BALLARD

BESPOKE EDUCATION

ASSESSMENT POLICY	
Reviewed by:	**Matthew Higgins – Deputy Head Academic** **John Walter – Assessment Lead**
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Next Review due:	**June 2024**

BALLARD

BESPOKE EDUCATION

Assessment Recording and Reporting Policy

INTRODUCTION

Assessment is the process of obtaining, analysing, and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

The assessment process and the data it generates should be valid (they measure what they were intended to measure, data is appropriate for the interpretations intended to be made and reliable (consistent over time) for the purpose intended: a poor-quality assessment that lacks rigor may give misleading results and lead to poor-quality decisions. By using high-quality data efficiently as a tool to help inform practices in School three positive consequences occur:

- Senior leaders and their teachers make conscious decisions about the specific uses of each piece of assessment data they will collect. This enables productive conversations about ensuring these are appropriate and useful for the intended purposes.

- Teachers and senior leaders consider the opportunity costs of assessment. They recognise that the time and effort spent on assessment must be as valuable – if not more so – than other 'opportunities' (such as more teaching time) which could have been taken up.

- Assessment data informs decisions about teaching and learning. Lessons and interventions are planned proactively in response to purposeful assessments.

Education Endowment Foundation

CONTENTS

1. Aims
2. Principles of Assessment
3. Characteristics of Good Practice in Assessment
4. Assessment Formative and Summative
5. Assessment Composition
6. Subject Assessment Journeys
7. Assessment Schedule and Reporting
8. Attainment Banding
9. Attainment – Age Related Expectations (ARE) – Since April 2022 – Years N to 9
10. Progress Reporting – (Attainment Banding vs Current Attainment) – Years 1 to 9
11. Attainment and Most Likely GCSE Outcome – Years 10 and 11
12. Feedback
13. Rewards
14. Responsibilities
15. Monitoring
16. Accountability

AIMS

This policy aims to:

- 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.
- Clearly set out how and when feedback, parents' and tutor evening will occur.

PRINCIPLES OF ASSESSMENT

1. Assessment is an integral part of the learning process, encouraging pupils to learn from their mistakes and to have a sense of pride in their work.
2. Assessment should be based on a variety of evidence and, where appropriate, should be gathered from a range of contexts.
3. Assessment should encourage a dialogue between teacher and pupils, both verbal and written.

4. Assessment of pupils' performance should highlight strengths and weaknesses. It should emphasise positive achievement and aid motivation. It should give pupils an idea of their achievement.

5. Assessment should be designed to encourage pupils to aim for higher standards and to plan the next stages of learning.

6. Teachers should record assessment information and use it to evaluate their teaching schemes, assisting logical progression of work, informing short-term planning, and helping the School to evaluate its curriculum.

7. Effective assessment should enable us to closely monitor progress, identify and act upon underachievement and with appropriate interventions, should help to ensure all pupils make excellent progress and as a result, outstanding outcomes.

8. Valid and reliable information will be provided for parents, and other interested parties, on pupil achievement and attitude to learning. This will also facilitate effective feedback and realistic target setting for both pupil and teacher.

CHARACTERISTICS OF GOOD PRACTICE IN ASSESSMENT

Promote and support learning	**Inform teaching**	**Foster a shared involvement and responsibility between School and Home**
Identifies what pupils know, understand, and can do Enables consistent monitoring of pupils' progress Identifies individual learning strengths and weaknesses Encourages progression in learning	Assists lesson planning Informs review of content and skills Promotes a variety of teaching strategies Enables consistent monitoring of teaching progress Encourages self-reflection	Shared responsibility in motivating pupil to achieve Creates a shared ownership and collaborative aligned support network Families have an indication of pupil's most likely outcomes in public examinations
Use appropriate and diverse strategies	**Recognise pupil progress and achievement**	**Develop the capacity for self-assessment**
Is both formal and informal Tests a range of skills Encourages effective and standardised marking procedures Is both quantitative and qualitative Is carried out in a range of contexts	Rewards progress, effort, and achievement Fosters motivation and promotes a commitment to learning Creates opportunities for self-direction Fosters self-esteem and social development	Shares learning outcomes and assessment criteria Gives sensitive and constructive feedback Supports pupils in self and peer assessment activities Engages pupils in realistic target setting
Are both formative and summative • Promotes a shared learning culture • Provides clear and regular feedback • Diagnoses learning difficulties • Measures pupil performance • Identifies clear and shared targets for pupil progress • Informs subject choice and career decision making • Provides effective and progressive pupil records • Informs regular reporting to all stakeholders		

ASSESSMENT – FORMATIVE AND SUMMATIVE

We use three broad overarching forms of assessment: day-to-day in-School formative assessment, in-School summative assessment and nationally standardised summative 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.

Assessment is the teacher's judgement of the evidence of a pupil's achievement. It should be an integral part of the learning process: it is seen as a continuous process and not just as a separate activity, 'bolted-on' at the end of a topic. All assessments at Ballard should be:

1. Planned to provide useful feedback to pupils about their learning.

2. Emphasise positive achievements and identify future learning priorities.

3. Based on a variety of evidence and, where appropriate, should be gathered from a range of contexts; observation of practical and oral work, asking questions and listening, written work in the class learning, home learning, tests, and examinations. All of these will be interpreted as evidence of achievement.

4. Ensure evidence of achievement emerges from scheme of work with timely assessment points throughout the academic year relevant to the age and objectives of pupils.

5. Involve pupils in the assessment process - they should be aware of the overall context in which a piece of work is being studied and the criteria for judging achievements should be made clear.

6. Pupils will be expected to respond to feedback given by their teachers. This may be by way of purple pen work, reflections on outcomes (such as effort and revision effectiveness), editing and improving work, responding to further questions or any other way signposted by their teacher.

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**.** Data analysis platform SISRA is utilised to give fast, accurate and comparative data to measure pupil, class and cohort performance against a national data set.

- **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 in the future and set aspirational and realistic targets for attainment.

- **Parents** to stay informed about the achievement, progress, and wider outcomes of their child across a period.

ASSESSMENT COMPOSITION

Assessment at Ballard comprises of the following types of assessments:

1. Baseline Data: CAT4, NGRT, NGST and Progress Tests
2. Low stakes, ongoing assessment for learning that takes place in every lesson
3. Regular Knowledge Retrieval Tests built in to schemes of learning
4. Progress Assessments
5. End of Year Examinations/Mock Examinations
6. Assessments for Years N & R

Baseline Data: CAT4, NGRT, NGST and Progress Tests (Maths & English)

At the beginning of the year as per the academic calendar, there will be **Cognitive Ability Tests (CAT4) in Years 3, 5, 7, 9 and all new pupils. Year R will take CEM tests.** These will be more formal, standardised tests, which will demonstrate underlying ability in the pupils. To prepare pupils for the linear landscape of external examinations, these tests may cover work covered previously as well as new concepts. The outcomes of the CAT4, will be used for generating the **Most Likely GCSE Outcomes** and setting targets for individuals and groups of pupils.

NGRT (New Group Reading Test) and **NGST (New Group Spelling Test)** is completed three times a year to track pupils' reading and spelling ages so that they are at the correct standard. The New Group Reading and Spelling Tests are a standardised, adaptive assessment to measure reading and spelling skills against the national average. Our aim is to use it to identify where intervention may be needed, and then to monitor impact and progress made. It is adaptive, responding to a pupil's ability as they complete the test, so more able readers are challenged and others remain engaged. The NGRT test provides a reading age which can be compared with a child's age at the time they took the test. The age is provided in years and months for example 14:01 is 14 years and 1 month. This information also supports teachers' professional judgement on the attainment that is generated through class learning, home learning and internal assessments. These assessments form part of a pupil's profile alongside any feeder school transfer information. This information will assist in the identification of those pupils who require intervention, SEND provision, subject setting, GCSE options and establishing targets for the end of Key Stage 4. Outcomes of every GL, NGRT and NGST assessment will be shared with pupils and their parents/carers.

GL Progress Tests – Years 1 to 9 for Maths, English (and Science – Years 3 to 5). Assessments occur in half term three and half term five to track and assess pupils' attainment and progress. For Years 6 to 9, they are used as the formal assessment provide greater evidence for the **Most Likely GCSE Outcome** (Years 6 to 11).

Knowledge Retrieval

Depending on the number of lessons in a week, each subject will regularly use knowledge retrieval activities to consolidate prior learning. This is a low stakes activity (for example a Do Now / Starter task), identifying gaps in a pupils' knowledge and to embedding the knowledge learnt through teachers targeting areas for immediate improvement and celebrating areas of strength. These will always be peer / self-marked and questions that are frequently incorrectly answered will prompt a review of the teaching of that content. They should also form areas of focus for future lessons to develop the pupils' capacity to store and retrieve accurate information. This knowledge will inevitably be based upon the pupils' knowledge organiser, within that subject for that unit.

Progress Assessments

Core Subjects (Maths and English) must conduct ***one assessment test per half-term*** whilst all other subjects are only required to complete ***one assessment test per term***. If a Mock Examination or End of Year Examination occurs, this is counted as one of the progress assessments. This is the minimum expectation and departments can conduct more test if necessary. The timings of these assessments will be appropriate for that subject's curriculum and taken at the end of each topic in line with a subject's assessment plan. These assessments will assess what has been taught within the topic and are pre-planned within the subjects' curriculum. These assessments will support the development of pupils' examination skills over time and subjects will focus on effective revision techniques. Outcomes will be recorded internally to help plan pupil interventions.

End of Year / Annual Assessments (Year 9 during half term two due to GCSE options process)

For Years 6, 7, 8 and 9 pupils will sit an end of year holistic assessment 'End of Year Assessments', assessing the content from that year's academic subject curriculum. Refer to the Assessment, Recording and Reporting Calendar for the timings of these assessments.* These will take place during normal timetabled subject lessons, and will be timetabled during a specific week. They will be marked by the class teacher, moderated within the department, and an Exam Attainment Grade as well as an Overall Attainment Grade will be assigned to the level the pupil achieved against the subject's Age-Related Expectations (ARE). Subjects (when appropriate) will pause their curriculum delivery in preparation to focus on effective revision techniques beforehand and revision resources will be prepared and uploaded onto the Effective Revision/Year Group Teams and OneNote.

Mock Examinations / End of Year Assessments

There will be one Mock Examination / Assessment series for Years 10 and 11. Refer to the Assessment, Recording and Reporting Calendar for the timings of these examinations.* They will replicate, as closely as possible, the external examination process. In Years 11, internal mock examinations will take place in November and, where necessary at the end of the Easter term. Subjects (when appropriate) will pause their curriculum delivery in preparation to focus on effective revision techniques beforehand and revision resources will be prepared and uploaded onto the Effective Revision/Year Group Teams. The outcomes will enable us to see how much our pupils have developed over the full range of skills in each subject and how much they have developed their overall subject knowledge. The outcomes will inform us of what pupils may benefit from targeted intervention.

*NEA/practical based subjects examination format can be a project when deemed appropriate and providing greater educational benefit.

Assessment (Years Reception, One & Two)

Assessment occurs on an on-going basis. Pupils are assessed using GL Assessments the Reception Baseline Assessment (RBA) and Early Years Foundation Stage Profile (EYFSP). The profile provides a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1.

SUBJECT ASSESSMENT JOURNEYS

At Ballard we see assessment as an integral part of teaching and learning, and it is linked to our curriculum. Each subject will review and update their subject assessment plans annually. Please see Appendix 1.

Subject teams will use summative assessments throughout a pupil's educational provision from Years 6 to 11 following their subject's assessment journey and GL Progress Tests from Years 1 to 9.

Assessments that are not Mock Exams or End of Year Exams are decided by department that a best suited to the Scheme of Work and the data generated is most valuable, for example presentation, project, extended homework or class test. Each subject team will assess attainment and track how each pupil has performed in these assessments, in relation to age related expectations. These summative subject assessments will be quality assured, ensuring that they are fit for purpose and robustly moderated post marking to ensure the gradings are accurate.

Subject assessments and the attainment achieved feeds into our reporting cycle to pupils and their families, reporting home through many points throughout the year via Report Cards, Full Report and Parents' and Tutor Evenings.

ASSESSMENT SCHEDULE AND REPORTING

Please find the assessment schedule per year in Appendix 2.

Reporting is carefully planned so that contact is made with parents each half term. If problems occur parents are invited to visit the School and discuss their concerns with the teacher, Head of Department, Form tutor, Head of Section or Deputy Head.

Academic Report Cards
Academic Report Cards will be generated continuously throughout the year. Reports will contain grades for:

Years 1 to 9
1. Exam Attainment Grade (when appropriate) – (SA, A, E, T or B)
2. Overall Attainment Grade – (SA, A, E, T or B)
3. Progress – (1 to 5)
4. Class Learning Effort – (1 to 5)
5. Home Learning Effort – (1 to 5)

Years 10 and 11
1. Mock Grade (when appropriate)
2. Current Working Grade
3. Most Likely Grade
4. GCSE Challenge Grade (always higher than the Projected GCSE Grade)
5. Class Learning Effort – (1 to 5)
6. Home Learning Effort – (1 to 5)

Core PE and PSHE continue to be graded using SA, A, E, T (or B – Core PE only).

Pupils will receive a digital copy of their report via MSP. For specific Report Cards (when stated), a Tutor Comment is provided and contains:

1. Praise comment
2. Academic target
3. School Co-curricular target

Refer to Appendix 4 for examples of Report Cards.

Academic Full Reports

Full Reports occur once a year after the main assessment point (End of Year Exam or Mock). Parents will be notified in advance of every assessment period or point to help with preparations at home, access effective revision resources in support and the Academic Review Day post exams/mocks. The Full Report will contain the same data as the Report Cards with the addition of teacher comments. Comments contains three components and do not simply reference the scheme of work:

1. Praise comment
2. Current Academic SMART target
3. Future Academic SMART target

Appendix 5 contains Full Report writing guidance for teaching staff.

Full Reports will also include a Tutor, Head of Section and Headmaster's comments.

In addition to attainment, the following scale is used to measure progress, class learning and home learning effort (sometimes referred to as attitude to learning – in class and at home).

1 – Excellent
2 – Good
3 – Satisfactory or Intended level
4 – Requires Improvement (Below the intended level)
5 – Significant Concern

Class learning considers all the work completed in class and their attitude to learning. Home learning considers all the work that has been submitted, the standard that is being produced and wider reading. ***Requires Improvement or Significant Concern*** can only be awarded on a Report Card or Full Report if Parental Contact has occurred to discuss concern.

Academic Review Day

After a Mock or End of Term Assessment series, pupils will have a 10 minute appointment with their tutor to discuss their recent examination performance. Alongside previous Report Card data, pupils will then derive a 'Pupil Challenge Grade' per subject, highlighting areas for improvement and from this discussion, set personal targets. All of this information is recorded in the MIS.

Specialist Reports (DEL Department and Performing Arts)

These additional provisions that are provided and/or available are reported home with the Full Report, once a year. However, if deemed appropriate, these specialist subjects will communicate home throughout the academic year to ensure the correct progress is made and support provided.

Quality Assurance of Report Data and Comments

It is the Head of Department's responsibility to check their department's data and comments before they are reviewed by the Deputy Head (Academic). Similarly, Heads of Section must check Tutor Comments and the Headteacher will review the Heads of Section comment. Any pupils that are of concern will have their reports checked by the Head of DEL and/or Deputy Head (Pastoral).

Please reference the ARR Calendar for reporting deadlines.

Parents' and Tutor Evening

There will be a Parents' evenings strategically placed for each year group where pupils and parents / carers can meet with their child's subject teachers to discuss their attainment and agree on targets for improvement. For all year groups, reports will indicate the attainment that the pupil has made within each of their subjects. Teachers, departments, the Leadership Team will use these outcomes to make informed decisions for pupil interventions and the Ballard School Improvement Plan. The nature of the evenings (face to face or remote via school cloud) will remain flexible and reviewed annually to ensure consultations are most effective, efficient and impactful for pupil progress.

ATTAINMENT BANDING

At the start of Year 1, pupils will be categorised as one of five prior attainment categories, per subject, using GL CAT4 Score (used as an indication but it is not the overriding measure for banding) and/or teacher judgement from internal assessments, class, and home learning:

1. Very High Attainment (126 and above scaled CAT score)
2. High Prior Attainment (112 - 125 scaled CAT score)
3. Middle Prior Attainment (89 - 111 scale CAT score)
4. Low Prior Attainment (75 - 88 scale CAT score)
5. Very Low Prior Attainment (74 and below scale CAT score)

Please note that this banding is fluid and can be adjusted up to Year 9 to ensure pupils are placed in the correct group. The purpose of this banding is generate Progress scores on the Reports Cards/Full Reports and to support in the identification of pupils with Special Educational Needs, Potential Plus or eligible for Scholarship Awards. Please refer to these policies to understand further how the banding and GL Baseline Data is used.

Pupils in Years 1 to 5 will be categorised using a general/holistic approach across all subjects, especially paying attention to the Mean (SAS) CAT score.

ATTAINMENT REPORTING - AGE RELATED EXPECTATIONS (ARE) – Years N to 9

Subject teams will continuously assess what pupils are attaining within their own subject, with respect to their subject specific ARE. Each subject has a bespoke ARE criteria using the standardised school template, please refer to Appendix 3. Below is a grid summarising how these Age-Related Expectations relate to the pupils chronological age and how it will be inputted into the MIS to generate attainment.

Years Reception, One & Two

Pupils are assessed using the Reception Baseline Assessment (RBA) and Early Years Foundation Stage Profile (EYFSP). The profile provides parents and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1.

Years 1 to 5

Attainment Code	Age Related Expectation	Explanation
SA (Significantly Above)	**Significantly working above** age related expectations	Significantly exceeding the intended learning outcomes for this academic year
A (Above)	**Working above** age related expectation	Exceeding the intended learning outcomes for this academic year

E **(Expected)**	**Working at** age related expectation	Fulfilling the intended learning outcomes for this academic year
T **(Towards)**	**Working towards** age related expectations	Building towards the intended learning outcomes for this academic year
B **(Below)**	**Working below** age related expectations	Below the intended learning outcomes for this academic year

Subject teams will use their summative assessment data for that academic year, to give a holistic subject grade for each pupil.

Years 6 to 9

Attainment Code	**Age Related Expectation**	**Explanation** **(Based on a High Band pupil – different bands produce different GCSE Most Likely Outcomes)**
SA **(Significantly Above)**	**Significantly working above** age related expectations	Significantly exceeding the intended learning outcomes for this academic year and are on track to achieve Grades 9 or 8 in GCSE at the end of Year 11
A **(Above)**	**Working above** age related expectation	Exceeding the intended learning outcomes for this academic year and are on track to achieve Grade 7 in GCSE at the end of Year 11
E **(Expected)**	**Working at** age related expectation	Fulfilling the intended learning outcomes for this academic year and are on track to achieve Grade 6 in GCSE at the end of Year 11
T **(Towards)**	**Working towards** age related expectations	Building towards the intended learning outcomes for this academic year and are on track to achieve Grade 5 in GCSE at the end of Year 11
B **(Below)**	**Working below** age related expectations	Below the intended learning outcomes for this academic year and are on track to achieve Grade 4 in GCSE at the end of Year 11

Subject teams will use their summative assessment data for that academic year, to give a holistic subject grade for each pupil.

Below Grading
This can only be awarded on a Report Card or Full Report if parental contact has occurred to discuss concerns.

PROGRESS REPORTING – (ATTAINMENT BANDING vs CURRENT ATTAINMENT) – Years 1 to 9

Once teaching staff have entered their pupil's current attainment into our MIS, these attainment standards are then converted to current progress measures. This is based on each pupil's prior attainment on entry. The progress measure that is derived from this, is what is reported to pupils and their parents/carers. In addition to this, subject teams will also be able to analyse their current performance data at these points and at the end of each unit using 4Matrix.

Progress Scores	Current Attainment – Report Entry (Teacher Input on MIS)				
	Significantly Above	Above	Expected	Towards	Below
Very High Subject Attainment Band (GL 126 to 141)	Excellent	Good	Intended	Requires Improvement	Significant Concern
High Subject Attainment Band (GL 112 to 125)	Excellent	Good	Intended	Requires Improvement	Significant Concern
Middle Subject Attainment Band (GL 89 to 111)	Excellent	Excellent	Good	Intended	Requires Improvement
Low Subject Attainment Band (GL 75 to 88)	Excellent	Excellent	Excellent	Good	Intended
Very Low Subject Attainment Band (GL 0 to 74)	Excellent	Excellent	Excellent	Good	Intended

Projected GCSE Attainment	Current Attainment – Report Entry (Teacher Input on MIS)				
	Significantly Above	Above	Expected	Towards	Below
Very High Subject Attainment Band (GL 126 to 141)	Grade 9	Grade 8	Grade 7	Grade 6	Grade 5
High Subject Attainment Band (GL 112 to 125)	Grade 8	Grade 7	Grade 6	Grade 5	Grade 4
Middle Subject Attainment Band (GL 89 to 111)	Grade 7	Grade 6	Grade 5	Grade 4	Grade 3
Low Subject Attainment Band (GL 75 to 88)	Grade 6	Grade 5	Grade 4	Grade 3	Grade 2
Very Low Subject Attainment Band (GL 0 to 74)	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1

Progress is measured using the following scale:
1 – Excellent
2 – Good
3 – Intended
4 – Requires Improvement
5 – Significant Concern

Progress measure of 4 or 5 – Requires Improvement or Significant Concern (Below the intended level)

This can only be awarded on a Report Card or Full Report if parental contact has occurred to discuss concerns. Heads of Department and Heads of Section will also be consulted to ensure a holistic academic and pastoral picture is generated; to provide the most accurate and appropriate feedback.

Future Projections
As a tool to project a rough indication of how Years 6 to 9 are currently performing, compared to past cohorts at the end of Year 11. Current Progress measures for each prior ability category have been mapped against a possible expected GCSE outcome at the end of Year 11 using national expectations and our own past performance data at the end of Year 11.

This data will be updated on Power BI after each data drop (Report Card, Full Report or Mock Card), giving subject teams regular updates of how their pupils are progressing. This will inform decisions about interventions required for pupils and within their subject curriculum. It will form the basis of a regular dialogue with the Head of Department and Senior Leader line management meetings. This data will also be used to report, as part of the annual governance reviews. The cycle of quality assurance will involve a data entry deadline, completion check by MIS manager, review of accuracy by leaders in the Academic team and reports shared with leadership team and Heads of Section and Heads of Department. The intervention process will then be initiated at middle leader and class teacher level. The impact of interventions will then be reviewed by the following assessment cycle; typically twice annually.

ATTAINMENT AND MOST LIKELY GCSE OUTOME – Years 10 and 11

All pupils at Ballard School will be set a challenge for their GCSEs.

Mock Exam Grade

The level of attainment that the pupil achieved in their most recent mock examination. This is represented as a fine grade.

Most Likely (GCSE) Outcome

This will be based upon their attainment during each of the mock examination series or assessments in class. This is an estimate, mapped against our internal data from previous Ballard School cohorts. The 'Most Likely Outcome' grade will be derived from what the majority of our pupils went on to achieve at the end of Year 11, from this point in time.

For example, most pupils, who achieved a Grade 3 in their Year 10 English Mock 1, went on to achieve a Grade 5 in their final English GCSE examinations. Therefore, at this moment in time, this pupil's 'Most Likely Outcome' is a Grade 5 for the end of their GCSE course.

It is possible that the 'Most Likely Outcome' could change after each mock examination series, as it will be dependent upon pupil performance at that moment in time.

Ballard GCSE Challenge Grade

It is an aspirational target, derived by GL 'if challenged grade' and the teacher's professional judgement. These targets equate to a pupil making exceptional progress, placing them nationally within the top five percentile for progress.

Academic Review Days

After a Mock or End of Term Examination series, pupils will have a 15 minute appointment with their tutor to discuss their recent examination performance. Alongside previous Report Card data, pupils will then derive a **'Pupil GCSE Challenge Grade'** per subject of what they believe they can achieve with hard work, focus and determination. These grades are recorded in the MIS and are made available to pupils and parents alongside the summative feedback grades.

FEEDBACK AND IMPROVEMENT

Teacher, pupil and peer feedback is essential to ensure improvement in pupil performance occurs and it is a major part of the assessment framework. Feedback will enable and support a growth mindset. Please refer the Feedback Policy.

REWARDS

At the end of every term, the top two pupils are provided with certificates for attainment and progress in every subject. In addition, for each data drop, pupils can receive a Rosette Award based on their average score for Progress, class learning and home learning. The averages below produce the following awards:

Score	Award
1	Blue
1.01 to 1.66	Gold
1.67 to 2.33	Silver
2.34 to 2.99	Bronze
3 to 5	None

RESPONSIBILITIES

Teachers
Teachers are responsible for following the procedures outlined in this policy.

Leadership Team, Heads of Department and Heads of Section

The Leadership Team and Heads of Department are responsible for:

1. Ensuring that the policy is adhered to**.**
2. Monitoring standards in core and foundation subjects**.**
3. Analysing pupil progress and attainment, including individual pupils and specific groups**.**
4. Prioritising key actions to address underachievement**.**
5. Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years**.**

Governors
Governors are responsible for:

1. Being familiar with statutory assessment systems as well as how the School's own system of non-statutory assessment captures the attainment and progress of all pupils.

2. Holding School leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

MONITORING

The Deputy Head (Academic) will review this policy.

At every review, the policy will be shared with the governing body.

All teaching staff are expected to read and follow this policy. Heads of Department and their direct line managers are responsible for ensuring that the policy is followed.

The Leadership Team will monitor the effectiveness of assessment practices across the School, through:

- Regular line management moderation and standardisation processes
- Regular work scrutiny sessions both within and across faculty areas and key stages
- Internal results and data review meetings
- External results review meetings
- As part of Professional Development Planning
- Regular line management meetings

ACCOUNTABILITY

Subject Progress Reviews are completed after each Mock, End of Year Examination, GL Assessment, and the Summer Public Examinations. The system is designed to direct the maximum support to the areas of greatest need, to ensure that all pupils in each year group make rapid progress and that all teachers are supported to facilitate this.

Whole School Accountability

These reviews will form a part of the whole School Self Evaluation (SEF) judgement(s). The Progress Reviews will draw together trends across the School, looking at subject and specific group variation.

This forms part of our whole School monitoring and quality assurance systems. Areas of additional support and training will be identified and become actions of the School Development Plan (SDP).

Subject Accountability

- Subject analysis of the Mocks Exams, End of Year Exams and GL Progress Tests will take place for each year group as calendared on our Ballard School Assessment Journey, using the Assessment Point Subject Analysis Proforma.

- It will focus upon variation in the progress of groups, classes, teachers, and areas of the curriculum.

- This analysis will also identify those pupils who are persistently underachieving in a subject area.

- Findings will inform the subject SEF judgements (feeding into the Departmental SWOT and GROW analysis) and Departments Development Plans (DDP), with updated actions relating to the curriculum, staff training and pupil's needs.

Heads of Section Accountability

- Each Head of Section will analyse their cohorts Mock, Report Cards, End of Year and GL Progress Tests, as calendared on our Ballard School Assessment Journey, using the Assessment Point Head of Year Analysis Proforma.

- It will focus upon variation in the progress of individuals and groups of pupils across their subjects.

- Findings will inform the Head of Year Academic SEF judgements and Academic Improvement Plan

Sources of Guidance

https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/764174/NFER_AWL_report.pd

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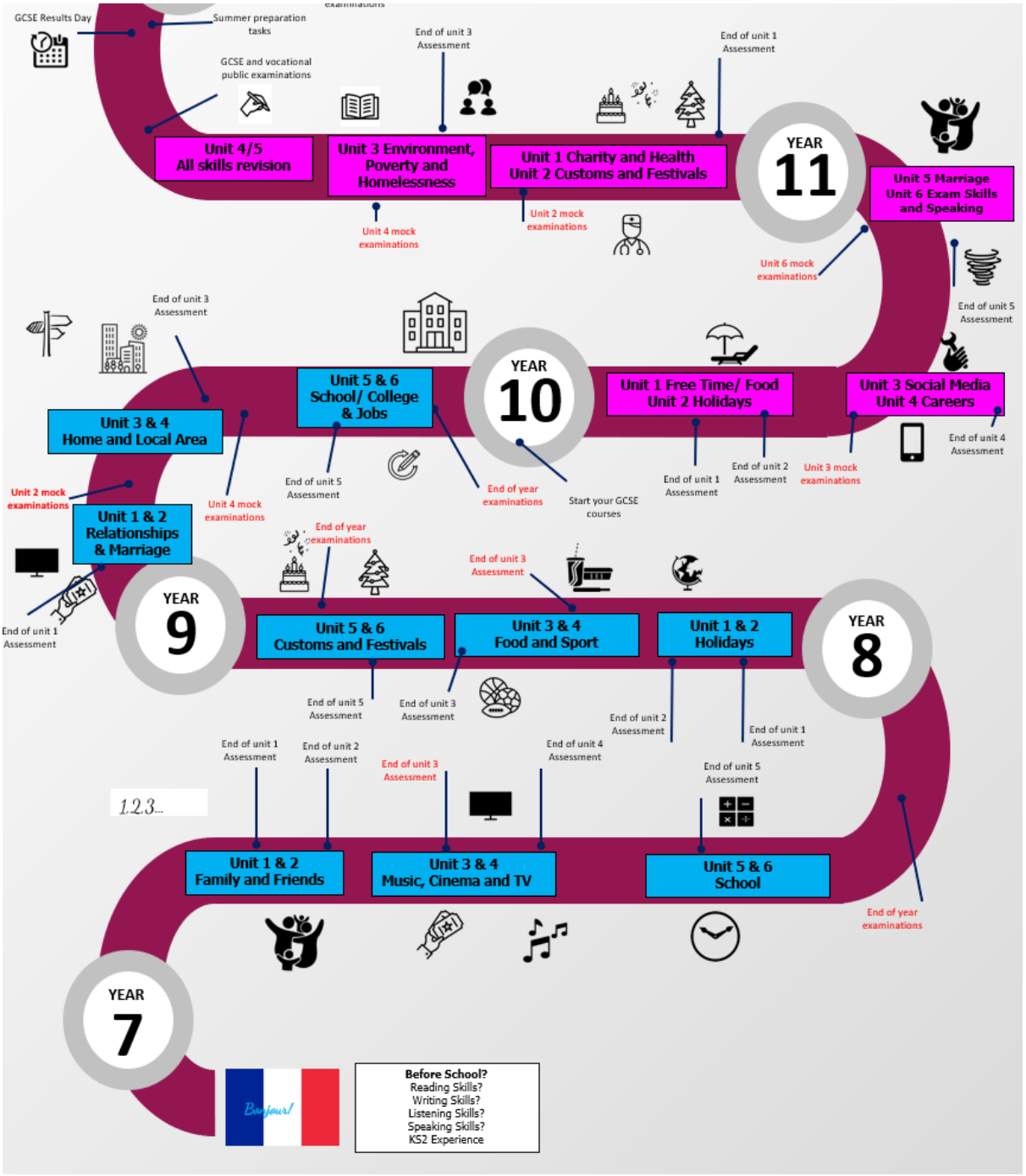
July 2023

Policy Log

Creation Date	Version	Author	Next Review
December 2021	1	MHI	June 2023
July 2022	2	MHI & CGL	June 2023
July 2023	3	JWA & MHI	June 2024

Appendix 1 – Ballard School Assessment Journey Exemplar


GCSE Results Day
Summer preparation tasks
GCSE and vocational public examinations
End of unit 3 Assessment
End of unit 1 Assessment
Unit 4/5 All skills revision
Unit 3 Environment, Poverty and Homelessness
Unit 1 Charity and Health
Unit 2 Customs and Festivals
YEAR 11
Unit 5 Marriage
Unit 6 Exam Skills and Speaking
Unit 4 mock examinations
Unit 2 mock examinations
Unit 6 mock examinations
End of unit 5 Assessment
End of unit 3 Assessment
Unit 3 & 4 Home and Local Area
Unit 5 & 6 School/ College & Jobs
YEAR 10
Unit 1 Free Time/ Food
Unit 2 Holidays
Unit 3 Social Media
Unit 4 Careers
End of unit 4 Assessment
End of unit 5 Assessment
End of year examinations
Start your GCSE courses
End of unit 1 Assessment
End of unit 2 Assessment
Unit 3 mock examinations
Unit 2 mock examinations
Unit 4 mock examinations
Unit 1 & 2 Relationships & Marriage
End of year examinations
End of unit 3 Assessment
YEAR 9
Unit 5 & 6 Customs and Festivals
Unit 3 & 4 Food and Sport
Unit 1 & 2 Holidays
YEAR 8
End of unit 1 Assessment
End of unit 5 Assessment
End of unit 3 Assessment
End of unit 2 Assessment
End of unit 1 Assessment
End of unit 1 Assessment
End of unit 2 Assessment
End of unit 3 Assessment
End of unit 4 Assessment
End of unit 5 Assessment
1.2.3...
Unit 1 & 2 Family and Friends
Unit 3 & 4 Music, Cinema and TV
Unit 5 & 6 School
End of year examinations
YEAR 7
Bonjour!
Before School?
Reading Skills?
Writing Skills?
Listening Skills?
Speaking Skills?
KS2 Experience

Pre-Prep

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year N	Welcome Evening Baseline - EL Goals	Parents Meeting	Ongoing parental 'check in'	Full Report & Parents Evening	Parents Meeting	Ongoing parental 'check in'
Year K	CEM Aspects Baseline Assessments Welcome Evening	Parents Meeting	Ongoing parental 'check in'	Full Report & Parents Evening	GL Aspects Progress Assessments Parents Evening	Ongoing parental 'check in'
Year R	Welcome Evening CEM Assessments	Parents Meeting	CEM Assessments	Full Report & Parents Evening	CEM Assessments Parents Evening	Ongoing parental 'check in' EYFSP Assessment
Year 1	Welcome Evening GL Assessment	Parents Meeting	GL Assessments	Full Report & Parents Evening	GL Assessments	Report Card & Parents Evening
Year 2	Welcome Evening NGST NGRT, CAT4	Parents Meeting	GL Assessments	Full Report & Parents Evening	GL NGST NGRT Assessments	Report Card & Parents Evening

Lower Prep

<table>
<tr><th>Year</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="3">Year 3</td><td>Welcome Evening & Meet the tutor</td><td rowspan="2">Parents' Evening & book review</td><td rowspan="2">GL Progress Assessment</td><td>Full Report</td><td rowspan="2">GL Progress Assessment</td><td>Parents' Evening & book review Report Card</td></tr>
<tr><td>GL Assessment (CAT4, NGRT & NGST)</td><td>Academic Review Day</td><td>Report Card</td></tr>
<tr><td colspan="2">Formative Assessments (Internal DD)</td><td colspan="2">Formative Assessments (Internal DD) – Not Maths, English & Science</td><td colspan="2">Formative Assessments (Internal DD)</td></tr>
<tr><td colspan="7"></td></tr>
<tr><td rowspan="3">Year 4</td><td>Welcome Evening & Meet the tutor</td><td rowspan="2">Parents' Evening & book review</td><td rowspan="2">GL Progress Assessment</td><td>Full Report</td><td rowspan="2">GL Assessment (NGRT & NGST)</td><td>Parents' Evening & book review Report Card</td></tr>
<tr><td>GL Assessment (NGRT & NGST)</td><td>Academic Review Day</td><td>Report Card</td></tr>
<tr><td colspan="2">Formative Assessments (Internal DD)</td><td colspan="2">Formative Assessments (Internal DD) – Not Maths, English & Science</td><td colspan="2">Formative Assessments (Internal DD)</td></tr>
<tr><td colspan="7"></td></tr>
<tr><td rowspan="3">Year 5</td><td>Welcome Evening & Meet the tutor</td><td rowspan="2">Parents' Evening & book review</td><td rowspan="2">GL Progress Assessment</td><td>Full Report</td><td rowspan="2">GL Assessment (NGRT & NGST)</td><td>Parents' Evening & book review Report Card</td></tr>
<tr><td>GL Assessment (NGRT & NGST)</td><td>Academic Review Day</td><td>Report Card</td></tr>
<tr><td colspan="2">Formative Assessments (Internal DD)</td><td colspan="2">Formative Assessments (Internal DD) – Not Maths, English & Science</td><td colspan="2">Formative Assessments (Internal DD)</td></tr>
</table>

Upper Prep

<table>
<tr><th>Year</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="2">Year 6</td><td>Parents Evening</td><td rowspan="2">Report Card</td><td>GL Progress Assessment</td><td>Parents Evening</td><td rowspan="2">End of Year Assessment</td><td>Full Report</td></tr>
<tr><td>NGRT / NGST Assessments</td><td colspan="2">Formative Assessments (Internal DD)</td><td>Academic Review Day</td></tr>
<tr><td colspan="7"></td></tr>
<tr><td rowspan="3">Year 7</td><td>Welcome Evening</td><td rowspan="2">Parents Evening</td><td rowspan="2">GL Progress Assessment</td><td rowspan="2">Parents Evening</td><td rowspan="2">End of Year Assessment</td><td>Full Report</td></tr>
<tr><td>GL Assessment</td><td>Academic Review Day</td></tr>
<tr><td colspan="2">Formative Assessments (Internal DD)</td><td colspan="2">Formative Assessments (Internal DD)</td><td></td><td></td></tr>
<tr><td colspan="7"></td></tr>
<tr><td rowspan="3">Year 8</td><td>Welcome Evening</td><td rowspan="3">Parents Evening</td><td>GL Progress Assessment</td><td>Parents Evening</td><td rowspan="3">End of Year Assessment</td><td>Full Report</td></tr>
<tr><td>GL Assessment (NGRT & NGST)</td><td colspan="2">Formative Assessments (Internal DD)</td><td rowspan="2">Academic Review Day</td></tr>
<tr><td colspan="7"></td></tr>
</table>

Senior School

<table>
<tr><th>Year</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="2">Year 9</td><td rowspan="2">GL Assessment (CAT4, Exact, SEN, NGRT, NGST)</td><td rowspan="2">Report Card</td><td rowspan="2">Parents Evening</td><td rowspan="2">Full Report</td><td>GL Progress Assessment</td><td>Report Card</td></tr>
<tr><td colspan="2">Progress Assessments (Internal DD)</td></tr>
<tr><td></td><td></td><td>Formal In class Assessment</td><td>Options Evening</td><td>Academic Review Day</td><td></td><td></td></tr>
<tr><td rowspan="2">Year 10</td><td>Welcome Evening</td><td>Parents Evening</td><td>Formal In class Assessment</td><td>Parents Evening</td><td rowspan="2">Progress Assessments (Internal DD)</td><td>Academic Review Day 2</td></tr>
<tr><td colspan="2">Progress Assessments (Internal DD)</td><td>Progress Assessments (Internal DD)</td><td>Academic Review Day</td><td>Full Report</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">Year 11</td><td>6th Form Evening</td><td>Mock Exams</td><td>Parents’ Evening</td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Parents Evening</td><td rowspan="2">Academic Review Day</td><td>Mock Exam Report</td><td>Final report</td><td></td><td></td></tr>
<tr><td colspan="2">Progress Assessments (NEA) or in-class</td><td></td><td></td></tr>
</table>

Appendix 3 – Ballard School National Age-Related Expectations (ARE) Exemplar – Religious Studies

	End of KS2	Year 7	Year 8	Year 9	Year 10	Year 11
KNOW AND UNDERSTAND	I can identify specific keywords and describe different features of the religious and non-religious worldviews I am studying using some of my own knowledge.	I can understand the main beliefs and practices of the religions and worldviews I am studying.	I can explain a range of different beliefs and practices of the religions and worldviews I am studying, and I am beginning to show awareness of the differences between them.	I can explain a wide range of different beliefs and practices of religions and worldviews, and I can make clear links to the differences between them. I can make supported comments on the diversity within each religion and worldviews I am studying. I can identify how different sources of wisdom and authority may be used to support different religious and non-religious arguments.	I can produce a sustained analysis of the influence of a wide range of beliefs and practices of religions and worldviews I am studying on a range of different individuals and communities. I am beginning to evaluate a range of source material and I use this evaluation to produce substantiated judgments about the utility of the material to the specific religious and/or worldview I am studying.	I can consistently evaluate the influence of common and divergent beliefs and practices within and between different religions and worldviews, such as Atheism and Humanism. I can find and use sources of wisdom and authority critically to conduct independent research about a wide range of religious and/or worldviews I am studying, and I am beginning to incorporate source material seamlessly to support my own arguments.

REFLECT AND REASON	I can identify the different types of religious beliefs and teachings around the world and identify some sources of wisdom and authority that have influenced them.	I understand why various sources of wisdom and authority exist and recognise why there are differences between them. I am beginning to appreciate that different religions and worldviews exist. I am able to use some of my own knowledge to support or challenge them.	I can explain the reasons why a range of sources of wisdom and authority exist, and I am beginning to show awareness of the significance of the differences between them. I can understand why different religions and worldviews exist and I am able to use my own knowledge to show awareness of the different factors that have caused others to question them.	I can produce a developed explanation why different interpretations of sources of wisdom of authority exist between and within a range of religions and worldviews and explain why they inspire people to follow a particular religious or philosophical path. I can explain how different religions and worldviews respond to challenges to their beliefs and draw upon a range of examples from the media, philosophy to support my reflections.	I can produce a sustained analysis of the similarities and differences between a wide range of interpretations of sources of wisdom and authority and provide a range of examples to explain why they inspire people to follow a particular religious or philosophical path. I can research and present a wide range of evidence and examples of how different religions and worldviews respond to challenges to their beliefs. I can offer a substantiated judgement on whether I agree or disagree with them.	I can consistently select and evaluate the best sources of wisdom and authority to draw reasoned conclusions why they inspire people to follow a particular religion or philosophy path. I can sustain and give well-reasoned arguments using sources of wisdom and my own knowledge to evaluate how different religions and worldviews respond to challenges to their beliefs. I can confidently make a substantiated judgement on whether I agree or disagree with them from a philosophical, theological, or ethical perspective.

Appendix 4 - Report Cards example (Years 1 to 9)
Tutor Comment Box removed when not required

BALLARD

BESPOKE EDUCATION

Year 9 Report Card Autumn 2

Name: Pupil Name **Form: Form Name**

Subject	Teacher	Attainment	Progress	Class Learning	Home Learning
Reading Age		**Above**			
English		Sig Above	2	1	1
Maths		Above	2	1	2
Science		Expected	1	1	2
Art		Expected	2	2	2
Dance		Below	2	2	2
Drama		Below	2	2	2
French		Towards	2	3	2
Food & Nutrition		Towards	3	4	2
Geography		Towards	2	2	2
History		Towards	3	2	2
ICT		Below	2	2	2
Music		Expected	2	2	2
PE		Expected	2	2	2
RS		Expected	3	4*	3
Spanish		Below	4	4*	3
PSHE - Relationships		Expected			
PSHE - Health		Above	1	1	2
PSHE - Living		Above			
		Rosette Award	**2.19**	**2.31**	**2.06**
			Silver		

Tutor Comment
Praise:

Academic Target:

School Co-Curricular Target:

Full Report Card with Exam Attainment

Teacher, Tutor, Head of Section and Headteacher comments are on the pages behind (Years 1 to 9)

Slight variations will occur for Pre-Prep and Lower Prep based on their examination requirement and use of GL Progress Tests.

BALLARD

BESPOKE EDUCATION

Year 7 Full Report Summer 1

Name: Pupil Name Form: Form Name

Subject	Teacher	Exam Attainment	Attainment	Progress	Class Learning	Home Learning
Reading Age		**Above**				
English		Above	Sig Above	2	1	1
Maths		Expected	Above	2	1	2
Science		Expected	Expected	1	1	2
Art		Below	Expected	2	2	2
Dance		Below	Below	2	2	2
Drama		Towards	Below	2	2	2
French		Towards	Towards	2	3	2
Food & Nutrition		Towards	Towards	3	4	2
Geography		Towards	Towards	2	2	2
History		Below	Towards	3	2	2
ICT		Expected	Below	2	2	2
Music		Expected	Expected	2	2	2
PE		N/A	Expected	2	2	2
RS		Sig Above	Expected	3	4	3
Spanish		Towards	Below	4	4	3
PSHE - Relationships		N/A	Expected	1	1	2
PSHE - Health			Above			
PSHE - Living			Above			
			Rosette Award	**2.19**	**2.31**	**2.06**
				Silver		

Subject Comment

English	
Maths	
Science	
Art	
Dance	
Drama	
French	
Food & Nutrition	
Geography	
History	
ICT	
Music	
PE	
RS	
Spanish	
PSHE	

Tutor Comment

Praise:

Academic Target:

School Co-Curricular Target:

Head of Section Comment

Headmaster Comment

Report Cards example (Years 10 to 11)
Tutor Comment Box removed when not required

BALLARD
BESPOKE EDUCATION

Year 10 Report Card Autumn 2

Name: Pupil Name **Form: Form Name**

Subject & Teacher		Current Working Grade	Most Likely Grade	Challenge Grade	Class Learning	Home Learning
English Language		6+	7	7+	1	2
English Literature		6	7-	8-	1	2
Maths		7-	8	8+	1	2
Science		6+	7-	7+	1	2
		5+	6-	6+	1	2
Art		4+	5-	7+	1	2
History		7	7+	8-	1	2
Music		7-	7	8-	1	1
Spanish		5+	6	8	4	1

Subject & Teacher		Attainment	Progress	Class Learning	Home Learning	
Core PE	PE Department	Expected	2	4	N/A	
PSHE - Relationships		Expected	2	1	1	
PSHE - Health		Above				
PSHE - Living		Towards				
Rosette Award - Silver					**1.54**	**1.72**

Tutor Comment
Praise:

Academic Target:

School Co-curricular Target:

Full Report or Mock Report Card with Exam Attainment
Tutor Comment Boxes removed when not required

BALLARD
BESPOKE EDUCATION

Year 10 Mock Card Spring 1

Name: Pupil Name **Form: Form Name**

Subject & Teacher		Exam Grade	Current Working Grade	Most Likely Grade	Challenge Grade	Class Learning	Home Learning
English Language		5	5+	7	7+	1	1
English Literature		6	6	7-	7+	1	2
Maths		7	7	8+	9+	1	2
Science		5	6	7-	7+	1	2
		4	6	6	6	1	1
Art		3	4+	5-	7+	1	1
History		6	6-	7+	7	1	1
Music		6	6+	7	8-	1	1
Spanish		4	5+	6	8	4	3

Subject & Teacher		Attainment	Progress	Class Learning	Home Learning	
Core PE	PE Department	Expected	1	4	4	
PSHE - Relationships	PSHE Department	Expected	2	1	1	
PSHE - Health		Above				
PSHE - Living		Towards				
Rosette Award - Silver					**1.54**	**1.72**

Subject Comment

English Language	
English Literature	
Maths	
Science	
Option 1	
Option 2	
Option 3	
Option 4	
Core PE	
PSHE	

Tutor Comment

Praise:

Academic Target:

School Co-Curricular Target:

Head of Section Comment

Headmaster Comment

Appendix 5 - Full Report Writing Guidance

Guidance for Subject and Form Teachers

The report should be as positive and encouraging as possible. Serious issues should be communicated home as they arise and not be raised for the first time in a written report.

The written comment should highlight strengths, particular achievements and areas of development and offer guidance towards improvement. Targets could be set, where appropriate. It should not include a summary of the topics learnt.

The report should be written to be read by the parent, not the pupil, using formal language. The name used in the report should be what is used to address the pupil. It is important that if a shortened name is being used, it is spelt correctly so that consistency occurs in the report.

Subject Comments:

An effective school report should clearly communicate:

- A pupil's levels of attainment, effort and progress;
- evidence and reasons for this judgement;
- actionable steps to facilitate pupil progress.
- might include specific refence to any recent assessment; and
- plus a reminder: do NOT include a summary of the SOW.

An example of this is:

Harry has remained a positive member of the class and is enthusiastic, focused and hard-working. His performance in the Germany parts of the course has been excellent. However, the topic 'International Relations (since 1945)' requires further revision using class notes, as his answers can lack key information. Moving forward, Harry must complete timed essays using past paper questions and then check his answers against the mark scheme so that he is fully prepared for the next assessment in March.

Tutor Comments:

An effective school report should clearly communicate:

- must include a praise comment – non-academic or academic;
- using the subject grades provided, state an academic target; and
- using SOCS and through discussion with the pupil, agree on a School co-curricular target moving forward.

Tutors provide the first port of call for our pupils' academic development. It is therefore important that a tutor's first sentence sends out an academic message, perhaps providing an overview. For example: 'It is clear from these reports that James is working diligently in most areas, though French in particular would benefit from a little more application where homework is concerned.'

Form reports should refer to whether or not the pupil is happy, settled, and behaving well. Contributions to other areas of school life will also act as a focus for tutors. Form tutors should refer to their tutees contributions to extracurricular activities, where this is not referred to elsewhere in the report.

An example of this is:

Z is a polite and helpful member of the form group, always willing to offer support which was evident during the recent mock examinations. From Z's report, it is clear that greater effort is required in Mathematics and Science, especially with regards to his class learning. Therefore, it is essential that Z attends the Maths and Science Raising Attainment sessions to support his studies.

Appendix 6 – Exemplar Department Assessment Tracking Document

11z/Ma3 - Set List (11z/Ma3)		Target Grade	Nov mock paper1 %	Nov mock paper2 %	Nov mock overall %	Nov mock overall grade	May 2018 Past Paper1 (Higher)%	May 2018 Past Paper1 (Higher) Grade	May 2018 Past Paper2 (Higher)%	May 2018 Past Paper2 (Higher) Grade
Surname	**Forename (Firstname)**									
[redacted]	[redacted]	5	25	0	13	N/A	ABS	ABS	ABS	ABS
[redacted]	[redacted]	5	40	25	33	5+				
[redacted]	[redacted]	6	32	27	30	5	31	5	35	5
[redacted]	[redacted]	6	24	17	21	4+	10	U	25	4
[redacted]	[redacted]	6	18	13	16	4	26	4	24	4
[redacted]	[redacted]	6	24	36	30	5	31	5	24	4
[redacted]	[redacted]	6	23	31	27	5	27	4	23	4
[redacted]	[redacted]	5	18	31	25	5-	21	4	19	3
[redacted]	[redacted]	5	15	24	20	4				
[redacted]	[redacted]	6	23	39	31	5	24	4	34	5
[redacted]	[redacted]	4					27	4	23	4
[redacted]	[redacted]	5	11	22	17	4				
[redacted]	[redacted]	5	25	31	28	5	27	4	23	4
[redacted]	[redacted]	4	29	29	29	5	31	5	20	4
[redacted]	[redacted]	6	20	19	20	4	23	4	27	4
[redacted]	[redacted]	6					23	4	24	4
[redacted]	[redacted]	6					26	4	19	3
[redacted]	[redacted]	6					19	4	27	4

Appendix 7 – Exemplar Department QLA Feedback Grid (Yr11 Past Paper)

Qu. No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	P1		Qu. No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	P2			
HIGHER PAPER 1	Mean from a frequency table	Equations with x on both sides	Constructions	Angles in polygons	Ratios - sharing	Percentages - inverses	Relative frequency	Trigonometry / circle theorems	Standard Form	Factorising quadratics / inequalities	Inequalities - shading regions	Indices	Expand triple brackets	Drawing reciprocal graphs	Tree diagrams	Sine & cosine rule	Inverse proportion	Functions	Upper & Lower bounds	Quadratic equations	Areas of sectors / segments	Sum of arithmetic series	Equations of parallel lines	Vectors	*TOTAL MARK*	% Score	**HIGHER PAPER 2**	Dividing mixed numbers	Converting between units	Venn diagrams	Forming equations	Upper & lower bounds	Co-ordinates of midpoints	Simultaneous equations	Compound interest	Indices / factorising / gradients	Pythagoras theorem / Areas	Identifying types of graph	Cumulative frequency	Equations involving fractions	Circle theorems	Inter Quartile range	Writing recurring decimals as fraction	Surds	Histograms	Ratios of areas & volumes	Quadratic simultaneous equations	Volumes & surface areas of spheres	Quadratic inequalities	3D Trigonometry	Trigonometric graphs	Inverse functions	Indices / Quadratic equations	*TOTAL MARK*	% Score	*OVERALL %*	Paper1&2 Combined Grade
No of marks	4	3	2	3	3	7	4	5	3	6	3	2	3	3	7	5	3	4	5	5	5	4	6	5	100	100.0%	**No of marks**	3	3	3	4	4	3	3	4	7	5	3	5	3	5	3	2	4	5	4	5	3	3	5	2	4	5	100	100.0%	100%	
Student A	4	3	2	1	0	4	4	0	1	2	0	1	0	2	7	0	0	0	0	0	0	0	0	0	31	31.0%		3	1	2	4	3	1	0	1	1	2	2	2	0	0	1	0	0	3	0	0	0	0	0	0	0	0	26	26.0%	29%	5
B	1	0	2	3	0	4	3	5	1	6	0	2	1	1	6	0	0	0	0	0	0	0	0	0	35	35.0%		3	1	3	4	0	0	3	4	2	5	0	5	0	1	2	0	0	0	0	0	3	0	0	0	0	0	36	36.0%	36%	6
C	1	3	2	3	0	7	0	0	0	2	0	1	0	2	2	0	0	0	0	0	0	0	0	0	23	23.0%		1	3	0	1	0	3	0	0	1	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	12.0%	18%	4
D	4	2	2	3	0	2	0	1	3	3	0	1	0	3	4	0	0	0	0	1	0	0	0	0	29	29.0%		2	1	2	0	2	0	0	1	6	5	1	5	0	0	0	2	0	0	0	0	3	0	0	0	0	0	30	30.0%	30%	5
E	0	1	2	3	3	3	0	0	2	4	0	2	0	2	6	0	0	0	0	1	0	0	0	0	29	29.0%		1	0	2	4	2	0	3	1	3	2	0	3	0	0	0	0	0	3	0	0	3	0	0	0	0	0	27	27.0%	28%	5
F	4	0	2	3	3	4	4	5	2	5	0	1	0	3	7	0	0	0	0	0	2	0	0	0	45	45.0%		1	3	3	0	2	3	0	4	1	3	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25	25.0%	35%	6
G	4	3	2	3	3	7	0	0	1	4	0	0	0	2	0	0	0	0	0	0	0	0	0	0	29	29.0%		2	3	2	2	3	3	0	4	3	2	1	2	0	0	0	0	1	0	0	0	3	0	0	0	0	0	31	31.0%	30%	5
H	2	3	2	3	0	4	4	0	3	5	0	2	1	3	5	0	0	0	0	0	1	0	0	0	38	38.0%		2	3	2	4	4	0	2	0	3	5	1	4	0	0	0	0	0	5	0	0	0	0	0	0	0	0	35	35.0%	37%	6
I	4	3	2	3	0	7	1	5	3	4	0	2	2	2	5	0	0	0	0	0	0	0	0	0	43	43.0%		3	1	3	1	2	3	3	4	6	5	2	3	0	0	2	0	0	5	0	0	0	0	0	0	0	0	43	43.0%	43%	6
J	4	3	2	3	0	4	1	1	3	5	0	2	1	2	7	1	0	1	0	0	0	0	0	0	40	40.0%		2	2	3	2	0	0	2	4	3	0	1	3	0	1	1	0	1	0	0	0	0	0	0	0	0	0	25	25.0%	33%	5
K	4	3	2	3	0	7	1	1	1	5	0	2	3	0	0	0	0	0	0	0	0	0	0	0	32	32.0%		3	3	3	0	0	0	3	1	2	1	1	1	0	1	0	0	0	3	0	0	3	0	0	0	0	0	25	25.0%	29%	5
L	4	3	2	3	0	1	0	0	1	4	0	0	0	3	5	0	0	0	0	0	0	0	0	0	26	26.0%		3	0	3	4	0	0	0	4	3	5	2	5	0	0	3	0	0	0	0	0	0	0	0	0	0	0	32	32.0%	29%	5
M	4	1	2	3	0	2	4	0	3	3	0	1	0	0	7	0	0	0	0	0	0	0	0	0	30	30.0%		3	3	3	0	3	0	0	0	5	1	1	5	0	0	0	0	0	5	0	0	0	0	0	2	0	0	31	31.0%	31%	5
																									0	0.0%																														0	0.0%	0%	
Average Score on qu.	3.1	2.2	2.0	2.8	0.7	4.3	1.7	1.4	1.8	4.0	0.0	1.3	0.6	1.9	4.7	0.1	0.0	0.1	0.0	0.2	0.2	0.0	0.0	0.0	30.7	30.7%	Average Score on qu.	2.2	1.8	2.4	2.0	1.6	1.0	1.2	2.2	3.0	2.8	0.9	3.5	0.0	0.2	0.7	0.2	0.2	1.8	0.0	0.0	1.2	0.0	0.0	0.2	0.0	0.0	27.0	27.0%	29%	
% Correct	###	###	100%	###	###	###	###	28%	62%	67%	0%	###	###	###	###	2%	0%	2%	0%	3%	5%	0%	0%	0%	31%	31%	**% Correct**	###	###	###	###	###	###	###	###	###	###	###	###	0%	5%	###	8%	4%	###	0%	0%	###	0%	0%	8%	0%	0%	27%	27%	29%	

Appendix 8 – Assessment Overview

	Senior			Upper Prep			Lower Prep			Pre Prep				
HT.Week	11	10	9	8	7	6	5	4	3	2	1	R	KG	N
1.1				Welcome Evening	Welcome Evening	Welcome Evening	Welcome Evening	Welcome Evening	Welcome Evening	Welcome Evening	Welcome Evening	Welcome Evening	Welcome Evening	Welcome Evening
1.2	Welcome Evening	Welcome Evening	GL Baseline Assessments & welcome Evening Welcome Evening	NGRT / NGST Assessments	GL Baseline Assessments	NGRT / NGST Assessments	NGRT / NGST Assessments	NGRT / NGST Assessments	GL Baseline Assessments	GL Baseline Assessments (CAT4 Level X, NGRT & NGST Level A	GL Baseline Assessments (E&M Level5)	CEM Baseline Assessments	CEM Aspects Baseline Assessments	
1.3	Banding1 Deadline		GL SEND Screening		GL SEND Screening				GL SEND Screening					
1.4	Parents' Evening	Banding1 Deadline	Banding1 Deadline	Banding1 Deadline	Banding1 Deadline	Banding1 Deadline	Banding1 Deadline	Banding1 Deadline	Banding1 Deadline	Banding1 Deadline (Maths & English)	Banding1 Deadline (Maths & English)			
1.5							Meet the Tutor Evening	Meet the Tutor Evening	Meet the Tutor Evening					
1.6	Effective Revison materials to students		Effective Revison materials to students			Parents' Evening								
2.1	Elevate Revision & Exams Q&A	Elevate Revision & Exams Q&A	Elevate Revision & Exams Q&A		Parents' Evening									
2.2		Parents' Evening	Data deadline & Review											
2.3	Mock		Report to MSP	Data deadline & Review		Data deadline & Review			Parents' Evening					
2.4	Mock			Report to MSP		Report to MSP		Parents' Evening		Parents' Meeting	Parents' Meeting	Parents' Meeting	Parents' Meeting	Parents' Meeting
2.5	Marking & QA (Art Mock)		Formal In-class assessment	Parents' Evening			Parents' Evening							
2.6	Mock data deadline & Review Celebration Assembly (Academic & Progress)	Celebration Assembly (Academic & Progress)	Marking & QA Celebration Assembly (Academic & Progress)	Celebration Assembly (Academic & Progress)	Celebration Assembly (Academic & Progress)	Celebration Assembly (Academic & Progress)	Celebration Assembly	Celebration Assembly	Celebration Assembly	Celebration Assembly	Celebration Assembly	Celebration Assembly	Celebration Assembly	Celebration Assembly
3.1	Mock Report Card to MSP		Inclass assessment deadline & Review											
3.2	Parents' Evening		Report Card to MSP	GL Progress Assessments	GL Progress Assessments	GL Progress Assessments								
3.3			Parents' Evening				GL Progress Assessments	GL Progress Assessments	GL Progress Assessments			CEM Assessments		
3.4	ARD	Effective Revison materials to students	Options Evening		Data deadline & Review									
3.5			Banding2 Deadline	Banding2 Deadline	Banding2 Deadline	Banding2 Deadline	Banding2 Deadline	Banding2 Deadline	Banding2 Deadline	Banding2 Deadline (Maths & English)	Banding2 Deadline (Maths & English)			
3.6	Production Week		ARD		Report to MSP					GL NGRT & NGST Level B Assessments	GL NGRT Level A Assessments			
4.1	(Eng Lit mock exam)	Formal In-class assessment			Parents' Evening									
4.2		Marking & QA				Parents' Evening			Data deadline & Review	Data deadline & Review	Data deadline & Review	Data deadline & Review	Data deadline & Review	Data deadline & Review
4.3	Data deadline & Review	Data deadline & Review	Data deadline & Review					Data deadline & Review	Full report to MSP	Full report to MSP	Full report to MSP	Full report to MSP	Full report to MSP	Full report to MSP
4.4	Parents Info Evening & Q&A	Report Card to MSP					Data deadline & Review	Full report to MSP		Parents' Evening	Parents' Evening	Parents' Evening	Parents' Evening	Parents' Evening
4.5		Parents' Evening	Full report to MSP	Effective Revison materials to students	Effective Revison materials to students	Effective Revison materials to students	Full report to MSP							
4.6	Full report to MSP Celebration Assembly (Academic & Progress)	ARD Celebration Assembly (Academic & Progress)	Celebration Assembly (Academic & Progress)	Parents Info Evening & Q&A Celebration Assembly (Academic & Progress)	Parents Info Evening & Q&A Celebration Assembly (Academic & Progress)	Parents Info Evening, Q&A Celebration Assembly (Academic & Progress)	Celebration Assembly	Celebration Assembly	Celebration Assembly	Celebration Assembly	Celebration Assembly	Celebration Assembly	Celebration Assembly	Celebration Assembly
5.1	ARD													
5.2					EOY Assessments	EOY Assessments					GL Progress Assessments			
5.3			GL Progress Assessments	EOY Assessments	Marking & QA	Marking & QA	NGRT / NGST Assessments	NGRT / NGST Assessments	GL Progress Assessments			CEM Assessments		
5.4	English Lang Exam			Marking & QA			Data deadline & Review	Data deadline & Review	Data deadline & Review				GL Aspects Progress Assessments	
5.5	GCSE Exams			Data deadline & Review	Data deadline & Review	Data deadline & Review				GL NGRT & NGST Level C Assessments		Parents' Evening	Parents' Evening	Parents' Evening
5.6	GCSE Exams		Banding3 Deadline	Banding3 Deadline	Banding3 Deadline	Banding3 Deadline	Banding3 Deadline	Banding3 Deadline	Banding3 Deadline	Banding3 Deadline (Maths & English)	Banding3 Deadline (Maths & English)			
6.1	GCSE Exams						Report Card to MSP							
6.2	GCSE Exams					Report Card to MSP	Parents' Evening	Report Card to MSP		Data deadline & Review	Data deadline & Review			
6.3	GCSE Exams	Data deadline & Review	Data & tutor comment deadline & Review		Full report to MSP			Parents' Evening	Report Card to MSP	Report Card to MSP	Report Card to MSP	eProfile results to Hants County		Data deadline & Review
6.4		Eng, Mat, Sci In-class Assessments: Yr11 Setting	Report Card to MSP	Full report to MSP					Parents' Evening	Parents' Evening	Parents' Evening	EYFSP Forms	Data deadline & Review	
6.5		Activities Week	Activities Week	Activities Week	Activities Week	Activities Week	Activities Week	Activities Week	Activities Week					
6.6		Full report to MSP										eProfile summary to MSP		
	Prize Giving	Prize Giving & Celebration Assembly (Academic & Progress)	Prize Giving & Celebration Assembly (Academic & Progress)	Prize Giving & Celebration Assembly (Academic & Progress)	Prize Giving & Celebration Assembly (Academic & Progress)	Prize Giving & Celebration Assembly (Academic & Progress)	Prize Giving & Celebration Assembly	Prize Giving & Celebration Assembly	Prize Giving & Celebration Assembly	Prize Giving & Celebration Assembly	Prize Giving & Celebration Assembly	Prize Giving & Celebration Assembly	Celebration Assembly	Celebration Assembly
	GCSE Results Day													