that the role of assessment is an integral part of the process of teaching and learning.
- The teacher uses assessment criteria that is related, as appropriate, to National Curriculum, GCSE/IGCSE, CTEC and A' Level criteria. The Senior School uses A*- E to assess attainment at KS5, and A - E at KS4 and KS3. The Junior School uses A-C. Cambridge Primary Insight data is also included in J3 and J4 reports. However, in KS4 larger/more significant pieces of work such as end of module tests are given a GCSE attainment grade in the range 9-1 so that all pupils should have a clear idea of their performance level against the GCSE/IGCSE criteria. These 9-1 grades are also used in reporting to parents. All phases of the school use grades 1-4 to assess effort.
- Pupils/parents understand the assessment criteria (they know why they have been awarded marks on homework, tests and examinations etc.).
- Each department must have a marking policy in its departmental handbook that takes into account the school marking policy [3a Marking Policy 2025-26](#). Pupil assignments are marked by the teacher frequently; marks/grades are recorded in terms of the skills or content being assessed and an effort grade awarded; the teacher's comments lead to further learning by being sufficiently positive, detailed and specific; and when the work is returned it is commented upon and used further by the pupil to learn.
- Assessment marks are kept by the teacher and used in the diagnosis of the class and its needs and as feedback on the appropriateness of teaching strategies.

- Each department must have a policy on assessment, recording and reporting in its departmental handbook takes into account the School's policy

Monitoring of performance

HoDs and subject co-ordinators are responsible for monitoring the awarding of grades; tracking of pupils' progress and for ensuring their department is clear about the assessment criteria used. All HoDs are expected to have a pupil tracking system in place. There is a central tracking system in the junior school. Tracking systems should incorporate:

- Baseline
- Cambridge Primary Insight
- Yellis, MidYIS and Alis data
- Internal/external examination results, test scores etc.
- Review of SEND including Dyslexia screening

In addition, Department Heads conduct a work scrutiny exercises each term and the Deputy Head (Academic) and Assistant Deputy Head (Academic) carry out further scrutiny, by year group, on a termly basis. A report on these findings is fed back to teaching staff with action points as appropriate.

All junior school pupils sit a BASE test (baseline) in Kindergarten, at the beginning and end of the year. There is an annual assessment in Cambridge Primary Insight (Mathematics, Mental Arithmetic, Reading, Attitudes and Developed Ability) in the Michaelmas term for Transition to Junior 4.

All senior school pupils entering in the first form sit the MidYIS test in the early part of the Michaelmas term; all pupils new to second and third forms are also tested at this time. L6 pupils sit the Alis test in the early part of the Michaelmas term. The monitoring of pupil progress is carried out with both departmental and pastoral input. Subject teachers with their Head of Department are responsible for monitoring the progress in their subject. Tutors, their Heads of School and the Deputy Head (Academic) are responsible for reviewing the overall performance of the pupils across the range of subjects studied.

Teaching at KS3 (1st form to 3rd form) in English, Mathematics and Science takes place in subject-specific sets determined by ability; at KS4 (4th and 5th form), English, Maths and Science are taught in ability sets. Decisions on the composition of teaching sets are made using all the evidence gathered from the individual pupil tracking data and from subject teachers and heads of department.

Changes to teaching sets only take place in exceptional circumstances during the course of an academic year. The composition of sets is reviewed at the end of each academic year. Parents are kept fully informed about any concerns on their son/daughter's progress which might lead to a change of set. Where a change to a pupil's teaching set is proposed, the Head of Department makes a recommendation to the Deputy Head (Academic) who is responsible for endorsing it. The Head of Department is responsible for ensuring that the pupils affected have the planned move explained.

Particularly good pieces of work may be awarded a merit and exceptional pieces of work may be awarded a credit. These are recorded on the pupil tracking system and contribute points towards a house competition. Consistently high levels of effort are recognised in senior school through Deputy Head (Academic) and Headmaster's Commendations, presented to pupils during Chapel, and awards on Speech Day to the most diligent pupils over the whole year. Hard work is recognized in junior school by certificates which are displayed and presented in celebration assembly.



The average effort grade from reports is used as a measure of overall endeavour and is categorised into colour bands. Effort, attainment and target grade criteria are given in the policy on pupil reports. The school's expectation is that all pupils will be working well in most subjects rather than merely satisfactorily across the board.

Effort Colour	First to Fifth Form	Sixth Form
	Average Score	Average Score
Gold	1.00 - 1.75	1.00 - 1.25
Silver	1.76 - 2.00	1.26 - 1.50
Bronze	2.01 - 2.25	1.51 - 2.20
White	2.26 - 2.50	2.21 - 3.00
Red	2.51 - 4.00	3.01 - 4.00

Senior School pupils who are not putting in the expected effort will be interviewed by their form tutor, then by their Head of School, then by the Deputy Head (Academic)/member of the SMT and finally the Headmaster upon successive poor effort grades over the academic year. The following is a guiding framework for responses to pupils who achieve poor average effort grades over the school year. White = -1; Red = -2; cumulative within 1 academic year with the option of 50% of the sum of poor effort grades being carried over into the next academic year. There is an effort analysis available on the intranet showing this data for all pupils and more information can be found in the reporting policy.

In the Senior School there is a Report Review Meeting chaired by the Deputy Head (Academic) and attended by the Headmaster, Deputy Head, Assistant Deputy Head(Academic) and Heads of School following each reporting session to consider individuals of concern and to identify the most appropriate course(s) of action. In the Junior School pupils who are not putting in the expected effort will be interviewed by their class teacher.

Headmaster
September 2025