BALLARD

BESPOKE EDUCATION

ASSESSMENT POLICY	
Reviewed by:	**John Walter – Director of Curriculum and Assessment**
Review Date:	**September 2026**
Next Review due:	**January 2027**

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)

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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 teachers, pupils and parents; 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 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 stakeholders, 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 (every lesson with immediate feedback)
3. Regular Knowledge Retrieval Tests built into schemes of learning (typically half termly)
4. Mid-Year Formal Assessments
5. End of Year Examinations / Assessments & Mock GCSE Examinations (Year11)
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 fundamental numeracy and literacy as well as new concepts. The outcomes of the CAT4 in Year7, 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 twice a year to track pupils' reading and spelling ages. 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 September and February / March to track and assess pupils' attainment and progress. For Years 8 to 9, they are used as the formal assessment provide greater evidence for the projection of **Most Likely GCSE Outcome grades.**

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 and / or recap plenary), 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 other subjects are required to complete at least ***one assessment test per term***. This is the minimum expectation, and departments can conduct more tests if necessary. The regularity and nature of assessments will be flexible and dependent on number of lessons per week and Year group. If a Mock Examination or End of Year Examination occurs, a further assessment in that half term is not required additionally. 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.

Mid-Year / End of Year Assessments

For Years 7, 8 and 9 pupils will sit an end of year holistic 'End of Year Assessments', on the content from that year's academic subject curriculum. Refer to the Academic Assessment 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 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 under JCQ regulations and, where necessary at the end of the Easter term (English Literature candidates for example). 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 directly linked to the demands of the specific exam board requirements.

Assessment (Years Reception, 1 & 2)

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 or in 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 reviewed by Heads of Department, 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 Grade Cards, Full Written Reports and Parents' 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, Head of Section or Director of Curriculum and Assessment.

Academic Grade Cards
Academic Report Cards will amalgamate attainment in all aspects of study for each subject.

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. Class Effort – (1 to 5)
4. Home Effort – (1 to 5)

Years 10 and 11
1. Mock Grade (when appropriate)
2. Current Working Grade
3. Most Likely Grade
4. Class Effort – (1 to 5)
5. Home Effort – (1 to 5)

Core PE and PSHE are compulsory subjects but not GCSE courses, therefore continue to be graded using SA, A, E, T or B.

Pupils and parents will receive a digital copy of their report via MSP.

Refer to Appendix 4 for examples of Grade Cards.

Academic Full Written Reports

Full Written Reports occur once a year after the main assessment point (End of Year Exam or Mid-Year Assessment). Parents will be notified in advance of every assessment period to help with preparations at home, access effective revision resources. Academic Review Meetings will be held for

pupils underachieving or at risk of underachieving by senior staff. The Full Report will contain the same data as the Report Cards with the addition of teacher comments.

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 effort and home effort.

1 – Excellent
2 – Good
3 – Satisfactory or Intended level
4 – Requires Improvement
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. Where pupils have been awarded ***Requires Improvement or Significant Concern*** on a Report Card or Full Report, parents must be contacted in advance to give greater detail and clarity and agree a plan for improvement.

Academic Review Meetings: Year 10 and 11

After an assessment series, targeted pupils will have a 15-minute appointment with senior staff to discuss their recent performance, highlighting areas of underachievement and targets for improvement. From this discussion, targets are shared with parents and reviewed at half termly intervals to Easter. 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.

Report Data and Comments

It is the Head of Department's responsibility to check their department's data and comments. 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 Academic Assessment Calendar for reporting deadlines.

Parents' and Tutor Evening

There will be a Parents' Evenings strategically placed for each year group where pupils and parents 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. 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 to generate Progress scores and to support in the identification of pupils with Special Educational Needs, Exam Access Arrangements, Most Able provision or eligible for Scholarship Awards. Banding and Progress scores are not reported on Grade Cards or Full Written Reports be reviewed by each department to set aspirational goals for pupils and develop a greater understanding of each learner's aptitude for quantitative, qualitative, verbal and non-verbal skills. 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 R 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, 1 and 2

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 / Indication** **(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 GCSE Average Points Score (APS) of 7.5+
A **(Above)**	**Working above** age related expectation	Exceeding the intended learning outcomes for this academic year and are on track to achieve APS of 6.5-7.5
E **(Expected)**	**Working at** age related expectation	Fulfilling the intended learning outcomes for this academic year and are on track to achieve APS of 5.5-6.5
T **(Towards)**	**Working towards** age related expectations	Building towards the intended learning outcomes for this academic year and are on track to achieve APS of 4.5-5.5
B **(Below)**	**Working below** age related expectations	Below the intended learning outcomes for this academic year and are on track to achieve APS below 4.5

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 MEASURES – (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 and baseline banding. Progress scores are used as indicators for potential intervention.

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 Indication	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) require contact with parents and department level intervention to support the pupil in raising attainment. All communications and actions must be recorded on MIS.

Future Projections
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 (Grade Card, Full Written Report or Mock Exam report), 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 intervention process will then be initiated by department heads and class teachers. 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, derived from current level of attainment and trajectory of progress taking classwork, homework, exam performance and coursework into account.

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.

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, pupils are recognised for attainment in progress across the curriculum. In addition, Year 1 to 6 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 to 1.19	**Gold**
1.2 to 1.69	**Silver**
1.7 to 2.19	**Bronze**
2.2 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 Director of Curriculum and Assessment 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 Mid-Year, End of Year Assessment period. The system is designed to direct the maximum support to the areas of greatest need, to ensure that all pupils in each year group accelerate understanding and make sustained 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 Mid-Year, End of Year Exams and GL Progress Tests will take place for each year group as calendared on our Ballard School Assessment Journey, using Power BI software
- 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 and inform choice of intervention strategies
- 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 be involved in analyse their cohort's attainment and be responsible for implementing intervention plans for pupils identified as underachieving across the curriculum. This is especially important to ensure pastoral and academic support is aligned and holistic.
- It will focus upon variation in the progress of individuals and groups of pupils across their subjects.
- Findings will inform the Academic Improvement Plan

Sources of Guidance

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

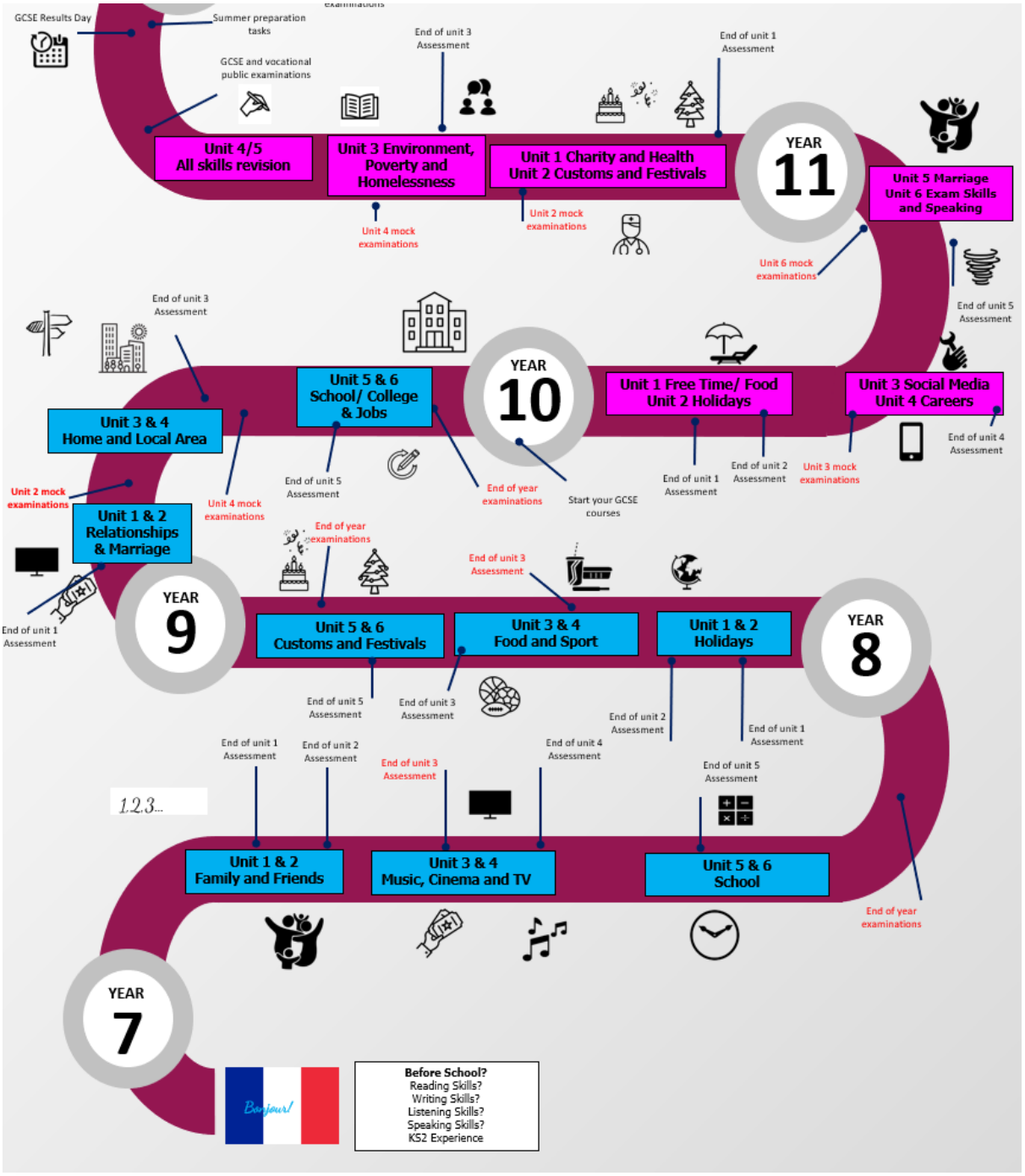
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/764174/NFER_AWL_report.pd

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Policy Log

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December 2021	1	MHI	June 2023
July 2022	2	MHI & CGL	June 2023
July 2023	3	JWA & MHI	June 2024
November 2024	4	JWA	July 2025
January 2025	5	JWA	July 2025
September 2025	6	JWA	September 2026
September 2026	7	JWA	January 2027

Appendix 1 – Ballard School Assessment Journey Exemplar



Appendix 2 Assessment Schedule by Section:

BALLARD

KEY ACADEMIC DATES 2026-2027

Year Groups	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery		Parent Meetings		Parent Meetings Full Written Report		Parent Meetings
Kindergarten	Baseline Assessments	Parent Meetings		Parent Meetings Full Written Report	Progress Assessments	Parent Meetings
Year 1	Baseline Assessments	Parent Meetings	Progress Assessments	Parent Meetings Full Written Report	Progress Assessments	Parent Meetings Grade Card
Year 2	Baseline Assessments	Parent Meetings	Progress Assessments	Parent Meetings Full Written Report		Progress Assessments Parent Meetings Grade Card
Year 3	Baseline Assessments Tutor Evening		Mid-year Assessments Grade Card Parents Evening			End of Year Assessments Full Written Report
Year 4	Baseline Assessments Tutor Evening		Mid-year Assessments Grade Card Parents Evening			End of Year Assessments Full Written Report
Year 5	Baseline Assessments Tutor Evening		Mid-year Assessments Grade Card Parents Evening			End of Year Assessments Full Written Report
Year 6	Tutor Evening		Mid-year Assessments	Grade Card Parents Evening		End of Year Assessments Full Written Report
Year 7	Baseline Assessments Tutor Evening		Mid-year Assessments	Grade Card Parents Evening		Core Subject Formal Assessments Full Written Report
Year 8	Tutor Evening	Parents Evening		Mid-year Formal Assessments Grade Card		End of Year Assessments Full Written Report
Year 9	Baseline Assessments Tutor Evening	GCSE Options Evening	Formal Assessments Grade Card Parents Evening	Options Confirmation Deadline		End of Year Assessments Full Written Report
Year 10	Tutor Evening	Parents Evening	Full Written Report Mid-year Assessments	GCSE Information Evening		Formal Assessments Grade Card
Year 11	Parents Evening	Mock Examinations	Grade Card Parents Evening	Mid-year Assessments Full Written Report	GCSE Examinations	GCSE Examinations

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 – Grade Cards example (Years 1 to 9)

BALLARD

BESPOKE EDUCATION

Full Written Report Card Descriptors

Attainment GCSE Subjects

Current Grade	A teacher assessed level of attainment that the pupil achieved overall, considering their recent examination, classwork, homework and coursework (if applicable).
Most Likely Grade	Estimate of the grade they are expected to achieve at the end of the course based on their current attainment, performance to date and trajectory of progress.

Attainment PSHE & Core PE

Significantly Above	Working significantly above age-related expectations and exceeding the intended learning outcomes for this academic year
Above	Working above age-related expectations and exceeding the intended learning outcomes for this academic year
Expected	Working at age-related expectations and fulfilling the intended learning outcomes for this academic year
Towards	Working towards age-related expectations and building towards the intended learning outcomes for this academic year
Below	Working below age-related expectations and below the intended learning outcomes for this academic year

Class and Home Learning Grade

Measure of the student's diligence and commitment to their studies, reflecting the quality and consistency of their efforts both in the classroom and at home.

Grade	Descriptor
1	Excellent
2	Good
3	Satisfactory
4	Requires Improvement
5	Significant Concern

Rosette Award

Rosettes are awarded to pupils that have achieved the following average score for the Class Learning and Home Learning Grades.

Grade	Descriptor
1 to 1.19	Gold
1.20 to 1.69	Silver
1.70 to 2.19	Bronze
2.20 to 5.00	No Rosette

Assessment Grade Card - Spring Term 2024

Subject	Teacher	Exam Percentage	Exam Grade	Current Grade	Projected Grade	Class Effort	Home Effort
English Language	Mr M. Winkworth	N/A	N/A	7+	8-	1	1
Maths	Mrs C. Gladman	81	7-	7-	8	2	1
Computer Science	Mr D. McNeice	75	8	7	8	2	2
Biology	Miss S. Ward	85	7	7	7+	1	1
Chemistry	Mrs A. Clampin	86	7	7	7+	1	1
Design Technology	Mrs P. Skelton	N/A	N/A	6+	7+	1	N/A
Geography	Mrs R. Wright	68	6+	6+	7+	1	1
Physics	Mr A. Markar	88	7	7	7+	1	1

Subject	Department	Attainment	Class Effort	Home Effort
Physical Education	PE Department	Expected	2	N/A
PSHE	PSHE Department	Above	1	1

Rosette Award	1.18	Gold

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; usually the preferred name as it appears on MIS.

Reports must be generated and checked using CoPilot software to ensure excellent spelling, punctuation and grammar. The checking focus for teachers writing and Heads of Section / Department checking is therefore focused on the accuracy and quality of comments made.

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:

Z 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, Z 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 tutee's 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 fractions	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 Calendar Overview

Academic Calendar Overview 2026-27

		Senior			Upper Prep			Lower Prep			Pre Prep				
Week beg	Week No.	11	10	9	8	7	6	5	4	3	2	1	R	KG	N
31.8.26	1														
7.9.26	2	Meet the Tutor Evening		GL Assessments		GL Assessments		GL Assessments	GL Assessments	GL Assessments					
14.9.26	3			Options Launch Assembly							GL Baseline Assessments (CAT4 Level X, NGRT & NGST Level A)	GL Baseline Assessments (E&M Level5)	CEM BASE Assessments	CEM Aspects Baseline Assessments	
21.9.26 (OM 25.9)	4														
28.9.26	5	Parents' Evening													
5.10.26	6	Effective Revision Materials Shared		Options Guide Published											
12.10.26 (OM 16.10)	7	Department Assessment Tracker & Prog of Study Review (HOD / LM)						Assessment Tracker Review (HOS / LM) Eng & Maths)							
				Dept Banding Adjustment Deadline				HOS Banding Adjustment Deadline			HOS Banding Deadline (Maths & English)				
HT 19.10.26															
HT 26.10.26															
2.11.26	8														
9.11.26	9		Department Ballard Boost / EAA Review	Options Evening & Presentations Week	Department Ballard Boost / EAA Review			LP Section Ballard Boost Review			Parents' Meeting Week				
16.11.26	10	Mock Examss	Parents' Evening												
23.11.26	11			Initial Option Interest Deadline	Parents' Evening										
30.11.26	12	Marking & Moderation													
7.12.26	13	HOD Attainment Data Deadline													
Christms 14.12.26															
Christmas 21.12.26															
Christms28.12.26															
4.1.27	14	Mock Grade Card to MSP		Effective Revision Materials Shared											
11.1.27	15	Parents Evening		HOD Options Review Deadline						HOD / HOS Attainment Data Entry					
18.1.27	16			Formal Assessments					HOD / HOS Attainment	Grade Card & Parents					