



St. Anselm's College

Assessment Policy

Version 1.0

Our Mission Statement

"I can do all things through Christ who strengthens me"

Philippians 4:13

At St. Anselm's College, **faith** is at the heart of all we do.
Inspired by the **Gospel** and the vision of **Blessed Edmund Rice**,
we educate the **whole person** through **academic challenge** and **moral formation**, fostering a heart for **service** and **respect** for all **God's creation**.

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St. Anselm's College Assessment Policy

Introduction

This policy outlines the principles and structure of assessment at St. Anselm's College, ensuring that all students from Year 7 to Year 13 experience purposeful, rigorous, and equitable assessment practices. Assessment supports students' academic progress, enables personalised feedback, and informs teaching strategies. It is also critical in fostering reflective learners and maintaining high standards across all subjects.

All students complete **formal, diagnostically assessed tasks each half term**, enabling precise identification of strengths and learning needs. These assessments are integral to monitoring long-term progress and ensuring students are consistently supported and challenged.

Homework must be regularly and consistently set by departments in line with curriculum sequence maps. Homework should be acknowledged and assessed and should support and/or extend classroom work. Good practice in this area would be seen through a variety of tasks that deepen subject knowledge, widen student skills, and increase student independence.

Key Stage 3

At Key Stage 3, subjects are delivered through **half-termly topics**, carefully sequenced to develop deep understanding, subject fluency, and transferable knowledge. At the **end of each topic, every department should conduct a significant formal assessment**, which is **diagnostically assessed**. These assessments are designed to evaluate conceptual grasp, knowledge retention, and students' ability to apply their learning independently.

Student cumulative progress is assessed using the following three-tiered descriptors:

Mastering

You are becoming an expert learner

- You can apply well-developed knowledge that is secure in your long-term memory to new and unfamiliar situations and make links between key areas.
- You have actively engaged with a range of topics and can use technical language to describe and explain processes and concepts from memory.
- You apply your knowledge of main topics to summarise concepts, ideas, and make comparisons.
- You work independently, applying your learning confidently in unfamiliar contexts.

Securing

- You can apply knowledge from a range of topics with a degree of independence. Knowledge is retained in long-term memory.
- You have engaged with a range of topics and can use key terms to construct your answers from memory.
- You apply your knowledge of main topics to describe processes within familiar and new situations with increasing independence and minimal scaffolding.

Developing

- With practice and guided support, you can apply knowledge from a range of topics. Your long-term memory is developing.
- You have experienced a range of topics and can recall and define key terms.
- You can apply your knowledge of main topics to make comparisons and summarise information within familiar situations with some teacher support and scaffolding.

These assessments and descriptors ensure that teaching is consistently informed by student performance, and that learners receive clear guidance on how to progress. Progress will be reported to parents / carers three times during the year. Evidence for the allocation of grades is cumulative across the college year. This includes evidence from class performance / assessments, homework, formal half termly assessment and end of year examinations. Moderation within departments will ensure consistency of allocation of these grades,

GCSE

At Key Stage 4, students follow accredited qualifications assessed using the GCSE 9–1 grading scale. Each subject conducts a minimum of one **formal diagnostic assessment every half term**, structured to reflect GCSE assessment objectives and format.

Key features:

- GCSE-style questions develop familiarity with exam techniques and deepen subject mastery.
- Diagnostic assessment provides specific feedback on misconceptions, strengths, and next steps.
- Performance is tracked against target grades, supporting strategic intervention and aspirational goal setting.

These assessments enable staff to ensure every student is making progress in line with or above expected trajectories, and that support is tailored accordingly.

Sixth Form

Students in the Sixth Form undertake Level 3 qualifications, including A Levels and Level 3 BTEC vocational courses, graded A*–E and Distinction*/Distinction/Merit/Pass, respectively. Assessment in the Sixth Form is rigorous, subject-specific, and designed to foster both academic excellence and independent learning.

Assessment arrangements include:

- Half-termly formal assessments in all subjects, including both written and practical components where appropriate. These are designed to reflect the structure and expectations of final examinations and coursework requirements.
- Diagnostic assessment that supports the development of subject mastery, critical thinking, and independent study habits.
- For BTEC qualifications, assessment includes internally assessed coursework/NEA units and externally set assignments, with regular tracking of student performance against unit criteria.
- Regular review of progress against predicted grades and qualification benchmarks to inform UCAS applications, apprenticeships, and post-18 guidance.
- Students are expected to respond to feedback, following the feedback policy, meet interim coursework deadlines, and engage fully with subject-specific support or enrichment activities. Both academic and vocational pathways are monitored with equal rigor to ensure all students achieve their full potential.

Conclusion

At St. Anselm's College, assessment is not simply a measure of attainment but a vehicle for academic growth, resilience, and self-awareness. Through structured, diagnostic, and meaningful assessment

across all key stages, we ensure every student is supported to reach their full potential. This policy will be reviewed annually to ensure it remains aligned with national expectations, pedagogical best practice, and the College's educational vision.