Assessment Policy

Intent

This document is to inform teachers and support staff with an interest in and responsibility for assessment, about the vision for summative and formative assessment at Stockport Academy. This assessment system has been developed to enable teachers and other users to understand and most effectively use assessment data within the context of our curriculum.

The aims of the system are to establish:

- An effective formative assessment system which supports breadth and depth of learning, especially within KS3, with a greater focus on knowledge and understanding and skills development;
- A system with clearer links between Key Stage 3 and Key Stage 4 to promote a smooth transition in learning;
- Understanding of effective assessment practice and sharing of standards and expectations;
- Consistent assessment of students' work from carefully sequenced lessons supported by detailed Schemes of Learning;
- An effective summative assessment system which ascertains student retention of knowledge, establishes learning milestones and informs future teaching practice and interventions; and
- More autonomy and professional responsibility for teachers.

Purposes of Assessment

In order to ensure effective assessment, the implementation of any assessment must:

- Support learning.
- Provide assurance to all stakeholders concerning students' progress.
- Allow Middle Leaders to use data to evaluate how well the curriculum is being taught and how well the topics are sequenced.
- Provide a summary of what learners have achieved, including thorough summative qualifications; and
- Inform future improvements to classroom practice, curriculum sequencing and interventions. An assessment calendar is in place identifying exam seasons and assessment points.

Types of Assessment

Summative

This is Assessment **OF** Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning.
Examples include:

- External Examinations
- Internal School Examinations
- End of Topic/Unit Tests

Formative

This is Assessment **FOR** Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback, and diagnosing future learning priorities.
Examples include:

- Class work
- Homework
- Questioning
- Oral Discussion
- Presentation
- Short Recall Test
- Practical Project
- Research

Self

This encourages pupils to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning outcomes.
- Identifying their own strengths and areas for improvement.
- Encouraging individual learning goals and action plans for future progression.
- Fostering a self-reflective learning culture.
- Encouraging independence in learning.

Principles of Effective Assessment

Assessments will follow and reinforce the curriculum and promote high quality Teaching and Learning approaches. Assessment of student's progress and achievement during their education at Stockport Academy should be based on teachers' assessment of their knowledge and understanding, skills, attributes and capabilities, as described in the experiences and outcomes across the curriculum.

Therefore, assessment must:

- Meet learners' needs and enable all learners to achieve their targets (based on KS2 or MidYIS assessments) to maximise their potential.
- Enable all learners to answer different styles of questions (multiple choice, short, medium or long answer questions) that allow students to demonstrate their learning in the curriculum.
- Support learning by engaging learners and providing high quality feedback, it should also involve high quality interventions and motivate learners.
- Be fair and inclusive and allow every learner to show what they have achieved and how well they are progressing.
- Be proportionate and fit for purpose: different forms of assessment are appropriate at different stages and in different areas of learning (Multiple choice questions, short, medium and long answer questions).
- Utilise safeguards (standardisation. moderation) to ensure fairness to all candidates and to give confidence to colleges, universities, and employers.

Standards and Expectations

A standard is something against which we measure performance.

The current standards that Stockport Academy students will be measured against are Key Stage 2 English (Reading) and Maths levels (See Appendix 1)

Roles and Responsibilities

The Assessment Policy and its implementation within and across departments is monitored and evaluated by:

1. Principal
2. Vice Principal
3. CALs (Curriculum Area Leaders)
4. Class teachers

Principal

Ensure that appropriate resources are available to ensure students can make progress in line with expectation.

Vice Principal

1. Collate key finding of assessments data to include analysis of micropopulation, departments and teachers.
2. Work alongside CAL, Head of year and academic mentor to ensure correct intervention is in place and is successful.
3. Quality assure data.

CALs

1. Consistent departmental planning, so all students are fully prepared for the examination.
2. Assessment tasks fully integrated within the essential knowledge within the curriculum.
3. Quality assure the data inputted
4. Collation of feedback via Class Feedback Sheets.
5. Assessment data is used to inform teaching and learning.
6. Liaison with Examinations Officers re-entries for all examinations.
7. Monitoring and evaluation of all departmental assessment practice and outcomes.

Class Teachers

1. Play an active role in evaluating the outcomes of assessments and feeding this into Schemes of Learning.
2. Report to pupils, parents, and staff on individual and group progress.
3. Liaise with the curriculum area lead and head of year for individual pupil support as required.

Assessing Progress

Teachers should assess progress constantly as part of their daily teaching. This can be done, for example, by watching and listening to students carrying out tasks, by looking at what they write and make, by considering how they answer questions. They should get to know their students well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next.

Teachers should use evidence of learning to identify areas where progress has been particularly strong or less secure. This evidence will be different depending upon the learning activity and students' preferences about how to show what they have learned. Teachers need to use a range of assessment approaches to assess the different types of achievement across the curriculum. These can, and should, include written, oral, demonstrations, practical activities (videoed/photographed) and performance type activities. Individual students must also show evidence in their books by responding to the teacher's high-quality feedback – for example on class feedback sheets. This is part of the Question Level Analysis process.

Summative Assessment

All subjects participate in 2 summative assessments each year, for years 7 – 10 these are in January and June, for year 11 these take place in the mock examination window which is in November and March. These formally assess the skills and knowledge being covered by the curriculum in that particular term. The outcomes of the tests are benchmarked against the Learning Journey for each subject.

For Year 7 – 10, students are compared from their start quintile (Appendix 2) to their current year/subject quintile. The year average is also record within each subject. Year 11 students are given a target grade based on their Middle Years Information System (MidYIS) scaled score, and compared to this GCSE grade rather than a quintile.

There is a robust moderation and it is expected that after each examination there will be a review of the results with the Vice Principal and the line manager for that department, with key actions in place to improve outcomes.

Assessment Data and Reporting Deadlines

To simplify when key data is collected this has been summarised below.

Y7	Y8	Y9	Y10	Y11
ATL	ATL	ATL	ATL	ATL
06/11/2026	06/11/2026	06/11/2026	06/11/2026	06/11/2026
Mid year assessments	Mid year assessments	Mid year assessments	Mid year assessments	Mock results
02/02/2026	08/01/2026	02/02/2026	29/01/2026	27/11/2026
				Predicted grades
				11/01/2027
ATL	ATL	ATL	ATL	ATL
05/03/2027	05/03/2027	05/03/2027	05/03/2027	05/03/2027
End of year assessments	End of year assessments	End of year assessments	End of year assessments	Mock results
29/06/2026	29/06/2026	18/06/2026	06/07/2026	15/03/2027
ATL	ATL	ATL	ATL	Predicted grades
18/06/2026	18/06/2026	18/06/2026	18/06/2026	16/04/2027

Key terminology that should be understood when entering assessment data:

Current Working At Grade - the grade that the student is currently working at according to your assessments in your teaching. This should include all elements of assessment within a subject and be an indicator of what grade the student would achieve if they sat the final summative assessment at this time.

Predicted Grade - the grade that you would professionally predict for students given their current "working at" grade, and their attitude to learning and progression.

ATL- Attitude to learning (Appendix 3)

An example report for parents can be found in appendix 4.

Appendix 1- Scaled Scores

Scaled scores are national curriculum tests at the end of key stage 2 (KS2) (often referred to as SATs) are administered in mathematics, English reading and English grammar, punctuation and spelling. We use scaled scores to report the results of these tests to ensure we can make accurate comparisons of performance over time.

Where this is not available for current year 10 and year 11 students we use an assessment set by Cambridge University and assessment (MidYIS) to give us a similar standard for monitoring progress over time.

KS2 Average scaled score	Ability grouping
115+	HAP +
110	HAP
106	HAP -
103	MAP+
98	MAP
95	MAP -
91	LAP +
85	LAP
Less than 85	LAP -

Appendix 2- Rank Order and Quintiles

When pupils start at Stockport Academy they are ranked according to their end of Key Stage 2 scaled score. All KS3 pupils who join Stockport Academy are tested using MidYIS (Middle Years Information System)

Some pupils who join Stockport Academy have done so from overseas and have no KS2 data, for those pupils that have no KS2 data, an assumed KS2 score is created using an MidYIS equivalences.

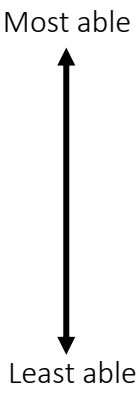
For example - Pupil 1 has a KS2 scaled score of 105 and a MidYIS score of 102. Pupil 2 has no KS2 score but had a MidYIS score of 102. Pupil 2's assumed KS2 score is 105.

Please note, that the only purpose for the assumed KS2 scores is to generate a KS2 starting rank.

Assumed KS2 and KS2 scaled scores are used to generate the starting rank. Using KS2 starting Rank, pupils are placed into quintiles so school staff can monitor progress of each group.

Example

Pupil	Score	Quintile
Student A	119	1
Student B	117	1
Student C	115	2
Student D	111	2
Student E	103	3
Student F	100	3
Student G	98	4
Student H	95	4
Student I	91	5
Student	87	5



Appendix 3- Attitude to Learning

	Behaviour	Classwork	Independent study
1	Pupil has excellent focus within lessons and always tries their best Pupils regularly participates in class discussions.	Books are excellently presented. Work is detailed and there is clear evidence of responding to feedback which goes beyond the expectation of the class teacher	Independent study is always completed on time and is of an excellent standard.
2	Pupil has good focus in lessons and often tries their best. Pupils normally participates in class discussions.	Presentation of work is good. Work is completed and there is evidence of responding to feedback.	Independent study is completed on time and to a good standard.
3	Pupil has inconsistent focus in lessons and needs a reminder of classroom expectations. Pupils can be passive and not always participate in class discussions participates in class discussions.	Presentation of work is inconsistent. Work is sometimes completed and evidence of response to feedback is limited.	Independent study is sometimes late and or of an inconsistent quality. Regular reminders are required to submit homework on time.
4	Pupil is unfocused in lessons and needs continued reminders of classroom expectations. Pupils can be passive and often disruptive in lessons.	Presentation of work is poor Work is not completed and evidence of response to feedback is poor.	Independent study is often late and/or consistently of a poor standard.

Appendix 4- Example Report

Child Name

Year Group:	Form:	Form Tutor:	House:
Head of Year:	House Points:	Negative incidents:	Missed lessons due to absence:
Attendance:	Lates:	Unauthorised absence:	Authorised absence:

Reading Age	Baseline:	Current:

Examined subjects

Subject	Behaviour	Classwork	Independent Study	Baseline Quintile	Current quintile	June exam %	Subject average %
English	2	2	3	3	3	51	54
Geography	2	2	2	3	3	60	65
History	2	2	2	3	3	48	48
ICT	1	2	1	3	2	65	58
Maths	1	2	2	3	3	48	50
MFL	2	2	2	3	3	50	49
PSHE	2	2	2	3	3	63	55
RE	2	2	2	3	2	74	68
Science	3	3	4	3	4	31	48

Non Examined subjects

Subject	Behaviour	Classwork	Independent Study	Progress
Art	2	2	2	Emerging
Dance	2	2	2	Developing
Tech	2	2	2	Developing
Drama	2	2	2	Developing
Music	2	2	2	Developing
PE	2	2	2	Developing

Agreed by Stockport Academy LGB October 2026

Review: October 2027

Signed by Chair of LGB

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David Robinson (Chair)

Date

Signed by Principal

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Janine McCann (Principal)

Date