



ASSESSMENT POLICY

2025-2026

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- **This document has been approved for operation for - Islamiyah Girls High School**
 - **Last Reviewed – September 2025**
 - **Next review – July 2026**
 - **Review Period – 1 Year**
 - **Owner – Islamiyah Girls High School**
 - **Approved By – Governing Body**
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ASSESSMENT POLICY

1.1 INTRODUCTION

Assessment, Recording and Reporting are vital components in effective teaching and learning, and important tools by which to raise achievement.

Section 1 – Principles

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the schools curriculums and learning opportunities.
2. Assessment is an integral part of the teaching and learning process, a valuable formative tool. See ‘Assessment for learning’ section.
3. The outcomes of assessment can modify teaching methods as well as indicate pupil progress.
4. We recognise the potential for assessment in developing a positive self image in the pupil from positive and constructive feedback and the feeling of success which encourages further study.
5. Teachers in the department are developing a common framework for marking work to be fully understood by all the team.
6. Results of assessment are reported in a way useful for pupil, teacher, parents and other interested parties.
7. Assessment gradually builds up into a profile for each pupil over their school career.
8. Pupils are encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by a procedure containing an element of self assessment.
9. Summative tests have an ongoing policy in their construction, marking and usage. These tests should show what a pupil can do, i.e. be criterion referenced.
10. Assessment records should provide confidence between teachers across phases and enhance progression for pupils.

Assessment is an on-going process which occurs *continually at an informal level* as well as formal level. The teacher’s job is to use it as a positive and constructive means to enable all pupils to progress and raise levels of achievement.

Assessment should also be a *formal process* in which both formative and summative judgements of pupils’ effort, ability and attainment are recorded. Teachers should record, as appropriate, information relating to a range of assessments. Reporting to parents is an essential part of schooling because it helps in developing the link between school and home, which is beneficial in raising achievement.

Teachers should regularly feedback to pupils about their work. Assessment data that is recorded and *not* communicated is less effective than information that is used for motivational feedback and/or objective analysis. Feedback must be honest and constructive so that it motivates all pupils to achieve their best.

1.2 METHODOLOGY

Target setting

Pupils are assessed on entry to IGHS as well as using Cognitive ability tests (CAT), which give indicators of potential achievement based on comparable national results. Information on prior attainment, such as KS2, KS3 and Year 10, is also collated as available, and used to inform target

setting.

All pupils are set a target level, in relation to their individual prior attainment, for all courses they study. At KS3 targets are set using the CAT and KS2 results. At KS4 targets are set using KS3 teachers' assessments and CAT results. In English, Maths and Science pupils will be tested within the first few weeks of entry to Year 7, providing a further benchmark against which accurate targets can be set.

1.3 Feedback

Every pupil should gain feedback from a range of formal and informal assessments.

Feedback to pupils will be both verbal and written. It will be constructive, positive and honest, and largely formative in nature i.e. informing the pupil what needs to be done in order to progress towards achieving at least their target level/grade.

Assessment and feedback should motivate **all** pupils to want to continually progress.

Feedback to pupils must distinguish between 'effort' and 'attainment'

Teachers must be clear about their expectations of pupils and the criteria used in assessing their work. Pupils must be made aware of these criteria and feedback provided should relate clearly to them.

Teacher assessment can take various forms:

- spontaneous verbal feedback in lessons
- marking of assignments/homework's
- Internal moderation at KS3 in English/Maths and Science for standardization of work level
- tests/exams
- pupil/teacher dialogue

Pupils should be encouraged to participate actively in the assessment process through considered self-evaluation and reflection on their work. For example:

- self-evaluation
- self-marking
- peer marking
- setting and/or reviewing assessment criteria
- target setting

Pupils self assessment and peer marking will be completed in blue. Pupil reflections will be completed in green.

Marking Schedule per term depends on the number of lessons:

No of Lessons	4	3	2	1
Dirt	4	3	2	2
P.A	4	3	2	2
S.A	4	3	2	2

1.4 Recording

Data relating to formal assessment will be recorded by the teacher to inform teaching strategies for individual or groups of pupils. It will also inform discussion between staff at departmental meetings and with line managers.

Departments should develop and update portfolios of pupil work providing examples across the range of attainment for the purpose of standardising assessments, resulting in a shared understanding of the standard of work required to meet each assessment level and consistency within departments. These portfolios could include exemplars from sources such as the exam boards.

Assessment data is recorded not only to inform the feedback given to pupils and staff but also to provide information on how the school as a whole is progressing. It should be used in the following ways:

- Subject staff to reflect on the progress of different groups
- HODs to analyse and reflect with their departments on the achievement of different groups and individual pupils in relation to targets set.
- The Assessment Coordinator, reporting to the SLT, will analyse recorded assessment data as part of the school's monitoring and evaluation process.
- Senior management to draw conclusions from data analysis about the progress of the school in general and on specific areas for development, and to use this to inform the Self Evaluation Form (SEF) and School Improvement Plan (SIP) processes

1.5 Reporting

Pupil progress is reported in writing to parents 2 times a year, following the schedule below:

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| • October | Year 7 Settling in Meeting |
| • January | Interim Report |
| • June | Annual summative report |

In addition, Parent Consultation Evenings form an integral part of the reporting cycle. These are held once annually for most pupils, with an additional meeting for parents of pupils causing concern

Interim and Full reports summarise pupil progress in relation to end of year targets and the full report will offer formative advice on how to improve further in the form of action points. Full reports include a pastoral overview from Form Tutors and Heads of Year. The distribution of these is planned to balance the workload of staff. Parent Consultation Evenings are scheduled likewise in an attempt to suit the requirements of the year group, eg prior to mock exams for Year 11.

Assessment Timetable 2025-2026 overview

Term	Assessment papers	Exam papers to be checked	Timetable to be created	Posters and timetable to up go around the school - from tutors to share exam timetable with form class	Teachers photocopying exam papers along with instructions /front covers	Exam week	Results due on management system and reports to be completed by	*Analysing data and review meetings with staff	Review lessons	*Parents review day/ Reports go out
Term 1 September 2025 December 2026	Staff to be informed – 3 rd November Assessment papers to be reviewed /created as directed by SLT Hand in the final copy with front cover and mark scheme	Week commencing 17 th November (SLT and Fauzia) Overview with all exam times (Fauzia)	Week commencing 18 th November Fouzia /Mehnaz	24 th November (Fouzia)	Wednesday 3 rd December To be handed to Apa Fouzia to be stored in exam room	Week commencing 8th December 2025	Thursday 2 nd January 2026 (Fauzia)	Week commencing 5 th January 2026 (Mehnaz, Zaira) Meeting departments to review data and future target setting Week	Week commencing 12 th January Share results with pupils and identify key knowledge deficit- this should plan into homework and future focus	Reports Reports to be sent to parents 19 th January 2026 Parents day Year 7 – Wednesday 5 th November with form tutor only

	14 th November (Fauzia)							commencing 11 th January		Year 7- year review day 10 – 21st January 2026 ADMIN
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Assessment Timetable 2025-2026 -Term 3

Term	Curriculum lead to share exam papers	Exam papers to be checked	Timetable to be created	Posters and timetable to up go around the school - from tutors to share exam timetable with form class	Teachers photocopying exam papers along with instructions /front covers	Exam week	Results due on management system and reports to be completed by	*Analysing data and review meetings with staff	Review lessons	Parents review day/ Reports go out
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Term 3 January 2026- June 2026	Staff to be informed – 1 st May Assessment papers to be reviewed /created as directed by SLT Hand in the final copy with front cover and mark scheme 8 th May (Fauzia)	Monday 11 th May Zahira/ subject teachers Overview with all exam times (Fouzia)	Week commencing 13 th May Fouzia /Mehnaz	18 th May (Fouzia)	Friday 3 rd June To be handed to Apa Fouzia to be stored in exam room	Week commencing 8th June 2026	Friday 26 th June (Fouzia)	Week commencing 29 th June (Mehnaz, Zaira Meeting departments to review data and future target setting Week commencing 29 th June	Week commencing 6 th July 2025 Share results with pupils and identify key knowledge deficit- this should plan into homework and future focus	Reports Reports to be sent to parents by Monday 6 th July Parents day Year 7- year 10 – Wednesday 8 th July 2025 Admin

Year 11 Mock exams October 2025

Term	Staff informed of exam papers due date	Exam paper collected with mark scheme	Checking exam papers and exam timetable to be created	Posters and timetable to up go around the school - from tutors to share exam timetable with form class	Photocopying exam papers with front cover and instructions	Exam week	Results due on spreadsheet & reports to be completed by *Analysing results	*Review meetings	Review lessons	*Parents review day/ Reports go out
Term 1	Monday 15 th September Fouzia	24 th September Fouzia Overview with all exam times (Fouzia)	25 th September Fouzia /Zahira	Week commencing 1 st October Fouzia	8 th October To be handed to Apa Fouzia to be stored in exam room	Week commencing Monday 13th October	3 rd November Fouzia Analysis of data Wednesday 5 th November (Mehnaz and Zaira)	Week commencing 10 th November Mehnaz and Zaira	Week commencing 10th November Share results with pupils and identify key knowledge deficit- this should plan into homework and future focus	Reports And predicted grades to go out 19 th November Parents review day None

Mock exam January 2026

Term	Staff informed of exam papers due date	Exam paper collected with mark scheme	Checking exam papers and exam timetable to be created	Posters and timetable to up go around the school - from tutors to share exam timetable with form class	Photocopying exam papers with front cover and instructions	Exam week	= Results due on spreadsheet & reports to be completed by *Analysing results	*Review meetings	Review lessons	*Parents review day/ Reports go out
Term 1 September 2025– January 2026	Staff to be informed – 3 rd November Assessment papers to be reviewed /created as directed by SLT Hand in the final copy	Week commencing 17 th November (SLT and Fauzia) Overview with all exam times (Fauzia)	Week commencing 18 th November Fouzia /Mehnaz	Week commencing 9 th December Fouzia	Friday 3 rd December To be handed to Apa Fouzia to be stored in exam room	12th January – 23rd January 2026	5 th February 2026 Fouzia Analysis of data Week commencing 9 th February 2025 (Mehnaz and	9 th February- 13 th February Mehnaz and Zaira	Week commencing 23rd February Share results with pupils and identify key knowledge deficit- this should plan	Reports Reports to go out 24 th February Parents review day Wednesday 25 th February

	with front cover and mark scheme						Zaira)		into homework and future focus	Admin
	14 th November (Fauzia)									