# The Island VI Form Assessment Policy

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| **Approved by** | IEB |
| **Approval date** | 21 September 2026 |
| **Review frequency** | Annually |
| **Next review** | September 2027 |

## Introduction

At the heart of our school is a commitment to providing a safe, inclusive and inspiring environment where every member of our community is encouraged to thrive. Our values of **Ambition, Courage, Confidence and Kindness** underpin everything we do, shaping our curriculum, policies and decision-making.

- We are committed to fostering **ambition** by inspiring all students to aim high, embrace challenges and develop a lifelong love of learning.
- We nurture **courage** by encouraging students to take positive risks, persevere in the face of difficulty and stand up for what is right.
- We develop **confidence** by empowering students to believe in themselves, express their ideas and make meaningful contributions to school life and the wider community.
- We promote **kindness** by creating a culture of respect, empathy and inclusion, where everyone feels valued and belongs.

This policy reflects our commitment to these core values. They guide our expectations, inform our practices and ensure that every decision we make places the wellbeing, development and success of our staff and students at its centre.

Every student, every voice, every day.

## Purpose

The purpose of this policy is to ensure that assessment in the Sixth Form is fair, consistent, accurate, and supports high standards of teaching and learning. Assessment enables students to understand their progress, identify strengths and areas for development, and achieve their academic potential.

## Aims

The Sixth Form assessment policy aims to:

- Monitor student progress throughout their courses.
- Inform teaching and learning.
- Provide timely and constructive feedback.
- Identify students requiring additional support or challenge.
- Prepare students effectively for external examinations.
- Ensure consistency across all subject areas.

## Principles and Definition of Assessment

Assessment will:

- Be valid, reliable, and appropriate to the learning outcomes.
- Be planned throughout each course.
- Include both formative and summative assessment.
- Be accessible and inclusive for all students.
- Follow examination board specifications and school policies.
- Support students in becoming independent learners.

## Types of Assessment

### Formative Assessment

Formative assessment takes place regularly and may include:

- Classwork and homework.
- Quizzes and knowledge checks.
- Essays and extended writing.
- Practical work.
- Presentations.
- Peer and self-assessment.
- Teacher questioning.

Feedback should help students understand:

- What they have done well.
- What they need to improve.
- How to improve future work.

### Summative Assessment

Summative assessments may include:

- End-of-topic tests.
- Internal examinations.
- Mock examinations.
- Coursework or non-exam assessment (where applicable).
- Practical assessments.
- End-of-year examinations.

These assessments contribute to monitoring progress and informing predicted grades.

**Reporting Progress**

Student progress will be monitored through:

- Regular assessment points throughout the academic year.
- Progress reports issued to students and parents/carers. ● Academic mentoring meetings.
- Subject review meetings where appropriate.

Reports may include:

- Current working grade.
- Predicted grade.
- Attendance.
- Effort and engagement.
- Targets for improvement.

**Target Setting**

Students will receive challenging but achievable targets based on:

- Prior attainment.
- Baseline assessments.
- Examination board standards.

**Academic Support**

Where concerns are identified, appropriate interventions may include:

- Subject-specific support sessions.
- Study skills guidance.
- Academic mentoring.
- Revision programmes.
- Meetings with parents/carers.
- Individual action plans.

**Academic Integrity**

Students are expected to:

- Submit their own work.
- Acknowledge sources appropriately.
- Follow examination regulations.
- Avoid plagiarism and any form of malpractice.

Any suspected malpractice will be investigated in accordance with the school's behaviour and examination policies.

**Special Educational Needs and Access Arrangements**

Reasonable adjustments will be made for students with identified additional needs in line with:

- The Equality Act 2010.
- JCQ Access Arrangements and Reasonable Adjustments guidance.
- School SEND procedures.

**Roles and Responsibilities**

**Teachers**

- Plan and deliver appropriate assessments.
- Provide timely feedback.
- Record assessment outcomes accurately.
- Monitor student progress.
- Identify students requiring intervention.

**Students**

Students are expected to:

- Complete assessments to the best of their ability.
- Meet deadlines.
- Respond to feedback.
- Attend intervention sessions where required.
- Take responsibility for their learning.

**Curriculum Leaders**

- Ensure consistency in assessment practice.
- Moderate assessments where appropriate.
- Monitor standards across subjects.

**Leadership Team**

- Oversee implementation of the policy.
- Monitor student progress.
- Coordinate reporting.
- Review assessment procedures annually.

**Specific policy aspects**

Each academic year will include:

- Baseline assessments (where appropriate).
- Scheduled assessment points.
- Mock examinations.
- Progress reporting periods.
- Final examinations.

Departments will publish assessment schedules at the start of each course wherever possible.

**Artificial Intelligence (AI) and Assessment**

The Sixth Form recognises that artificial intelligence (AI) tools can support learning when used responsibly. Students are expected to use AI ethically and in ways that enhance, rather than replace, their own thinking and understanding.

**Acceptable Use**

Students may use AI tools to support learning by:

- Explaining concepts or summarising information.
- Generating revision questions or study materials.
- Checking grammar, spelling, and clarity of written work.
- Brainstorming ideas or planning essays, provided the final work reflects the student's own understanding.
- Receiving feedback on draft work where this is permitted by the subject teacher.

**Unacceptable Use**

Students must not:

- Submit AI-generated work as their own.
- Use AI to complete assessments intended to measure independent knowledge or skills unless explicitly authorised by the teacher.
- Fabricate references, quotations, data, or sources using AI.
- Use AI during controlled assessments, examinations, or non-exam assessments (NEA) where prohibited by awarding body regulations.
- Misrepresent the extent to which AI has contributed to their work.

**Teacher Expectations**

Teachers will:

- Clearly communicate when AI may or may not be used for a particular task.
- Design assessments that enable students to demonstrate their own understanding.
- Discuss responsible AI use as part of developing academic and digital literacy. ● Investigate concerns where there is evidence that work may not be authentic.

**Academic Integrity**

Students remain responsible for all work submitted in their name. Where AI has been used appropriately, students may be asked to explain how it was used and demonstrate their understanding of the submitted work. Failure to comply with this policy may be treated as academic malpractice and managed in line with the school's Academic Integrity, Behaviour, and Examination Policies.

**Monitoring and Review**

This policy will be reviewed annually by the Sixth Form Leadership Team to ensure it remains aligned with examination board requirements, school priorities, and current educational guidance. Feedback from staff, students, and parents/carers will inform future revisions.