



Assessment (Senior School) Policy

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Description: This policy outlines the Senior School's approach to student assessment.

OUR SCHOOL AIMS

- ❖ *To be a safe and trusted foundation for our pupils to achieve their individual academic, social and creative potential.*
- ❖ *To cultivate the skills, knowledge, self-awareness and academic credentials our pupils will need to confidently meet the challenges of our rapidly changing world.*
- ❖ *To instil and nurture a strong sense of social responsibility, integrity and environmental awareness so our pupils positively contribute to a sustainable and just society.*
- ❖ *To guide each pupil in the discovery, delight and development of their individual gifts, talents and character.*
- ❖ *To create and sustain an inclusive and contemporary school culture, where diversity, difference and individuality are recognised and celebrated.*
- ❖ *To prioritise physical and emotional wellbeing across every facet of our school community.*

1.0 INTRODUCTION

Assessment is an important part of the educational process. Our Assessment Policy is designed to underpin Lingfield College's aim of cultivating the skills, knowledge, self-awareness and academic credentials our students will need to confidently meet the challenges of our rapidly changing world.

2.0 SUMMATIVE ASSESSMENT AND ATTAINMENT GRADES

- 2.1 Formal assessments are held three times per year for Years 7-10, usually 2 weeks before subject reports are due. In the autumn and spring terms, assessments are sat in class with non-assessment lessons continuing as normal. In the summer term, students are taken off-timetable for more formal exams. Assessment weeks are preceded by one or more weeks where most homework is revision-based. It is expected that teachers will also give students some opportunity to revise in class during the preceding week so that revision techniques can be observed and feedback given.
- 2.2 Year 11 have two mock exam periods: one during the second half of the autumn term and one during the second half of the spring term. Students are off timetable for the duration of both mock exam periods and are permitted to revise subjects of their choice during any lessons where they do not have an exam. All exams are sat formally in the Auditorium (apart from some students with specific access arrangements) and supervised by trained invigilators.



- 2.3 Year 12 have two mock exam periods: one during the first half of the spring term and one during the first half of the summer term. Students are off timetable for the duration of both mock exam periods and are permitted to revise subjects of their choice during any lessons where they do not have an exam. All exams are sat formally in the Auditorium (apart from some students with specific access arrangements) and supervised by trained invigilators.
- 2.4 Year 13 have one in-class assessment period and one formal mock exam period. In-class assessments are held during the second half of the autumn term. Formal mock exams are held during the second half of the spring term. Students are only off-timetable for the formal mock exam period in the spring and are permitted to revise subjects of their choice during any lessons where they do not have an exam. Spring term exams are sat formally in the Auditorium (apart from some students with specific access arrangements) and supervised by trained invigilators.
- 2.5 Attainment grades are awarded to all students in Years 7 – 10 once per term as part of the reporting process. Years 11 – 13 have two reporting periods. Years 11 and 13 are awarded grades in the autumn and spring terms only. Year 13 students are awarded grades in the spring and summer terms only.
- 2.6 For Years 7 – 11, grades 9 – 1 are used. From Year 7 until the spring report in Year 10, grades are indicative of a “most likely grade” at GCSE based on current attainment and any other data decided by the Head of Department. The grades given on reports following the Year 10 summer exams onwards shift from a “most likely grade” to a “currently working at” grade. They are based on the grade achieved in the respective exam combined with any completed controlled assessment or coursework (NEA), and any other data decided by the Head of Department.
- 2.7 When setting grade boundaries and assigning grades for Years 7 – 9 and the first two terms of Year 10, Heads of Departments should use one of the following approaches:
- Grade boundaries are set so that the grade distribution is broadly in line with the grade distribution achieved at GCSE for the subject over the previous 5-year period.
 - Grade boundaries are set so that the grade distribution is broadly in line with the grade distribution in the table below. This distribution is the approximate typical distribution achieved by Lingfield College students at GCSE.

Grade	Approximate typical percentage of grades awarded
9	15%
8	15%
7	20%
6	20%
5	15%
4	10 – 15%
1 – 3	0 – 5%



- Heads of Department should only assign grades below 4 at KS3 if they feel students are clearly not making the expected progress of a Lingfield College student at the given stage of their educational journey.

2.8 The grades given on reports in the Sixth Form are A* – E for A Level and D* – P for BTEC. The meaning of these grades for each reporting period are as follows:

- Year 12
 - Spring – based on spring mock exam grades plus any completed coursework.
 - Summer – based on summer mock exam grades plus any completed coursework.
- Year 13
 - Autumn – based on autumn in-class assessments, estimated scores for any completed coursework, and the Year 12 summer mock exams or any resit results.
 - Spring – based on spring mock exams and estimated scores for any completed coursework.

2.9 Where there are two teachers for a subject in the Sixth Form, it is expected that both teachers report the same overall grade achieved by the student. Details of the performance in the modules/units taught by each teacher can be included in the comment section of a report.

3.0 EFFORT GRADES

3.1 Effort grades for all students are as follows:

- Excellent
- Good
- Satisfactory
- Requires Improvement

(Note: The system for effort grades changed from the start of the 2023/24 academic year. The previous system had three options: “Excellent”, “Good”, and “More Effort Required”.)

3.2 Effort grades are judged holistically based on the following criteria:

- Completion of lesson work to the best of ability
- Follows teacher instructions
- Punctuality for lessons
- Completion of homework to the best of ability
- Completion of homework on time
- Organisation with equipment for lessons
- Willingness to work and cooperate with peers
- Motivation to stay on task
- Willingness to participate in teacher-led discussions
- Willingness to ask questions if in difficulty



- Politeness
- Behaviour in lessons
- Acts on the teacher's advice and feedback
- Revises thoroughly for tests and assessments

4.0 TARGET GRADES AND TRACKING

- 4.1 In Years 7 – 9, student performance is measured against Midyis scores, with attainment grades compared to the grades predicted by Midyis. As well as tracking individual performance, this information is used to analyse the performance of cohorts, departments, more able/scholars, SEND students and different ability bands. At KS3, target grades and Midyis predictions are not reported to parents.
- 4.2 In Years 10 – 13, all students work towards an individual target grade. The determination of target grades is supported by Yellis (GCSE) or Alis (Sixth Form) predictions combined with previous performance in the subject. The target grades need not match Yellis/Alis predictions, but the overall target value added for any cohort in any subject should typically average at least +0.5 per student. The target grades are reported to parents and are considered when tracking individual performance.
- 4.3 Target grades are not “predicted grades”. The targets are meant to be ambitious but realistic goals for students to reach. Target grades can be raised as students’ progress to account for higher than anticipated attainment. A target grade can be used as a motivational tool but should not be used as a basis for punishment or criticism when it is not met.
- 4.4 Midyis, Yellis and Alis predictions are used to track whole cohort performance and subsections including departments, more able/scholars, SEND students and different ability bands.

5.0 POOR EFFORT GRADES AND/OR UNDERACHIEVEMENT

- 5.1 Where students receive a report showing a poor level of effort and/or a low level of attainment in relation to their ability, supportive and/or sanctions-based interventions are triggered (see Appendix A). Following each report cycle, a formal Progress Review meeting is held between the Head of Year, SENDCo, Deputy Head Academic and Deputy Head Pastoral to consider intervention needs and supportive approaches for each student.
- 5.2 In Years 7 – 11, students with 3 or more “Requires Improvement” grades are particularly considered for effort interventions. In the Sixth Form, students with 2 or more “Requires Improvement” grades are particularly considered. However, professional judgement and a holistic approach are used when there are mitigating individual needs or circumstances. Interventions may take the form of coaching or mentoring discussions, phone calls home, meetings with parents, Saturday learning sessions, after school attendance at Studyworks, report cards or other similar measures.
- 5.3 When a class teacher awards a “Requires Improvement” grade, they are expected to provide some form of intervention support related to their subject. This may be in the form of a coaching or mentoring discussion, phone call home, meeting with parents, academic support session, subject report card or other similar measure.
- 5.4 Students with a negative attainment value compared to their grades predicted by Midyis/Yellis/Alis are considered for attainment interventions. A typical starting point for intervention is an attainment value of 0.5 below their average predicted grade. However, professional judgement and a holistic approach are used when there are mitigating individual needs or circumstances.
- 5.5 All students review their reports and set targets with their Tutor. Those showing significant underachievement are supported via mentoring, coaching, or other intervention strategies.



6.0 FORMATIVE ASSESSMENT

6.1 All teachers are expected to:

- mark students' homework and/or classwork regularly (see Homework & Marking Policy)
- give both positive reinforcement and set targets
- ensure that weaker students are given positive feedback
- ensure that students understand how their work is assessed (i.e. the teaching of criteria)
- ensure that praise and criticism are task-centred

6.2 Heads of Department are expected to keep abreast of teaching theory and trends and to implement effective formative assessment strategies in their department. The following practices should be considered:

- Provide model answers or examples of high-quality work for students to emulate (either general or specific to a particular task)
- Include opportunities for peer-assessment, self-marking and spoof-assessment as methods for familiarising students with marking criteria
- Use written feedback without grades for some marked work
- Provide opportunities for teacher/student dialogue
- Employ methods that help to ensure students read, understand and act upon the feedback given e.g. Directed Improvement and Reflection Time (DIRT), tracking of targets
- Ensure students have the opportunity to act on feedback given through programmes of study that allow re-drafting (or similar) and the opportunity to do further tasks using the same subject skills or the same subject knowledge
- Ensure that there is evidence of progression as a result of target setting

Last reviewed September 2025

Next review due August 2026



APPENDIX A

Intervention Strategies

When reports show poor levels of effort or attainment, the following interventions may be employed to help students improve.

