

PLASHET SCHOOL



Working together to promote & celebrate achievement

Assessment Policy

Applicable from 27th January 2022

A handwritten signature in black ink, appearing to read 'Irene Papadopolou', written in a cursive style.

Signed:

Chair of Governors

Part 1: Assessment

1. Rationale

Every young woman arrives at Plashet School having reached different levels of attainment. It is important that we take account of these starting points in setting appropriate but aspirational learning goals to measure their progress against.

We know from recent developments in cognitive science the process of testing can in fact strengthen retrieval and improve our retention of knowledge in our long-term memory. Assessment at Plashet is therefore embraced as a tool to serve increased student outcomes and the consistent evaluation and improvement of curriculum design and teaching and learning.

We have designed a system to allow us to take account of how well each student is doing compared to where they started. We collect evidence to help us make regular progress judgments so we may support all students to work towards and make excellent progress regardless of where they begin. Assessment is carefully thought through to complement a structured curriculum so that test scores and raw marks reveal specific information about what we can do better and what we are doing well.

Our approach to assessment is designed to:

- Provide a clear and accurate picture of the substantive and disciplinary knowledge each student has acquired, and the progress they have made.
- Support students to achieve and make progress in their learning; to have an understanding of the position they are currently at in their learning and to understand the steps they might take to make progress.
- Be manageable and useful for teachers.
- Support teachers to develop their understanding of the learning needs of each of their students and to effectively evaluate their own practice to improve teaching and learning.
- Support teachers to accurately diagnose what their students know, how effectively they can apply and think around this knowledge and therefore what they need to do next to improve teaching and learning and student outcomes.
- Support the shape of the curriculum and the design of learning. Effective evaluation of formative & summative assessment should support teachers to adapt and develop their schemes of learning and design of individual lessons by providing information of where strengths and weaknesses lie in curriculum design and in teaching and learning, what students can do well and what they need additional support to do better.
- Track progress across Years 7 to 11. Our system is designed to identify how our students are progressing towards the national expectations for the end of the Key Stage 4.
- Support the development of good examination, study and spaced learning practises.
- Provide information that might be shared with and understood by parents. Our students' families play an important role in their education. In this respect, we are committed to ensuring we offer clear and concise information to parents detailing their daughter's progress and attainment.

2. The Purpose and Aim of Assessment

Our model for assessment reflects the changes made nationally, but also supports our belief that all students should strive towards mastery in the subjects they choose to study for GCSE. Throughout an academic year, teachers will use different forms of assessment. Each has a distinct function in supporting the teacher to make an informed judgement of each student's progress and attainment.

The distinction between assessment for learning (formative) and assessment of learning (summative) is an important one and rests on the intention behind a piece of assessment.

- If a teacher is assessing in order to help them teach better or tailor their lessons to better outcomes, that is **formative assessment**. We call this '**Responsive teaching**'.
- If a teacher is assessing in order to grade students, to cohort rank them or to give them a score on a test, then that is **summative assessment**.

3. Formative Assessment – Responsive teaching

Dylan Wiliam argues the most important reason for assessment is to enable students to make progress in their learning. Grades tell students how they compare to others but do not tell them anything about what they need to do to improve their work or deepen their understanding.

Formative Assessment refers to the wide variety of methods that teachers use to conduct in-process evaluations of student learning. Wiliam (2009) argues there are five key Strategies:

- Clarifying, sharing, and understanding learning intentions through clear curriculum design.
- Engineering effective classroom discussions, tasks, and activities to elicit evidence of learning through low stakes testing, classroom dialogue and interactive whole-class teaching.
- Providing feedback that moves learners forward.
- Activating students as learning resources for one another through collaborative learning, reciprocal teaching and the use of peer assessment.
- Activating students as owners of their own learning through meta-cognition, motivation, interest and self-assessment activities including self-testing and quizzing.

Formative assessment strategies help teachers identify the concepts students are struggling to understand, the skills they are having difficulty acquiring, and the learning standards they have not yet met so that effective feedback and academic support can be offered and adjustments can be made to the design of lessons or teaching techniques. The following demonstrates aspects of formative assessment in the classroom:

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1 Clarifying learning intentions and sharing the criteria for success	2 Engineering effective classroom discussions, activities and tasks that elicit evidence of learning	3 Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	4 Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	5 Activating students as the owners of their own learning	

Assessment for Learning: what, why & how? Dylan William.

Formative assessment encompasses all the strategies used during a scheme of learning, such as verbal and written feedback from the teacher, peer marking and written or verbal feedback from

peers, and self-marking and assessment. By making learning goals explicit and involving students in self and peer assessment, formative assessment promotes students as agents in their own learning, increasing student motivation, autonomy and meta-cognition, as well as learning.

Cognitive science demonstrates (Reis: Relationship Science: 2007) that people who believe they are interacting with someone who is responsive to their needs tend to feel more confident and therefore do better and learn more. Responsive teaching therefore is a combination of an understanding of formative assessment and aspects of cognitive science.

Responsive teaching requires:

- Setting of clear learning goals
- Carefully planned learning
- Methods to identify what students have learnt and where misconceptions lie
- Effective response including the adaptation of teaching methods to support our students to do better.

All teachers should use a variety of strategies to measure a student's understanding in the medium and short cycle. So that they:

- Are aware of where students are: what they have understood, where they are stuck and what they need.
- Care about how each student is doing; they demonstrate that misconceptions are an inevitable part of learning and the role of the teacher at Plashet is to help students move beyond this
- Take steps to support students by adapting teaching to meet their needs.

Our teachers will plan for and use a variety of strategies to support responsive teaching. This includes targeted questioning, repeated testing, quizzes, reference back to success criteria and effective use of modelling.

Adapted from Responsive teaching: Cognitive Science and formative Assessment in Practice (Harry Fletcher Wood)

Formative Assessment should also be geared towards 'identifying consequences'. Daisy Christodoulou argues that in practice all formative assessment should feed back into the teaching process. To be effective therefore, specific in class assessment should be:

- Specific: focused on a narrow content domain so that precise gaps can be identified for future teaching and further practice
- Frequent: Building on the idea of regular retrieval practice to develop long term memory and recall
- Repetitive: To ensure skills and retrieval are actively practised in a focused manner
- If Recorded: This should be as raw marks to ensure information is kept as close to the details of original assessment as possible.

4 Subject Knowledge Tests

Subject knowledge Tests are used by teachers as appropriate. Often these will feature as part of a subject scheme of learning or as part of an individual teacher's lesson design. Knowledge tests are used on a regular basis to support students memory and retention across a subject discipline. Cognitive science has demonstrated automatic recall of foundational subject knowledge frees the working memory to engage in higher order tasks. Questions therefore assess student's retention of knowledge from their learning. Students are expected to achieve automaticity in each topic before moving onto material that is more complex.

The answers expected will be single words, formulas or symbols, which are quick for students to recall and easy to peer mark within a lesson. The knowledge tested throughout the year will be an accumulation of knowledge from the start of the year to the end of the year and is reflective of the spiral curriculum design in each subject area. The classroom teacher responds to the gaps in knowledge, identified through testing. Often in these cases, a topic or part of a topic may be re-taught.

5 Summative Assessment

Summative Assessment takes place in all subject areas twice a year. At Plashet, the purpose of summative assessment is to create 'shared meaning'. By this, we understand assessment to have a means beyond the individual teacher's classroom, the function of which is to allow standards to be compared between individual classes and subjects, but also to offer a picture of attainment at Plashet versus the national picture. To be effective, summative assessment therefore has the following features:

- Standard conditions for all cohorts including standardised times and scores in exams in Years 7-9.
- Organised to permit comparison across subjects and year group cohorts, scaled scores are applied to summative assessment only.
- Take place bi-annually, therefore relatively infrequently, ensuring our teachers have maximum time for teaching. Covering a broad knowledge based curriculum and engaging in focused formative assessment activities.

When we allocate grades, we are conscious we are making claims about how our students are doing against their national cohort. Therefore, procedures must remain robust and as accurate as possible. This process can only operate on a whole cohort basis and not an individual class basis. Therefore, grades are only used two times a year.

In practice, this method of summative assessment will not significantly change how teachers assess in the classroom. Formative assessment is not measured using grades. Any in class tests are measured using raw marks and/or a percentage score.

6 Internal School Examinations

We use bi-annual formal examinations to test students' subject knowledge and assess the progress they are making in their application of discrete disciplinary knowledge. Summative assessment exams are a valuable tool for gauging the level of a student's understanding and for tracking individuals' progress over time. They provide a benchmark of performance across a cohort. We then report on the outcomes to our students' families and use assessment data to refine the curriculum we have designed and improve teaching and learning across the school.

The Cohort Referencing Approach

In practice, standards in learning are often defined by comparing certain outcomes to the full range of outcomes from all students nationally or in a year group. Attainment is best measured therefore by comparison with standards set by the year group as a whole. Cohort referencing is when you allocate a fixed percentage of grades each year across a cohort of students. For example:

Grade	9	8	7	6	5	4	3	2	1	U
National Percentile	97% +	92-96	85-91	73-84	56-72	36-55	18-35	7-17	1-6	<1

Approximate Grade Distributions across a cohort. Please be aware these will vary in each subject and slightly from year to year.

This can be applied to any year group as the method relies on comparative assessment rather than a measure against a specific grade scheme. The proportions of grades available in a subject are modified depending on the School versus National performance.

These internal grades are age-related. They refer to a student's position in the performance distribution for their year group. These grades are not meant to tell you what a student would get if they took a GCSE at that moment in time. The cohort referencing system is not representative of actual GCSE grades. It is representative of a student's position within the year group cohort.

7 Summative Assessment Calendar

	Winter Term	Spring Term	Summer Term
Year 7	Baseline Assessment: Reading Assessment Spelling Assessment Summative Assessment 1 Cognitive Ability Testing	Parent's Meeting	Proof of Progress Testing Summative Assessment 2
Year 8	Summative Assessment 1	Parent's Meeting	Summative Assessment 2
Year 9	Summative Assessment 1	Parent's Meeting	Summative Assessment 2
Year 10	Summative Assessment 1	Parent's Meeting	Summative Assessment 2
Year 11	GCSE Mock Examinations 1	Parent's Meeting GCSE Mock Examinations 2	GCSE Examinations

Year 7 Baseline Assessment

Year 7 baseline assessment is used to assess student attainment in maths and English. Together with **subject baseline assessment** and Key Stage 2 SATs scores, we can then make a judgement about a student's ability against age related norms. This means we have the knowledge to appropriately support all students to ensure they are performing at or above age related norms as quickly as possible.

Reading Assessment	New Group Reading Test (NGRT) assesses the range of reading skills across classes and groups of pupils, with benchmarks that are regularly verified by digital test results from a whole range of schools. This helps us to reliably measure reading ability for students against the national average for their age group.
Spelling Assessment	This assessment tool; the Single Word Spelling Test (SWST) , allows us to carry out a detailed analysis of students' spelling and the errors they make. Each spelling test in the SWST series is composed of a set of words that are graded in difficulty. The proportion of relatively complex spellings in a test increases across the year/age levels.
Cognitive Ability Tests	CATs Measure the four main types of ability known to make a difference to learning and achievement. They test potential rather than achievement and are usually a good predictor of future performance.

Proof of Progress testing:

These tests are designed in English by 'No more marking'. These measure student progress using Comparative Judgement. External judges compare the performance of students in the autumn with their performance in the summer. The progress of our students is linked to the progress of other schools in the project through the use of anchor (benchmark) scripts. Once all students have been judged, grading standards are applied using the statistical predictions of outcomes in the new 9 to 1 GCSEs in maths and English. Measures year on year progress. Students take tests in Y7, 8 & 9 to measure relative & absolute progress from year to year. This information is then used to support standardisation of internal assessment.

Year 11 GCSE Mock Examinations:

Year 11 have Mock GCSE Examinations in the autumn term. These will be for all GCSE courses, formally assessed under exam conditions in the Sports Hall where applicable. Examination papers are kept unseen from staff and treated like an actual public examination. We issue Year 11 girls and parents/carers with raw scores for each paper/element taken as well as GCSE grades using the grade boundaries applied at the time of that past paper or mean of grade boundaries applied over consecutive years. We use fine grades and these are explained as follows:

5 +	Top third of grade 5s, potential to achieve a grade 6
5	Secure Grade 5
5 -	Grade 5 not secure. Without improvement may achieve a grade 4.

* Reports issued during the Covid pandemic period had variations on the above criteria due to exceptional circumstances.

8 Setting Targets for Attainment

Students in Years 7 to 11* are allocated an expected **A8 Target Grade** (1-9) based on the average of their KS2 results in English and Maths. Each student's KS2 average score is converted to a Target GCSE grade using a cohort referencing approach. All students are expected to **meet** or **exceed** their A8 target. Where a student is not meeting their target grade intervention to further support learning will be considered.

*Current Year 7 & 8 have no KS2 results due to the Covid pandemic related cancellations of KS2 exams. We will generate target grades for these students based on their summative exams in May 2022 and their CATs scores.

The application of a consistent target throughout a student's school career enables year on year progress comparison, supports consistency in reporting and creates familiarity for teachers, students and parents. It enables the identification of a student's strengths and weaknesses between subjects at an early stage, enabling more focussed and timely intervention.

We use this system to measure attainment progress in the same way as the Progress 8 measure. This means we are able to identify the amount of progress each student is making in comparison to the cohort. Key Stage 2 data is converted from raw scores to 1-9 comparative assessment positions. This illustrates the gap in learning between the expected A8 target and current position. Each teacher should aim to close the gap prior to students making their final GCSE choices at the end of Year 9 so that throughout Key Stage 4 progress is made beyond that of expected national norms. Where no KS2 data is available, we will use results from CATs tests, baseline testing at the start of Year 7 and in English and Maths and Reading/Spelling Age Scores to generate an aspirational target grade.

9 Monitoring Attainment and Progress

Designing Summative Assessment.

Summative assessment at Plashet School is designed to evaluate student progress through the review of a student's cohort position in light of KS2 standardised scores and baseline assessment (cohort referencing). In designing summative assessment therefore, the following must be noted:

- Testing should be cumulative; it should test all subject knowledge across all years of study.
- Testing should include use of synoptic questioning; this should be reflected in the design and venture to provide maximum challenge.
- There should be a single tier of entry (Y7-9 only)
- The number of marks available for each question should be noted.
- An agreed mark scheme should be available for all markers (unless comparative judgement is used). The mark scheme should reference the number of marks available.

The design of the assessment should allow:

- A numerical raw score to derived in the form of a percentage
- Complete stretch and challenge for all students
- All students must be able to access the same paper.

Marking of Summative Assessment.

In 2013, the DfE did a study on marking bias. The study found that in one in ten cases, teachers had marked the work too favourably, and that in 5% of cases, work was marked too harshly. Students who provided longer stories in exams or who had exceptionally neat writing were also more likely to receive better marks, regardless of the quality of their writing. The following procedures should therefore be applied to marking of all summative assessments produced from internal examinations.

- All summative testing should be blind marked. Students should use candidate numbers and not names and papers should be allocated to teachers for marking randomly.
- To balance workload papers should be issued randomly to teachers according to the number of groups they teach in a year group or key stage.
- The Subject Leader should ensure clear mark schemes are designed; all staff should be trained on the use and interpretation of the mark scheme prior to marking real scripts so that marking is standardised across the department.
- Where marking utilises criterion referencing, Subject and Curriculum Leaders should facilitate the moderation of marking so all papers are marked to equal standards. Alternatively, comparative judgement may be used.
- Where applicable, pre-marking moderation should benchmark/model different grades or levels of work
- All marked papers should be stored securely by each teacher until after the reports are issued.

10 Recording of Summative Assessment Data

- Teachers import the raw marks for each summative assessment into Go4Schools for formative use.
- The raw data (percentage exam mark; average grade for subject and decile) is reported to students and parents.
- Marks generated by summative assessment are cohort referenced and the resulting 'Plasnet Grades' are entered into Go4Schools to allow us to generate a Progress 8* type score for formative use by Curriculum and Subject leaders and Pastoral Teams. This data is not shared with students or parents.

* Due to the cancellation of National examinations/testing we are not currently able to generate P8 scores.

11 Use of Data Generated from Summative Assessment

After each summative point, a wealth of information is available through careful analysis of student attainment data.

The outcomes of summative assessment are investigated formatively. Subject Curriculums, related Schemes of Learning and plans to aid retention are then adapted to ensure improvement in student attainment.

Curriculum and Subject Leaders should interrogate the data by considering the following:

Student Progress	<ul style="list-style-type: none"> ● Where have students excelled? ● Where has less than expected progress been made? ● What comparisons can be made against target grades and rank? ● Does any individual student or group of students need additional support or intervention? ● Are there any patterns of under attainment and over attainment by subject class?
Curriculum	<ul style="list-style-type: none"> ● What subject knowledge have students retained well? ● Which aspects of subject knowledge have students not retained or show misconceptions in their understanding? ● Where do students demonstrate effective disciplinary knowledge? ● Where do students fail to demonstrate effective disciplinary knowledge? ● What adaptations to the curriculum should be made to address misconceptions and improve subject knowledge and understanding?
Teaching and Learning	<ul style="list-style-type: none"> ● How can patterns of progress inform teaching and learning? ● What was done well – How did we teach this? ● What are the trends and patterns amongst teaching groups? ● What are teachers doing well and how can we share this practice and investigate it further?

After each summative point, the Data team will provide whole cohort data for the Leadership Team and Pastoral Teams. This data will support Pastoral Teams in identifying which students may need additional support. Pastoral Teams should interrogate the data across all subjects considering individual and group student progress. They should then use their knowledge of the student to offer support and intervention to improve progress.

Student Performance	<ul style="list-style-type: none"> ● Where have students made good progress? ● Where have students not made sufficient progress? ● Does any individual student or group of students need additional support or intervention? ● Are there any patterns of under attainment and over attainment? ● What are the possible reasons for trends and patterns?
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Part 2: Marking & Feedback

1. Rationale

At Plashet we recognise the best teaching encourages methods 'efficient in promoting learning' and raising student progress. So students make progress, marking is one method a teacher might employ to ascertain what learning has taken place, acknowledge students' work, check outcomes and make decisions about what they need to do next. Essentially, marking is an interaction between a student and their teacher, whereby the teacher might meaningfully guide learning and motivate students to make improvements and progress further in their learning. However, the quantity of marking should not be confused with quality. Marking is one of a suite of many methods a teacher might employ to assess the progress their students are making and therefore should be used meaningfully alongside a variety of other methods to make judgments of progress. Marking should serve a single purpose; to advance student progress and outcomes. In choosing to mark a piece of students' work, teachers should be clear of what they wish to achieve and that marking is the best way to achieve it.

2. Feedback

"Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome". Education Endowment Foundation Toolkit.

Feedback can take different forms: peer, self, teacher marking, or verbal. Teachers must use a combination of these, choosing the best form as is appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

Aims of Feedback:

- To help students make progress
- To provide strategies for students to improve
- To give students dedicated time to reflect upon their learning and put in effort to make improvements
- To inform our planning and structure the next phase of learning
- To facilitate effective and realistic target setting for student and/or the teacher
- To encourage a dialogue to develop between student and teacher
- To encourage students to have a sense of pride in their work
- To correct mistakes, with a focus on Literacy skills.

Written Feedback

When offering written feedback on student learning, teachers should ensure the following is addressed. Feedback should:

- Relate to the task, or learning objectives set.
- Provide specific guidance on how to improve and not just tell students when they are wrong.
- Use appropriate language so students may act upon the feedback they are given independently.
- Motivate and stretch a student or group of students, challenging them to progress further in their learning.
- Clearly identify the areas for improvement that students will act upon through Dedicated, Improvement & Reflection Time (DIRT)

Type and frequency of written feedback

- Most departments chose to identify key pieces of student learning for deep marking and feedback. The frequency of each type of written feedback will vary between departments and key stages; agreed minimums therefore should be clear in the individual marking policy of each subject area.
- Some departments are more practical in the nature of the work completed, the amount of detailed written feedback may be reduced in these circumstances, but students will be able to articulate how they are supported by verbal feedback.

Verbal Feedback

When offering verbal feedback on student learning, teachers should ensure the following is addressed. Verbal Feedback should:

- Be clear, concise and appropriate to the needs of an individual student or group of students.
- Relate to the learning objectives or success criteria set by the teacher.
- Be responsive and timely
- Use appropriate language so students may act independently upon the feedback they are given.

Type and frequency of verbal feedback

- As it is immediate and relevant to effective learning, it is expected this will be the most frequent form of student feedback
- Opportunities for verbal feedback may or may not be formally planned.

3. Peer and Self-Assessment

Where appropriate students should be encouraged to assess their own work and that of others against the learning objectives or success criteria provided by the teacher. This is shown by research to be one of the most effective models of feedback. Therefore, peer and self-assessment resulting in either successful reflection or peer feedback are valuable tools for learning which should occur regularly. However, to be successful, both must be well structured, modelled and directed by the teacher. When supporting self or peer feedback:

- Effective self-assessment or peer feedback must be rigorously structured and modelled by the teacher.
- Written Peer feedback should be clearly marked as 'Peer Feedback' or 'Peer Assessment' and should include the name of the student giving the feedback.
- Written self-assessment / reflection should also be clearly marked.
- Students need to be well trained over time to effectively self-assess / peer assess one another.

4. Literacy Feedback

If the literacy standards of our students are going to improve, we must all give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback

Work should be marked for literacy using the following symbols:

Sp incorrect letters circled in the word = incorrect spelling

// in the student's work, means start a new paragraph

/\ missing words

? Unclear meaning / text not relevant

P faulty punctuation

C capital letters

Sx: Paragraph, series of sentences circled: Poor Syntax or sentence construction

We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

Part 3: The Reporting Process

1. Rationale

Our reporting system is designed to capture where each student currently is on their learning journey in each subject they study. Each term every student is presented with new knowledge and disciplinary skills that they will have to become proficient in; sometimes they will be successful and grasp these concepts and ideas with relative ease, at other times it will be more challenging and they will not be successful straight away and further work and study will be required.

This is a perfectly normal part of the learning journey, which our reporting system offers Parents/Carers the chance to understand. The system is designed so parents can discuss with their daughter and her teachers how she is performing in each subject discipline, where effort is being made and resilience shown; and then to encourage and support them to reflect on their successes but also to focus their areas for development.

2. Frequency

Families will receive regular, termly updates regarding their daughter's progress. We have arranged our reporting schedule so each student receives an Academic Report and Statement of Summative Assessment Performance in the Autumn and Summer terms. All our parents are also invited to attend a parents' meeting where they can meet with all Subject Teachers in the Spring term.

3. Content

In all year groups, teachers will report on learning Attributes demonstrated as follows:

Learning Attributes:	The following values are applied to learning attributes by teachers:
Punctuality to Lessons Focus on learning Quality of written responses Quality of presentation / pride in work Quality of verbal contribution Completion and quality of home study.	1: Meeting our highest expectations. 2: Generally good performance, with some room for minor improvements. 3: Inconsistent performance, not consistently reaching our expectations. 4: Poor performance that needs urgent attention.

In Years 7, 8 and 9 the report will also include the following information:

- The raw score they have achieved in each subject.
- The total score for the exam in that subject.
- The exam percentage they have achieved in each subject.
- The average percentage achieved across the year group in each subject.
- Their decile for each subject.

In addition, in Years 10 and 11, teachers will report on progress against the target A8 grade.

	Attainment	Progress
Year 10	Performance in Summative tests Students will be told: <ul style="list-style-type: none"> • The exam percentage they have achieved in each subject • The average percentage achieved across the year group in each subject • Their decile for each subject. 	Performance against A8 Expectation. Students will either be: <ul style="list-style-type: none"> • Exceeding Expectation • Meeting Expectation (reported as 'on') • Approaching Expectation • Below Expectation • Significantly below Expectation
Year 11	Students will be told their forecast grade which is based on their performance in the Mock exams plus their performance in the Non Examined Component of their course where applicable.	Performance against A8 Expectation. Students will either be: <ul style="list-style-type: none"> • Exceeding Expectation • Meeting Expectation (reported as 'on') • Approaching Expectation • Below Expectation • Significantly below Expectation

In Year 11 the Forecast Grade will be reported as a fine grade. For example:

Each fixed percentage of grades available will be split into three parts. These will be represented through the + and – symbols. Those students in the top third of the allocation will be awarded a + symbol, those in the bottom third a – symbol.

5 +	Top third of grade 5s, potential to achieve a grade 6
5	Secure Grade 5
5 -	Grade 5 not secure. Without improvement may achieve a grade 4.

All students Form Tutors will also report on:

- Overall Attendance.
- Punctuality
- Overall behaviour for learning (in lessons).
- Overall behaviour around the school (outside of lessons).
- Uniform.
- Use of School Planner.

* Reports issued during the Covid pandemic period had variations on the above criteria due to exceptional circumstances.