ASSESSMENT & REPORTING
2026/27

NAMED PERSON:	Mr R Peel Deputy Headteacher

Last Review Date:	September 2026
Review Cycle:	1 Year
Next Review Date:	September 2027

Mr Andy Crossey **Chairman of Governing Body**
Signed: A.D. Crossey
Date: September 2026

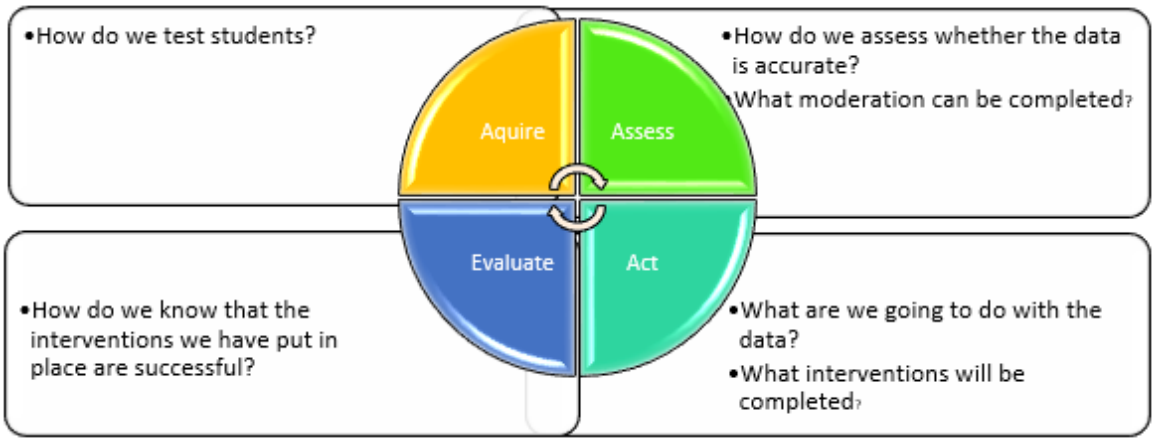
Abbreviations used within this Policy

AHT	Assistant Headteacher
ATL	Attitude to Learning
BTEC	Business Technology Education Council
CAT	Cognitive Ability Test
CL	Curriculum Leader
DHT	Deputy Headteacher
EAL	English Additional Language
FFT	Fischer Family Trust
GCSE	General Certificate Secondary Education
GL	Company Name
HOY	Head of Year
HPA	Higher Prior Attainment
HT	Headteacher
KS2	Key Stage 2
KS3	Key Stage 3
KS5	Key Stage 5
LPA	Lower Prior Attainment
MA	Most Able
MA*	Most Able (as recognised by school, not by government data)
MAPP	Most Able & Pupil Premium
MEGS	Minimum Expected Grade
MPA	Middle Prior Attainment
NGST	New School Spelling Test
NPA	No Prior Attainment
NRGT	New Group Reading Test
PiXL	Partners In Excellence
PP	Pupil Premium
PTE	Progress Test English
QA	Quality Assurance
QLA	Question Level Analysis
RAG	Red / Amber / Greed
SAT	Standard Assessment Test
SDC	School Data Collection
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs
SLT	Senior Leadership Team
TP	Teacher Predictions
VA	Value Added
WAG	Working At Grade

List of Alterations since 2025/26

- CATs for setting of MEGs at KS3 changed to SATs are used for setting MEGS at KS3.
- Class Context Sheets for KS3 and KS4 change to Knowing your learners and annotated seating plans for all classes
- Changed MA/MA* to HPA/Talented Students

Objective: To ensure that relevant stakeholders are using information to make informed decisions that are appropriate to their role and sphere of influence



KS3 Baseline Assessments

We will use the GL Assessment KS3 Assessment Package. The assessment package will cover ability and attainment in core subjects, reading, spelling and pupil attitudes.

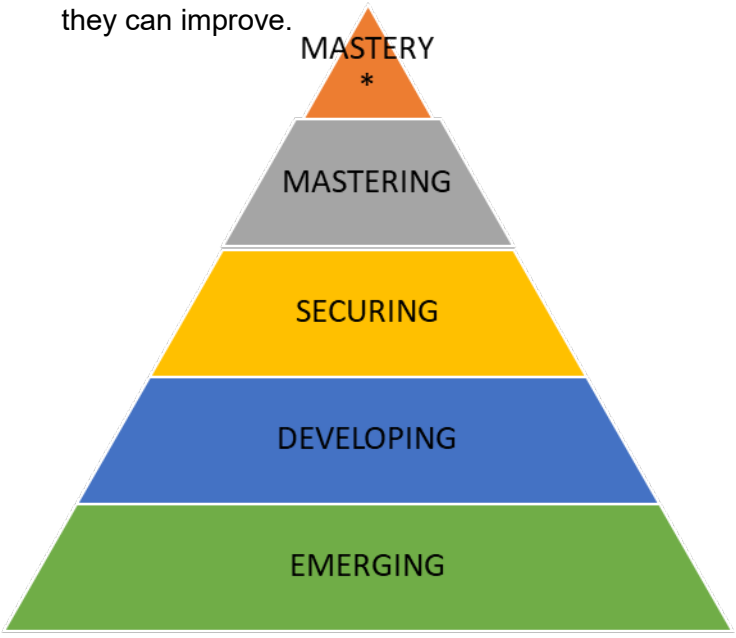
Students will sit the following tests:

- CAT4
- EXACT

Data obtained from these tests, combined with KS2 SATs data will be used to calculate minimum expected grades (MEGs), although these will not be published to students or parent/carers.

KS3 Assessments

We will be reporting following a Mastery grade of Emerging, Developing, Securing, Mastering or Mastery*. An explanation of what each grade means for each subject is available on the website. This gives parent/carers and students more detailed information on exactly which areas the child needs to work on and how they can improve.



Mastery * – Students show detailed understanding of all areas of the curriculum and how they are linked together.
Mastering – Students show detailed understanding of many areas of the curriculum and how they are linked together.
Securing – Students will be able to demonstrate an understanding of many areas of the curriculum and will be apply to apply them consistently.
Developing – Students will show increasing understanding of the topic and will be able to apply their knowledge more frequently.
Emerging – Students will be at the early stages of learning in a subject. They will occasionally be able to apply their knowledge independently.

Minimum Expected Grade (MEG)

Minimum expected grades will be used internally only and not published to students or parent/carers. These MEGs are based upon student's SATs outcomes. The SATs give a projected GCSE grade. This is then converted into MEGs using the following table:

Target	How it corresponds to 'Age related Expectations'	Potential GCSE Grade
M* – Mastery*	Exceeding the age-related expectation	Grades 8 – 9
M – Mastering	Reached the age-related expectation	Grades 5 – 7
S – Securing	Securing knowledge towards the age-related expectation	Grades 3 – 4
D – Developing	Developing knowledge but below age related expectation	Grades 1- 2
E – Emerging	Emerging in knowledge of the curriculum	Below GCSE level

Student MEGs will be different for each subject, according to the SATs data.

Mastery Grade
Student mastery grades will be based upon students' current and past attainment. Teachers will enter mastery grades as and when the students achieve them and the WAGs will be adjusted throughout the year. Mastery grades will be based upon knowledge and skills, not just skills alone. **Students should be able to reach mastery in each assessment.**

Working At Grade (WAG)
At least twice a year a synoptic summative assessment will be given which will interleave knowledge from the whole curriculum. These assessments will be graded according to the mastery levels and then compared to MEGs. These assessments should cover both skills and knowledge. **Students should be able to reach mastery in each assessment.**

'Where am I?' Statement
This gives parent/carers an indication of whether their child is working at, above or below their MEG.

If a pupil is 'working at' it means they are achieving the same as students of a similar ability to them. They should be really pleased with this. Of course, if they are 'working above' this puts them above other students with the same prior attainment.

Attitude to Learning Score
This is an indication of how students have been working in lessons. Teachers complete this using the following criteria:

ATL	Description
Dedicated	The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated and is determined to master any areas of insecurity.
Committed	The student always meets or exceeds expectations in lessons, completing tasks enthusiastically and to their very best standard. Instructions are followed straightaway and appropriate, interested questions are raised. The student is eager to learn.
Compliant	The student meets expectations in lessons and does as required. Tasks are completed well and the teacher does not need to intervene to ensure compliance and co-operation.
Reluctant	The student fails to meet minimum expectations, rarely gets involved with learning, avoids completion of tasks and requires too much teacher time. Students who act to the detriment of others will automatically receive this grade.

The school aspires for all students to be committed or dedicated in their lessons.

Attitude to homework (ATHW) Score

This is an indication of how students have been working on their homework. Teachers complete this using the following criteria:

ATHW	Description
Dedicated	Completes homework to a high standard with care and attention. Shows initiative, often going beyond expectations. Demonstrates a strong work ethic and genuine interest in learning.
Committed	Regularly completes homework on time and meets the required standard. Takes responsibility for learning and puts consistent effort into tasks, even when challenged.
Compliant	Fulfils basic homework requirements but does the minimum expected. Work may lack depth or care, suggesting a focus on completion rather than understanding.
Reluctant	Frequently misses homework deadlines or submits incomplete work. Shows limited engagement and needs frequent prompting or support to complete tasks.

The school aspires for all students to be committed or dedicated in their homework.

KS4 Summative Assessments (two a year)

Minimum Expected Grade (MEG)
Students MEGs have been calculated using their KS2 grades. The MEGs will be calculated using students' KS2 scaled scores. FFT aspire will be used to calculate student's target grades.

Working At Grade (WAG)
Student WAGs will be based upon student's current and past attainment. Students' most recent assessment score will be input into Pupil Progress and a WAG will automatically be generated. These WAGs will be used internally for data tracking and will be reported to parent/carers. End of term assessments will be cumulative in nature and should be based upon real assessment questions and criteria as much as possible. These end of term assessments should be fully moderated to ensure accuracy of data.

Teacher Prediction (TP)
Teachers will predict the students' end of key stage grade, taking into account their current and past assessments. Teachers should be able to justify why they have given the TP that they have. Curriculum Leaders are responsible for quality assuring TPs.

'Where am I?' Statement
This gives parent/carers an indication of whether their child is working at, above or below their MEG. This will compare their MEG to their TP, not their WAG.

If a pupil is 'working at' their MEG, it means they are achieving the same as students of a similar ability to them. They should be really pleased with this. Of course, if they are 'working above' their MEG, this puts them above other students with the same prior attainment.

Attitude to Learning Score
This is an indication of how students have been working in lessons. The number based ATL scores have been replaced with words. Teachers complete this using the following criteria:

ATL	Description
Dedicated	The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated, is determined to master any areas of insecurity.
Committed	The student always meets or exceeds expectations in lessons, completing tasks enthusiastically and to their very best standard. Instructions are followed straightaway and appropriate, interested questions are raised. The student is eager to learn.
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KS5 Summative Assessments (two a year)

To fit in line with the rest of the school, KS5 will use MEGs, WAGs and TPs.

Minimum Expected Grade (MEG)
Students MEGs will be calculated using their KS4 data and FFT Aspire. These ensure that students are expected to make good progress, in line or better than that of national. For BTEC subjects where FFT Aspire cannot calculate MEGS, KS4 VA Targets will be used.

Working At Grade (WAG)
Student WAGs will be based upon student's current and past attainment. Students' most recent assessment score will be input into Pupil Progress and a WAG will automatically be generated. These WAGs will be used internally for data tracking and will be reported to parent/carers. End of term assessments will be cumulative in nature and should be based upon real assessment questions and criteria as much as possible. These end of term assessments should be fully moderated to ensure accuracy of data.

Teacher Prediction (TP)
Teachers will predict the students' end of key stage grade, taking into account their current and past assessments. Teachers should be able to justify why they have given the TP that they have. Curriculum Leaders are responsible for quality assuring TPs.

'Where am I?' Statement
This gives parent/carers an indication of whether their child is working at, above or below their MEG. This will compare their MEG to their TP, not their WAG.

If a pupil is 'working at' their MEG, it means they are achieving the same as students of a similar ability to them. They should be really pleased with this. Of course, if they are 'working above' their MEG, this puts them above other students with the same prior attainment.

Attitude to Learning Score
This is an indication of how students have been working in lessons. The number based ATL scores have been replaced with words. Teachers complete this using the following criteria:

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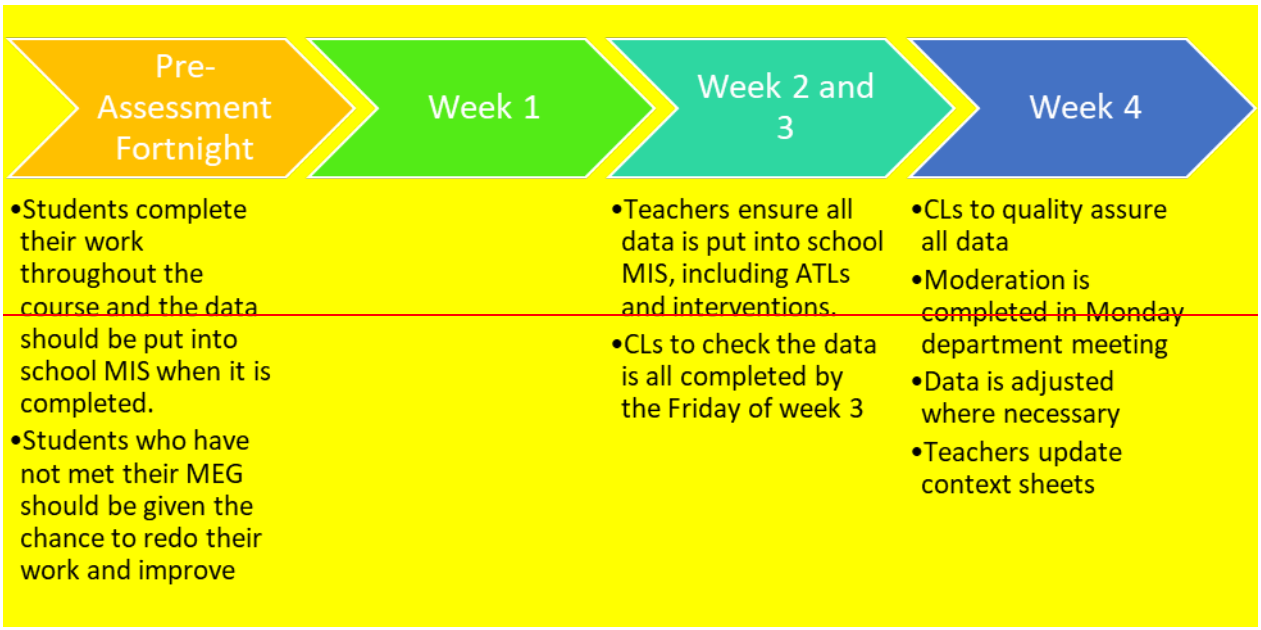
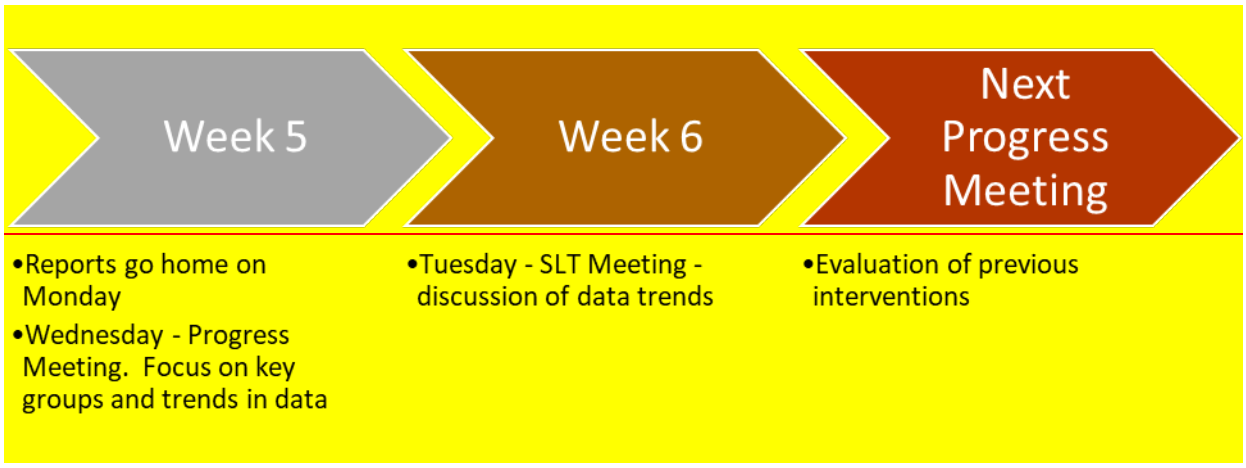
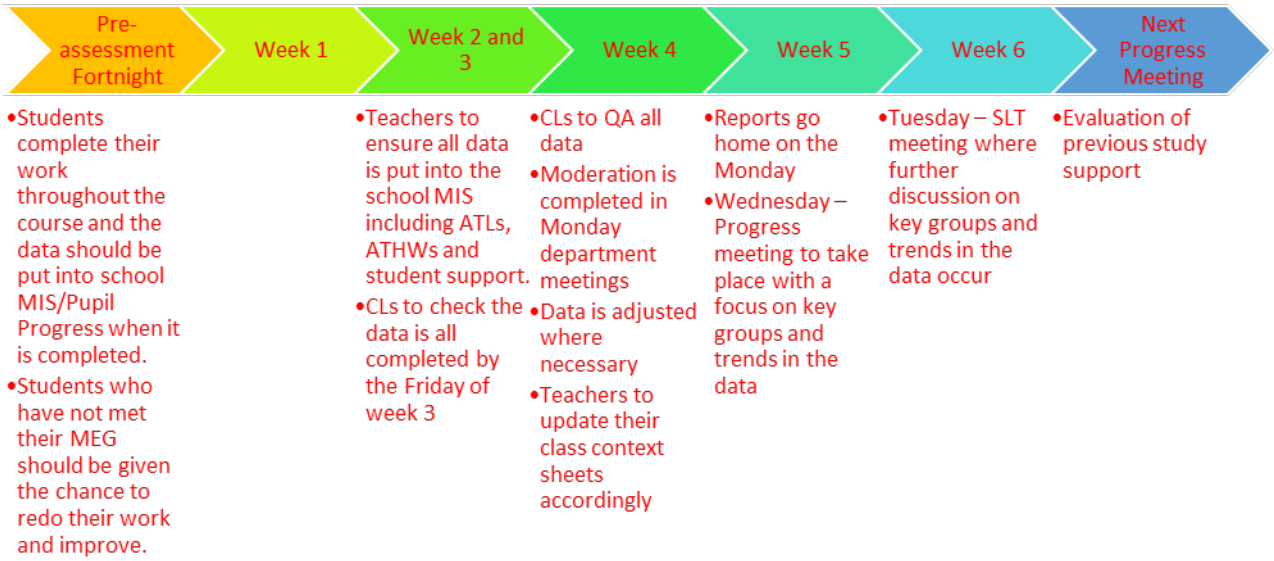
Time-line for KS3 Summative Assessment







Summative Assessment Preparation

KS4 and KS5 assessments should have a two-week preparation time built in where the following will be covered:

Essential - RAG content	**Desirable**
Revision Techniques	Issue specification
Discuss answers in groups	Students devise and answer replica questions
6 stage extended writing	Provide resources for revision
Walk and Talk test	Lesson time for active revision

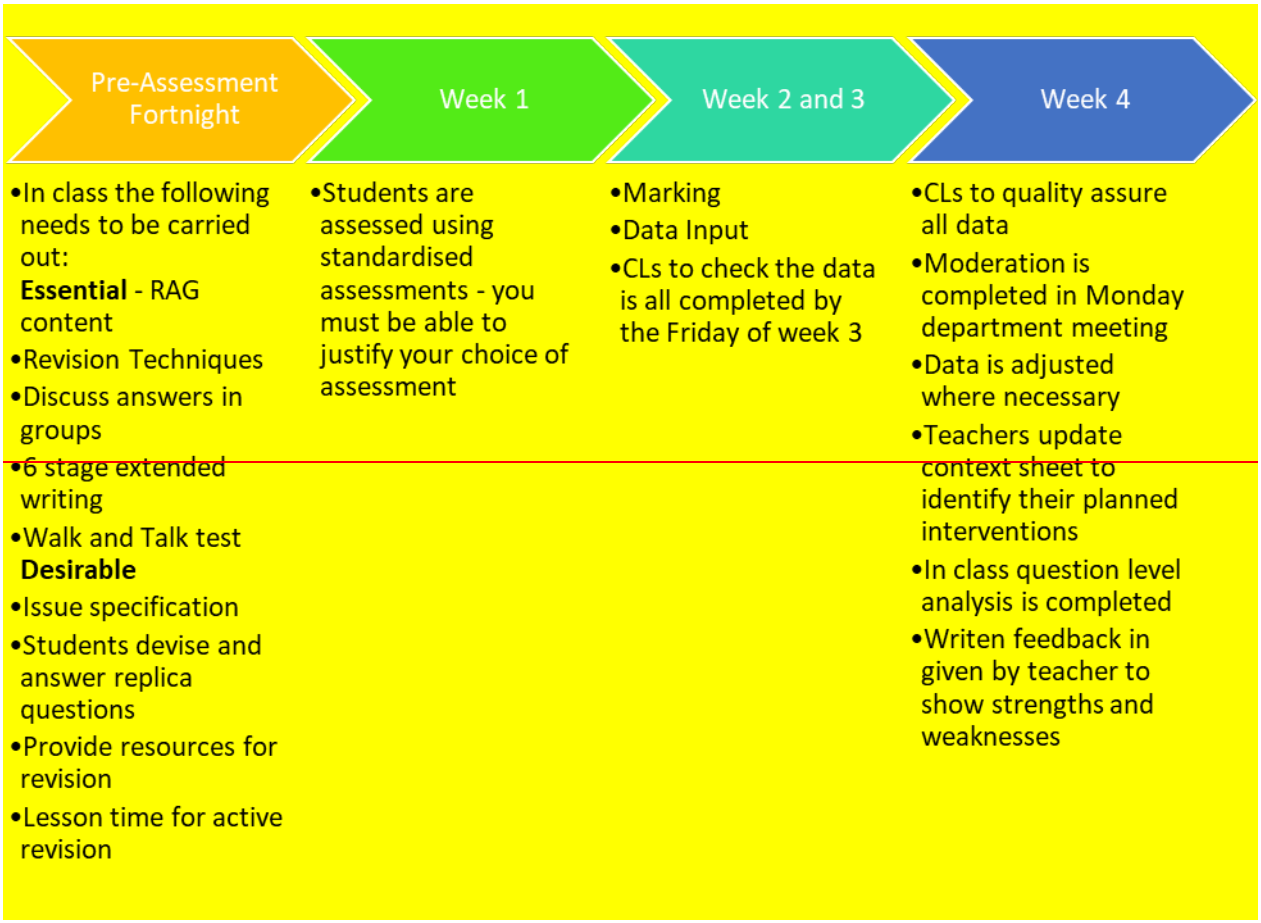
This is not applicable to KS3 as the assessments will occur throughout the course.

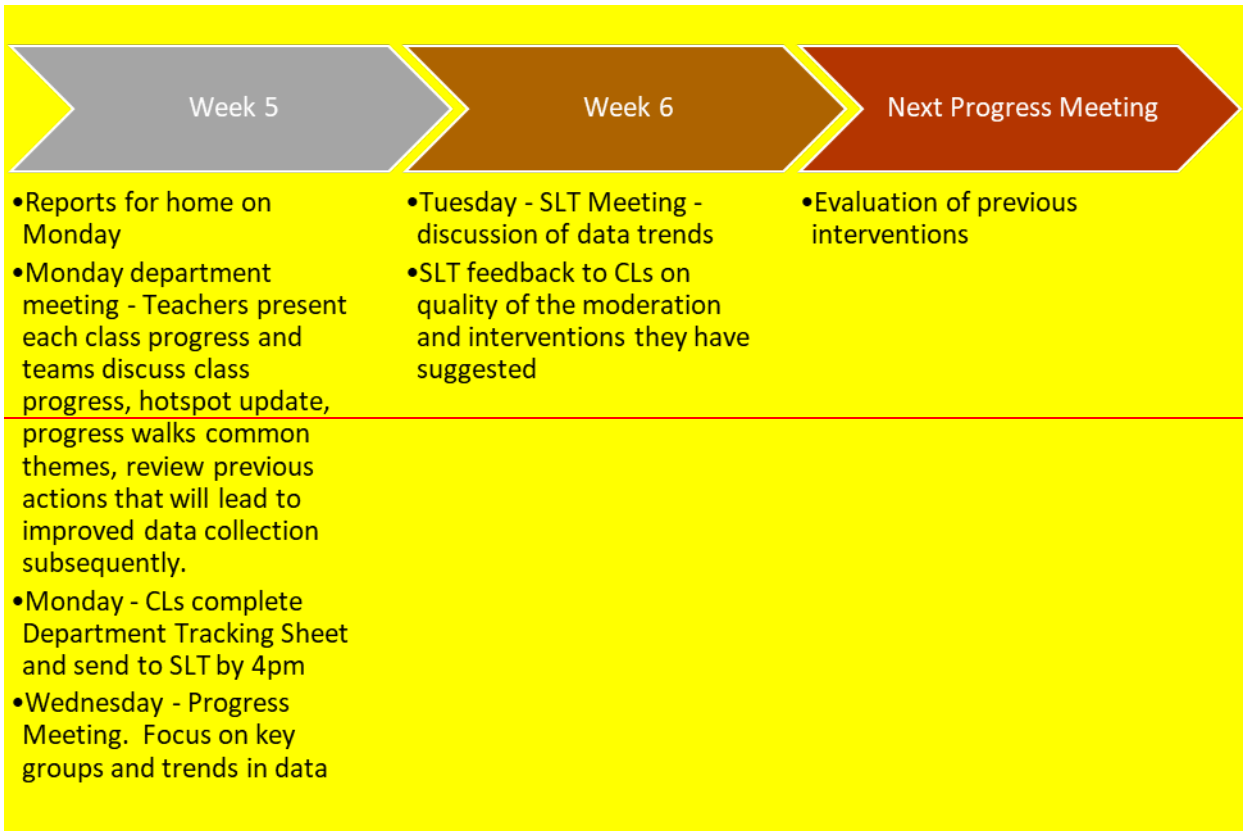
Post Assessment Feedback

In KS4 and KS5 assessments should have a period of feedback and reflection that covers the following:

Essential -
Question Level Analysis
Written feedback to show strengths and weaknesses

Time-line for KS4/KS5 Summative Assessment





Pre-Assessment Fortnight	Week 1	Week 2 and 3	Week 4	Week 5	Week 6	Next Progress Meeting
• In class the following needs to be carried out: **Essential** – RAG content; revision techniques; Discuss answers in groups; 6 stage extended writing; Walking/talking mock. **Desirable** – Issue specification (or where to locate it); Students devise and answer past exam questions; Provide resources for revision; Lesson time for active revision.	• Students are assessed using standardised assessments. CLs must be able to justify their choice of assessment	• Marking • Data input into MIS/Pupil Progress including ATLs, ATHWs and student support • CLs to check the data is all completed by the Friday of week 3	• CLs to QA all data • Moderation is completed in Monday Department meeting • Data is adjusted where necessary • Teachers update context sheets to identify their planned support for students • In class QLA is completed • Written feedback is given by the teacher to show strengths and areas for improvement	• Reports go home on the Monday • Monday department meeting teachers present and discuss class progress. Study support techniques are shared to help ensure improved outcomes for students. • Monday – CLs complete the Department tracking sheet and send to SLT link by 4.30pm • Wednesday – Progress meeting to take place with a focus on key groups and trends in the data	• Tuesday – SLT meeting where further discussion on key groups and trends in the data occur • SLT provide feedback to CLs on quality of the moderation and any study support techniques they have suggested	• Evaluation of previous study support

Summative Assessment Schedule

The full assessment schedule is published on the Google calendar. These assessments are not listed separately here in case they change throughout the year; this will be avoided but may be necessary due to extenuating circumstances.

Mock Examinations

All mock examinations in Year 11 and 13, should use real examination papers from the previous exam season. Those papers should not be used for anything else and should not be released to students. In the event that PiXL Wave is used, the relevant series will be applied. The real mark schemes should be used as well as the published grade boundaries to get as full a picture of the students' true ability. If there are areas in the paper that students haven't yet completed it is acceptable to leave sections out as long as you can justify why.

Mock examinations will be held:

Year Group	**1st Mock Date**
Year 11	Monday 1st February 2027 – Friday 26th February 2027
Year 13	Monday 1st February 2027 – Friday 26th February 2027
Year 10	Monday 21st June 2027 – Friday 2nd July 2027
Year 12	Monday 21st June 2027 – Friday 2nd July 2027

Formative Assessments

Please see individual department's assessment policies in regards to quality and quantity of formatively assessed work.

Progress Meetings

After each assessment point in the school calendar the progress team will meet.

To be present at Progress Meetings'

- Assistant Headteacher, Progress & Attainment
- Deputy Headteacher, Curriculum
- Headteacher
- SENDCO
- Head of Year
- Curriculum Leaders of Maths, English and Science
- At KS4 and KS5 Mock analysis meeting will be attended by all CL's/SL's to discuss progress, identify key marginal students and relevant study support processes proposed and implemented.

At progress meetings, key strategies and trends will be discussed and it will give time for discussions about some of the most underperforming students.

Structure of Progress Meetings

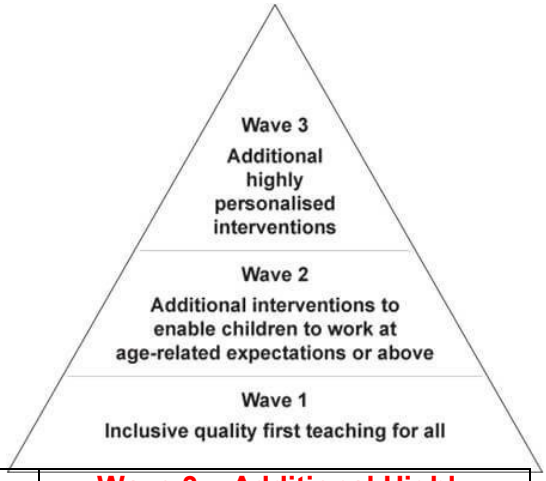
Please note that the agenda for Progress Meetings is subject to change throughout the year according to identified trends in data and due to feedback from staff members. The below is a suggested agenda:

1. Evaluation of impact of previous study support strategies discussed at last progress meeting.

2. Meetings begin with data analysis, looking at how far students are from their target grade. Data on key students will be provided to the team in advance by the AHT (Progress and attainment) so that the meeting is focused on key cohorts/students.

3. The attendees will use the meeting to talk through the situation for each pupil, including the cause of their difficulties and perceptions on why they are not making the progress they need to. They will then look to suggest possible strategies to support each pupil and if these have not been given specific study support to put a plan in place. Wave 1/2/3 interventions will be considered and assigned.

Three Waves of Study Support



Wave 1 – Quality First Teaching Examples of provision (these will be supplemented as new effective interventions are proposed)	Wave 2 – Additional Interventions to Enable Students to Work at Age Related Expectations or Above Examples of provision (these will be supplemented as new effective interventions are proposed)	Wave 3 – Additional Highly Personalised Interventions Examples of provision (these will be supplemented as new effective interventions are proposed)
• Differentiated curriculum • Differentiated delivery • The curriculum is relevant and exciting • A range of questioning strategies are used to encourage deeper thinking • Personalised learning approaches are used • Accurately paced lessons • All students set appropriately challenging work • Writing frames • Written and spoken instructions presented in a way that enables all students to access the curriculum • Peer learning, through groups and pairs • In class Teaching Assistant support • Guided teaching • Specialist equipment and resources, suitable to individual needs are used to aid learning such as coloured overlays • Children self-assess their own learning • A focus on Growth Mindset • Differentiated curriculum planning, activities, delivery and outcome • Increased visual aids / modelling etc. • Access to ICT • Well designed Homework tasks	• Learning mentors • Booster sessions • Revision classes • Specialised extended learning tasks • Additional tutor group support • Personalised Homework task/s • Elevate Education sessions	• 1:1 support outside of the normal classroom, for example bespoke programmes for literacy or maths • External programmes as deemed appropriate • Targeted group revision or catch up classes • Individual arrangements for assessments

Knowing your learners

All teachers will have annotated seating plans for each of their classes. These will identify students based on PP, SEND, EAL, CLA, HPA, Talented students as well as any identified medical needs. These will need to be updated at a minimum after every SDC (but more then likely more often). Teachers should have this accessible for all classes they teach.

Department Progress Sheet

Question	Answer	Response from SLT
Date		
Name of CL		
Year Group		
What department are you?		
How are your PP students achieving compared to your non-PP? What are the reasons for the gaps? What is being done to address these gaps?		
How are HPA/Talented students achieving compared to non-HPA/Talented students? What are the reasons for the gaps? What is being done to address these gaps?		
How are SEN students achieving compared to non-SEN? What are the reasons for the gaps? What is being done to address these gaps?		
How are boys achieving compared to girls? What are the reasons for the gaps? What is being done to address these gaps?		
How have you assessed the students?		
What moderation has taken place?		
For the students who have made more than sufficient progress what has made the difference?		
For students who have not made enough progress, what core barriers are preventing them from moving on and how can you intervene?		
Which students do now need study support/intervention? How will this be organised and what will the planned programme include?		

Head of Year Progress Sheet (all Year Groups)

Question	Answer	Response from SLT
Date		
Name of HOY		
Year Group		
What study support/interventions have currently been run for this year group and what has their impact been?		
Which students do you feel now need study support/interventions? How will this be organised and what will the planned programme include?		

Mock Analysis Meeting Subject:_____

CL: _____ Date: _____

		Year 11		Year 13		
		Mock/TP %	National %		**Mock**/TP %	National %
9-7/Distinction				A* - A / Dist*		
9-5/Merit				A* - B / Dist*-Dist		
9-4/Pass				A* - C / Dist*-Merit		
				A* - E / Dist*-Pass		
Conversion %	Above Target					
	On Target					
	Below Target					

What are your views on the results in your subject area? (KS4 and KS5)

What considerations/context should be taken into account when discussing these results?

Cohort and Classes: Classes within Year Group, Prior Attainment, Key Topics, Skills	**Successes in results /** **Areas for Development**
Year 11	
How reliable are these results? What moderation took place?	
What grade boundaries were used? What was the rationale?	

Cohort and Classes: Classes within Year Group, Prior Attainment, Key Topics, Skills	**Successes in results /** **Areas for Development**
What is the priority for the remaining weeks?	
Key Marginals: Have you identified key marginal students? What strategies are in place to support the Key Marginal students? What strategies are in place to support ALL students?	
What's been learnt for Year 10? What strategies were implemented by the department that impacted significantly on student performance? What action is planned to address any concerns? How is this going to be monitored? Are any curriculum changes needed? What areas require improvement and how are new strategies going to be formulated, implemented and monitored? What time scale do you envisage for this process?	

Cohort and Classes: Classes within Year Group, Prior Attainment, Key Topics, Skills	Successes in results / Areas for Development
Year 13	
How reliable are these results? What moderation took place?	
What grade boundaries were used? What was the rationale?	
Have you identified key marginal students with strategies to shift their grades? (Grade U-E, D-C, C-B, B-A)	
What is the priority for the remaining weeks?	
What's been learnt for Year 12? What strategies were implemented by the department that impacted significantly on student performance? What action is planned to address any discrepancies in predictions? How is this going to be monitored?	

Cohort and Classes: Classes within Year Group, Prior Attainment, Key Topics, Skills	Successes in results / Areas for Development
What areas require improvement and how are new strategies going to be formulated, implemented and monitored? What time scale do you envisage for this process?	

Agreed Actions/Priorities to be reflected in the DIP:

1.

2.

3.

What support is needed?:

SLT Progress Sheet (all Year Groups)

Question	Answer	Response from Governors
SLT present at SLT meeting		
Date		
Year Group		
What is the expected progress score?		
How are the PP students achieving compared to the non-PP? What are the reasons for the gaps? What is being done to address these gaps?		
How are the HPA/Talented students achieving compared to non-HPA/Talented students? What are the reasons for the gaps? What is being done to address these gaps?		
How are SEN students achieving compared to non-SEN? What are the reasons for the gaps? What is being done to address these gaps?		
How are boys achieving compared to girls? What are the reasons for the gaps? What is being done to address these gaps?		
How are HPA/MPA/LPAs achieving compared to each other? What are the reasons for the gaps? What is being done to address these gaps?		
Are there any particular trends in the data that need addressing? How will it be addressed and by who and by when?		