COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

43. ASSESSMENT (inc. RECORDING and REPORTING) and MARKING

COMMITTEE	Curriculum & Student Matters
LINK GOVERNOR	N/A
SLT RESPONSIBLE	Dawn Frost Associate Principal
REVIEW	Annually
POLICY REVIEWED	May 2026
REVIEW DUE	May 2027
APPROVED BY THE GOVERNING BODY	June 2026
REQUIREMENT TO BE PUBLISHED ON CCHSG WEBSITE	Yes

Related Policies

No.	Title
41	Adaptive Teaching Policy Statement
46	Policy for Most Able
54	Homework Policy
A4	Behaviour, Rewards and Sanctions Policy
A9	SEND Policy

Changes made:	Page:
Changes to the school year date	Page 5
Addition of GCSE Citizenship	Page 5
Addition of GCSE Citizenship to Year 9 only	Page 6
Change of date to Appendix 1	Page 11 and 12
Advice added to Attitude to Learning Grade guidance	Page 11 and 12
Changes to advice given to Form Tutors when writing reports	Page 16
Change of date to Appendix 2	Page 17
Addition of Edulink	Page 17
Addition of GCSE Citizenship	Page 18

COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

GOVERNORS' POLICY STATEMENT ON

ASSESSMENT (inc. RECORDING and REPORTING) and MARKING

Rationale

Assessment, both formative and summative, is an integral part of ensuring that all students achieve their full potential. Assessment is a key part of effective teaching and learning and should inform a broad and engaging curriculum. Assessment draws on a wide range of evidence of students' learning. At Colchester County High School for Girls we strive to ensure that all students make rapid and sustained progress and have the adaptable knowledge and skills required to face the challenges that they will be set in their working lives. Assessment provides the basis for high quality feedback to students, parents and teachers.

Purpose

The purpose of an assessment and marking policy is to ensure that all students receive timely, informative feedback about their progress in a consistent format for all subjects.

1. Information for teachers and tutors will:
    - create a dialogue between teacher and student about learning so that both parties can identify a student's strengths and weaknesses, facilitating the setting of individual targets
    - measure student progress and recognise achievement and underachievement in all subjects
    - diagnose what has been learned and assist planning what is to be taught
    - ensure students become more responsible for their learning and therefore become independent learners
    - where appropriate, allow comparison when selecting students for sets and teaching groups
    - prepare students for examinations (both internal and external)
    - predict student's future attainment, informing predictions and target setting
    - guide and inform what is written in reports and progress checks
    - monitor students' personal, spiritual, moral, social and cultural development
    - facilitate whole school tracking of a student's understanding of cross-curricular themes and performance in core skills (inc. citizenship, reading, writing, communication and mathematics (RWCM), careers and economic awareness)
    - set targets for individual action plans under the Special Educational Needs Code

2. Information for students will:
    - inform them of their progress through a WWW and EBI system of formative feedback. There are many types of feedback and all feedback aims to advance student progress. Students may be assessed and have feedback on their exercise books or folders, in-class learning activities, homework tasks or internal assessments.
    - provide encouragement and motivation

- set personal targets for their future learning through Directed Improvement and Response Time (DIRT), self and peer assessment.
- compare performance and progress in different subjects allowing them to make decisions about their learning, allowing subject selection for Key Stage 4 and Key Stage 5 and higher education
- prepare them for examinations (internal and external)
- predict their future attainment

3. Information for parents will:
    - provide feedback on their child's progress and personal targets for future learning across all curriculum areas
    - allow a comparison of performance and progress in different subjects measured against both individual ability and national standards
    - help decision making about their child's future educational pathway or careers choice

4. Information for Senior Leadership, Governors, further educational establishments and employers will:
    - measure students' performance against their personal target, national standards and benchmarks
    - inform all stakeholders of the degree to which students are fulfilling or have fulfilled their potential
    - allow evaluation of the performance of each teacher within the school
    - demonstrate the fulfilment of the statutory requirements for recording and reporting (e.g. annual reports and examination data)
    - ensure that the School, Departmental and Pastoral Development Plans address areas of weakness in performance
    - ensure that all the Heads of Department have an understanding of, and are accountable for, their targets

Baseline data and target setting

KS3
In the Autumn term each student will be issued with a School Target Measure for each subject. The School Target Measure for each subject is generated for each student using Key Stage 2 data (if available), CAT test results, Fischer Family Trust Aspire estimates from KS2 and teacher assessment. The School Target Measure provides an indication of the most likely Level or Step the student should achieve by the end of the current school year in that subject.

N.B. Latin uses a Progress Measure of Below/At/Above. This ensures students reach the appropriate skills and language development for each year group.

Creative and Critical Thinking in Year 7 uses Pass, Merit and Distinction.

KS4
In the Autumn term each student will be issued with a School Target Measure for each GCSE subject The School Target Measure for each GCSE subject is generated for each student using Fischer Family Trust Aspire estimates from KS2 (if available) and/or CAT Tests and considering progress at KS3.

KS5
Students are set a School Target Grade for A Level. The school uses Alps (Advanced Level Performance Sytems) which generates the School Target Grades from the student's Key Stage 4 point score.

Recording Progress Summary 2026-2027

Key Stage 3

The Steps are sub-divided as follows:
Each **Step** is divided into sub-steps .3, .6 or .9

- .9 is working at the top of the step
- .6 is working in the middle of the step
- .3 is working at the bottom of the step

Subject	**Progress Measure**	**Length of Key Stage 3 (Years 7 and 8)**
Art	Steps	2
Biology	Steps	2
Chemistry	Steps	2
Computing	Steps	2
GCSE Citizenship	GCSE Grade 9-1	2
Drama	Steps	1 (not Year 8)
English Reading	Steps	2
English Writing	Steps	2
French	Steps	2
Geography	Steps	2
German	Steps	2
History	Steps	2
Latin	Below/ At /Above	1 (not Year 7)
Mathematics	Steps	2
Music	Steps	2
PE	Steps	2
Physics	Steps	2
RE	Steps	2
Spanish	Steps	2

Key Stage 4

Subject	Year 9, 10 and 11 Progress Measure
Art and Design: Fine Art, Art and Design: Graphic Communication, Biology, Chemistry, Citizenship (Year 9 only), Computer Science, Drama, English Language, English Literature, French, Geography, German, History, Latin, Mathematics, Music ,PE, Physics, Psychology and Religious Studies, Spanish	9 - 1

Key Stage 5

All progress is recorded using A Level grades A* - E.

Tracking progress

In order to track student progress data is analysed following:

progress checks
school examinations
annual written reports

Timings of these for the year are set out on the school assessment and reporting calendar and precise details for annual report writing can be found in **Appendix 1** and for progress check construction in **Appendix 2**. At each collection point subject staff enter the data onto SIMs Assessment Manager where the data can be observed by class teachers and middle leaders. The data will be analysed by the Senior Leadership Team (SLT) and discussed with Year Leaders and Heads of Department. Subject teachers are expected to identify any students not on track to meet targets in their subject, discuss this at departmental meetings and put in place appropriate interventions which are tracked and monitored. Parents should be kept informed of any concerns or interventions that affect their child. Pastoral staff (Year Leaders and Form Tutors) will scrutinise the data and plan interventions for students who are not making the expected progress in 4 or more subjects.

Students review their progress with Form Tutors following Progress Checks and Annual Reports and the outcome targets are recorded on tracking sheets in the Student Planner.

In KS4 students not making the expected progress in 4 or more subject areas could be mentored by a member of the Leadership Team (senior and middle) or other staff as appropriate.

In KS5 formal checking of progress across the academic year will take place in a variety of ways.

- Year 12 will receive two progress checks and a full Annual Report

- Year 13 will receive one Progress Check and a target focused Annual Report. Year 13 reports should provide a clear, accurate summary of each student's academic progress, engagement, and next steps.

The Autumn term Progress Check includes a one-to-one learning conversation with each subject and the completion of DTT's where required. At this meeting progress in the subject is discussed and clear targets will be set enabling students to maximise their full potential in external examinations.

The Year 12 Spring term Progress Check and Year 13 Report includes a one-to-one conversation with the Form Tutor.

Year 12 and 13 also have a Parent Consultation Evening.

Year 12 parents will be given the opportunity early in the Autumn term to attend a meeting with the Form Tutor to find out how their child has settled into Sixth Form study.

Marking

Marking should be 'meaningful, manageable and motivating'.
Marking is one type of feedback that teachers should be providing for students. Marking should be subject specific, but all Departments should follow these generic guidelines for all year groups. Peer-assessment and self-assessment are also valuable Assessment for Learning (AfL) marking tools that compliment, but not replace, teacher marking.

Students are entitled to:
Regular marking that acknowledges their efforts and clearly shows how they can make further progress.

Staff are entitled to:
Have a reasonable workload that makes marking loads manageable, yet facilitates effective and accurate assessment. Marking can occur, like learning, in a blended fashion i.e. both physically in books as well as online via Microsoft Teams. Staff are not expected to mark every page in a students book/ online work. However, they should regularly check for learning errors in a timely manner e.g. live marking during a lesson. Key pieces of work should be marked in detail, including homework, and feedback given formatively in a way that moves learners forward in their learning and understanding. If key pieces of work are completed via Microsoft Teams and marked with feedback on Teams, this must be signposted in a student's book or folder, either by the student or staff member.

All marking should encourage **dialogue** between the student and teacher .
The following should be found in a students books/folders:

Red pen : teacher marking
Green pen: student self & peer assessment
Purple pen: a student uses a purple pen to demonstrate learning gains within a lesson, or in dialogue with a teacher, including corrections and responses to feedback. Responses to feedback should be meaningful and demonstrate learning gains. Student responses to feedback should not be solely an acknowledgment of staff feedback, there should be a follow-up activity as a result of the feedback which helps the student move forward in their learning.

All marking should identify grammatical and spelling errors using the school marking for literacy codes:

Code	Reason for code	Things you should check for…
PR	Presentation is not acceptable – specific areas will be highlighted.	• Make sure that your exercise book/folder is as neat and legible at the beginning as it is at the end • Underline all dates/titles, using a ruler (applies to work at CCHSG) • Keep your folder well organised
H	Handwriting is not acceptable or not legible in parts – specific areas will be highlighted.	• If working in a book/on paper, look again at your handwriting – compare your writing at the beginning of the book/folder to your more recent writing tasks • Make sure that your handwriting can be read at all times, including under timed conditions
SP	Spelling error(s) will be highlighted.	• Check the correct spelling of the error(s) • Re-write the sentence with the correct spelling • Learn the correct spelling(s) and add to your glossary, to avoid future errors
GR	Grammar/punctuation error(s) will be highlighted.	• Check the 'rule(s)' for the grammar/punctuation error(s) • Re-write the sentence with the correct use of grammar/punctuation • Learn the correct rules, to avoid future errors
EXP	Your written expression does not make sense to the reader - specific words/phrases will be highlighted.	• Re-read the sentence(s) aloud • Re-write the sentence using the correct expression • Always proof read your writing, to avoid future errors – reading sentences aloud can help
VC	Vocabulary choice is limited, too informal or inappropriate. Specific words/phrases will be highlighted.	• See words/phrases highlighted • Re-write the sentence, replacing the informal words/phrases with more formal words/phrases • Add the more formal words/phrases to your glossary, to remind you to use them in the future
CON	You need to be more concise – you have used too many words to make a point. These phrases will be highlighted.	• Re-read the highlighted sentence(s) aloud • Re-write the sentence(s) so that it is more succinct • Always proof read your writing, and delete any words/phrases which are unnecessary
TT	More technical terms should be inserted. The specific sentence(s) will be highlighted.	• See the sentence that is highlighted • Re-write the sentence, inserting the relevant technical term(s) • Add these technical terms to your glossary, to remind you to use them in the future

Where many literacy errors have been made staff must use their own judgement as to how many to correct. Students should evidence their corrections in purple pen.
Departments may wish to add their own subject specific marking codes. These should be clearly articulated to students and a full overview contained within their marking policy which is kept in their Departmental Handbook.

Classwork
Classwork should be 'live marked' and checked regularly as part of the normal classroom routine. This should be a simple check to ensure that work has been completed and is

accurate. Any learning errors should be identified and rectified in a timely manner. Checks should include the use of **self and peer assessment**. Where appropriate, students can be provided with photocopied notes and/or revision guides. It is not expected that classwork will be awarded a grade/level. If a grade or level is awarded to class work or effort it should be in line with the published Departmental marking policy of that particular department.

Homework
Homework should provide frequent and prompt feedback (**at least once per fortnight**). Online platforms like Seneca can be used to both set and report homework outcomes to both students and parents, as well as inform future planning for teachers.
For subjects with two or fewer timetabled lessons per fortnight this should take the form of peer or self-assessment **once each four weeks** and teacher assessment **once each four weeks.**
The marking should;

- acknowledge the positive aspects of the work and reinforce success
- identify errors and provide constructive advice for improvement
- be marked with a positive and specific comment and specific, measurable, attainable, relevant and time-bound (**SMART)** target(s) which are **formative and provide specific next step guidance**

The subject teacher must keep a record of late or missing homework, this should be noted on Edulink One/ SIMS along with the sanction applied for the lateness. These sanctions should be in accordance with the Behaviour, Sanctions & Rewards Policy A4.

Diagnostic Marking

Diagnostic marking (e.g. formatively graded assessments, end of topic tests) should take place each half term and will be used to inform annual reports, progress checks and discussions at parents' meetings. This type of marking should be more in depth and will include a level/step or GCSE/A LEVEL grade and a clear formative comment which indicates how to work towards the next level/step or grade. Use of 'what went well' (WWW) and 'even better if' (EBI) is to be encouraged. Diagnostic feedback should be placed on a yellow sticker/yellow mark sheet and **must** be clearly signposted in books and folders and be available for students and others, including those observing lessons, to review in student exercise books (Years 7 – 11) or folders (Years 12 and 13). Students should be visibly acting on all feedback given to them by their teachers.

All Heads of Department must:

- publish marking guidelines for their subject within the schools guidelines, which will be displayed in classrooms and where possible inserted into students' books/ folders
- undertake regular moderation (including student work scrutinies) to assure quality and consistency within their subject area. Work completed and marked on Microsoft Teams should also be clearly signposted and included in this scrutiny.
- ensure that staff in their department keep a record of students' marks (mark book or electronically). This should be made available centrally on the T drive for work scrutiny
- ensure that students in their department understand the relationship between the work they are doing and the attainment levels/steps and GCSE/GCE grades

Monitoring
An important role of leadership (middle and senior) is to quality control all assessment and reporting that takes place in the school. To facilitate this the following activities take place;

- regular student work scrutiny by Departments and SLT. These can be planned or ad hoc; using work in books/folders and via Microsoft Teams, as well as being incorporated into Learning Walks. The foci will change periodically, but the quality of feedback to learners will always play a key part of any scrutiny
- student interviews conducted by Heads of Department and SLT based as a minimum on the following questions:-
  What is my current step/grade in (subject)?
  What is my School Target Step/Grade?
  What do I need to do to move to the next level/step/grade?

- quality assurance of internal examinations and mark schemes
- moderation of internal examination marking and results by Heads of Department
- analysis of internal examination marking and results including comparisons to national benchmarks by Heads of Department and SLT
- analysis of external examination results including comparisons to national benchmarks by Heads of Department and SLT
- scrutiny of schemes of work to ensure that they are fit for purpose and show planning for assessment and 'Subject Mastery'
- scrutiny of teacher records (both mark book and electronic) by Heads of Department and SLT
- lesson observation with use of assessment within the lesson as a focus
- learning walks with use of assessment in lessons as a focus
- Peer Reviews of Departments which include work scrutiny, staff and student interviews, analysis of both internal and external data and lesson observations

Appendix 1

REPORT WRITING YEARS 7 – 13 for 2026-2027

The school report is a formal communication between the school and parents, therefore we need to ensure it is a high quality document.

There are 3 parts to subject reports:

1. Working at Measure (Step or Grade)
2. Attitude to Learning and Subject specific indicators
3. Targets/Areas for Development

We have tried to reduce the amount of time subject staff need to spend on writing a report, and at the same time increase its objectivity by using a bar chart addressing subject specific aspects.

***The 'Working at' measure** has been generated as a result of the consideration of the classwork, homework, assessment tasks and in-school examinations carried out by the student.*

It suggests:

- ***the most realistic grade the subject teacher considers the student may achieve in their GCSE/A LEVEL at the end of the course if they continue to work in their current manner***
- ***at Key Stage 3 the Step the student is working at currently***

The Attitude to Learning descriptor is as follows:

Outstanding **1**	The student shows very high levels of engagement, especially in focused verbal articulation during lessons, is courteous, collaborates and cooperates in all lessons. An excellent, enthusiastic attitude to learning is shown through an exemplary behaviour for learning; all classwork and homework are completed to the highest standard, often going above and beyond expectations. They meet all deadlines and always have the correct equipment, including books/folders and art/science overalls.
Good **2**	The student is engaged in lessons, considerate, respectful and courteous to staff and other students. A good and positive attitude to learning is shown through good behaviour for learning; classwork and homework are completed to a good standard, most deadlines are met and the correct equipment, including books/folders and art/science overalls are regularly brought to lessons.
Requires improvement **3**	The student can respond promptly to teachers' direction and work co-operatively with others. Any issues with behaviour for learning are low level; classwork and/or homework may not always be completed to the students' level of ability, deadlines may be missed and the correct equipment and books/folders and art/science overalls are sometimes not brought to lessons.
Poor **4**	The student can lack engagement and their lack of self-discipline can, more than occasionally, reduce learning. Any issues with behaviour for learning are more noticeable; classwork and/or homework is often incomplete, deadlines are frequently missed and the correct equipment and books/folders and art/science overalls are not brought to lessons.

The norm is that most students in a teaching group will be good with a small number of outstanding and some individual students having requires improvement or poor.

If an Attitude to Learning Grade of requires improvement or poor is being given it is expected that information has previously been added to Edulink/ SIMs Behaviour Management with appropriate sanction recorded, the Form Tutor made aware and contact has been made with the parent/carer.

The rest of the report will be made up of written teacher targets. The teacher targets should be personalised and should focus on particular areas to improve. If a student is already performing at a very high level in all aspects, one target can be to maintain the high level of commitment and/or achievement and suggest specific extension work or wider reading and the second target should set a specific subject related improvement that the student can make. There should be a minimum of 2 targets and a maximum of 3. For Year 12 each teacher's comment should include a target(s) in the text.

Report Writing Guidance 2026-2027

Aim:

- to improve the formative quality of the written targets
- to reduce the requirement for corrections and reprints

Common errors to avoid:

1. No full stop at the end of each Student's Targets bullet point. (Please do not forget to include them.)

2. Spelling errors. (Please use spell check.)

3. Grammatical errors. (Please use grammar check.)

4. Mismatch between the information in the written target and the attitude to learning grade.

5. Individual bullet points which contain no targets for the student to focus on.

6.Targets which rank students within their class or are based on % scored in a recent assessment.

7.Targets which are overly complicated and hard to follow in their language and expression.

- type out in alphabetical order in Word
- spell and grammar check
- highlight comment
- control C
- put cursor in student target box on SIMs
- control V
  OR
  type directly into the student target box in SIMs and use the spell check there if you are confident your grammar is correct

8. Repetitiveness at the start of each bullet point, especially a repetition of the student's name.

9. Is overly gushing about a student and their capabilities

10. Includes 'I' and lots of teacher opinion about a student's capability rather than written in the third person.

Some common error examples to be avoided with potential changes;

1.Lack of a target to focus on:

Student A
Error

- X participates enthusiastically in class and this has contributed to the progress she is making with Y.

Change to

- X participates enthusiastically in class and this has contributed to the progress she is making with Y. This must continue in Year ___.

Student B
Error

- X is a ***delightfully*** positive student and I have been impressed with her progress with Y.

Change to

- X is a positive student who has made impressive progress with Y. She must aim to continue with her hard work.

Student C
Error

- X is a ***delight to teach***; she works well in class and is out performing her peers with an average of 92% in class assessments.

Change to

- X works well in class. She should endeavour to maintain this approach next year.

Student D
Error

- X is a quieter member of the class who is beginning to make a more conscious effort to join in class discussions.

Change to

- X is a quieter member of the class who must continue with her efforts to join in class discussions.

Student E
Error

- X has impressed me greatly this year with her confident and ambitious approach to all that she is set to do. I believe she will do very well in her GCSE studies as she is a delightful student with a positive attitude.

Change to

- X has conscientious attitude towards her studies. She must continue with her positive attitude and is fully capable to extend her current performance by seeking opportunities to expand upon her knowledge and skills within the subject.

2. Be mindful of repetitiveness at the start of each bullet point, especially a repetition of the student's name.

Common errors to be avoided with potential changes:

Student A

Error

- As a target I would like to see X continue to work with commitment and flair.
- As a target I would like to see her contribute to class discussions as I am sure she has a lot to offer.

Change to

- X must continue to work with commitment and flair at all times.
- She is encouraged to contribute more to class discussions as her written work demonstrates she has a lot to offer.

<u>Student B</u>

Error

- X should commit to checking all written work thoroughly, in order to ensure that all…
- X should remain focused throughout the lesson.
- X would benefit from improving her organisational skills.

Change to

- X should commit to checking all written work thoroughly, in order to ensure that all…
- She must endeavour to remain focused throughout the lesson.
- X would benefit from improving her organisational skills.

3. Subject targets that are not specific enough.

Suggested examples of subject specific targets:

- X is a confident performer but she now needs to use her new knowledge of Stanislavski to create characters with depth and detail.
- X needs to make improvements in terms of her written work: her evaluations need to be more detailed.
- X would benefit from contributing more readily to class discussion and debate.
- X must take the feedback from the recent mock/year examination into consideration when completing her next assessment.
- X must remember to use a range of language features within creative writing tasks in order to fully engage the reader.
- X should review and revise some shape and space topics that need consolidation, loci for example.
- X performed strongly across all four main areas of the recent mock/year examinations. One area that she could look to improve in order to consolidate her target grade is shape, in particular trigonometry.
- X should continue to check the correct conjugation of the auxiliary verb when writing in the past tense and check her work for accurate spellings.
- X needs to check that the correct grammatical structures have been applied, especially when writing in the past tense.
- It is essential that X considers her timing in examination settings as this was clearly an issue in the recent examination. Much of her paper was superb but she left out a straight forward response to wave-cut platforms which significantly impacted on her final result.
- X should ensure that she works at her revision technique and revises in sufficient detail for the remaining tests and examinations during the year. In particular she should ensure that she learns definitions precisely and can carry out all the calculations we have met.

- She should ensure that her homework is always completed and always handed in on time. If there are aspects of her work that she is finding difficult, she should come and ask for help before the deadline.
- She must make sure that she has watched all of the suggested video clips on parasitism and mutualism and answered the questions.
- She needs to review her revision of plant tropisms, the carbon cycle, message transmission along neurones and the reflex arc.

When you write your targets, please keep these points in mind:

- The comment should be grammatically correct so use complete sentences.
- Write to the parents rather than the students.
- Start the first target with the student's name e.g. Maria should now focus on ……. by ……, or In order to progress further Maria should now ……..
- Use third person not 'you', and ***do not*** use sentences beginning 'I think…' 'I believe…' 'I hope'… or 'In my opinion'
- Use the name of the student as it appears on the template. This is the official name and even if the student never uses it, that is what the report must show.
- Do not split infinitives i.e. to develop further, **not** to further develop.
- Do not underline or embolden.
- Do not use abbreviations unless they are recognised. GCSE, KS3, ICT are acceptable, use examination **not** exam.
- Do not refer to examinations in Year 7, 8, 9, 10 and 12 as mock examinations; year group examinations is more appropriate terminology.
- **DO NOT include specific % results or grades from examinations or end if unit tests.**
- Do not use contractions such as can't, shouldn't.
- Practise (verb) 'she needs to practise'. Practice (noun) she needs more practice, she needs to work on some practice papers.
- Please avoid very long narrative, verbose or complex sentences that narrate your courses.
- Use commas to separate out clauses that could be omitted and still leave a sensible sentence.
- If, when writing reports, you use a statement bank or a few statements on the clipboard it is a good idea to check statements for errors before using them.
- Targets should not be the same for every student, although there may be some repetition across a class, they should show personalisation for individual students.
- Check the spelling – you could write your reports in Microsoft Word, then spell check paste them into Excel for inserting into SIMS.
- Include capital letters for names of subjects, module, and year groups.
- Use "….should try **to** concentrate more" rather than "…..try **and** concentrate more".
- Homework should not be plural.
- Use '……..of which they are capable' rather than ' they are capable of'
- Use 'effort' not 'efforts'
- Use a comma after however.

- Include **two** spaces after a full stop.
- Use ‘student’ **not** ‘pupil’.
- Useful phrases to avoid repetition of ‘should’ : …… would benefit from … , …… now needs to ….., …… must spend more time on ….., …….. should be encouraged to
- Year 8 and Year 11 reports should not be used to sell your department at the next Key Stage. You should make no reference as to whether you think a student can or cannot take your subject in the future or their suitability to study your subject further.
- Year 13 reports are a shortened report with a more focused set of targets ahead of their final A Level examinations.

Feedback from parents has been positive regarding the format of our reports and the effort in writing them is appreciated.

Form Tutor Comments on Reports for Years 7 to Year 12

There will be separate guidance issued for the numerical part of the tutor report covering attendance, punctuality, uniform etc… These may vary across different year groups.

Tutors are required to add a short comment 2-3 sentences only. This may include a comment on excellent attendance and punctuality, involvement in the school/form and rewards received. Tutors are encouraged to comment on perseverance, determination or resilience where this has been shown by a student.

Tutors should ensure they are fully aware of each student’s commitment to the school; awareness of contribution to school teams, school productions, school music groups, extra-curricular activity involvement etc are vital. Tutors may also be aware of achievements outside of school.

Information should be collected from the students in advance of report writing.

Form Tutor Comments on Reports for Year 13

Tutor reports must be informed by the ongoing 1:1 tutor–student discussions that take place during form time, typically twice per week. Tutors are expected to maintain consistent written records of these meetings in their tutor planner, either in hard-copy or digital format, to ensure that all report comments are grounded in documented conversations and can be referenced reliably when needed.

Appendix 2

PROGRESS CHECK GUIDANCE 2026 -2027

Progress Checks will provide three pieces of key information to both the parent and the student:

- a Working at Measure (Step or Grade)
- an Attitude to Learning grade
- a School Target Measure (Step or Grade)

The Attitude to Learning grade will appear on the progress check for all year groups:

The Attitude to Learning descriptors are as follows:

Outstanding **1**	The student shows very high levels of engagement, especially in focused verbal articulation during lessons, is courteous, collaborates and cooperates in all lessons. An excellent, enthusiastic attitude to learning is shown through an exemplary behaviour for learning; all classwork and homework are completed to the highest standard, often going above and beyond expectations. They meet all deadlines and always have the correct equipment, including books/folders and art/science overalls.
Good **2**	The student is engaged in lessons, considerate, respectful and courteous to staff and other students. A good and positive attitude to learning is shown through good behaviour for learning; classwork and homework are completed to a good standard, most deadlines are met and the correct equipment, including books/folders and art/science overalls are regularly brought to lessons.
Requires improvement **3**	The student can respond promptly to teachers' direction and work co-operatively with others. Any issues with behaviour for learning are low level; classwork and/or homework may not always be completed to the students' level of ability, deadlines may be missed and the correct equipment and books/folders and art/science overalls are sometimes not brought to lessons.
Poor **4**	The student can lack engagement and their lack of self-discipline can, more than occasionally, reduce learning. Any issues with behaviour for learning are more noticeable; classwork and/or homework is often incomplete, deadlines are frequently missed and the correct equipment and books/folders and art/science overalls are not brought to lessons.

The norm is that most students in a teaching group will be good with a small number of outstanding and some individual students having requires improvement or poor.

If an Attitude to Learning Grade of requires improvement or poor is being given it is expected that information has previously been added to Edulink/ SIMs Behaviour Management with appropriate sanction recorded, the Form Tutor is made aware and contact has been made with the parent/carer.

The Working at Measure (Step or Grade) should indicate the following:

Years 7and 8	Step	The Step with sub-step that the student **is currently working at.**
Years 9, 10 and 11	GCSE Grade	The GCSE Grade the student **may achieve at the end of the course if they continue to work as they are currently.**
Years 12 and 13	A Level Grade	The A Level Grade the student **may achieve at the end of the course if they continue to work as they are currently.**

Summary for Subjects 2026-2027

Year Group	Subject(s)	Assessment System
7	Art, Biology, Chemistry, GCSE Citizenship, Computing, Drama, English, French, Geography, German, History, Mathematics Music, PE, Physics Religion and Worldviews and Spanish	Steps with sub-steps GCSE Citizenship is 9-1
8	Art, Biology, Chemistry, GCSE Citizenship, Computing, English, French, Geography, German, History, Mathematics, Music, PE, Physics and Religion and Worldviews and Spanish	Steps with sub-steps GCSE Citizenship is 9-1
	Latin	Below At Above
9, 10 and 11	Art and Design: Fine Art, Art and Design: Graphic Communications, Biology, Chemistry, GCSE Citizenship (Year 9 only), Computer Science, Drama, English (Language and Literature), French, Geography, German, History, Latin, Mathematics, Music, Physical Education, Physics, Psychology, Religious Studies and Spanish (Y9 & 10)	GCSE Grades (9 – 1)
12	Art, Biology, Chemistry, Classical Civilisations, Computer Science, Economics, English Language, English Literature, Further Mathematics, French, Geography, German, History, Latin, Law, Mathematics, Physical Education, Physics, Psychology and Religious Studies	A Level Grades
13	Art, Biology, Chemistry, Classical Civilisation Economics, English Language, English Literature, French, Further Mathematics, Geography, German, History, Latin, Law, Mathematics, Music, Physics, Psychology and Religious Studies	A Level Grades