



London Academy Assessment Policy

#We are the Future

Approved By:	Emily Olot
Position:	Director
signed:	
Date:	March 2025
Proposed Review Date:	August 2026
Review Team:	Head of schools



London Private Academy School Assessment Policy

Vision:



Mission Statement:

Empowering children with 21st-century skills.

Providing a happy, safe, and caring environment for all individuals.

Promoting learning through project-based and technology-based tools.

Delivering an exciting curriculum while fostering high self-esteem and respect.

Partnering with parents to develop children educationally, morally, spiritually, physically and socially.



Rationale

This Assessment Policy serves as the foundational document for measuring student attainment and progress at London Academy. The rationale is twofold: to drive continuous improvement in teaching and learning, and to ensure students are competitively prepared for their academic futures, particularly external examinations (IGCSE, NCUK) and university applications. The policy is aligned with the standards required for British Schools Overseas (BSO) inspection, ensuring that our data collection and reporting mechanisms meet the highest international benchmarks for accuracy and accountability. Our system is carefully designed to transition students from continuous, skill-based assessment in the early years to rigorous, summative examination practice required for post-16 success.



Aims of the Assessment Policy

- **Diagnostic Insight:** Ensure assessment practices provide timely, diagnostic data that drives continuous improvement in teaching and student learning outcomes.
 - **Reliability and Standardisation:** Maintain consistent, reliable, and internationally benchmarked grading standards across all Key Stages, adhering to BSO accuracy requirements.
 - **Exam Readiness:** Seamlessly transition students through Key Stages, preparing them effectively for the rigour of OISA/Checkpoint and external qualifications, including IGCSE and NCUK.
 - **Clarity and Partnership:** Clearly communicate assessment methodologies, results, and progress targets to all stakeholders, fostering a strong home-school partnership focused on achievement.
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1. Core Assessment Principles

- **Formative Purpose:** Assessment will primarily inform teaching, identify gaps, and set next steps for every student.
 - **Accuracy and Reliability (BSO Requirement):** Data collected will accurately reflect student attainment and progress, ensuring grades are consistently applied across subjects and year groups.
 - **Transparency:** Assessment methods, criteria, and results will be communicated clearly to students and parents.
 - **Inclusivity:** Assessment will cater for the needs of all learners, including those with Special Educational Needs (SEN) and those learning English as an Additional Language (EAL).
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2. Assessment Terminology

Assessment at London Academy falls into three primary categories:

- **Formative Assessment:** Ongoing, low-stakes assessment used by teachers to monitor student learning and provide immediate feedback (e.g., questioning, self-assessment, classroom activities). This underpins continuous assessment.
 - **Continuous Assessment:** The systematic collection of evidence of learning over time, typically through observation, projects, portfolios, and coursework.
 - **Summative Assessment:** High-stakes assessment used to evaluate student learning at the end of an instructional period by comparing it against a standard or benchmark (e.g., exams, standardized tests).
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3. Assessment Breakdown by Key Stage

Assessment methodologies transition progressively across the school to prepare students for the demands of external examinations.

Key Stage	Years	Age Range	Assessment Method	End-of-Key Stage Examination
EYFS	Pre-Nursery to Reception	2 to 5	Continuous Assessment (Formative Focus): Based entirely on observation and professional judgement, tracking progress against the Early Learning Goals (ELGs). No formal testing.	No formal examination.
Key Stage 1 (KS1)	Years 1–2	5 to 7	Continuous Assessment (Formative Focus): Daily observation, short quizzes, guided reading records, and portfolio evidence. Used to track progress against curriculum objectives.	No formal examination.
Key Stage 2 (KS2)	Years 3–6	7 to 11	Mixed Assessment: 70% Continuous / 30% Summative. Includes end-of-unit tests, projects, and structured internal examinations.	Formal internal end-of-year exams + OISA/Checkpoint Exams (Year 6).
Key Stage 3 (KS3)	Years 7–9	11 to 14	Mixed Assessment: 60% Continuous / 40% Summative. Includes internal mid-term assessments, coursework,	Formal internal end-of-year exams + OISA/Checkpoint Exam (Year 9).

			and formal internal examinations.	
Key Stage 4 (KS4)	Years 10–11	14 to 16	Largely Summative Assessment: Designed to prepare students for external examinations. Assessment focuses heavily on IGCSE past papers, mock examinations, and grading aligned directly to IGCSE specifications.	External IGCSE Examinations (Years 10 & 11).
Key Stage 5 (KS5)	Years 12–13	16 to 18	Largely Summative Assessment: Assessment methodologies align with the requirements of the NCUK International Foundation Year (IFY) and/or A-Level awarding bodies. Assessment uses specification-aligned tasks, mock papers, and external university placement criteria.	External NCUK Examinations and/or A-Level Examinations (Years 12 & 13).



4. Summative Examination Procedures (KS2 to KS5)

Internal Examinations (KS2 and KS3)

Formal, structured examinations are conducted internally at the end of the academic year for KS2 and KS3 pupils to build exam technique and test cumulative knowledge. Results are used to determine promotion to the next year group and set ambitious targets.

Standardized Benchmarking (OISA/Checkpoint)

Students in the final year of KS2 (Year 6) and KS3 (Year 9) will sit Standardized External Checkpoint or equivalent OISA examinations. These exams provide international benchmarks of student progress, allowing the school to measure performance against global standards (a key BSO indicator).

External Qualification Assessment (KS4 and KS5)

- **IGCSE (KS4):** Mock examinations, structured assessments, and coursework are strictly graded using published IGCSE mark schemes and grade boundaries. The focus is on mastering the required specifications and exam technique.
 - **NCUK/A-Levels (KS5):** Assessment mirrors the rigorous, final-examination structure of the respective awarding body (NCUK or A-Levels). Progression relies on achieving required grades in mock and final examinations.
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5. Reporting to Parents

The school will provide parents with formal progress reports at least three times per year. These reports will include:

- **Attainment Grade:** The student's current achievement level.
 - **Specific Targets:** Clear, actionable next steps for improvement in key subject areas.
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6. Policy Review

This Assessment Policy will be reviewed annually by the Senior Leadership Team, the Director, and the Review Team (Director, Head of Primary, Head of Secondary) to ensure ongoing alignment with curriculum, best practice, and external standards, including any updates to BSO requirements.