



CHAPTER FIVE

Checklists: Managing assessments

T – When planning assessments across the year:

- Start with the whole-school calendar and duplicate key dates into a department version.
- Add fixed assessment dates such as exams, mocks, reporting windows and coursework deadlines.
- Identify the assessment requirements that must be included within your subject.
- Place assessments carefully across the year to avoid workload pinch points.
- Stagger larger assessments so they do not occur simultaneously across multiple year groups.
- Schedule assessments after content has been securely taught.
- Build marking, moderation and standardisation time into the calendar.
- Share the calendar with staff as early as possible.
- Balance the need for assessment data against staff marking capacity.
- Review the calendar annually and refine future assessment windows.

T – When administering assessments:

- Identify the specific knowledge, concepts or skills that the assessment is intended to check.
- Share the assessment focus and assessment window with staff in advance.
- Design assessments around curriculum priorities rather than individual lessons.
- Create assessments that allow students to demonstrate what they can do independently.
- Print and organise assessments centrally where possible.
- Provide staff with clear instructions so assessment conditions remain consistent.
- Replicate examination conditions where appropriate.
- Arrange reasonable adjustments such as extra time, scribes or laptops where needed.
- Ensure assessments are marked in line with whole-school policy.
- Record class strengths, target areas and misconceptions in a central location.
- Use assessment findings to inform curriculum review and future curriculum decisions.

T – When preparing for mock exams:

- Track which exam papers students have already encountered through lessons, revision resources and intervention.
- Select a mock paper that avoids overlap with previously used materials.
- Use locked papers where possible to maintain the integrity of the assessment.
- Keep paper selection confidential to ensure consistency across classes.
- Print papers well in advance of the mock examination.
- Check printed papers carefully before the exam takes place.
- Liaise with the examinations officer to confirm arrangements are in place.
- Check that all exam-access arrangements have been organised correctly.



Five Steps Ahead

- Ensure staff understand that mock exams are designed to provide valid data, not inflated outcomes.
- Run mock exams under consistent conditions so the results can be trusted and acted upon.

T – When setting the marking standard, through standardisation:

- Select a representative sample of responses for each question.
- Include responses that cover a range of marks or levels.
- Share the assessment and mark scheme with staff before the meeting where possible.
- Give staff time to read the questions and familiarise themselves with the mark scheme.
- Ask staff to allocate marks independently before any discussion takes place.
- Compare marks as a team and discuss any differences in judgement.
- Focus on applying the mark scheme consistently rather than finding the "correct" mark.
- Record staff marks and identify any markers who are repeatedly outside tolerance.
- Provide additional support or modelling for staff who require further calibration.
- Make yourself available during the marking period so staff can recalibrate their judgements if needed.
- Ensure all staff leave with a shared understanding of what different mark levels look like.
- Prioritise consistency across classes so that the final data is fair and reliable.

T – When moderating the marking standard, through moderation:

- Decide which scripts to sample once all marking has been completed.
- Use standardisation outcomes to inform the scripts selected for moderation.
- Pull the highest- and lowest-scoring scripts from each class to establish the marking range.
- Include scripts around key grade boundaries so classes can be compared fairly.
- Keep the sample manageable and focus on the most heavily weighted questions if time is limited.
- Organise staff into small moderation groups.
- Allocate scripts strategically based on staff numbers, marking patterns and department priorities.
- Ask staff to compare judgements across classes and identify any inconsistencies in marking.
- Discuss any discrepancies and agree adjustments where required.
- Amend marks before data entry if moderation identifies concerns.
- Ensure all classes have been judged against the same standard before finalising outcomes.
- Use moderation findings to strengthen future standardisation processes.

T – When analysing assessment data:

- Check that standardisation and moderation were accurate before analysing outcomes.
- Begin by reviewing whole-cohort patterns across the assessment.



Five Steps Ahead

- Compare outcomes between classes and identify any significant differences.
- Analyse performance at question level to identify strengths and weaknesses.
- Look for recurring patterns, anomalies or areas of underperformance.
- Explore whether identified issues relate to curriculum design or curriculum delivery.
- Review outcomes for key student groups and check for significant gaps.
- Compare findings against what you already know about classes, teachers and cohorts.
- Triangulate assessment data with other evidence before drawing conclusions.
- Identify the specific knowledge or skills that students are struggling to acquire.
- Decide what actions need to be taken at department, class or year-group level.
- Implement interventions and curriculum adjustments before reporting findings.
- Share department-wide patterns and trends with staff and collaborate on solutions.
- Focus discussions on improving teaching and outcomes rather than assigning blame.
- Report findings, actions taken and next steps to your line manager.