

The Leigh UTC Assessment Policy

[User-friendly handout version available here](#)

1. [Overview](#)
 - 1.1. [Defining Assessment](#)
 - 1.2. [Our Rationale](#)
 - 1.3. [Formative & Summative Assessments](#)
 - 1.4. [Classroom Practice](#)
 - 1.5. [Summative Assessment Responsibilities](#)
2. [Data Collection](#)
 - 2.1. [The Importance of Recording Accurate, Robust Data](#)
 - 2.2. [Quality Assurance](#)
3. [Data Analysis](#)
 - 3.1. [Process](#)
 - 3.2. [QLAs & PLCs](#)
 - 3.3. [Subject Data Reviews](#)
4. [Feedback](#)
 - 4.1. [In-class Strategies](#)
 - 4.2. [Whole Class Feedback](#)
 - 4.3. [Actionable Feedback](#)
5. [MYP](#)
 - 5.1. [Philosophy](#)
 - 5.2. [MYP Assessment Criteria](#)
 - 5.3. [Converting MYP Achievement Levels into an MYP Grade](#)
 - 5.4. [IB/Trust Assessment Expectations](#)
6. [Reporting Student Progress & Attitude to Learning](#)
 - 6.1. [Overview](#)
 - 6.2. [Reporting KS3 – MYP](#)
 - 6.3. [Reporting KS4 – GCSE](#)
 - 6.4. [Reporting KS5](#)
 - 6.4.1. [A-Levels](#)
 - 6.4.2. [T-Levels](#)
7. [Inclusion](#)
8. [Academic Integrity](#)

1 Overview

1.1 Defining Assessment

"The overall purpose of assessment is to improve standards, not merely to measure them".
(Ofsted)

Assessment is the "Process of gathering data to better understand the strengths and weaknesses of student learning." (Harris and Hodges, 1995)

1.2 Our Rationale

Assessment is the varied range of activities through which we come to know about the abilities and achievements of our students and the extent of the knowledge, skills and understanding that they have developed. It is the vehicle by which we can advise students of their progress, their targets and how to close the gap that might exist between their target and level of attainment. It is an integral part of effective teaching and learning, and applies across all key stages taught within the Academy. This documentation, which sets out the rationale for assessment and feedback practices, has been based on statutory responsibilities placed on academies, current practice and evidence from research. We recognise the importance of monitoring progress over time and the need to make links between the progress made by students in lessons and academic outcomes.

Assessment serves three fundamental purposes:

1. To support students to improve their learning outcomes.
2. To support teachers to adopt a more personalised approach to the needs of their students.
3. To provide relevant and accurate information about progress and attainment for students, parents/carers, and teachers.

At The Leigh UTC, assessment falls into three distinct, separate areas:

1. Data tracking practices - planning for assessment, utilising the rich dataset we produce, and intervening where required.
2. Assessment for Learning - practices and techniques for formative assessment and intervention strategies.
3. Feedback and reflection - quality feedback both in our lessons and in response to summative assessment.

1.3 Formative & Summative Assessment

Formative assessment encompasses an array of ongoing, informal, and formal strategies employed by educators to monitor student learning and make timely instructional adjustments. This adaptive approach encourages continuous improvement and supports students in achieving their academic potential. Examples include:

- Employing targeted questioning techniques during lessons.
- Conducting observational assessments to evaluate engagement and understanding.
- Utilizing class activities, discussions, and collaborative tasks.
- Providing detailed, constructive feedback and forward-looking guidance.
- Reviewing and analysing homework assignments for trends and insights.

Summative assessment provides a comprehensive evaluation of student learning outcomes at the conclusion of a specific instructional period, such as a unit, module, or term. These assessments serve as benchmarks for measuring academic achievement and inform decisions about future instruction and support. Examples include:

- Administering final unit tests designed to assess cumulative knowledge.
- Conducting mock or practice examinations to prepare students for high-stakes testing.
- Assigning capstone projects or extended essays that synthesize learning.

By combining formative and summative assessments, educators create a balanced and effective evaluation framework.

1.4 Classroom Practice

To maximize the effectiveness of assessment in driving student achievement, the following classroom practices are consistently implemented:

Active Student Engagement

- Integrate low-stakes testing, such as quizzes and recall activities, at the start of each lesson.
- Clearly articulate learning objectives and expected outcomes to students.
- Provide explicit and transparent assessment criteria, enabling students to understand their performance metrics.

Excellence in Modelling

- Present exemplary work samples to illustrate high standards and desired outcomes.
- Scaffold skill development by breaking down complex tasks into manageable components.

- Facilitate discussions about exemplary work to highlight effective strategies and areas for improvement.

Effective Feedback

- Deliver actionable and targeted feedback that emphasizes strengths and identifies specific areas for growth.
- Schedule formal assessments at regular intervals, ensuring students have opportunities to act on feedback.
- Encourage iterative learning by allowing students to revise and improve their work based on feedback.

Fostering Ownership

- Promote self-assessment and peer evaluation as tools for reflection and growth.
- Encourage students to take an active role in setting personal goals and identifying strategies to achieve them.
- Cultivate a growth mindset by normalizing challenges and emphasizing effort as a pathway to success.

1.5 Summative Assessment Responsibilities

The Academy operates a modular assessment policy, wherein *every student* is assessed in *every subject* during *every module*. Assessments must be criterion-referenced and related to attainment targets and the range of Leigh Academies Trust (LAT) KS3, GCSE and AS/A Level (or equivalent) grade criteria, and take account of current legislation and guidance issued by the Department for Education, Ofqual, Examining Bodies and other relevant parties.

- It is the responsibility of the subject leader to ensure that appropriate assessments are in place, that marking is fair and accurate, and that a range of both formative and summative assessments are in place. Time has been built into the Academy CPD calendar for the moderation of assessments.
- It is the responsibility of the class teacher to ensure assessments are completed and marked. Teachers must keep records of student progress and attainment and enter data into the Academy database (as indicated on the Academy Reporting Cycle).
- It is the responsibility of the subject leader to ensure that accurate data is entered into the Academy database by teachers in their subject areas.

The Academy will create formal summative assessment opportunities, such as internal examinations, at appropriate times throughout the academic year. Other summative assessments will be identified in each subject's schemes of work.

Attainment data will be used as the basis for monitoring student progress, which informs student progress trackers, management reports, and reports shared with parents/carers and students.