



BALLARD LAUREATE PROGRAMME POLICY	
Reviewed by:	Victoria Gray – Deputy Head Co-Curricular and Operations
Review Date:	September 2026
Next Review due:	September 2027

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 regular reviews.
- Holistic Excellence: Academic performance, effort, behaviour, and co-curricular involvement are all considered.

Selection Criteria

Pupils are selected in September, from data collected in the previous academic year. For Year 7, and for pupils new to the School in September, selection takes place in February, from Autumn Term data.

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 individual progress. 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, house or charity initiatives and mentoring. 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 attainment in one or more subject areas. It does not require pupils to be the most able overall, but rather that they show progress and a positive trajectory. Pupils should demonstrate clear growth over time from their own individual starting points. There should be a clear pattern of evidence of an upward trajectory or closing gaps through effort and commitment in lessons. Attainment is considered in the context of a pupil's own individual starting points.

4. Selection Process

Data collection: Data will be collected and analysed on a regular basis and a shortlist will be generated.

Head of Section analysis: Heads of Section 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. Review Process

- Data Review: Academic, effort, behaviour, and co-curricular data review takes place at the mid-year point.
- 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.
- Immediate withdrawal may be necessary in the case of serious behavioural sanctions being administered (such as exclusions).

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 post-16 preparation
- Recognition through assemblies, publications, and awards

8. Exit and Re-Entry

At the end of each academic year, the programme re-sets. Pupils are selected again in September. It is likely that some pupils will continually meet the criteria for the Laureate Programme and remain on it for several consecutive years, while others may only meet the required criteria once or twice during their Ballard education.

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 co-ordinator. 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

September 2026

Policy Log:

October 2025 - Created

September 2026 - Updated

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%

