



Auckland College Independent School

Every Pupil Matters, Every Moment Counts

Assessment Policy





Document Control

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Assessment Policy

1. Aims

This policy sets out Auckland College Independent School's whole-school approach to assessment from the Early Years Foundation Stage (EYFS) through to Key Stage 4.

Assessment is an integral part of teaching and learning and is used to understand pupils' starting points, identify what they know and can do, address gaps and misconceptions, inform teaching, and evaluate progress over time.

- Provide clear and consistent expectations for formative, summative and standardised assessment across the school.
- Ensure assessment information is used to inform teaching, curriculum planning, intervention and appropriate challenge.
- Establish a coherent approach to recording and reviewing attainment and progress at agreed Auckland Assessment Points.
- Ensure pupils and parents receive meaningful information about achievement, progress and next steps.
- Support accurate identification of pupils who may require additional support, reasonable adjustments or further challenge.
- Ensure assessment practice is proportionate, reliable and subject to appropriate moderation and quality assurance.

2. Legislation and guidance

This policy has been developed with regard to the legal and regulatory framework applicable to Auckland College as an independent school in England, together with relevant statutory and non-statutory assessment guidance.

- The Education (Independent School Standards) Regulations 2014, particularly the requirements relating to curriculum, teaching, assessment and reporting to parents.
- Department for Education guidance on the Independent School Standards.
- The statutory framework for the Early Years Foundation Stage (EYFS), including relevant assessment requirements.
- Standards and Testing Agency (STA) assessment and reporting arrangements where the school is eligible for, and chooses to participate in, national curriculum assessments.
- Relevant Joint Council for Qualifications (JCQ), awarding-body and qualification requirements for external examinations and assessments at Key Stage 4.
- The Commission on Assessment Without Levels: final report (2015), as non-statutory guidance supporting effective assessment practice.

As an independent school, Auckland College determines its own internal assessment framework. The school ensures that pupils' work is assessed regularly and thoroughly and that information from assessment is used to inform teaching and planning so that pupils can make progress.

3. Principles of assessment

At Auckland College, assessment is purposeful. It should help teachers and leaders understand what pupils have learned, what they have retained, where misconceptions or gaps remain, and what should happen next. Assessment should be appropriate to the



age of the pupil, the subject being studied and the purpose for which the information will be used.

- Assessment is closely linked to the taught curriculum and intended learning.
- Formative assessment is an everyday feature of effective teaching.
- Summative assessment is used at appropriate points to evaluate learning over time.
- Assessment should lead to action; collecting data is not an end in itself.
- Assessment information should be interpreted alongside teachers' professional judgement and other relevant evidence.
- Assessment should be inclusive and adapted appropriately for pupils with SEND and other identified needs.
- Assessment arrangements should avoid unnecessary workload and should collect only information that has a clear educational purpose.
- High expectations apply to all pupils, with progress considered in relation to individual starting points where appropriate.

4. Assessment across the school

4.1 Early Years Foundation Stage

In the EYFS, assessment is primarily used to understand each child's development and to inform responsive teaching, interactions and provision. Practitioners draw on their knowledge of children through everyday activity and interaction; assessment should not require unnecessary evidence collection.

EyWorks is used to support the recording and sharing of children's progress. Parents may receive snapshot and longer observations, and termly reporting supports discussion at Parents' Evenings. Phonics progress is also assessed at appropriate intervals in line with the school's chosen programme.

Where applicable, the school completes the EYFS Profile at the end of Reception in accordance with the requirements that apply to the setting.

4.2 Prep Department

In the Prep Department, teachers assess pupils against the knowledge, skills and expectations set out in the school's curriculum. This includes assessment associated with the Pearson and Kapow programmes where these form part of the taught curriculum, alongside teacher assessment and other appropriate standardised or school-based measures.

Baseline assessment is undertaken early in the academic year where it provides useful information about pupils' starting points. Assessment information is reviewed throughout the year and at formal Auckland Assessment Points.

At the end of Key Stage 2, Auckland College may participate in the national curriculum tests (SATs) as a participating independent school. Where the school chooses to participate, all relevant STA requirements are followed.

4.3 Secondary Department

In the Secondary Department, assessment is designed to establish pupils' starting points, monitor curriculum learning and retention, identify gaps, inform intervention and prepare pupils appropriately for external qualifications.

Baseline and diagnostic assessments may be used at the beginning of Key Stage 3 and at other appropriate points. Throughout Key Stages 3 and 4, departments use formative and



summative assessment that reflects the curriculum and, where appropriate, the style and demands of external qualifications.

At Key Stage 4, GCSEs, International GCSEs and/or vocational qualifications are undertaken in accordance with the requirements of the relevant awarding organisations and JCQ regulations.

5. Assessment approaches

Auckland College uses three broad forms of assessment: day-to-day formative assessment, in-school summative assessment, and external or nationally standardised assessment where applicable.

5.1 In-school formative assessment

Effective formative assessment enables teachers to identify how pupils are performing on an ongoing basis and to adapt teaching accordingly. It also helps pupils understand their learning and next steps and gives parents a meaningful picture of strengths and areas for development.

Formative assessment may include:

- questioning and discussion;
- live marking and feedback;
- exit tickets and checks for understanding;
- regular low-stakes quizzes and retrieval practice;
- practice examination-style questions or extended responses;
- observation, particularly in EYFS and practical subjects;
- self-assessment, peer assessment and collaborative assessment where these add value.

Teachers use the information gained to address misconceptions, provide support or extension, adapt future teaching and provide feedback. Feedback may be written or verbal and should be proportionate to the task and focused on improving learning.

Pupils are encouraged, at an age-appropriate level, to take increasing responsibility for their learning by understanding learning intentions and success criteria, reflecting on feedback, evaluating their work and identifying appropriate next steps.

5.2 In-school summative assessment

Summative assessment evaluates learning at the end of a unit, topic, term or other appropriate period. It supports teachers and leaders in evaluating attainment and progress and identifying pupils or groups requiring intervention or further challenge.

Summative assessment may include:

- tests, examinations or end-of-unit assessments;
- timed or closed-condition examination-style questions;
- extended pieces of work;
- projects, practical work or coursework where appropriate;
- teacher assessment based on a suitable range of evidence.

Assessment tasks should reflect the curriculum pupils have been taught and, where appropriate, should be common across a year group or subject cohort to support consistency. Appropriate access arrangements, reasonable adjustments and differentiation will be made where required without undermining the validity of the assessment.



5.3 Auckland Assessment Points (AAPs)

Auckland Assessment Points (AAP1, AAP2 and AAP3) are the school's formal whole-school assessment and data-review points. Dates are published in the School Calendar. At each AAP, teachers record agreed attainment and/or progress information on the relevant school system.

The Senior Leadership Team and subject or department leaders review assessment information at agreed points to identify patterns, strengths, underachievement, curriculum issues and priorities for support or challenge. Assessment information is considered alongside other evidence and is not used in isolation to make judgements about teaching quality.

6. External and nationally standardised assessment

External or nationally standardised assessments are used where they are appropriate and available to the school. Auckland College distinguishes between statutory assessments that apply directly to the setting, assessments in which independent schools may elect to participate, published national materials used internally, and regulated external qualifications.

- EYFS: assessment is undertaken in accordance with the statutory EYFS framework and the requirements applicable to the school.
- Year 1 phonics: the statutory phonics screening check is not administered by independent schools as part of the statutory national process. Published materials may be used subsequently as an internal assessment tool where appropriate.
- Key Stage 2: the school may elect to participate in national curriculum tests as a participating independent school. When it does so, the relevant STA administration, security and monitoring requirements are followed.
- Key Stage 4: GCSE, International GCSE and vocational assessments are administered in accordance with awarding-body and JCQ requirements.

Where the school uses commercially produced standardised assessments, results are interpreted appropriately and are considered alongside curriculum-based assessment and professional judgement.

7. Collecting and using assessment information

Auckland College is aspirational in its expectations and uses assessment information to support a culture in which all pupils are encouraged and supported to make strong progress from their starting points.

Assessment information is used to:

- identify gaps in knowledge, skills and understanding;
- inform responsive teaching and future curriculum planning;
- identify pupils and groups requiring additional support, intervention or challenge;
- evaluate the impact of interventions and curriculum adaptations;
- track attainment and progress at agreed points;
- support transition between classes, phases and schools;
- identify trends and priorities for subject, departmental and whole-school improvement;
- inform discussions with pupils and parents.

When pupils have additional needs, the school seeks to identify and address barriers to learning rather than automatically lowering expectations. Data collection is kept proportionate and information is only collected where it has a clear purpose.



8. Reporting to parents

Auckland College provides parents with regular information about their child's progress and attainment. Parents receive an Autumn and Spring report card and a fuller written report in the Summer Term. Parents also have the opportunity to discuss progress with teachers at Parents' Evenings during the year.

Reports provide meaningful information about achievement, progress, strengths and areas for development across the curriculum. Where appropriate, reports also include attendance, attitudes to learning and clear next steps.

The school ensures that parents receive at least the written information about their child's progress and attainment required under the Independent School Standards. Results from external examinations and assessments are communicated to parents as appropriate.

9. Inclusion, SEND and reasonable adjustments

The principles of this policy apply to all pupils, including pupils with special educational needs and/or disabilities. Assessment may be used diagnostically to contribute to the early and accurate identification of additional needs and to inform appropriate provision. Auckland College maintains high expectations for all pupils while recognising that progress may look different according to individual starting points, needs and barriers to learning. Assessment arrangements are adapted where appropriate so that they provide a fair and meaningful picture of pupils' knowledge, skills, understanding and progress.

Reasonable adjustments and access arrangements are provided where appropriate and in accordance with relevant statutory duties and, for external qualifications, the applicable awarding-body and JCQ requirements.

For pupils working significantly below age-related or qualification expectations, progress may be considered relative to individual starting points and appropriate personalised outcomes, alongside curriculum attainment.

10. Moderation and standardisation

Moderation and standardisation support the accuracy, reliability and consistency of assessment judgements. Teachers and subject leaders participate in appropriate internal moderation activities, including comparison of work and discussion of standards.

Where appropriate, the school also uses standardised materials, national exemplification, external moderation, awarding-body guidance and professional collaboration to support the validity of assessment judgements.

11. Training

Teachers are kept up to date with developments in assessment practice through induction, professional development, coaching, mentoring and moderation. Senior and subject leaders ensure that staff understand the school's assessment expectations and have appropriate support to apply them consistently.

Staff involved in statutory or external assessment receive the training and guidance necessary to fulfil the requirements applicable to their role.



12. Roles and responsibilities

12.1 Proprietor / Directors / Governing Body

- Maintain appropriate oversight of the school's assessment arrangements and their compliance with the Independent School Standards.
- Understand how the school evaluates pupils' attainment and progress and how leaders use this information to improve provision.
- Hold school leaders to account for educational standards and the progress of pupils.
- Ensure leaders and staff have appropriate support and training in assessment.

12.2 Headteacher and Senior Leadership Team

- Ensure this policy is implemented consistently across the school.
- Ensure that pupils' work is assessed regularly and thoroughly and that assessment informs teaching and planning.
- Monitor attainment and progress, including for individual pupils and relevant groups.
- Identify and prioritise actions to address underachievement and curriculum gaps.
- Ensure appropriate moderation, standardisation and staff training arrangements are in place.
- Report appropriately to the Proprietor, Directors and/or Governing Body on standards, trends and improvement priorities.

12.3 Subject Leaders

- Ensure assessment is appropriately aligned with the curriculum in their subject or phase.
- Support teachers in applying assessment criteria consistently.
- Review assessment information and pupils' work to identify strengths, gaps and priorities.
- Lead or contribute to moderation and standardisation where appropriate.

12.4 Teachers

- Follow the assessment procedures set out in this policy and departmental guidance.
- Assess pupils' work regularly and use assessment information to inform teaching.
- Maintain appropriate records of attainment and progress.
- Provide pupils with useful feedback and communicate meaningful information to parents.
- Make appropriate reasonable adjustments and follow agreed access arrangements.
- Participate in moderation, standardisation and relevant professional development.

13. Monitoring and quality assurance

This policy is reviewed annually by the Senior Leadership Team and is shared with the school's governance structure for approval or oversight as appropriate.

The Headteacher and Senior Leadership Team monitor the effectiveness of assessment practice through a proportionate programme of quality assurance. This may include:

- moderation and standardisation;
- lesson observations and learning walks;
- book or work scrutiny;
- review of assessment information and pupil progress meetings;
- subject and curriculum reviews;
- pupil discussions and review of feedback;
- evaluation of outcomes from external assessments and qualifications.

Quality assurance focuses on the effectiveness of assessment in supporting curriculum implementation, teaching and pupil progress rather than on data collection for its own sake.



14. Links with other policies

This policy should be read alongside relevant school policies and procedures, including:

- Curriculum Policy;
- Teaching and Learning Policy;
- SEND Policy;
- EYFS Policy and procedures;
- Feedback/Marking guidance;
- Equality Policy and Accessibility Plan;
- Examinations policies and procedures, including relevant contingency and access-arrangement documentation;
- Data Protection Policy and associated information-handling procedures.