



BALLARD LAUREATE PROGRAMME POLICY	
Reviewed by:	Victoria Gray – Deputy Head Co-Curricular and Operations
Review Date:	October 2025
Next Review due:	October 2026

Ballard Laureate Programme Policy

Purpose

The Laureate Programme at Ballard School exists to recognise, support, and extend pupils who demonstrate;

- sustained holistic engagement
- intellectual curiosity
- commitment to co-curricular excellence
- Commitment to Ballard Values

It is a dynamic and inclusive model that rewards effort and achievement while encouraging aspiration across the pupil body. It is currently available for pupils in Years 7-11.

Guiding Principles of the Laureate Programme

The Guiding Principles of the Laureate Programme are transparency, inclusivity, fluidity and holistic excellence.

- Transparency: Selection and movement are based on clear, multi-metric criteria.
- Inclusivity: The stream is open to all pupils who meet the criteria.
- Fluidity: Pupils may enter or exit the stream based on termly reviews.
- Holistic Excellence: Academic performance, effort, behaviour, and co-curricular involvement are all considered.

Selection Criteria

Pupils are considered for the Laureate Programme via an assessment model that consists of three strands;

- A. Engagement Score (Quantitative Review)
- B. Professional Judgment Criteria (Qualitative Review)
- C. Attainment Profile (Subject-Specific Achievement)

The three strands combine professional judgment, a data-driven 'Engagement Score' and evidence of academic achievement. These three areas are assessed together to ensure a fair, holistic and transparent selection process that recognises both potential and performance are implemented.

A. Engagement Score (Quantitative Review)

This strand provides a quantitative score for each pupil based on;

- average effort grades across all subjects
- late marks to lessons
- co-curricular involvement
- ready for learning strikes

The specifics for how each of these are used to calculate the engagement score are shown in Appendix 1 - Calculation of Engagement Score.

B. Professional Judgment Criteria (Qualitative Review)

This strand involves pupils' commitment to demonstrating Ballard Values. A sense of community, being a role model, showing leadership in its broadest sense and exhibiting excellent character form this strand of assessment. Feedback from Heads of Section and Form Tutors will play a crucial role in the assessment of these criteria. This could include examples such as; involvement in School initiatives, mentoring, house or charity initiatives? Mitigating circumstances will also be considered under this heading; for example, sustained absence or lack of engagement due to medical or pastoral needs.

C. Attainment Profile (Subject-Specific Achievement)

This strand recognises pupils who demonstrate strong academic attainment in one or more subject areas. It does not require pupils to be the most able overall, but rather that they show:

1. Sustained High Performance

- a. High achievement within the year group in a subject as deemed by the Head of Department.
- b. Consistently strong internal assessment results or exam performance

2. Subject-Specific Strength

- a. Demonstrates excellence or potential in a particular discipline (e.g. STEM, Humanities, Arts)
- b. May be supported by teacher nominations, competition results, or portfolio work

3. Progress and Trajectory

- a. Shows clear academic growth over time
- b. Evidence of upward trajectory or closing gaps through effort and engagement

Note: Attainment is considered in context and does not require pupils to excel across all subjects. Strength in one area, when combined with engagement and character, is valued.

4. Selection Process

Data collection: will be collected and analysed on a termly basis by the Pupil Engagement Co-ordinator and a shortlist generated.

Teacher contribution: Teachers will be invited to raise concerns or nominate inclusion of individuals not identified through data collection.

Leadership Team analysis: Leadership Team, along with the Pupil Engagement Co-ordinator, will finalise the selection.

5. Termly Review Process

- Data Review: Academic, effort, behaviour, and co-curricular data analysed.
- Staff Input: e.g. HoDs and mentors provide qualitative feedback.
- Movement: Pupils may be added or removed based on sustained performance.
- Communication: Parents and pupils are informed via letter and/or meeting.

6. Laureate Programme Pupil Expectations

Pupils in the Laureate Programme are expected to demonstrate consistent effort and academic curiosity at Ballard. They should engage meaningfully in co-curricular life and act as role models within the school community. If in the Laureate Programme, pupils are expected to engage with the opportunities available to them, such as attending relevant events, workshops, trips and mentoring sessions.

7. Support and Opportunities – Yearly Schedule

Laureates will have access to:

- Academic enrichment (lectures, trips, workshops)
- Mentoring and leadership roles
- Portfolio development and university preparation
- Recognition through assemblies, publications, and awards

8. Exit and Re-Entry

Pupils may exit the stream if criteria are not met over time. Re-entry is possible upon renewed engagement and performance. All decisions are evidence-based and communicated clearly.

9. Communication and Review

This policy is reviewed annually by the Deputy Head and Pupil Engagement coordinator. Feedback from staff, pupils, and parents is welcomed to ensure relevance and fairness.

The following appendices are for internal use only.

Appendices

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Victoria Gray
Deputy Head Co-Curricular and Operations
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Policy Log:
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Appendix 1 - Calculation of Engagement Score

Category	Calculation	Description
Effort Grades	$\text{Effort Grade Score} = ((5 - \text{average effort grade}) \div 4) \times 100$ Excel formula = MIN((5-C2)/4 * 100, 100)	An average effort grade of 2 gives 75%, An average effort grade of 1 gives 100% (capped at 100%)
Punctuality	$\text{Punctuality Score} = \left(\frac{1 - \text{number of latemarks}}{\text{weeks in half term} \times 3} \right) \times 100$ Excel formula = (1 - D2 / (6 * 3)) * 100	3 lates per week over the half term = 0%
Co-Curricular Involvement	$\text{Co - Curricular Score} = \text{MIN} \left(\frac{\text{sessions attended}}{\text{weeks in half term} \times 3} \right) \times 100$ Excel formula = MIN((E2/(6*3))*100,100)	3 sessions/week = 100%; 2/week ≈ 66.7%; 1/week ≈ 33.3% (capped at 100%)
Ready for Learning	$\text{RFL Score} = \left(\frac{1 - \text{RFL points}}{\text{days in half term}} \right) \times 100$ Excel formula = (1 - F2 / 30) * 100	1 RFL point per day over the half term = 0%