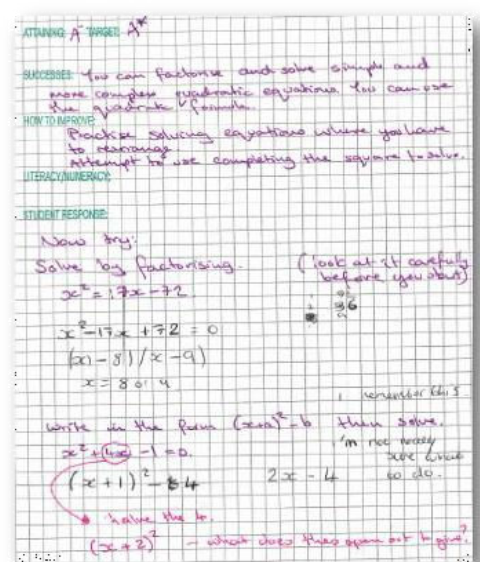




All Saints'
Academy
Cheltenham

ASSESSMENT POLICY



2025 - 2026

All Saints' Academy, Vision and Ethos

Our Christian Vision

Where every member of our extended family realise their God-given potential, inspired by John 10:10. Jesus said 'I have come so you may have life in all its fullness'.

Our Christian Purpose

Is to be a beacon of hope founded on Christian values serving Cheltenham and the Diocese of Gloucester where there is excellence in learning, achievement and fulfilment.

All Saints' Academy is an Anglican Church Academy serving the community of Cheltenham, sponsored by the Diocese of Gloucester.

All Saints' Academy is a learning and loving community which seeks to be a sign of reconciliation, living in the hope of the Gospel. The Academy strives to live out the values of the Gospel and bear witness to the teaching of Jesus.

In order to achieve this, the Academy will: recognise that every individual is created in God's image and is worthy of respect; fulfil the potential of all students by providing an excellent holistic education; nurture the spiritual development of all within the Academy community, whilst recognising that faith is a free response to God and cannot be imposed; foster a search for truth; work for the common good, instilling in students a desire to serve others and work for justice and peace.

The academy will uphold the tenets, teachings and practices as governed by the Bishop of Gloucester.

Our Christian Ethos

At the heart of All Saints' Academy is the belief that Christ is at the centre of all we do and are. Rooted in His teaching, we seek to fulfil in every member of our community their full potential so they are able to 'live life to the full' and recognise that they are called to use their gifts and talents for the benefit of all.

We seek to do this by:

- providing a safe and secure environment where faith, prayer, compassion and reconciliation are visible in word and in action;
- providing an excellent education with a broad, balanced and creative curriculum which will allow everyone to discover their potential and to develop and share their unique talents;
- providing opportunities for all to be nourished and challenged both academically and spiritually in their respective beliefs;
- respecting and valuing the diversity of all, believing that everyone is created as a unique individual in the image of God;
- building a resilient community able to reach out and support others, both locally and globally;
- modelling through the Academy's policies, practices and values a concern to serve the common good, a heart for justice, a desire for reconciliation and the need to protect and sustain the environment.

Purpose of this Policy

This policy has been written to complement the other Key Policy documents at All Saints' Academy. In particular, it works alongside the the Teaching and Learning Policy. This ARR policy is written with 4 key objectives in mind. This will be updated as required to reflect the expectations, systems and practices of the academy.

- To establish the purpose of assessment, recording and reporting
- To clarify the roles and duties of all staff within the ARR process
- To support planning for all by publishing the annual ARR calendar
- To clarify quality standards for ARR tasks at various levels

Key Terms for this Policy

Assessment takes many forms within schools and is the basis on which we can recognise that learning has taken place and therefore track the progress of our students over time.

Recording is the process by which we systematically record the outcomes of planned assessment. The purpose of this is to enable us to analyse the progress of our students over time and to identify trends which feedback to inform teacher planning. Recording is not an end in itself - the response to the analysis is.

Reporting is the process of capturing and sharing the key attainment data with parents and students directly following the end of a Cycle. This data will ensure that all students and parents have a clear knowledge of both current attainment and how they are performing in relation to our expectations.

Targets are set for all students when they arrive, and following the completion of baseline assessments in English and Maths. This has been carefully modelled (see appendices) to ensure that all abilities of students are challenged to meet or exceed national average expectations.



An overview of Assessment



The most fundamental form of assessment is based on careful questioning of a student or class and the setting up of an assessment task in order to observe student skills in completing it. This level of assessment is called Formative Feedback which is integral to effective class teaching and is utilised continually in a deliberate way by effective teachers.

Cycle assessments that increase in level of detail and organisation would be used to benchmark progress against key objectives to identify those that have been securely met. This will be more formally recorded by the class teacher in their Class Record Sheet in order to chart the progress made by the students under their guidance (see example of a Class Record in Appendix 1, which would usually be electronic and based on the Class Map from SIMS). These records will be used by subject teachers (ST) to identify where interventions with individuals may be needed and to act accordingly.

In turn, assessment data will be reviewed in SMID by STs in order to track the progress of all students over time and to identify where interventions with groups may be needed. STs would plan interventions, accordingly, with the guidance from the HoF or HoD.

STs will be called upon 3 times per year (at times stated in the Assessment Calendar) to make a judgement of each student's current attainment grade during a data collection window.

This will be based on the most up to date END-OF-CYCLE assessments and the ST expert knowledge of attainment levels in their subject. HoDs and STs will plan the curriculum in order to ensure that the appropriate assessments are completed at the end of the cycle.

Cycle data should be entered in SIMS by STs in collaboration with the HoF/HoD or second in department. Cycle data should be able to provide subject leaders with clear information about the outcomes of assessments.

During each data collection window, STs are expected to have conversations with their students to inform them of their current judgement grades (Key Stage 3 attainment grade (Key 4 & 5)). Students also need to know what to do next to improve.

At the end of each data capture HoF/HoD will check that the data collated for their department is complete and accurate. Analysis of this data will be carried out by HoF/HoD and their Seconds in Department. As part of review meetings and year group pastoral reviews HoF/HoD and PL will prepare an action plan that will outline what their focus needs to be to drive improvements going into the subsequent cycle.

SMID will be updated and collated by the Data Manager (DM) following the completion and checking of Cycle data entry. SMID updates will provide PL/AVPs an overview to analyse progress of individual students and student groups across subjects. This will also be used by PL/AVPs to identify where interventions may be needed and to act accordingly.

Key Stage 3

Assessment Overview

In order to assess our curriculum, each subject have devised success criteria which are assessed at the end of each learning cycle. Students' performance is assessed as Exceeding expected levels; Achieving expected levels and Developing expected levels. A student who is Achieving expected levels is able to meet the success criteria for the age-related curriculum (i.e. Year 7 National Curriculum). The curriculum is designed to provide opportunities to exceed expected levels at all stages to ensure that it provides challenge to all. In general, these will be focused on extending breadth or depth of learning and not on teaching content from the next year group. Each subject has applied this model to their curriculum and been standardised to ensure a consistent approach across the Academy.

Measuring Progress

Summative assessments are used following the completion of a learning cycle, as well as at mid-way points of a cycle, to review progress and inform lesson planning. Students are assessed against each of the success criteria according to their ability group. HoF/HoD should use the following table as a guide on how staff should arrive at a judgement for each student in preparation for a data capture. Students and parents are provided with a progress review document at the end of each cycle, via the parent portal, EduLink One. The judgment awarded for progress is cumulative.

Progress Measure	Assessing Skills			Assessing Knowledge		
	Cycle 1	Cycle 2	Cycle 3	Cycle 1	Cycle 2	Cycle 3
	Criteria achieved	Criteria achieved	Criteria achieved	Criteria achieved	Criteria achieved	Criteria achieved
Developing expected progress	1	2-3	4-5	1	2-3	4-5
Achieving expected progress	2	4-5	6-7	2	4-5	6-7
Exceeding expected progress	3	6-7	8-9	3	6-7	8-9

Reporting Progress

The progress review document given to students and parents/carers will also contain effort grades for attitude to learning, independent study tasks (homework) and being Ready to Learn in lessons. Criteria for awarding effort grades in these areas of focus are shared with staff before a data capture and are included in the Assessment Policy for reference.

Furthermore, students will also receive a comment(s) on how to accelerate to make more rapid progress to move from 'developing to achieving' or from 'achieving to exceeding' expected progress. Termly progress reports are shared with students and parents/carers via EduLink One. Student progress reports will contain the judgements awarded from the preceding cycles for each subject. This will highlight where progress is being made or where a student needs to improve if there are concerns.

Subject	Cycle	Teacher	Progress with Skills	Progress with Knowledge	Attitude to Learning	Independent Study	Ready to Learn	How to improve
Geography	1		Achieving	Achieving				To...
Geography	2		Exceeding	Achieving				To...
Geography	3							

ARR Roles and responsibilities

Pastoral Teams

Year Tutor (YT)

- Review Cycle data sheets on each student in the form and write tutor comments to interpret STC data in line with exemplars.
- Share STC data with each student to discuss progress.
- Support students in their tutor groups to review their data and to summarise this in the Student Handbook.



Progress Leader

- Ensure students are informed of progress following each data capture.
- Liaise with HoF/HoD, and YTs to support students who are not making expected progress and make contact with home to gain parental support as needed.
- Plan and deliver pastoral interventions for groups of students who are not making the expected progress
- Celebrate and recognise those who are making or exceeding expected progress.



Vice Principal (VP Pastoral)

- Ensure interventions, as necessary, happens at appropriate times of the year.
- Ensure student progress is celebrated at appropriate times of the year.
- Ensure Trustees are provided with timely and accurate Pastoral Review data.



ARR Roles & responsibilities

Subject Teams

Subject Teacher (ST)

- Record and maintain accurate Class Record Sheets in line with department expectations.
- Use Class Record Sheet to inform planning and future assessment.
- Accurately complete data entry for each class in line with the assessment calendar.
- Write annual 'Academic Focus and Academic Review' comments for classes directed by the HoF/HoD.
- Review progress with each student following each Cycle, making sure they are aware of their current attainment and what steps are required to make expected progress.
- Devise and implement intervention strategies for those not making expected progress where necessary.

HoF/HoD

(supported by Assistant HoD)

- To quality control Cycle data ensuring there is a clear justification for the awarding of grades in all year groups.
- To check the quality of written reports.
- To analyse Cycle data and mock exam data in SMID in order to judge progress of all students over time.
- To devise and implement intervention strategies for those not making expected progress, providing support and guidance to class teachers as necessary.
- To complete and record subject analysis document as part of line management schedule.

Assistant Vice Principal (AVP)

- To review subject analysis document with HoF/HoD.
- To be aware of progress in all year groups and key sub-groups within.
- To provide support and guidance to HoDs as necessary to plan intervention.
- To analyse year group data and agree actions during year team meetings.
- Quality control subject comments on full reports.

AVP for Assessment and Data Manager

- To ensure the ARR policy is being implemented consistently by all staff.
- To review the ARR policy at the end of each year.
- To provide support and guidance to HoF/HoD and ST as necessary during and after data collections.
- To maintain an overview of the whole academy assessment profile.
- To report on progress, as needed, to SLT and Trustees.



Marking & Feedback

Assessment for learning should provide a clear picture of what students need to achieve including guidance and motivation. It is ongoing and supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Assessment of learning should provide a clear picture of what students have achieved by referring to levels of attainment.

All exercise books should be neat and tidy. Exercise books and assessment folders will be monitored according to the Academy's monitoring and evaluation calendar. Students should be proud of the work and feedback they contain. SLT/HoF will carry out work scrutiny to ensure the following are adhered to:

- Students should write a title and date each lesson and the title should be underlined
- Students should record the learning objective for the lesson
- There should be a range of activities in student books
- There should be no graffiti on the front of books
- Target grades and current attainment should be written clearly on the Progress Sticker

There should be a range of marking and assessment including:

- Marking commentary with How to improve (HTI) comments
- Peer assessment
- Self-assessment
- Marking stamp
- Pink/Yellow highlighter for 'Correct It - Perfect It' marking

Good student feedback should let students know what they have achieved but also what the next step is to achieve the next goal.

End-of-Cycle assessments should be securely attached to students' exercise book or assessment folders.

There should be evidence that students have engaged with written feedback in their books and that they have engaged and responded to the marking stamp. Best practice will be seen where students interact with the marking, make comments themselves and indicate that they have made corrections or completed a task to help them achieve the next step or correct a misconception.

Marking Stamp

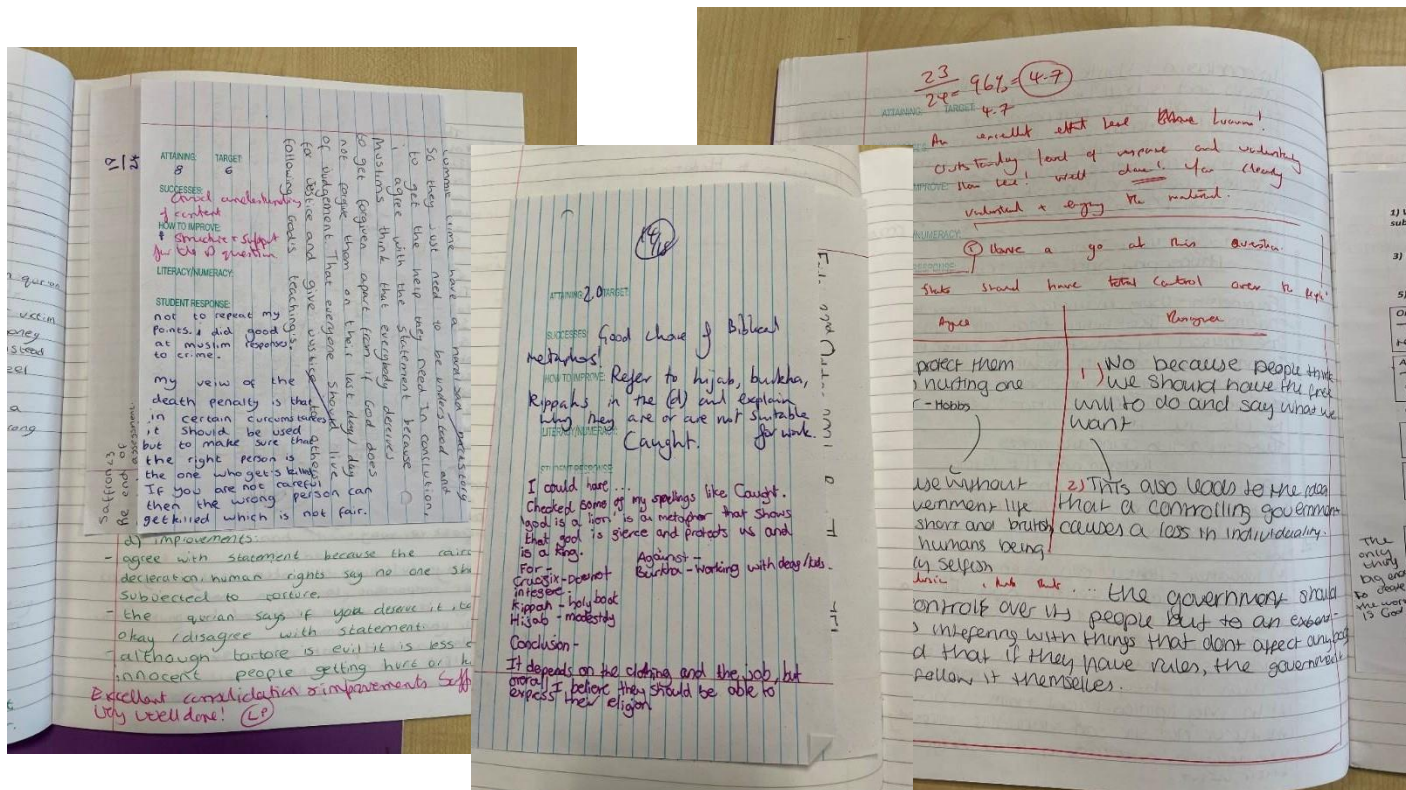
The marking stamp is designed to give students clear information on the level at which they are achieving and specific guidance on how to improve. It should be used at a mid-way point and at the end of each cycle.

Therefore, this would mean that we would expect to see a marking stamp twice during an assessment cycle.

It should be completed fully and students should be given specific areas to work on to ensure progress. There should be evidence that students have actioned these. Students should make informed comments in the 'Student Response' section. Good practice will indicate a current Attitude to Learning (ATL) score alongside target grade and current grade.

Marking & Feedback

Outstanding examples of Marking and Feedback

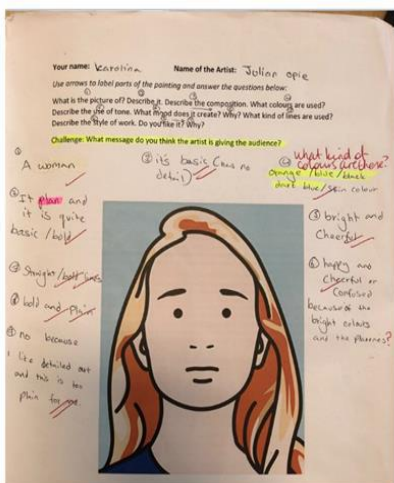


These examples demonstrate effective marking and feedback using the All Saints' Academy marking stamp. These examples clearly show that the assessment process is complete with students engaging with the feedback and writing a 'Student Response' that develops and improves the assessed piece of work.

Regular and consistently high quality marking, along with constructive feedback from teaching staff, ensures will ensure that all students will make the very best progress.

Outstanding examples of 'Correct It - Perfect It'

To empower students to correct and improve their work, staff are to use the 'Correct it - Perfect It' highlighter approach to provide quick feedback during lessons or when reviewing a class set of books. This quick feedback will also reduce marking workload. Our consistent approach, across subjects, will ensure that students know how to respond to this.



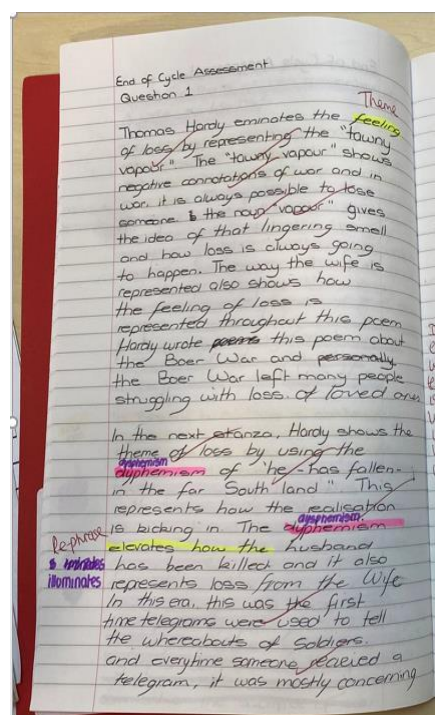
Example

Correct it! (spelling):
Plain

Perfect it! (expand):
The skin tone in the face and browns and yellows are warm colours. This contrasts with the cool blue colour in the background.

I think the message the artist is trying to give the audience is that...

Correct it!	You have made a careless error here e.g. spelling, punctuation or a calculation error. Can you put it right?
Perfect it!	You could really improve this part of your work/answer. Either think hard about what you can do to improve it or respond to the prompts I have suggested.



Calendar Dates 2025-26

Parents' Evenings	
Information Evenings (Years 7 - 13)	w/c Mon 8th Sep
Year 7	Thur 7th May
Year 8	Thur 16th Apr
Year 9	Thur 5th Mar
Year 10	Thur 29th Jan
Year 11	Thur 11th Dec and Thur 26th Mar
Year 12 and 13	Thur 16th Oct and Thur 12th Feb

Mock and EOY Exams	
TERM 2 - Year 11 Full Mocks 1	Mon 10th Nov - Tue 25th Nov
TERM 2 - Year 13 Full Mocks 1	Mon 10th Nov - Tues 25th Nov
TERM 3 - Year 10 and 12 Mocks	Mon 12th Jan - Fri 16th Jan
TERM 4 - Year 11 Full Mocks 2	Mon 23rd Feb - Tue 10th Mar
TERM 4 - Year 13 Full Mocks 2	Mon 23rd Feb - Tue 10th Mar
TERM 6 - Year 10 & 12 EOY	Mon 22nd Jun - Fri 3rd July

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Progress Stickers

Progress Stickers are designed to keep students informed of their current grade so that they can then review their progress against their end-of-year target grade or the academic focus target.

These stickers should be stuck on the inside of exercise books and assessment folders. Staff are required to update these stickers at the end of each cycle.

KS3 Progress Sticker



Name

Class

Subject

	Cycle 1	Cycle 2	Cycle 3
KS3 Level			
ATL			
Homework			

KS4 Progress Sticker



Name

Class

Subject

Target grade this year =

	Cycle 1	Cycle 2	Cycle 3
Grade			
Average grade			
ATL			

KS3 - Curriculum Assessment

KEY STAGE 3 GEOGRAPHY - YEAR 7									
Skills	National Curriculum	When is this taught?			Judgement				
		Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Developing	Achieving	Exceeding		
	collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes	✓	✓	✓	✓	✓	✓		
	interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)				✓	✓	✓		
	communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length				✓	✓	✓		
Knowledge	National Curriculum	When is this taught?			Judgement				
		Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Developing	Achieving	Exceeding		
	extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East	✓	✓	✓	✓	✓	✓		
	understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia				✓	✓	✓		
	physical geography relating to: geological timescales and landforms; the distribution of climate zones and climate; including the change in climate from the ice age to the present; and glaciation, hydrology and coasts				✓	✓	✓		
	human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources				✓	✓	✓		
	understand how human and physical processes interact to influence, and change landscapes, environments and the climate, and how human activity relies on effective functioning of natural systems				✓	✓	✓		
	build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field				✓	✓	✓		
	interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs				✓	✓	✓		
	use Geographical Information Systems (GIS) to view, analyse and interpret places and data				✓	✓	✓		
	use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.				✓	✓	✓		

The following table provides an example, from Geography, showing how the curriculum is assessed in Year 7. This is a typical model/template that all subjects adopt.

Year 8 and Year 9 follow with the same template to identify where specific skills and knowledge are taught during each cycle at Key Stage 3. The criteria will form the learning objectives linked to the Programme of Study for each subject at Key Stage 3.

Assessment Framework

The tables below show the expected progress pathways at GCSE for our students at All Saints' Academy. Reaching the targets shown will enable our students to achieve at a level which is higher than the national average. Therefore, ensuring that they are always well placed when compared to others when progressing in to selection for Higher Education, Apprenticeships or Employment.

The pathways here are reviewed annually against the national benchmarks to ensure that we maintain our high standards.

These targets are available to staff in SIMS so that staff they have this information in their class mark sheets, and class maps. At the end of a teaching cycle, and when cycle data is inputted into SIMS, teaching staff will review the end-of-year targets for their Key Stage 4 classes. Target grades should be increased when a student has achieved, or exceeded, their target following a formal assessment. End-of-Year target grades in SIMS should never be lowered.

The KS2 scaled score provides a start point for a student starting in Year 7 or joining the academy mid-year with prior data.

	English				Maths	
	End-of-Year Targets				End-of-Year Targets	
KS2 Scaled Score	Year 10	Year 11		KS2 Scaled Score	Year 10	Year 11
80 - 80.5	1+	2+		80 - 87.5	1+	2+
81 - 90.5	2+	3+		88 - 95.5	2+	3+
91 - 98.5	3+	4+		96 - 101.5	3+	4+
99 - 104.5	4+	5+		102 - 106.5	4+	5+
105 - 110	5+	6+		107 - 110	5+	6+
110.5 - 115.5	6+	7+		110.5 - 113.5	6+	7+
116 - 120.5	7+	8+		114 - 120.5	7+	8+
	EBACC				Open Bucket	
	End-of-Year Targets				End-of-Year Targets	
KS2 Scaled Score	Year 10	Year 11		KS2 Scaled Score	Year 10	Year 11
80 - 87	1+	2+		80 - 87.5	1+	2+
87.5 - 96.5	2+	3+		88-91.5	2+	3+
97 - 101.5	3+	4+		92-97.5	3+	4+
102 - 106.5	4+	5+		100-106.5	4+	5+
107 - 110	5+	6+		107-112.5	5+	6+
110.5 - 113.5	6+	7+		113-115.5	6+	7+
114 - 120.5	7+	8+		116-120.5	7+	8+

The end-of-year expected grade is not capped. The + is used to highlight that this grade is the minimum expected grade.