

Thrive Independent School

Assessment Policy

2025–2027

Our Mission

At Thrive Independent School, we are committed to creating an inclusive, nurturing and high-quality educational experience for every learner. Through relational practice, therapeutic support and a trauma-informed approach, we provide students with opportunities to re-engage in learning, build resilience, and develop the knowledge and skills they need to succeed in their next steps — whether in education, employment, or life beyond.

Our assessment policy assumes students will be with us for the year. For shorter term placements, students will complete initial assessments in both maths and English.

Our Assessment Principles

Assessment can be described as ‘...the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there’ (Assessment Reform Group, 2002). At Thrive, we are committed to ensuring that assessment is implemented to measure our pupil progress in individual subjects. Assessment is then used to identify gaps in our pupils’ skills and knowledge. The process of learning, assessing and reviewing assists us in fostering life-long learners who are equipped with the tools to grow through purposeful and meaningful feedback. We know that the feedback pupils receive, both through classroom dialogue and through more formal avenues, such as written feedback on pupil’s work or formative assessments, has a significant impact on their progress and attainment in secondary school.

1. Planning for Progress: Clear, Deliberate Sequencing

- Lessons follow a clear structure: “I do” (teacher modelling), “We do” (guided practice), “You do” (independent practice) — allowing students to build confidence and reduce anxiety through familiarity and routine.
- Teachers provide expert, scaffolded explanations with clarity and precision, using visualisers or modelling tools where appropriate.
- Curriculum planning includes moments for reflection, SMSC development and engagement with Fundamental British Values, supporting learners’ social and emotional growth alongside academic progress.
- We prioritise reducing cognitive overload and anxiety by delivering small-step instruction and using consistent routines and cues.

2. Assessment for Learning: Supporting Students to Remember More

- Formative assessment is embedded into lessons through:
 - Structured retrieval practice
 - Cold-calling and no-hands-up questioning
 - Whole class feedback and live marking
 - Visualisers used for “show call” and modelling improvements
- Assessment informs teaching. We re-teach when necessary, closing gaps and ensuring every student has the chance to succeed.

- Teachers track learning through a mix of low-stakes quizzes, knowledge checks and summative assessments, aligned with our adaptive curriculum model.



Formative assessment helps us find out what pupils do and do not know. We believe regular and spaced, low-stakes assessment embeds learning and provides specific feedback on how pupils can improve. Our termly formative assessment informs future teaching, intervention planning and feeds into the evaluation of curriculum structure and resources.

3. Summative Assessment

Summative assessment gives a measure of pupil progress and attainment. We set rigorous, challenging and fair tests of content taught each year, in order to gather data that's indicative of where pupils are in relation to national expectations in each subject. Alongside the formative assessment data gathered through the year, this informs our understanding of which pupils require further support.

Accurate summative assessment is integral to both our internal and external data. It gives us a clear understanding of how each pupil is achieving in their subjects and allows us to assess gaps in pupils' understanding. Throughout summative assessment cycles, teachers diagnose collective weakness areas in pupils' understanding of knowledge and skill within the specialism. The process of leaning → assessing → diagnosing → and feedback is central to our pupil's immediate and long-term academic success. After the assessment period pupils will receive their assessments, alongside at least one lesson where all misconceptions seen within the assessment are addressed by the classroom teacher. The pupils will have the opportunity to reflect on areas for development and address them within their assessment. We believe that this process is vital to cultivating a growth mindset and therefore the ability to learn from one's mistakes. Throughout the academic year, pupils will sit six summative assessments. Teachers will record data elicited from those assessments on centralised subject trackers. The assessments that fall in Autumn 1, Spring 1, and Summer 1 will be made up of content focused on within the unit of study that half-term and will last no longer than 50 minutes in length. However, assessments that take place in Autumn 2, Spring 2, and Summer 2 will be made up of content learned throughout the year

4. Feedback

All pupils will receive regular feedback both within lessons, within their homework tasks, and through more formalised, summative assessment. At Thrive, feedback should be approached as an opportunity for growth and improvement, as opposed to 'getting it wrong'. It is vital that all pupils are reflective when it comes to their work, as it is through reflection that provides them with the opportunity for progress and even greater achievement. Therefore, we ask for all pupils to approach feedback with an open mind and an understanding that through feedback their achievement will be even greater. The feedback that pupils receive may look different in various subject areas depending on the subject. For example, the feedback in a practical subject will look vastly different to that of a theory subject.

We expect teachers to mark in blue and students to respond in green.

5. Reporting Home and back to school



In Year 7 – 11, for students who are on annual placements, we will report home and back to school on two separate occasions. These reports will always follow the larger consolidated assessment in Autumn 2, Spring 2, and Summer 2. Through the process of reporting, we seek to triangulate the support of each individual pupil. Therefore, both home and schools can work together to ensure each pupil continues to progress and improve, despite their starting points. For short term placements, Thrive will provide an end of placement report.