St Gabriel's Assessment Agreement 2026-2027

Aims and Principles

This agreement aims to:

- Provide clear guidelines on our approaches to assessment and examinations.
- Establish a consistent and coherent approach to recording assessment and examination outcomes and reporting to parents/carers.
- Clearly set out how and when assessment practice will be monitored and evaluated.

Assessment is always carried out for a purpose with the intrinsic aim of supporting student progress. Assessment that is both valid and reliable is invaluable in offering rigorous, systematic information to teachers to inform their future planning.

Developing assessment has been and continues to be a priority at St Gabriel's. Our assessment is inextricably linked to our curriculum plans and schemes of learning, and is constantly evolving as we undertake research to improve our understanding and practice.

Through the Trust's SPLN meetings, our Curriculum Leaders work with their counterparts across the other secondary schools to challenge and develop our understanding of assessment.

Evidence from research into effective assessment shows that consistent high-quality marking and constructive feedback from teachers can ensure that students make rapid gains. This agreement draws upon research from the Education Endowment Foundation 'Teacher feedback to improve pupil learning' (11th June 2021) and 'Embedded Formative Assessment' by Dylan Wiliam (Second Edition, 2018).

We use three broad overarching forms of assessment:

- Assessment for learning.
- Assessment as learning.
- Assessment of learning.

Assessment for Learning (AfL)

This is formative assessment. AfL happens during or within periods of learning, rather than at the end of a series of lessons. Formative assessment forms an important part of our whole school Feedback Agreement.

Teachers use AfL methods as investigative tools to assess the extent to which students have achieved learning outcomes in lessons; to find out what students know and can do, and what misconceptions or gaps may exist. Teachers should apply quality first teaching strategies included in the St Gabriel's lesson structure, such as the initial do now tasks, inclusive progress checks and end of lesson plenaries, to support them. In addition to this, we understand that questioning is a powerful tool teachers use to assess learning, stretch students' thinking, check for understanding and to build confidence. Teachers use the outcomes or 'results' of these assessment methods to inform their future planning and ensure their students make progress.

Assessment as Learning (AaL)

This form of assessment takes place continually throughout classwork and homework. Through this process, students can develop their knowledge and understanding of how they learn. This form of assessment is linked to metacognition, as students gain knowledge and awareness of their own thought processes; how they learn best.

Students reflect on their learning through forms of self and peer assessment, through 'Green Pen Time' when they receive teacher feedback (see our Feedback Agreement for more information) and through metacognitive activities following receipt of their school reports as part of our Personal Development programme. Through these methods, students can understand what they are doing well, what mistakes / misconceptions they are making and how to improve upon these. They can plan what comes next in their learning and what actions they will take to make progress. Assessment as learning helps students to take more responsibility for their own learning and monitor their future direction.

Assessment of Learning (AoL)

The is summative assessment and takes place at the end of a unit / topic and during whole-school examination periods.

End of unit/topic assessments:

End of unit/topic assessments should allow teachers to make valid and meaningful judgements about the range and security of students declarative and procedural knowledge. It should enable them to identify gaps and misconceptions for groups or individual students so that these can be addressed quickly and effectively.

Teachers assess what students know and can do to provide evidence of attainment and progress to students, families, other colleagues and outside agencies as applicable. Results are reported and often contribute to decisions that are made about students' education (e.g. class changes, intervention, college courses).

End of unit/topic assessments are to be set by the Curriculum Leader and be indicated clearly on curriculum plans. Students should be given an agreed number of lessons and home learning opportunities to spend on structured preparation and revision. Students should be provided with revision lists including topics, success criteria and information sources.

These assessments are completed in examination conditions and should last no longer than 45 minutes so that students who require extra time can take this within the lesson. All students must complete the assessment in the classroom unless they have 'quiet space' noted as an access arrangement on the SEND dashboard. Arrangements should be at least one week in advance with the Curriculum Support department regarding access arrangements.

Once the assessments have been marked and moderated, students have a feedback lesson. Students are identified for additional support and re-sits (same assessment) by their teacher, who then facilitates this. Data must be recorded in teachers' own mark books / spreadsheets. Teacher marking of the end of unit/topic assessments forms part of our Feedback Agreement.

Teachers must identify key areas of declarative and procedural knowledge which need to be readdressed in future lessons in order to challenge students' misconceptions and close gaps in knowledge. Curriculum Leaders must ask their teams for feedback on the outcomes of end of unit/topic assessments during departmental meetings in order to achieve an understanding of common areas of strength and difficulty across the department, and offer support as required.

Internal Examinations:

Internal examinations focus on whether students are secure in the most important declarative and procedural knowledge. We adhere to the following procedure:

1. Examination Preparation
2. Examination Period

3. Marking, Moderation and Standardisation
4. Progress and Intervention
5. Data entry in Arbor
6. Data quality assurance and analysis
7. Reports to parents/carers at the end of the Term.
Parents' evening

1. Examination Preparation

Examinations must assess what has been learned over time (e.g. over the year to date / the duration of the course to date). All examination papers are quality assured by SLT line managers three weeks before they are printed. All subject teachers must understand the purpose of the examination. The department are to agree the number of lessons and home learning opportunities to be spent on examination preparation. Students must be provided with revision lists, revision materials and success criteria in advance. Access arrangements must be agreed with the Curriculum Support department at least one week in advance (e.g. a student requires a 'quiet space', laptop, reader or scribe).

2. Examination Period

One to two weeks will be allocated for all examinations. KS3 will sit their Spring examinations in their classrooms apart from the Year 9 Spring Assessments where they will sit Maths, Science, English and RE in the Hall. KS4 will sit their examinations in the hall. Staff and Exam Invigilator will supervise examinations in the hall for Year 10. Examination invigilators will supervise Year 11 during their mock GCSE examinations.

Examinations must be done in examination conditions to ensure students understand these expectations ahead of their public GCSE examinations, indicate exactly what a student can do independently and to evaluate what has and has not been learnt. They should be carried out during the calendared assessment week(s) for each year group.

3. Moderation and standardisation:

All examinations must be marked in full by the teacher. Teacher marking of the examinations forms a part of our Feedback Agreement. All teachers must attend moderation and standardisation department meetings as this ensures that examination marking is accurate, robust and that the appropriate key skills are identified for continued student progression. There are proformas to complete which are saved in the CLT assessment folder on the Share Point shared area. These proformas support departmental dialogue about teaching, learning and assessment. CLT will provide individual support to teachers who, after moderation, still need help in marking examinations to the department's agreed standard. It is considered best practice to moderate selected examination papers and practical components with other secondary schools within our Trust and beyond.

4. Progress and Intervention

Examination Feedback Lessons: All teachers spend at least one lesson going through the examination paper with students whilst students make knowledge corrections / notes / spelling corrections in green pen on their scripts. Examination scripts and results must only be given out once the Deputy Headteacher (Quality of Education) has informed you that you may do so. Once this date has been released, as a curriculum team you must all agree to a date and lesson to tell the students their scores and provide feedback.

The purpose of the feedback lessons is to enable students and subject teachers to hold a learning conversation about the progress they are making in the subject and what they need to do to improve. Students should be able to diagnose their strengths and areas for development. Feedback should empower students to take ownership for improving their work. They should be equipped to address the gaps in their knowledge and/or skills. Teachers may need to re-teach knowledge or plan development of skills in future lessons.

Individual interventions may include additional sessions for students at break time, lunch time or after school (if after school, this must be communicated to parents/carers at least 24 hours in advance). This may involve the re-teaching of particular knowledge and/or skills, or re-sitting part or all of the examination paper.

Students will be allowed to keep their examinations scripts once all re-sits have been completed and must not be allowed to take them away from the classroom/teacher prior to this. **The only exception to this is the Year 11 Mock Examination 2 scripts, which must not have green pen comments on and should not be taken home. Scripts must be given to Mr Johnston to store securely in the unlikely event that they need to be used for Teacher Assessed Grades (TAGS).**

5. Data Entry:

Prior Attainment and Target Grades: All students have Key Stage 2 performance data (SATS). We use a programme called FFT Aspire to help us set appropriate benchmark target grades.

After moderation of examinations has taken place, teachers must accurately enter for KS3 non-rotation subjects the following data on to Arbor: Examination %, progress grade and Attitude to Learning (AtL) grade (i.e. Independent / Engaged / Coasting / Concern).

After moderation of examinations has taken place, teachers must accurately enter for KS4 the following data on to Arbor: Examination %, examination grade (using quality assured grade boundaries in line with whole school guidance), fine-GCSE estimated grade and Attitude to Learning (AtL) grade (i.e. Independent / Engaged / Coasting / Concern).

Examination scores: It is important that teachers always report examination scores as a percentage. Where students have re-sat the examination, the outcome must be communicated by the teacher to the student and their parents/carers, but it does not change the percentage grade entered on Arbor.

Progress grades: Progress grades of above, expected or below are holistic. This must be based on student ability data, end of unit/topic assessment results, examination results, work in exercise books and performance in lessons.

KS4: For all KS4 examinations, a corresponding GCSE grade will be entered. Grade boundaries reflect the highest previous examination series and take consideration of patterns in the fluctuations in scores for each grade.

All grades are reported using a fine grading system to ensure greater precision and clarity:
Grade + (Plus):Strong and secure performance at that grade, close to achieving the grade above.
Grade = (On):Securely on the grade, meeting grade expectations with consistency.
Grade – (Minus):Insecure at the grade, performing just within the threshold and at risk of dropping to the grade below without further consolidation.

Attitude to learning grades: We also enter an Attitude to Learning grade using a best-fit approach based on our St Gabriel's criteria (see appendix). Teachers consider this carefully, using the full range of grades to help us identify those who are not working at the expected standard.

6. Data quality assurance and analysis

1. Curriculum Leaders must quality assure the data entered by members of their teams in Arbor.

2. The Head of Year will then quality assure the data with a particular focus on disadvantaged students, students with SEND and other students known to be vulnerable.
3. The data will then be uploaded into SMID once it has been quality assured by the Deputy Headteacher (Quality of Education).
4. Curriculum Leaders then complete their data analysis, save the documents on the shared area and discuss intervention strategies with their SLT Link, Assistant Headteacher (Progress and Intervention) and the Head of Year.
5. The Deputy Headteacher (Progress and Intervention) and Assistant Headteacher (Progress and Intervention) will monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
6. The Local Governing Body will be informed of student outcomes via the Headteacher's Report.

7 and 8. Reporting and Parents' Evening:

We will report **three** times to parents/carers over the course of the academic year at the end each term. The Key Stage will determine the nature of the data on the report in line with our data entry requirements.

Following the completion of internal examinations, reports will be sent home via the Arbor App**.** Students will have the opportunity to discuss their report with their Form Teachers, and develop strategies and targets to improve their progress as part of our Personal Development programme. There will be a particular focus on Attitude to Learning grades. We complete this metacognitive activity as we firmly believe that the more consistent effort students put into their studies, the greater the reward in the end.

Parents' evenings take place in our school hall. Staff discuss students' assessment and examination outcomes, progress and attitude to learning. Parents/carers will make appointments with teachers using School Cloud. Information on how to use the School Cloud will be sent to teachers and parents and carers via an e-mail. Families can gather more information about their child's progress and ask questions about the report results. This is also an opportunity to set goals for future learning and/or revision.

Non-Examined Assessment:

Curriculum Leaders are responsible for knowing, sharing and training the members of their teams on NEA requirements and guidance in line with Examination Board requirements, and ensuring that the appropriate conditions are met.

All members of staff are responsible for ensuring that any Non-Examined Assessments (NEAs) components are planned, delivered, assessed and marked in line with the Examination Board requirements and our school's NEA policy. The class teacher should tightly manage students' completion of such components with guidance from the Curriculum Leader. The class teacher is responsible for putting into place intervention strategies for missing/under target NEA and Curriculum Leaders should monitor this process.

KS3 Rotation Subjects

Teachers will assess students work in different ways as part of the rotation subjects. Some subjects will be assessed at the end of the rotation through an end of unit test and some will be marked holistically based on the demonstration of a range of subject specific skills within their project work. Students will receive a progress grade and an attitude to learning grade. This will be quality assured in the same process detailed above.

Staff CPD

The continual professional development of teachers is vital to ensure that all staff continually review and develop their practice. Staff will be encouraged to continually develop their subject knowledge and plan valid, reliable and meaningful assessment opportunities.

Staff need to keep abreast of the latest Government and examination board requirements and ensure they are providing the best learning and progression opportunities for all students.

Staff will be encouraged to spend department time discussing assessments and examinations, attend examination board moderation training and implement information from examiners' reports.

The National College provides Online CPD courses on assessment, which are promoted in CLT meetings and weekly Quality of Education emails.

GL Assessments 2026-2027:

GL Assessments are used to track progress in English, Reading, Maths and Science. They compare pupils against national benchmarks and pinpoint learning gaps. We use this data to inform our internal interventions.