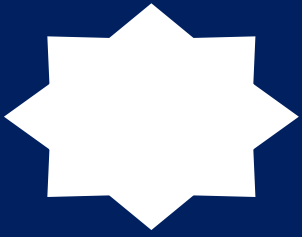




MARATHON SCIENCE SCHOOL



Assessment Policy

Written on: August 2023

Reviewed: September 2025

Next review : September 2026

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AIMS

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected or better than expected progress.

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

PURPOSE OF ASSESSMENT

For pupils assessment is used:

- to provide information and feedback on their progress
- to increase pupil awareness of their strengths and weaknesses
- to allow pupils to reflect upon and review their progress and that of other (self/peer assessment)
- to record formal and informal achievements
- to become actively involved in the learning process
- to motivate pupils to achieve their potential
- to develop self-esteem through regular recording of their achievements

SUMMATIVE ASSESSMENTS

Baseline Testing:

Every pupil completes CATs 4 test to establish pupils' abilities on entry to the school, so that subsequent progress can be measured.

Also, every subject carries out a subject specific test to identify strength and weaknesses so appropriate level of work can be set.

End-of-Year Teacher Assessments:

CATs 4 tests are done by all pupils to monitor and track progress.

Teacher assessments are made for pupils in all year groups, in all subjects to provide information to parents and to the next year's teaching team. To monitor and track progress.

End-of--term Teacher Assessments:

Teacher assessments are made periodically throughout the year for all pupils, in all year groups, in all subjects to monitor and track progress during the year.

In class tests:

In class tests are created by an individual teacher and used in day-to-day lessons such as the end of a unit of work to improve pupils' skills and establish what they have remembered or learnt so far.

Recording assessments :

Formal assessment results are collected by the management.

- a. CATs 4 annual tests
- b. End of Term tests (December)
- c. End of year tests (June)
- d. Year 11 mock exam results

There are also many informal assessments which take place alongside the formal. These may be recorded in teachers' planners. It is important that teachers' records are clear and concise. They should not be too detailed but be kept accurately for ease of monitoring pupil progress.

INCLUSION

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

MONITORING

Head of Academics, Mr Ozer, with the Headteacher will be responsible for monitoring, evaluating and reviewing the effectiveness of assessment practices within the subject areas. This is achieved in a variety of ways including, scrutinising work, lesson observations, pupil voice and analysis of data. Assessment practices will be discussed regularly at staff meetings to ensure they are effective and accurate.