



URSULINE HIGH SCHOOL

Wimbledon

Assessment Policy

October 2025

HEADTEACHER Mr Eoin Kelly

URSULINE HIGH SCHOOL CRESCENT ROAD WIMBLEDON LONDON SW20 8HA

E-MAIL: enquiries@ursulinehigh.merton.sch.uk
WEBSITE: www.ursulinehigh.merton.sch.uk

“Do something, get moving. Be confident, risk new things, stick with it and then be ready for big surprises!” **St Angela**

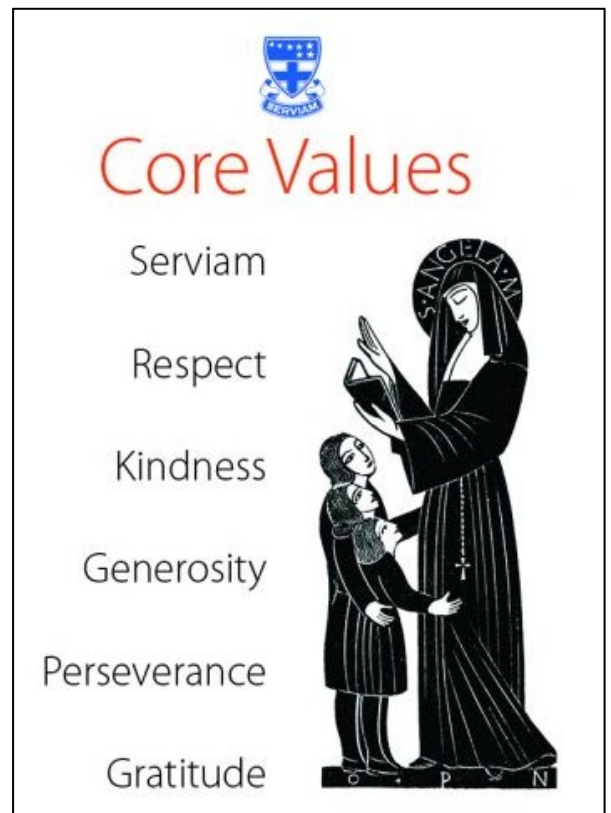
Our Mission

Inspired by the life and work of Saint Angela Merici, our Ursuline school commits itself to education for tomorrow's world within the dynamic tradition of Catholic belief and practice.

As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual.

Aims

- ∞ Set standards of excellence in teaching and learning and to provide a broad, balanced and relevant curriculum.
- ∞ Develop personal qualities of understanding of self and others, self-discipline and motivation, responsibility, maturity, creative freedom and integrity.
- ∞ Foster an attitude of respect for all regardless of age, race, colour, creed or gender.
- ∞ Build peace, promote justice, social concern and, through the celebration of difference, the equality of all people.
- ∞ Widen horizons, encourage a sense of commitment and service to the wider world, and to enable each one to go on learning and changing all through life.



By the time they leave the Ursuline, our students live out the values of St Angela by:

Being willing in the spirit of Serviam to develop their gifts and talents for the good of others and those most in need.



Being able to recognise the uniqueness of individuals by showing respect and love for all while building a community based on the common good.



Being kind, compassionate, strong and confident women of faith with high aspirations for themselves and others.



Being able to adapt to the sign of the times whilst understanding what really matters in life.



Being able to understand their role in the stewardship of the environment.

At the heart of everything in this policy is student voice.

Students tell us what works, what doesn't, what's important to them and what they need to grow into confident, successful women and we listen.

This policy is informed by that voice.

This policy links closely with the Curriculum Policy, which details how subject curricula may be sequenced, implemented and evaluated. It also links with the T&L Policy which has clear guidance on Homework and Marking Expectations.

The AI Policy should also be considered alongside this with latest updates from DFE and OFQUAL.

Assessment

Across the whole range of subjects, and at all ages, the curriculum needs to motivate, engage and excite students so that they can fulfil their own aspirations. Assessment needs to empower students to fulfil these aspirations and enable teachers to reflect on their learning and the curriculum such that their planning and teaching enables students to make sustained progress through each Key Stage in an engaging, aspirational and motivating manner.

Our assessment policy

This policy has been designed to support student progress towards the end points of the curriculum at each key stage, equipping students with the knowledge, understanding and skills necessary to fulfil the Ursuline High School's Student Leaver Profile and prepare students for each stage of learning from Key Stage 3 through to Higher Education and Employment.

The purpose is to ensure that assessment is an effective and integral part of the teaching and learning process by informing future teacher planning.

It is envisioned that the assessment, marking and reporting model detailed below enables us to celebrate all achievements across a broad and balanced curriculum.

The policy is designed to support staff workload so that teachers can concentrate on delivering high quality lessons in line with school pedagogy of Checking and Challenge, allowing staff and students alike to focus on the pursuit of outstanding learning.

The policy insists that the use of targets in marking is impactful and that unnecessary commentary which does not aid student progress is avoided. Target setting aids curriculum planning, taking account of the previous assessment judgements made concerning individual student performance without capping or limiting potential. The EEF states that the "use of targets to make marking as specific and actionable as possible is most likely improve student progress" and that "some forms of marking including acknowledgment marking are unlikely to increase pupil progress." (EEF; A Review of Evidence on Written Marking).

The policy also ensures that we develop practice in assessment which meets the demands of the National Curriculum, Statutory Regulations and Exam Board Requirements, but which is also manageable and effective. The policy also recognises that the National Curriculum does not encompass all learning: there is a wider curriculum that encompasses the entire experience of the student at Ursuline High School.

The policy also ensures that student targets are aspirational and that we increase motivation through praise and ensuring that the students understand what they need to do to improve.

The policy has been designed through the support of teacher feedback, surveys, T&L working group, teacher workload advisory group, staff wellbeing committee, student focus groups and research informed learning to ensure best practice. This has ensured an explicit making and assessment policy that staff support having been built on the basis of reducing workload yet maximising impact for staff wellbeing.

Key Principles for staff to know

- ⌘ Staff mark two pieces of work per half term with diagnostic feedback to enable student progress. One of these will be the piece of work for MIS entry where appropriate.
- ⌘ Subjects that have one period a week need only mark once per half term.
- ⌘ Core PE and KS4 PE award Effort Grades only.
- ⌘ Schemes of Learning (SOLs) have been designed by middle leaders to provide a variety of resources for AfL and retrieval practice, reducing staff planning.
- ⌘ Retrieval practice is a core pillar of our teaching pedagogy and this is integrated into the SOLs, reducing planning.
- ⌘ The PiXL model in Year 9 and 10 of DTT has been altered so that the initial diagnostic assessment of student progress and gaps can be assessed by any effective means.
- ⌘ Data entry into our MIS (Arbor) has been reduced significantly, while still empowering effective Raising Standards systems and processes over the year.
- ⌘ Staff are supported with flexible marking deadlines where appropriate.
- ⌘ Moderating across our partnership schools empowers staff to know and apply the appropriate standards. This also includes relevant CPD.
- ⌘ Each half termly assessment is quality assured by the SLT Line Manager for that department.

The Purpose of Assessment

OCR Assessment Review: 'The assessment process ought to help the student, supported by their parents and teachers, to understand what they know, understand and can do and where they need to put in the effort to increase their knowledge, understanding or skills to master their subject.' [717919-striking-the-balance.pdf](#)

The purpose of assessment is twofold:

1. Assessments are used primarily by staff to determine misconceptions, gaps in learning and skills and then support the teacher in their planning to close those gaps immediately.
2. To show that our curriculum is working. Assessments are not the end point of our curriculum, rather a means to show how well our curriculum has been designed and delivered.

Assessment, both formative and summative, has a clear role in the learning process in ensuring that all students are acquiring the appropriate level of understanding and support.

We also use a third type of assessment: Diagnostic testing, this could be as a baseline test to gauge where the students are and where could they be. This is also used as part of the PiXL DTT cycle to ensure students make rapid and sustained progress.

AfL is especially important and uses a variety of different assessments to gauge progress and understanding. Students receive detailed feedback twice a half term that enables them to make progress. Staff use these assessments to tailor their teaching to ensure they meet the needs of every student.

There is an increased emphasis on developing long term memory and the retention of knowledge through consolidation and interleaving. The SOLs have been redesigned to provide more consolidation activities and the individual Units reassessed to determine the best sequence of interleaving work. We use the work of Dr John Sweller, Clark et al, Baddeley & Ericsson and Kintch alongside Willingham to educate our staff on working memory, building schema and retrieval practice to ensure that our students know more to learn more. Our assessment policy ties in with the Checking and Challenge Pedagogy at Ursuline High School to ensure that our students make rapid and sustained progress over each Key Stage.

Two summative assessments in the calendar provide opportunity to revisit work and build on long term memory. SOLs also contain frequent opportunities for retrieval practice and formative assessment.

PiXL Knowledge – Diagnosis, Therapy and Testing (DTT)

DTT is an example of Formative assessment used at UHS

The purpose of this model is to identify gaps in the student learning and close those gaps before the assessment is carried out. This happens in Year 9 and 10 and is part of our Checking and Challenge pedagogy: checking the learning to identify gaps so students can build more complex schema. This increases capacity of working memory and enables students to learn, synthesise and apply more.

i. Diagnosis.

Identify gaps in student learning. The format of this is not prescribed but should be sufficient to highlight gaps in learning. This can be peer or self-assessed.

ii. Therapy.

Closing the gaps through targeted planning and challenging students to go further in their understanding and application.

iii. Testing.

a. This should not be the same assessment that was used in the diagnosis.

During the cycle, the teacher is only expected to mark the final phase of the process.

Feedback

The only feedback staff are directed to is 2 written pieces of feedback every half term that enables the student to make progress. Outside of this, the policy does not dictate frequency and type of feedback for the students.

Providing feedback is a well-evidenced and has a high impact on learning outcomes, providing 6 months of extra progress for the student.

Staff are encouraged to use a variety of feedback methods: verbal, written, peer, self-assessed. Studies of verbal feedback shows a higher rate of progress for students (+7 months) and staff are encouraged to give feedback in the moment and also when things are correct. Research shows this feedback to be highly impactful ([Feedback | EEF](#)).

Target Setting in Key Stage 3

At Key Stage 3 the attainment grades indicate progress within a standard. The teacher should know the students' Standard Target and the level and which the student is currently working at.

The standards at KS3 are:

- ⌘ Bronze: Below ARE. Staff are expected to support students in reaching Silver by the end of KS3 so they can access the Ks4 Curriculum.
- ⌘ Silver: Students working at ARE
- ⌘ Gold: Students working above ARE
- ⌘ Platinum: Students are working Significantly above ARE.

Targets are set based on KS2 and internal data and are always aspirational.

Target Setting in Key Stage 4

Targets in KS4 are set using FFT and adjusted to be aspirational and empower our students to make significant progress over the Key Stage.

Fine grading of Developing (D), Secure (S) and Proficient (P) are used at KS3 and KS4.

Target Setting in the Sixth Form

Aspirational targets are set in the Sixth Form using GCSE Average Point Score and Oxford Analytics. For students on Level 2 courses, a grade 4 target is set for the year. Targets are not fine-graded in the Sixth Form.

NEAs, Oral Assessments and Practical Controlled Assessments

Practical Controlled Assessments and oral assessments will be organised by departments in response to Awarding Body regulations and Guidelines. There should be opportunities for students to assess their own and each other's work and give feedback as appropriate.

Monitoring

- ✧ It is the responsibility of the class teacher to set work at the required time and ensure the work is completed by students on the set date. Where problems persist with particular students reference should be made to the Head of Faculty and/or Year Head in accordance with the school disciplinary policy.
- ✧ Teachers and moderators are responsible for enacting the guidance procedures for NEA, oral examinations and Unit coursework in BTEC/T Level as instructed by the Awarding body.
- ✧ Controlled Assessment grades are not to be communicated to students but students will be informed of raw scores but not a grading standard for completed work. This applies to all NEAs unless otherwise prohibited by the awarding body. Interventions can take place where appropriate and in accordance with the examination body and QCA regulations. Students can be made aware of the marks submitted to the Exam board for final verification once completed as set out in Non Examination Policy 2020/21 and following the latest JCQ regulations published yearly.
- ✧ Please refer to the AI and Malpractice Policies for further information.
- ✧ In the Sixth Form, when there is a consortium arrangement with Wimbledon College, Heads of Department will follow the JCQ process to ensure the NEA meets the instructions they publish for the year of assessment.
- ✧ The management of NEA is important in ensuring that controlled assessment is planned and delivered in accordance to an agreed calendar. Regular checks are made and parents are informed on a termly basis if coursework deadlines are not being met.

Assessment outline

The assessment outline for the academic year is reviewed yearly in light of the school context. The Assessment Calendar is published in the Summer B term for the following academic year. Middle Leaders are encouraged and given opportunity to use this schedule in order to plan the assessment schedule for their subjects. This helps reduce staff workload and ensures that high standards of assessment are maintained.

Below is a typical schedule for students in Ks4

Term	Formative	Summative	Dialogue
<i>Autumn A</i>	1 Assessment on Arbor, 1 other Marked piece of work. PiXL DTT every half term.		Academic Review Day Raising Standards Every Half term Data on Arbor Summer Term presentation to Governors. Setting of targets using FFT
<i>Autumn B</i>	Oracy Assessment on Arbor		
<i>Spring A</i>	One marked piece of work	Summative Assessment	Full data analysis Autumn Term Presentation to Governors
<i>Spring B</i>	1 Assessment on Arbor, 1 other marked piece of work		Academic Review Day
<i>Summer A</i>	1 Assessment on Arbor, 1 other marked piece of work		Spring Term presentation to Governors.
<i>Summer B</i>		Summative Assessment	Full target Report Gaps identified from end of year exam and closed with Raising Standards strategy before Year 11 starts

Reporting and communicating process.

Students have clear targets and each department has clear standards criteria at each level.

Students know that their targets are the least that they should achieve and are encouraged to aim higher. For Example, a student with a Gold target would be expected to aim for Platinum.

Assessments are used to gauge progress against the target.

Where there are gaps and the student does not meet the target, the gaps are identified and closed.

Grades are collected and reported on Arbor at set points in the assessment calendar that is updated yearly based on staff, student and school context for that academic year.

Effort grades of Outstanding, Good, Requires Improvement or Poor will also be entered on Arbor.

Written and oral comments should inform the student as to the standard of their work in relation to specified objectives and what they need to do in order to improve. All years will receive a full target report yearly with details of examination results.

Interim reports will be available online throughout the year. Academic review days will be used to discuss the progress, attainment and effort results indicated on these reports

Sixth Form Reporting:

A Level grades will be reported as A*-E. They use fine grading from 1-3: 1 being 'Upper and close to a higher grade, 2 'Secure' and 3 'Lower' closer to a lower grade. The only exception to this is in Year 12 Autumn A for A Levels taught at the Ursuline where a comment will be used instead of a grade to report whether students have produced High Standard of Work, Good Standard of Work or if the Work is not yet at expected standard.

T Level grading uses grades A*-E in Year 12 which then changes to Distinction*, Distinction, Merit, Pass in Year 13. They are also refined with 1 Upper, 2 Secure and 3 Lower.

BTECs and OCR National grades are recorded using Distinction*, Distinction, Merit, Pass. Once again fine graded into 1 Upper, 2 Secure and 3 Lower.

Use of Assessment Data in Year 12

A Level

Any student studying an A Level subject will sit end-of-year examinations in the Summer Term of Year 12. These will cover the full course content studied to date. Access Arrangements will apply. Students who attain below D will get the opportunity to re-sit towards the end of Summer B. Students need to attain a grade D or above in order to continue studying an A Level subject in Year 13. Students have a re-sit window at the end of June as an additional opportunity to demonstrate they meet the criteria to continue with the course into Year 13. Students who fail to achieve a D grade in a course will have a meeting with the Deputy Headteacher responsible for the Sixth Form to discuss their options.

Vocational & Technical Qualification courses

Y13 will sit one Mock exam in the Autumn Term. Students will need to achieve a Pass grade in order to be entered. For BTEC and T Level courses, students who fail to get a Pass grade may be given a re-sit examination e. Failure to achieve a Pass grade on both occasions will result in a withdrawal from the course.

When external results are published in August, students enrolled on VTQ courses will need to attain at least a grade in order to continue into Year 13. If a student is awarded Ungraded (U), they cannot continue with the course into Year 13.

GCSE re-sit courses:

Students who re-sit GCSE English or GCSE Maths will need to continue attend their GCSE courses until they achieve a grade 4 or higher, as per Government policy.

Use of Assessment Data in Year 13

A Level courses:

Y13 students will have two Mock exam windows in Year 13, one in the Autumn Term and one in Spring Term.

Students awarded a U grade in the Spring Term Mocks will be withdrawn from that course.

The SLT member responsible for Standards in the 6th form will inform parents of the withdrawal.

VTQ courses

Y13 will sit one Mock exam in the Autumn Term. Students will need to achieve a Pass grade in order to be entered. For BTEC and T Level courses, students who fail to get a Pass grade may be given a re-sit examination e. Failure to achieve a Pass grade on both occasions will result in a withdrawal from the course.

Across all A Level and VTQ courses, students with attendance below 90% may not be entered for external examinations, unless the school is aware of a medical condition affecting their attendance.

Without such evidence, students will be requested to pay the cost of their entry fee for their examination.

Annual Written Reports.

At KS3, KS4 and in the Sixth Form, one annual written report is generated for each year group. These are carefully staggered across the Assessment calendar beginning in December and ending in July.

Academic review days are used to give verbal feedback and target setting direct to parents and students on two occasions within the year in addition to the calendared Parents' evening.

Once again reports are generated by the Assessment team to facilitate this process with minimal input necessary from staff.

The written reports written component only require teachers to enter two SMART targets for each student. Teachers are no longer required to enter a student comment. Pastoral comments on the reports are written by the form tutor are recorded once in the year (Years 7-11) and are the only written commentary in the full report cycle.

Responsibilities

SLT Raising standards

- § To agree and implement national changes in the Assessment requirements.
- § Map and alter in school systems to best meet the changes being implemented from DfE to make the most effective responses to changing requirements for the benefit of Students.
- § Lead on Staff development on the purpose and effectiveness of Outstanding AfL and ensure clarity of Intent, Implementation and Impact.
- § In respect of Reports and feedback from the Staff Wellbeing Committee and on the report from the Teacher Workload Advisory Group, 'Making Data work', the SLT with responsibility for Assessment to sit on the Staff Wellbeing Committee. The purpose of this will be to Implement the policy and ensure it is effective without creating unnecessary burdens on staff and were necessary respond to any concerns. The SLT will make representations and recommendations to the Group and SLT on the nature of the discussion and minuted points of action.
- § To analyse interim & full report grades across subjects.
- § To lead staff in understanding the principles and application of any changes in Assessment.
- § To monitor, identify and respond to changes trends in the nature of assessment.
- § Application of the PiXL principles of Diagnosis, Therapy, Testing in effective intervention of students
- § To provide feedback to key stage & subject leaders regarding trends, patterns or anomalies in assessment.
- § To monitor the levels of progress in core subjects and identify areas of concern in Foundation subjects.

- § To monitor the progress against targets using KS2 starting points in KS3 and KS4.
- § To ensure progress across key stages.
- § To maintain an informed overview of attainment and progress in all key stages against national, local benchmarks & school targets.
- § Ensure that planned interventions are effective in directing school resources appropriately.
- § Assistant Headteacher with responsibility for the curriculum to collate and monitor the impact of the new Key Stage 3 and changes to Assessments across and within departments.
- § Targets to be adjusted and amended using agreed translations during the period of uncertainty caused by disruption to public assessments across all key stages

It is the role of all teaching staff to follow and enact the Assessment policy.

It is the role of Middle Leaders to ensure staff are supported in following this policy.
