



Assessment Policy

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“Learning together, to be the best we can be”

Abbey School Assessment Policy.

1. Introduction

At Abbey School, assessment is central to understanding each pupil's learning journey. Our approach recognises that every learner is unique, with different needs, starting points, and pathways to success. Assessment is used to celebrate progress, identify next steps, and ensure that teaching remains personalised, purposeful, and impactful.

2. Principles of Assessment at #teamabbey

Our assessment system is built upon the following core principles:

2.1. Personalisation:

- All pupils work at different abilities, and their individual needs are prioritised.
- Learners do not move through large grade bands; instead, they are set **bespoke learning targets** in each subject to ensure relevance, accessibility, and ambition.

2.2. Inclusivity and Equity:

- We recognise that pupils are different, not less, and assessment reflects diverse ways of learning and demonstrating understanding.
- Stretch, challenge, and opportunities for overlearning are embedded to support mastery.

2.3. Holistic Evidence Gathering:

- Assessment captures learning using photographs, videos, and staff testimonies.
- Evidence contributes to understanding progress over time and supports accurate professional judgment.

2.4. Transparency and Shared Understanding

- Assessment outcomes are shared with pupils, families, and staff to ensure everyone understands the pupil's progress and next steps.

3. The Learning Ladder: Grades and Steps

3.1. Structure of Progression:

- Pupils progress through a structured framework of:
Pre-Key Stage (P)
Grades 1 to 6
- Each **Grade** is broken into **6 Steps (S1–S6)**.
Learners develop and secure knowledge within each step before moving on.

3.2. Purpose of Grades and Steps System

The system is designed to:

- Show clear, measurable progress
- Support precision teaching
- Enable personalised pacing
- Scaffold long-term outcomes towards accreditation

3.3. Visualising evidence

- Progress is understood as **climbing a learning ladder**. Each piece of evidence—whether a photograph, video, or staff observation—shows how pupils are moving up the ladder over time.

4. Tracking Progress

4.1. Termly Progress Judgements

At the end of each term, progress is reviewed and pupils are assigned one of four indicators:

B	(Below the expected progress in the targets set)
Beginning	(Beginning to achieve within their targets)
Developing	(Developing their progress within their targets)
Secure	(Secure in the targets that they have been set and will move to new targets)

These reflect the degree to which learners are meeting personalised targets rather than age-related expectations.

4.2. Use of Progress Information

Progress information is used to:

- Adapt teaching and provision
- Review personalised targets
- Inform annual reviews and statutory processes
- Share information with parents and carers

5. Linking Assessment to Future Outcomes

5.1. Keys Stage 4 and 5 Transition

- From KS4 onwards, learners move onto Abbey’s KS4/KS5 accreditation assessment system

5.2. Predicted Accreditation Pathways:

- Progress through Grades and Steps correlates with likely qualification outcomes:

Grades Achieved by End of KS3	Likely KS4/KS5 Qualification Pathway
Pre-Grade – Grade 1 (1S1–1S6)	Entry Level 1
Grade 2 (2S1–2S6)	Entry Level 2
Grade 3 (3S1–3S6)	Entry Level 3
Grade 4–6	Level 1 / Level 2 / GCSE / BTEC

5.3. Guaranteed Accreditation

- All learners at Abbey are predicted to leave with an accredited qualification, supporting them in their next steps into further education, employment, or training.

6. Supporting Pupils’ Next Steps

- Assessment supports transition planning, ensuring learners move on to appropriate and aspirational destinations. Assessment information is shared with external providers where relevant to ensure continuity

7. Roles and Responsibilities

7.1. Teachers

- Set personalised learning targets
- Gather evidence across the curriculum
- Make termly progress judgments
- Communicate progress to families

7.2. Leaders

- Monitor consistency and quality of assessment
- Support professional development for accurate assessment
- Analyse data to inform whole-school priorities

7.3. Families

- Parents are encouraged to discuss assessment and progress with class teachers at any time and especially during scheduled review meetings.

8. Our common Language for assessment

WHAT YOU WILL HEAR US SAYING IN SCHOOL: OUR COMMON LANGUAGE FOR LEARNING AND ASSESSMENT

TALKING ABOUT LEARNING

- Everyone learns differently.
- You are on your own learning journey.
- Let's see what you can do today

TALKING ABOUT TARGETS

- These are your personalized targets.
- We'll work on small steps to help you move forward.
- This target helps you get ready for your next step.

TALKING ABOUT PROGRESS LEVELS

BEGINNING

DEVELOPING

SECURE

BELOW EXPECTED PROGRESS

- You can do this really well.
- You've mastered this skill.
- You're ready for your next target

TALKING ABOUT THE LEARNING LADDER

- You're climbing your learning ladder.
- Every piece of work helps you move up a step.
- You're making progress – look how far you've come!

TALKING ABOUT EVIDENCE

- We'll capture your learning in photos, videos, and notes.
- Your evidence shows what you can do.

TALKING ABOUT THE FUTURE

- Your hard work now leads to your qualifications later.
- Everyone at Abbey leaves with an accredited qualification.
- We're helping you get ready for life after school.

9. Reviewing the policy

This policy is reviewed annually to ensure it remains compliant with statutory expectations and continues to meet the needs of all Abbey learners.