Assessment Policy

Dibden Park School

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Our vision

Dibden Park School supports every child and young person to feel safe, be heard, discover their worth, develop their strengths and create a limitless future.



Respect | Engage | Belong | Independence | Ambition

Learn Now, Succeed Together, Grow Forever

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1. Introduction

At Dibden Park School assessment is an integral part of the teaching and learning process. It lies at the heart of the process of promoting students learning. It provides a framework within which educational objectives are set and students' progress expressed and monitored. This should be done in partnership with students. Assessment should be incorporated systematically into teaching strategies to diagnose any problems and chart progress. In turn assessment will strengthen learning across the curriculum and enhance teacher's skills and judgements

Its purpose is to:

- Identify strengths and weaknesses and support every student in maximising their learning potential.
- Provide information upon which teachers can decide how a student's learning can be best planned.

- Provide aggregated information on the achievement of students, including value added measures, helpful to the evaluation of curriculum provision.
- Provide at the appropriate stage's summative information of present, past and potential performance for the benefit of students, teachers, and carers and outside agencies

Dibden Park School uses the PAGS platform to understand learners' strengths and needs, record assessment evidence, set and review developmental and academic targets, and track progress. PAGS supports these processes; it does not replace classroom assessment, formal tests or external qualifications.

We believe that assessment strategies are concerned with the whole child. The process of assessment enables us as teachers to make decisions about the education of our students as we chart their progress and achievements, and it assists us in the diagnosis and identification of special needs. Through the curriculum students are entitled to have their achievement recognised and evaluations used to shape their future learning, thus ensuring progression and continuity. Within our school, there are two main purposes of assessment:

- **Assessment of learning** (summative assessment) provides a summary of what has been learned in terms of both attainment and achievement at a specific point in time. All students undertake end of key stage tests, and a baseline assessment is undertaken by all students during their first half term in English and Mathematics. Other testing also takes place during each key stage in all subjects.
- **Assessment for learning** (formative assessment), which we regard as the most important kind of assessment, is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

1.1 Dibden Park vision and values

Our vision is that Dibden Park School supports every child and young person to feel safe, be heard, discover their worth, develop their strengths and create a limitless future. Assessment helps make this vision real by recognising each learner's starting point, listening to their views, identifying strengths and needs, and using evidence to plan meaningful next steps.

Assessment reflects our values of Respect, Engage, Belong, Independence and Ambition. Feedback should be respectful, clear and constructive; assessment should support engagement through achievable challenge; every learner's voice and progress should be recognised; pupils should be supported to understand and take increasing ownership of their learning; and targets should maintain high expectations while reflecting individual needs and pathways.

Our strapline, "Learn Now, Succeed Together, Grow Forever", reflects the shared responsibility of pupils and staff for progress. The school aims for every young person to leave with four good Level 2 qualifications that enable progression to a chosen college course or apprenticeship. This is an ambitious school aim; individual targets and accreditation routes must remain appropriate to each pupil's EHCP, starting point, needs and intended next steps.

2. Aims

At Dibden Park School:

We will assess all students regularly, in a valid and reliable way against consistent standards to inform teaching, help students to make progress and to celebrate their achievements. We will involve students actively in their own learning by teaching them how to understand and use assessment criteria, including those for external examinations, and how to assess their own and others' work. We will provide students with meaningful feedback so they know how much progress they have made and what should they do to improve further.

Students:

Students will engage fully in the assessment process, by trying their best in both informal and formal assessments. They will also carry out self-assessment, and by helping their peers through peer-assessment. During formal assessments, including external examinations, students will follow the exam regulations as specified by examination boards, including those regarding plagiarism.

In our assessment process we aim to gather information which enables us as teachers:

- To evaluate and record each student's attainments and progress and identify individual strengths and weaknesses.
- To evaluate our teaching effectiveness and to plan future teaching and learning experiences
- To match work to the needs of individual students
- To compare Attainment and Progress in the School with National Standards
- To provide reliable, regular information to parents/carers and colleagues about the progress and development of each student

3. Ongoing Assessment

This is the ongoing everyday process of assessing/marking/grading of class work and homework. The main purpose of this is to provide feedback to students on all their work – guiding, motivating, correcting, and refocusing their efforts. From the initial baseline assessments, the on-going process provides information about attainment, achievement, and progress.

All the activities at the school are geared, directly or indirectly, to effective learning. Assessment local procedures and practice are a key element in this, together with an appropriate curriculum and good teaching.

4. Recording

Dibden Park School uses PAGS to record learners' assessment evidence, targets and progress across the curriculum. Teachers update PAGS at least every half-term and at relevant review points, using progress notes and supporting evidence to inform learner plans and reports. Records should show individual progress in each subject and provide evidence for staff judgements.

Records will allow teaching staff and students to:

- Show individual student progress in each subject.
- Provide appropriate evidence to support judgements made
- Show achievement beyond the formal curriculum where possible
- Use PAGS to record progress for individual students in all subjects.
- Provide potential employers with appropriate information and aid reference writing

4.1 Feedback on Learning

The feedback of student's work is an important assessment tool which is essential for both progression in student learning and effective teaching. Giving specific feedback helps students to understand how they can improve.

Good practice is promoted through regular, accurate and consistent marking by all staff as part of a whole school approach to teaching and learning

4.2 Sharing Learning Intent and Success Impact

All staff should share lesson objectives using the common board for each individual lesson. These should be displayed in the classroom as a point of reference for students and staff to enhance assessment opportunities. This enables the class to focus on the learning that is taking place.

4.3 Oral Feedback

Teachers and practitioners should ensure that there is a continuous dialogue with students throughout the lesson. This enables students to reflect upon, improve, refine and ultimately be successful in their learning. The use of open-ended questioning is vital to this process.

4.4 Written Feedback

Marking is specifically linked to the learning intent and impact.

It should identify elements of success and either an area to improve upon or a next step target. Students are given time to read their feedback or have a discussion with a key member of staff to enable them to carry out any improvements.

5. Reporting

Reports will be produced for LAC and Annual Reviews. Reports will also be sent to carers, parents and other interested parties, giving more detailed information about the work covered, reviewing achievement and attainment in individual subject areas and social/emotional development twice a year. The report includes a summary of the student's attendance.

6. Monitoring and Evaluation

Monitoring procedures will include lesson observations, work sampling, learning walks and data analysis. Evaluation of these procedures will be carried out by the Leadership Team.

Regular monitoring and evaluation of learner progress and attainment takes place throughout the academic year, ensuring that students are making at least good progress against and towards their academic targets. Termly input from teaching staff and reviews of progress and interventions ensure that all school leaders are aware of current progress and expectations for end of year / curriculum. The curriculum allocation snapshots in Appendix A provide context for the planned subject blocks and options that assessment supports.

Dibden Park School has high expectations for all learners and aims to set aspirational and challenging targets, whilst maintaining realistic and achievable targets for all. To evaluate progress and attainment in context, the school uses relevant assessment data alongside appropriate national datasets for all learners and learners with SEND. PAGS supports the recording and tracking of individual assessment evidence and progress; it is not treated as a source of national comparisons unless a specific validated comparison is available.

Having access to and using these tools to assess progress and attainment ensures that the school leaders can make accurate and valid judgments about learner progress and set further targets to ensure that where required.

7. Use of Invigilators for Assessment

All internal and external assessments must be administered in line with the relevant awarding body requirements and the school's current examinations arrangements. The Headteacher or designated examinations officer will confirm the invigilation arrangements for each assessment, including any requirement

for an external or independent invigilator, and ensure identity checks and approved access arrangements are followed.

8. Curriculum Allocation Overview

The following snapshots show the curriculum allocation and option blocks in the school planning spreadsheet supplied for the 2026–27 review. They provide context for assessment planning across the subjects pupils are scheduled to access.

8.1 Core subject allocation

	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
3																							
4		Tutor	Age	#																			
5	Year 11		Year 11	6		En	En	En	En	Ma	Ma	PPA	Ma	Ma	Sci	Sci	Sci	PE	CPD	PE	RSHE	RSHE	RSHE
6	Year 10		Year 10	5		En	En	En	En	Ma	Ma	PPA	Ma	Ma	Sci	Sci	Sci	PE	CPD	PE	RSHE	RSHE	RSHE
7	9B		Year 9	6		En	En	En	En	Ma	Ma	PPA	Ma	Ma	Art	Sci	Sci	PE	CPD	PE	RSHE	RSHE	RSHE
8	9A		Year 9	4		En	En	En	En	Ma	Ma	PPA	Ma	Ma	Art	Sci	Sci	PE	CPD	PE	RSHE	RSHE	RSHE
9	8B		Year 8	5		En	En	En	En	Ma	Ma	PPA	Ma	Ma	Art	Sci	Sci	PE	CPD	PE	RSHE	RSHE	RSHE
10	8A		Year 8	4		En	En	En	En	Ma	Ma	PPA	Ma	Ma	Art	Sci	Sci	PE	CPD	PE	RSHE	RSHE	RSHE
11	Year 7		Year 7	4		Primary taught En/Ma						PPA			Art	Sci	Sci	PE	CPD	PE	RSHE	RSHE	RSHE
12	Year 6		Year 6	2		Primary taught En/Ma						PPA			Art	Sci	Sci	PE	CPD	PE	RSHE	RSHE	RSHE
13	Year 5		Year 5	0		EYFS/Primary taught En/Ma						PPA				Sci	Sci	PE	CPD	PE			
14	Year 4	2)	Year 4	0		EYFS/Primary taught En/Ma						PPA				Sci	Sci	PE	CPD	PE			
15	Foundations		Y5-Y9	4		EYFS/Primary taught En/Ma						PPA				Sci	Sci	PE	CPD	PE	RSHE	RSHE	RSHE
16	Bespoke		Y8-Y11	4								PPA							CPD				

8.2 Options, non-examination and enrichment blocks

	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO
3	Opt 1			Opt1		Opt2		Opt2			Op3 (Non exam)		Op4 (Non exam)			
4	PE	PE		PE	PE	eSp	eSp	eSp	eSp		Mus	Mus	HB	HB		
5	Hums	Hums	PPA	Hums	Hums	Food	Food	Food	Food	PPA	AC	AC	Bush	Bush	Enric	Enric
6	DT	DT	PPA	DT	DT	Art	Art	Art	Art	PPA	Psch	Psch	Psch	Psch	Enric	Enric
7	eSp	eSp	PPA	DT	DT	Food	Food	GG	GG	PPA	Hums	AC	Bush	Bush	Enric	Enric
8	eSp	eSp	PPA	DT	DT	Food	Food	GG	GG	PPA	Hums	AC	Bush	Bush	Enric	Enric
9	eSp	eSp	PPA	DT	DT	Food	Food	GG	GG	PPA	Hums	AC	Bush	Bush	Enric	Enric
10	eSp	eSp	PPA	DT	DT	Food	Food	GG	GG	PPA	Hums	AC	Bush	Bush	Enric	Enric
11	eSp	eSp	PPA	DT	DT	Food	Food	GG	GG	PPA	Hums	AC	Bush	Bush	Enric	Enric
12	eSp	eSp	PPA	DT	DT	Food	Food	GG	GG	PPA	Hums	AC	Bush	Bush	Enric	Enric
13			PPA	DT	DT	Food	Food	GG	GG	PPA		AC	Bush	Bush	Enric	Enric
14			PPA	DT	DT	Food	Food	GG	GG	PPA		AC	Bush	Bush	Enric	Enric
15	eSp	eSp	PPA	DT	DT	Food	Food	GG	GG	PPA		AC	Bush	Bush	Enric	Enric
16			PPA							PPA						

Source and use: Snapshot of the supplied curriculum allocation workbook (sheet “Sheet1”; date/version not stated). Abbreviations are reproduced as supplied and need a verified key before wider publication. This planning snapshot does not by itself evidence curriculum sequencing, individual access, teaching quality or pupil outcomes; use it alongside subject plans, individual timetables and assessment records.