



KING'S COLLEGE SCHOOL
CHAMARTIN

Assessment Policy

This policy aims to ensure that assessment practices are consistent, purposeful, and inclusive across all key stages, fostering a culture of reflection, achievement, and continuous improvement. By aligning assessment with curriculum goals and developmental milestones, we strive to empower learners, engage families, and uphold high standards of educational excellence throughout the school.

This policy will also:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

Assessment should promote positive attitudes, encourage the pursuit of excellence, and contribute to the success of student learning, recognizing achievement and enhancing self-awareness. Assessment forms an integral part of the curriculum. It is used to assess the process of learning and the outcome, as well as to inform planning, teaching, and reporting. Both formative and summative assessment are necessary and students are fully involved in the assessment process as active participants in their own learning.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Assessment should nurture each student's academic and personal growth through dynamic, inclusive, and innovative evaluation methods.

Principles of Assessment

At King's College School Chamartín we ensure assessment practices are fair, effective, and supportive of student learning. Assessment is at the heart of teaching and learning and should be

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meaningful for pupils, parents and teachers. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Assessment Approaches

At King's College School Chamartín we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and external summative assessment (in Year 2).

Assessment is a 3-way process between students, teachers and parents. Teachers continuously assess students both on a formative and summative level and give regular feedback to further the students' skills and knowledge. Students are involved in frequent self and peer assessment and are given opportunities to reflect on their learning. Parents are involved in guiding the student's reflections and response to their assessments. Working in a 3-way partnership, students then create future goals and the steps required to achieve them.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment allows students to reflect on their learning – they can see what they can do and where to go next. This creates opportunities for students to set individual targets for themselves and each other. A range of formative assessments are used before and during a unit of

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work to assess prior knowledge and ongoing understanding. This is then used to inform teachers' planning and teaching and allows reflection on the strategies used. A range of tools is used to assess formatively. Feedback may be given by the teacher, by the student or by a peer, or by a mixture of the above. It can be given orally or by written comments. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Marking of pupils' work is also an important part of formative assessment, helping children to note errors and know the 'next steps' in their learning or targets.

In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment is systematic and based on the subject's criteria, where students are given a numerical level based upon the work they produce, with written feedback from the teacher and which contributes to report grades. Summative assessments occur at defined periods of the academic year depending on the year group.

External summative assessment

At King's College School Chamartín, at the end of Year 2, students sit Progress Tests in Maths and Progress Tests in English via GL Assessments. These assessments are taken online and marked

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directly by GL Assessments, not by staff in school. The results are shared with the school shortly after the last child has completed their test. Results are standardised against children who have sat the assessments in the UK, and are used as a means of triangulating in-school summative assessment and generate final end of year grades for each child in a robust manner.

Spanish Curriculum Subject Assessments

King's College School Chamartin, alongside the subjects that follow the British curriculum, also offers two subjects from the Spanish national curriculum: Spanish Language and Literature and Spanish Culture. These allow students to obtain official certifications issued by the Spanish Ministry of Education. The subjects are supervised by the Educational Inspectorate of the Region of Madrid, which determines the content, pedagogy, teacher qualifications and allocated teaching hours.

These subjects are offered from Year 1 to Year 2, covering all the corresponding courses of the Spanish mandatory education system, from the third year of Early Years Education to the first year of Primary.

Assessment of this subject follows the Spanish Ministry of Education guidelines.

Assessment in EYFS

In EYFS we follow the ARC Pathway. It is holistic, child-centred and focused on well-being, development, and personalised learning. It combines observation, profiling, and targeted next steps to support every child's unique journey. Children are assessed against their age rather than their year group, except for the end of Reception, where they are also assessed against End of Reception Goals. Children's achievements and next steps are shared with parents on the Termly Reports. Next steps (learning pathways) are automatically updated on the ARC Pathway platform and teachers can mark when a step has been achieved.

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Phonics in Reception is assessed twice a term (see KS1 section below.)

Assessment in Primary (Key Stage 1)

In Primary we have an academic assessment calendar. The children are assessed on their progress and attainment in Reading through teacher judgement and more formally using PIRA assessment at the end of each term. The children are assessed in creative writing by completing a baseline independent writing task that follows them using King's Write standards over the period of the year during each term, finishing with an end of year Write. The children's progress is tracked against the King's Write standards progress form. The GL Assessment Progress Test in English is also completed by KS1 children in the Summer Term to provide standardised scores and triangulation of the children's data.

Maths is assessed by using the end of unit White Rose assessments where teachers deem appropriate to support judgement from formative work in books. The children also complete the end of term White Rose assessments and the results are tracked and data collected.

Phonics is assessed twice a term using RWI from Reception through to Year 2. Children are grouped by stage from the phonic assessment results. In Year 1 the children are assessed against the UK Phonic Screening Check in Term 3 and results are compared to the UK standard and pass rate. Children not achieving the standard are retested in Year 2.

Science assessment is done through two phases. The first phase assesses knowledge, using White Rose Science assessments with Year 1 and Year 2 children. The second phase assesses 'working scientifically' skills, done in every lesson through the dedicated activity for that skill.

Procedures and Practices

At King's College School Chamartín our procedures and practice:

- Reflect the pursuit of academic rigour and excellence.
- Are transparent and clear, and are aligned with task specific criteria.
- Utilize a variety of authentic, relevant and challenging tasks, designed to suit a wide

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variety of learning needs; as well as requiring learners to use critical and creative thinking skills.

- Involve a range of formative assessment (assessment for or as learning) and summative assessment (assessment of learning).
- Involve regular written and oral reporting and feedback systems, which are constructive and meaningful.
- Promote and encourage active reflection, requiring students to habitually assess their own learning and progress.
- Expect and ensure academic integrity and responsibility in all assessment practices.

Collecting and Using Data

Academic tracking systems are in place at all levels, drawing together various data points from baseline tests, summative assessment data, report data and external assessment data (at the end of Year 2 only). Three times a year, at the end of each term, parents will receive a full written report on ISAMs via the Parent Portal.

Furthermore, teachers, Subject Leaders and Senior Leaders will monitor data and pupil progress, ensuring that interventions are in place where appropriate and pupils are stretched and challenged.

Reporting to Parents

Pupils in all year groups receive three school reports an academic year through the Parent Portal on iSAMS. These reports comment on attainment and progress.

Parent teacher conferences take place (at least) 2 times per academic year following reports going home. They are available both in-person and online.

In EYFS the parents can see the child's next steps through the ARC Pathway tracking.

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Inclusion

Inclusive assessment practices: all assessments are designed to be inclusive, ensuring that every student, regardless of their abilities or learning needs, is given an equal opportunity to demonstrate their understanding and skills.

Assessments should therefore be designed such that they are:

- **Accessible:** accessible to all students, including those with special educational needs and disabilities (SEND). This involves providing appropriate accommodations and modifications, such as extra time, alternative formats, or the use of assistive technology, to ensure that assessments accurately reflect students' abilities and learning.
- **Differentiated:** assessments are differentiated to cater to the diverse learning styles and levels of understanding within our student body, promoting a deeper understanding and encouraging personal best.
- **Cultural Responsiveness:** assessment practices are culturally responsive, acknowledging and valuing the diverse backgrounds of our students. Assessments are free from cultural bias and are designed to be fair and equitable, ensuring that all students feel represented and can fully engage with the assessment tasks.

Roles and Responsibilities

Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team are responsible for:

- Ensuring this policy is adhered to.
- Monitoring standards in all subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.

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- Reporting to the CEO on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities.

Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback.
- Creating and sharing clear mark schemes for the purposes of moderation.
- Being familiar with the standards for the subjects they teach.
- Keeping up to date with developments in assessment practice.

Links with Other Policies

This policy links with the Feedback Policy.

Created by:	Policy Category:
Alison Entwistle January 2026	Whole School
Approved by :	Next Review
Elena Benito February 2026	September 2026

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