

QUEEN ELIZABETH'S SCHOOL (WIMBORNE MINSTER)

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# *Assessment and Reporting Policy*

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# 1 Policy Overview

## a. Purpose and Scope of the Document

This policy outlines the principles, practices, and procedures that govern assessment and reporting across all key stages at Queen Elizabeth's (QE) School. It serves as a framework for ensuring consistency, transparency, and educational integrity in how student progress is measured, recorded, and communicated. The document applies to all teaching staff, support staff involved in data and reporting, and members of the senior leadership team. It also provides clarity for students, parents, and external stakeholders (such as trustees at Initio and school governors) regarding the school's approach to assessment and its role in supporting learning.

## b. Alignment with National Standards and Regulatory Frameworks

This policy is informed by current national guidance, including the Department for Education's statutory requirements, Ofsted's inspection criteria, and the expectations set by awarding bodies such as AQA, Edexcel, and OCR. It reflects best practice in assessment design, feedback delivery, and data usage, ensuring that the school remains compliant with regulatory expectations while fostering a culture of continuous improvement. Where relevant, the policy incorporates principles from educational research and frameworks such as Rosenshine's Principles of Instruction and the Education Endowment Foundation (EEF).

At Queen Elizabeth's School, we have distilled Rosenshine's Principles of Instruction and other evidence-based teaching strategies into a practical and accessible resource known as our [Teacher Toolkit](#). This toolkit serves as a supportive companion for all staff, offering a cohesive framework for lesson planning, delivery, and reflection that is both rigorous and responsive to the needs of our learners. Drawing on the Teaching WalkThrus model, it provides clear guidance on what effective teaching looks like, while promoting student engagement, deep understanding, and purposeful classroom environments. Crucially, it supports professional dialogue between colleagues and coaches, helping to embed consistent routines for learning across the school. While rooted in shared pedagogical values, the toolkit also respects teacher autonomy, recognising that effective practice can take many forms depending on context and expertise.

## c. Intended Audience and Stakeholder Engagement

This document is intended for all members of the school community who engage with assessment and reporting, including senior leaders, classroom teachers, curriculum leaders, pastoral staff, data managers, governors and Initio trust directors. It also serves as a reference point for parents and

carers seeking to understand how their child's progress is tracked and communicated. The policy encourages collaborative engagement, with mechanisms for staff feedback, parental consultation, and student voice informing its ongoing refinement. By clearly defining roles and expectations, the policy supports a shared understanding of assessment as a collective responsibility in collection and use of assessment and the data produced.

## 2 Philosophy and Principles of Assessment

### a. Assessment as a Tool for Learning, Not Just Measurement

Assessment should be viewed primarily as a mechanism to support and enhance learning, rather than simply a means of measuring attainment. Effective assessment identifies gaps in understanding, informs teaching strategies, and empowers students to take ownership of their progress. It should be embedded within the learning process, providing timely feedback that guides both students and teachers toward improved outcomes. This philosophy underpins a shift from assessment of learning to assessment for learning, where the emphasis is on growth, reflection, and actionable insight supporting our students to make the progress they deserve.

### b. Formative and Summative Assessment in Balance

An effective assessment strategy requires a deliberate and thoughtful balance between formative and summative approaches. Formative assessment is embedded within the daily rhythm of teaching and learning at QE, offering ongoing insights into student understanding. It includes techniques such as questioning, retrieval practice, mini-quizzes, exit tickets, peer and self-assessment, and teacher observation. These methods allow educators to identify misconceptions, adjust instruction responsively, and support students in developing metacognitive awareness. Formative assessment is low-stakes by design, fostering a classroom culture where mistakes are viewed as learning opportunities and feedback is a tool for growth.

Summative assessment, by contrast, provides our classroom practitioners, school leaders as well as the students and their carers with a snapshot of student attainment at a specific point in time. It is typically used to evaluate cumulative knowledge and skills, often at the end of a unit, term, or key stage. Examples include formal tests, coursework submissions, mock examinations, and externally moderated assessments. While summative data is essential for reporting, benchmarking, and accountability, it must be contextualised within a broader picture of student progress. Over-reliance on summative outcomes can narrow the curriculum and increase performance pressure, particularly for vulnerable learners.

In a balanced model, formative assessment informs summative preparation, and summative assessment validates the impact of formative strategies. Our teachers and heads of faculty are supported in designing assessments that are purposeful, curriculum-aligned, and differentiated to meet diverse learner needs. Departments are encouraged to collaborate on assessment design and

moderation to ensure consistency and fairness. Ultimately, the goal is to create an assessment culture at QE that values progress over perfection, supports deep learning, and equips students with the skills to reflect, adapt, and succeed.

### c. Promoting Metacognition and Student Agency

Assessment should encourage students at QE to reflect on their own learning, identify strengths and areas for development, and set meaningful goals. By embedding opportunities for self-assessment and structured reflection, the aim of this policy is to cultivate metacognitive skills that are vital for lifelong learning. Students should be taught to interpret feedback constructively and use it to inform their next steps. This principle supports the development of independent, resilient learners who are equipped to navigate academic challenges with confidence both during their time at school and in their futures.

### d. Equity, Inclusion, and Accessibility

At QE, assessment is designed and delivered in a way that ensures all students—regardless of background, ability, or circumstance—have a fair opportunity to demonstrate their learning. Equity in assessment does not mean treating all students identically; rather, it involves recognising and responding to individual needs, removing barriers to success, and maintaining high expectations for every learner. This principle is foundational to inclusive education and reflects QE’s commitment to social justice, academic integrity, and the holistic development of its students. This is in line with our position as a UNICEF Rights Respecting School.

In practice, this means all assessments should be free from cultural, linguistic, or cognitive bias. Tasks must be accessible to students with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and those from disadvantaged backgrounds, including those eligible for Pupil Premium. Differentiated assessment strategies—such as scaffolded tasks, visual prompts, or alternative formats—will be embedded across departments, with clear guidance provided to staff from heads of faculty and the SEND department. Where appropriate, access arrangements are to be applied consistently and in accordance with JCQ regulations, with oversight from the SENCO and exams officer. Our policy on this can be found [here](#).

Staff are trained to recognise the diverse needs of learners and to implement inclusive assessment practices confidently and compassionately. This includes understanding the impact of trauma, neurodiversity, and language acquisition on assessment performance. Departments should and will regularly review assessment materials to ensure they reflect a broad range of perspectives and avoid

reinforcing stereotypes or exclusionary narratives. Where disparities in outcomes are identified—such as attainment gaps between groups—data should be used diagnostically to inform targeted interventions and make any necessary amendments to rectify the disparities.

Ultimately, accessibility is not an add-on but a core design principle in all assessment undertaken at QE School. By embedding inclusive practices into the assessment cycle—from task creation to feedback delivery—our fosters a learning environment where every student feels seen, supported, and empowered to succeed.

### e. Data-Informed Practice, Not Data-Driven Pressure

While assessment data is a powerful tool for tracking progress and informing interventions, it should never become an end in itself. The purpose of data collection is to support teaching and learning, not to create undue pressure or reduce students to numerical indicators. Teachers at QE will be supported and encouraged in using data diagnostically, identifying trends and tailoring support, while safeguarding student wellbeing. A healthy assessment culture values professional judgement alongside quantitative metrics and prioritises meaningful progress over performative outcomes.

## 3 Types of Assessment used

### a. Formative assessment

Formative assessment is integral to day-to-day teaching and learning at QE school. It is used to monitor student understanding in real time, allowing teachers to adapt instruction and provide targeted support. Techniques intrinsically used within our school are include:

- questioning strategies
  - No hands up questioning (Page 10 of our Teacher Toolkit)
  - Think pair share (Page 23)
  - Agree, build, challenge (Page 10)
  - Say it again better (Page 11)
- mini whiteboard activities (Page 10)
- retrieval practice- Do Now (Page 3 & 5)
- hinge-point questions (Page 13)
- peer and self-assessment (Page 26 & 30)

These methods are low-stakes and designed to foster a growth mindset, encouraging students to engage with feedback and reflect on their progress. Formative assessment should, and is, frequent, varied, and embedded within lessons—not treated as an add-on. Its primary function is to inform teaching and support learning, rather than to generate data for reporting.

### b. Summative Assessment

Summative assessment provides a formal measure of student attainment at a specific point in time. It is typically used at the end of a topic, unit or term to evaluate cumulative knowledge and skills. At QE these include end of topic tests, 80% success tests and on a larger scale; mock examinations, coursework submissions, and externally assessed qualifications. Summative assessments are carefully designed to align with curriculum intent and assessment objectives, ensuring validity and reliability. While summative data collected across subjects and departments is essential for reporting and accountability, it will be contextualised within a broader picture of student progress and not used in isolation to judge ability or effort.

### c. Standardised summative assessment

As part of the normal academic year students in particular years and at particular assessment points will undergo standardised summative assessment. Standardised assessments are externally benchmarked and designed to compare student performance against national norms.

These may include externally moderated coursework, or national examinations provided by exam boards and commercial providers, but also pre-public examinations (PPEs) undertaken within departments during whole-school assessment points using prior exam materials.

Standardised data can support target setting, progress tracking, and curriculum evaluation, but must be used judiciously. Staff are trained by experienced practitioners at QE in interpreting standardised scores and understanding their limitations, particularly in relation to diverse learner profiles.

#### d. Diagnostic assessment

At QE School, diagnostic assessment may be used to identify students' starting points, misconceptions, and specific learning needs. It can be particularly valuable at the beginning of a unit or academic year, or when planning interventions. At QE, diagnostic assessment includes:

- baseline tests, particularly at KS5
- reading age assessments
- SEN GL Dyslexia screening tools\*
- subject-specific diagnostics

These assessments help our teachers and heads of faculty tailor instruction and support, and they inform decisions about differentiation, scaffolding, and access arrangements. Diagnostic are used sensitively and interpreted in conjunction with teacher judgement and wider contextual information.

\*At Queen Elizabeth's School, initial screening for dyslexia is carried out internally using the GL Dyslexia Screener. However, even when indicators of dyslexia are identified through this tool, a formal diagnosis must still be obtained privately through an external specialist. All other forms of SEND screening and diagnostic assessment are also conducted externally, ensuring that students receive accurate, professional evaluations tailored to their individual needs.

#### e. Practical and Portfolio-Based Assessment

In subjects such as Art, Design & Technology, Drama, Music, and PE, assessment often involves practical tasks, performances, or portfolio submissions. These assessments require clear criteria, structured feedback, and opportunities for reflection and refinement. Teachers of these subjects and the heads of faculty ensure that practical assessments are consistent, fair, and inclusive, with moderation processes in place to support reliability. Where appropriate, digital portfolios or video recordings may be used to capture student work and support evidence-based judgements.

In addition, A levels in Biology, Chemistry and Physics have Common Practical Assessment Criteria (CPACs) which are the specific skills and competencies that A-level Science students must demonstrate to achieve a "Pass" for the Practical Endorsement. These criteria cover aspects of practical work, such as following written procedures, using equipment safely, applying investigative approaches, recording observations, and reporting findings. The Practical Endorsement is a compulsory, non-examinable component of the A-level qualification, and a "Pass" is recorded separately on the student's certificate. Teachers of these subjects are trained on delivery and assessment of CPACs to ensure fidelity during practical lessons and lab book recordings.

## 4 Assessment Schedule

### a. Whole-school assessment calendar

Below are the summative assessment and data collection points during the 2026-2027 academic year.

Half term	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Autumn 1</b> 1.9.25 – 24.10.25	Week 2-4 <b>Baseline assessments</b> 7.9.26 – 25.9.26  Week 5-6 <b>Data drop 1 + tutor reports</b> 28.6.26 – 9.10.26		Week 8-9 <b>Mock 1</b> 19.10.26 – 6.11.26		Week 8-9 <b>Mock 1</b> 19.10.26 – 6.11.26
<b>Autumn 2</b> 3.11.25 – 18.12.25			Week 11-12 <b>Data drop 1</b> 20.11.26 – 26.11.26	Week 12 <b>Assessment point 1</b> 23.11.26 – 4.12.26	Week 11-12 <b>Data drop 1</b> 20.11.26 – 26.11.26
<b>Spring 1</b> 5.1.26 – 13.2.26		Week 16-17 <b>Assessment point 1</b> 5.1.27 – 15.1.27	Week 21-22 <b>Mock 2</b> 8.2.27 – 26.2.27	Week 16 <b>Data drop 1</b> 4.1.27 – 19.1.27	Week 21-22 <b>Mock 2</b> 8.2.27 – 26.2.27
<b>Spring 2</b> 23.2.26 – 27.3.26		Week 19-20 <b>Data drop 2</b> 25.1.27 – 3.2.27	Week 24-26 <b>Data drop 2</b> 8.3.27 – 23.3.27		Week 24-26 <b>Data drop 2</b> 8.3.27 – 23.3.27
<b>Summer 1</b> 13.4.26 – 22.5.26	Week 28 <b>Assessment point 2</b> 19.4.27 – 23.4.27  Week 30-31 <b>Data drop 2</b> 4.5.27 – 14.5.27				
<b>Summer 2</b> 1.6.26 – 22.7.26		Week 35-37 <b>Mock 1</b> 14.6.27 – 1.7.27  Week 38-39 <b>Data drop 2</b> 5.7.27 – 13.7.27		Week 35-37 <b>Mock 1</b> 28.4.26 – 6.5.26  Week 38-39 <b>Data drop 2</b> 5.7.27 – 13.7.27	

## b. Reporting cycles and parent-carer consultation evenings

Progress reports to parents or carers will be provided after each internal data drop point identified in the section above (a). Following these reports in-person, parent-carer consultation evenings will take place providing a vital link between home and school, allowing parents/carers to discuss their child's academic progress, social-emotional well-being, and overall school experience with their teachers. These meetings will be used to help establish a collaborative partnership, ensuring parents understand their child's strengths and areas for development, and can work with the school to provide consistent support at home, ultimately benefiting the child's progress and achievement.

Below are the dates for each parent-carer consultation evening for the 2025-2026 academic year:

17.9.26	Whole school open evening
1.10.26	Year 11 / 13 exam success evening with Heads of Faculty and Senior leaders
15.10.26	Careers Fair
12.11.26	6 <sup>th</sup> Form open evening
19.11.26	Year 10 parent-carer evening
3.12.26	Year 11 parent-carer evening
10.12.26	Year 13 parent-carer evening
7.1.27	Year 11 targeted exam success evening with Core Heads of Faculty and Senior Leaders
21.1.27	Year 12 parent-carer evening
28.1.27	Year 12 and 13 targeted success meetings with Senior Leaders
11.3.27	Year 9 parent-carer evening
18.3.27	Year 9 options evening
24.3.27	Year 12 destinations evening with the 6 <sup>th</sup> Form team
29.4.27	Year 8 parent-carer welcome evening with Senior Leaders
13.5.27	Year 10 targeted exam success evening with Core Heads of Faculty and Senior Leaders
23.6.27	Year 8 transfer evening

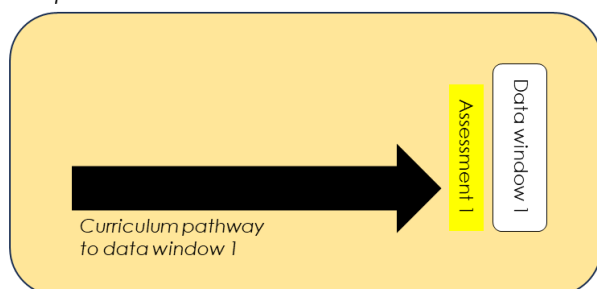
### c. Flexibility for subject-specific assessments within the broader framework

While QE School maintains a centralised assessment calendar to ensure consistency and coherence across year groups, departments retain the autonomy to design and implement subject-specific assessments that reflect the unique demands of their curriculum. This flexibility allows teachers, Heads of faculty and Heads of department to select assessment formats, timings, and criteria that align with disciplinary knowledge and pedagogical intent—for example, extended essays in English, practical investigations in science, or performance evaluations in drama.

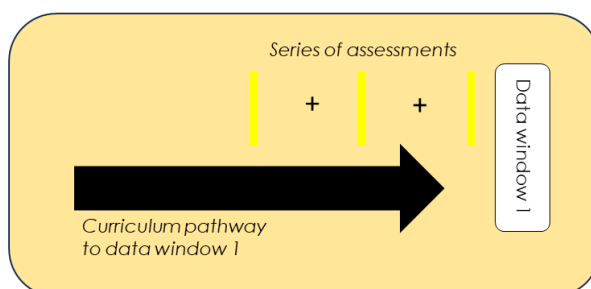
In addition, whilst assessment windows and data entry points are fixed, subjects and departments may structure their collection for this data in a way that most suits their curriculum and the constraints these have. These decisions will be at the Head of Faculty’s discretion in agreement with their SLT link.

Example collection pathways can be seen below:

*Example assessment route 1*



*Example assessment route 2*



Departments are expected to map their assessments against whole-school data collection points and ensure that outcomes are moderated and reported in line with agreed protocols. This approach balances standardisation with professional discretion, ensuring that assessments remain meaningful, rigorous, and responsive to the learning context of each subject area.

It is expected that departments maintain internal assessment maps aligned with their curriculum intent. This should be highlighted on schemes of work, long-term plans (LTPs) and medium-term plans (MTPs). The frequency and format of assessments are decided upon by Heads of faculty and department and should be tailored to subject specific substantive and disciplinary knowledge.

## d. Key stage breakdown

The following information provides a base level of assessment that all subjects will adhere to. However as mentioned above, departments may (and should) choose to use more frequent assessment in order to provide appropriate, constructive and effective feedback to ensure student progress.

All Key stages will have clearly defined and regular low-stakes formative assessments embedded in lessons. These points should be apparent in MTPs.

### **Key stage 3 (year 9):**

- 1 Baseline assessment (in line with whole school policy) to identify entry knowledge from feeder schools and inform initial setting/intervention
- 1 summative assessment (in line with whole school policy) to track progress and inform setting/intervention

### **Key stage 4 (year 10):**

- 1 summative assessment (in line with whole school policy) to track progress and inform setting/intervention
- 1 formal pre public examination (mock)
- Controlled assessments/coursework deadlines as per exam board guidance

### **Key stage 4 (year 11):**

- 2 formal pre public examinations (mocks)
- Controlled assessments/coursework deadlines as per exam board guidance

### **Key stage 5 (year 12):**

- Department-led assessment schedules aligned with A-level specifications
- 1 formal pre public examination (mock)
- Coursework deadlines coordinated with UCAS timelines

### **Key stage 5 (year 13)**

- Department-led assessment schedules aligned with A-level specifications
- 2 formal pre public examination (mock)
- Coursework deadlines coordinated with UCAS timelines

## 5 Marking and Feedback policy

### a. Expectations for timely feedback

Teachers are expected to provide feedback on assessed work within a clearly defined timeframe—typically within 10 working days for major summative tasks and within 5 working days for shorter, more formative pieces when permitted.

Timely feedback ensures that students can act on guidance while the learning is still fresh and relevant. Departments may set subject-specific turnaround times based on workload and assessment type, but these must be communicated clearly and monitored for consistency. In addition, any changes to the expectations above must be pre-agreed with a subject's SLT link. For example, in English, extended essays may be returned within two weeks with detailed annotations, while in science, 80% success quizzes may be marked within one week (or earlier) using the school's pre-agreed marking codes.

At Queen Elizabeth's School, our feedback policy for students in Years 9 to 13 ensures that written feedback is provided at least once every half term, typically every six weeks. Teachers are expected to mark work regularly and in line with departmental guidance, with a focus on identifying strengths and areas for improvement. Following each round of written feedback, students are given a structured opportunity to reflect on their progress and respond to teacher comments, allowing them to make meaningful improvements and deepen their understanding. This approach supports a consistent cycle of assessment, reflection, and progress across all subjects.

### b. Use of Whole-Class Feedback (WCF) and verbal feedback

#### **Whole-Class Feedback**

All classroom practitioners at QE school use whole-class feedback. Whole-class feedback is a time-efficient strategy that allows our teachers to address common strengths and misconceptions across a cohort without individually annotating every student's work.

After reviewing a set of assessments, a feedback sheet (or slide if electronic) is produced summarising:

1. The most common errors or misconceptions.

2. If necessary, an exemplar response or model answer. This may also be in the form of an “I do, we do, you do”.
3. Any spelling, punctuation, terminology or grammar issues identified
4. A “next steps” or improvement task.

This feedback is then delivered in class, often accompanied by a short task or DIRT activity. Students are expected to engage with the feedback by correcting their own work, completing improvement tasks, or annotating their original responses. Teachers may still highlight individual concerns on scripts, but the bulk of feedback is delivered collectively.

It is our policy that explicit individualised, written and directed feedback is given approximately every six weeks. Feedback can, and often will, be given more frequently however this is a minimum expectation across all subject areas.

### **Verbal feedback**

verbal feedback is a powerful formative tool that allows our teachers to respond to student work or performance in real time. It may occur during class discussions, practical tasks, or one-to-one conversations.

To ensure accountability and visibility, more in-depth verbal feedback should be recorded using marking codes (e.g. “VF”) or brief annotations in student books/booklets. In practical subjects, teachers may choose to maintain feedback logs or use digital tools to track verbal interactions.

Verbal feedback should be specific, actionable, and linked to learning objectives. It is particularly effective when paired with immediate student response—such as correcting a misconception, adjusting a method, or refining a written answer. Heads of faculty, department and Lead practitioners will ensure that verbal feedback is embedded into lesson planning and not treated as informal or secondary.

A marking code glossary giving a full list of whole school codes can be found in appendix 1.

## 6 Data Collection and Tracking

The purpose of data collection and tracking is to monitor student progress, inform teaching and learning, and support targeted interventions. This process ensures consistency across Key Stages while allowing subject-specific flexibility in assessment design.

For all year groups and Key Stages there will be two formal assessment points are scheduled during the academic year. Dates for these can be found in section 4a.

At all data collection points, for all year groups a Core Values grade and Independent Learning grade will be provided by classroom practitioners.

### Core values grade:

To help parents/carers understand how their child is engaging in learning we will include a Core Values Grade (CVG) in each report sent home. This grade reflects their effort, focus, participation, and overall approach to learning across subjects.

Grades range from 1 to 4, with 1 being the highest:

Grade	Description
1	The student consistently demonstrates a highly positive attitude to learning. They are self-motivated, engaged, and take pride in their work.
2	The student shows a solid and reliable attitude to learning. They complete tasks well, participate actively, and respond positively to feedback.
3	The student's attitude to learning varies. They may show effort at times but lack consistency in focus, participation, or completion of work.
4	The student is currently showing a poor attitude to learning. This may include lack of effort, disengagement, or failure to meet expectations. If a Grade 4 has been given, the subject teacher <b>MUST</b> have already contacted home to discuss concerns and next steps.

These grades are designed to support and facilitate conversations between school, students, and families, and to help identify where additional intervention may be needed.

### **Independent Learning Grade:**

This grade reflects a student's commitment to learning beyond the classroom, including homework completion, revision habits, organisation, and independent study.

Grades range from 1 to 4, with 1 being the highest:

Grade	Description
1	The student consistently completes homework to a high standard, meets deadlines, and demonstrates strong independent study habits. They take initiative in their learning and often go beyond expectations.
2	The student reliably completes homework and engages in independent learning. They meet expectations and show a positive attitude towards tasks set outside of lessons.
3	The student's approach to independent learning varies. Homework may be incomplete, rushed, or occasionally missed. Their study habits lack consistency and may require monitoring.
4	The student regularly fails to complete homework or engage meaningfully with independent learning. If awarding a Grade 4, the teacher must have already contacted home to discuss concerns and support strategies.

This grade should be based on a holistic view of the student's behaviour over time, not just a single incident. It is intended to inform parents and support constructive conversations about learning habits.

### **a. KS3 (Year 9):**

Year 9 serves as a transitional year between Key Stage 3 and the beginning of GCSE preparation. The assessment and tracking approach is designed to establish academic rigour, promote consistency, and provide meaningful data to inform future targets and learning pathways.

Two formal assessment points will take place during the academic year: one in the autumn term and one in the summer term. These points are strategically placed to allow for curriculum coverage and meaningful reflection on progress.

- Student performance will be recorded as a percentage score at each assessment point.
- These scores will be used to rank order students within each subject cohort.
- The rank order is intended to support internal benchmarking and identify relative performance across the year group.

Each department has autonomy in designing assessments, provided they align with whole-school principles of rigor, challenge, and consistency. Example models may include:

- Multiple smaller assessments: These may include quizzes, topic tests, or coursework-style tasks. The scores from these will be aggregated to produce a final percentage.
- Single summative assessment: A comprehensive test or task that reflects the breadth of learning up to that point.

Departments will clearly communicate their chosen model to students, parents/carers and senior leaders and ensure that assessment criteria are transparent.

Data collected will be stored centrally and reviewed by subject leaders, Heads of Year, and senior leadership. Analysis will focus on:

- Identifying students who may require additional support or challenge.
- Monitoring progress over time and across subjects.
- Informing curriculum planning and teaching strategies.
- Support decisions about appropriate setting and tiering moving forward in the year and KS4.

Rank order data will not be shared publicly but may be used internally to support academic mentoring and intervention planning.

## b. KS4 (Year 10 and 11)

Effective data collection and analysis are central to supporting student progress throughout Key Stage 4. Our approach ensures that assessment is purposeful, consistent, and aligned with GCSE expectations, while enabling timely intervention and informed teaching.

We have established two formal assessment points across the academic year for both Year 10 and Year 11:

<b>Year 10</b>	
<b>Assessment 1 – Autumn term</b>	This early data collection provides a baseline for current attainment and helps identify gaps in knowledge following the transition from KS3. It informs initial intervention strategies and supports accurate target setting
<b>Assessment 2 – Spring term</b>	This midpoint assessment allows us to measure progress, evaluate the impact of interventions, and adjust teaching plans ahead of pre-public examinations in Year 11 and final examinations. For core subjects (Maths, English and Science) these assessments will be in a public examinations format within an exam hall.
<b>Year 11</b>	
<b>Assessment 1 – Autumn term (PPE1)</b>	The November exams provide an early opportunity to identify strengths and gaps in knowledge, helping both students and teachers to target revision and intervention effectively before the final stretch. They also allow students to experience exam conditions and build confidence.
<b>Assessment 2 – Spring term (PPE2)</b>	The February exams serve as a more refined checkpoint, reflecting further curriculum coverage and giving a clearer indication of likely outcomes.

Having two sets of pre-public examinations in Year 11—one in November and one in February—is essential for supporting student progress and preparation. Together, these two points, along with the second assessment point in Year 10, create a structured, supportive framework that encourages reflection, resilience, and readiness for the summer GCSEs. Assessment window dates can be found in section 4a.

Teachers will collect a raw score. This is the unadjusted score from the assessment(s), reflecting the student's actual performance.

Grades will be assigned using exam board-specific grade boundaries or criteria, ensuring consistency with national standards. Heads of Faculty, in conjunction with senior leaders will provide guidance on applying these boundaries for classroom teachers.

Assessment formats may vary by subject, but all must be:

- Curriculum-aligned and exam-style, reflecting the skills and content required at GCSE.
- Standardised within departments, to ensure fairness and comparability.
- Flexible in structure, allowing for:
  - A single, formal assessment paper
  - Or an aggregated score from multiple smaller assessments (e.g. topic tests, extended tasks)

Heads of Faculty will determine the most appropriate format for their subject, ensuring it provides a valid and reliable measure of attainment.

Once data is collected, it will be used to:

- Monitor individual and cohort progress against target grades and prior attainment.
- Identify underperformance and trigger timely interventions (e.g. mentoring, catch-up sessions).
- Support strategic planning at department and whole-school level, including curriculum adjustments and resource allocation.
- Inform reporting to students, parents, and senior leaders, ensuring transparency and accountability.

Data will be reviewed at department level and shared with SLT to support whole-school progress tracking. Teachers are encouraged to use this data diagnostically, not just summatively—to guide teaching and support every learner. Guidance will be given by Heads of Faculty on how to do so and QE policy on feedback can be found in section 5.

At Queen Elizabeth's School, coursework and other non-examination assessments across Key Stage 4 are subject to regular monitoring to ensure consistency, fairness, and academic rigour. Progress is tracked systematically throughout the academic year, with Heads of Faculty and Department overseeing the scheduling, quality assurance, and alignment of assessment tasks. Teachers are expected to maintain up-to-date records of student progress and submit data at key points for

review. Internal standardisation and moderation are routinely carried out to ensure that marking is accurate and consistent across classes and subjects. Where required—particularly in subjects with practical or creative components—external moderation may also be used to validate assessment outcomes. This structured approach ensures that all students are assessed reliably and that coursework contributes meaningfully to their overall attainment.

In May of Year 11 and Year 13, teachers at Queen Elizabeth’s School will be asked to submit predicted GCSE and A Level grades for their students. These predictions will be made in consultation with Senior Leadership Team (SLT) and Heads of Faculty to ensure consistency and accuracy across departments. All predicted grades must be based on the most current and robust assessment data available, including formal assessments, classwork, mock exams, and tracking information. This process supports internal planning, external reporting, and helps inform post-16 and post-18 progression routes, ensuring that predictions are fair, evidence-based, and reflective of each student’s attainment and potential.

### c. KS5 (Year 12 and 13)

At Key Stage 5, our data collection and tracking processes are designed to support academic excellence, early intervention, and informed decision-making for post-16 students. All assessment points are treated as pre-public examinations, providing meaningful indicators of progress and readiness for final A-level or vocational assessments.

Departments may choose to conduct a baseline test at the start of Year 12 to establish a clear and objective understanding of each student’s starting point as they transition into post-16 study.

This is especially important given the varied GCSE experiences and summer gaps that can affect readiness. A baseline assessment helps teachers identify existing strengths, gaps in knowledge, and misconceptions early on, allowing them to tailor teaching strategies and support accordingly. It also sets a benchmark for measuring progress over time, informs target setting, and helps ensure that expectations are realistic and evidence-based. Ultimately, it’s a diagnostic tool that lays the foundation for responsive, personalised learning throughout KS5. Decisions and control of this will be at a departmental level with Heads of Faculty with communication and support from senior leadership.

Each year group will sit two formal assessment points across the academic year:

- Assessment Point 1 – Autumn Term (November): This early assessment in Year 12 provides current attainment and helps identify areas for improvement. It supports the development

of independent study habits and informs initial support strategies. For Year 13 students this provides an opportunity...

- Assessment Point 2 – Spring Term (Year 13 March, Year 12 April): This second assessment reflects broader curriculum coverage and offers a clearer picture of progress. For Year 13, it also informs predicted grades and final preparation planning.

While these assessments are considered pre-public exams, they do not need to take place in an exam hall. Faculties may choose the most appropriate format for their subject, provided conditions are consistent and rigorous. QE will endeavour to have these assessments in an exam hall to build confidence and positive routines for exam conditions.

As with KS4, teachers will enter a raw, unadjusted score from the assessment reflecting actual performance. Grades must be assigned using exam board-specific grade boundaries or criteria, ensuring alignment with national standards. Heads of Faculty will provide guidance on applying these boundaries.

Data collected will be used to:

- Monitor individual and cohort progress against target grades and prior attainment.
- Identify underperformance and trigger timely interventions (e.g. mentoring, study support, parental engagement).
- Support strategic planning at department and whole-school level, including curriculum pacing and resource allocation.
- Inform reporting to students, parents, and senior leaders, ensuring transparency and accountability.

Data will be reviewed at department level and shared with SLT to support whole-school progress tracking. Teachers will be guided and are encouraged to use this data diagnostically to guide teaching and support every learner in achieving their potential.

## d. Data storage and Handling

Effective and secure management of student data is essential for tracking progress, informing teaching, and meeting legal responsibilities. This section outlines how assessment data is collected, stored, and shared within the department and across the school, in line with UK GDPR regulations.

### **Collection and storage of assessment data**

All assessment data—such as raw scores, percentages, grades, and attitude indicators—is first recorded in a shared departmental spreadsheet. This allows subject teams to monitor progress, analyse trends, and plan interventions collaboratively.

Heads of Faculty are responsible for ensuring that data entry formats are consistent across classes and aligned with agreed assessment criteria. This involves standardisation processes which need to take place within a subject area.

Departmental spreadsheets are stored securely on the school's shared drive with restricted access to relevant teaching staff only. Permissions are managed to prevent unauthorised editing or viewing.

### **Entry onto Arbor**

After departmental review, assessment data is entered into Arbor, the school's central data management system. This includes:

- Raw scores or percentages
- Exam board-aligned grades
- Core Values grades (1-4)
- Independent Study grades (1–4)
- Any other appropriate information such as initial year 9 report comments.

This happens during designated data drop windows as shown in section 4a. Centralised class sheets on Arbor are only unlocked for staff during these windows.

The school's Data Manager oversees Arbor entries to ensure accuracy and consistency across subjects and year groups in conjunction with the Lead Practitioner for Data and Assessment along with relevant members of the Senior Leadership Team.

Staff can find step-by-step instructions for data entry via the data entry guidance sheet found [here](#) on the shared drive. Heads of Faculty and the Data Manager are available to support staff with queries.

### **Compliance with GDPR Law**

All data collection and handling practices are carried out in accordance with the UK General Data Protection Regulation (GDPR). This includes:

- Purpose limitation - Data is collected solely for educational purposes—tracking progress, informing teaching, and communicating with parents/carers.
- Data Minimisation - Only necessary data is collected and stored. Sensitive or personal information is handled with heightened care.
- Storage Security - Digital files are stored on secure, password-protected systems with access limited to authorised staff. Arbor is GDPR-compliant and regularly audited.
- Retention and Disposal - Data is retained only for as long as necessary and disposed of securely in line with the school's Data Protection Policy.
- Transparency - Students and parents are informed about how their data is used through Initio and Queen Elizabeth's School Privacy Notice, available [here](#).

## 7 Reporting

The purpose of our reporting system at QE is to provide parents and carers with clear, meaningful, and timely information about their child's academic progress, learning habits, and engagement across the curriculum. Reports are designed to support constructive dialogue between home and school, and to help students reflect on their development.

### a. Report Generation and Format

Reports are generated centrally following each formal data collection point. They are compiled using data submitted by subject teachers and reviewed by Heads of Faculty, Data Manager, Lead Practitioner for Data and Assessment and relevant Senior Leaders to ensure accuracy and consistency.

What is reported home differs depending on school year.

### b. KS3 (Year 9):

1. **Initial quintile and tutor welcome remarks** - When students join QE in Year 9, their Key Stage 2 (KS2) data—typically their scaled scores in reading and mathematics—is used to create a rank order of attainment across the cohort.
  - This rank order provides a starting point for understanding each student's academic position relative to their peers. By organising students from highest to lowest based on their KS2 performance, we can establish a clear baseline that reflects prior attainment before they begin their secondary curriculum.
  - This process ensures that initial expectations are grounded in nationally standardised data and allows for a fair and consistent comparison across subjects.
  - Once the rank order is established, students are divided into five equal groups known as quintiles.
  - Each quintile represents 20% of the cohort, from the highest-attaining students in Quintile 1 to those needing the most support in Quintile 5.
  - These quintiles serve as a reference point for tracking progress throughout Key Stage 3.
  - As students complete formal assessments, their current performance can be compared to their original quintile placement. This allows teachers and leaders to

identify those who are maintaining expected progress, those who are exceeding it, and those who may require additional intervention.

- It's a powerful tool for monitoring growth, setting targets, and ensuring that every student is supported to reach their potential.
2. **Quintile Comparison Indicator** - At the start of the academic year, students are placed into one of five quintiles based on prior attainment. Their current rank is compared to this baseline:
- "=" indicates the student is performing within their original quintile (on target)
  - "+" indicates the student has moved up at least one quintile (exceeding expectations)
  - "-" indicates the student has moved down at least one quintile (below expected progress)
3. **Core Values Grade** - This grade reflects the student's effort, engagement, and behaviour in lessons. More information on this can be found in section 6.
- 1 = Excellent, 4 = Cause for Concern
  - A 4 must be accompanied by prior contact home from the subject teacher.
4. **Independent Learning Grade** - This grade reflects the student's approach to homework, revision, and independent study. More information on this can be found in section 6.
- 1 = Excellent, 4 = Cause for Concern
  - A 4 must be accompanied by prior contact home from the subject teacher.

Baseline assessments are an essential part of welcoming students into Year 9 at Queen Elizabeth's. Because our students arrive from a wide range of middle schools, each with different curricula, assessment systems, and expectations, KS2 data alone cannot give us a full picture of their starting points. Baseline assessments allow us to understand students' knowledge, skills, attitudes, and readiness for learning as they begin enter the transition year from Key Stage 3 to Key Stage 4. They help us identify any gaps in KS2 or KS3 experience, ensure a smooth transition into QE routines and expectations, and provide an early opportunity to recognise strengths and areas where support or challenge may be needed.

The information gathered from these assessments is used carefully and constructively. In some subjects, it may help shape initial grouping decisions, but this is only ever a starting point. Our continual assessment process gives us an accurate, holistic and and current understanding of each student, and these are used to refine, adjust, or confirm any setting that takes place. The data also supports early conversations with parents, helps teachers plan appropriate support and stretch, and ensures that every student begins their QE journey on the right pathway.

### c. KS4 (Year 10 and 11)

As part of our commitment to transparent and meaningful communication with families, we provide regular academic reports for students in Key Stage 4. These reports are designed to give parents and carers a clear picture of their child's current progress, learning habits, and aspirational targets, supporting a shared understanding of how best to help each student succeed.

Within the first report provided to parents in Year 10, parents/carers will receive:

- 1. Current Working Grade** - This grade reflects the student's most recent assessment performance, based on formal assessment points set by the department.
  - Grades are reported using the GCSE 1–9 scale, or 11–99 scale for Combined Science, in line with national standards and reflect what a student would achieve in their actual examinations if they were assessed on content covered until this point
  - The grade represents what the student is currently working at—not a prediction or final outcome—and is based on exam-board aligned criteria or grade boundaries.
- 2. Core Values grade**
  - See section 7b
- 3. Independent learning grade**
  - See section 7b

For both reports in year 11 and the spring report in year 10, parents/carers will receive:

- 1. Current working grade**
  - See above
- 2. Target grade** - Target grades are generated using KS2 prior attainment data, benchmarked against FFT20 estimates.
  - FFT20 targets reflect the performance of students in the top 20% of schools nationally, providing an aspirational but achievable goal.

- These targets help guide teaching, intervention, and student reflection, and are consistent across subjects to ensure fairness and ambition.

### **3. Core Values grade**

- See section 7b

### **4. Independent learning grade**

- See section 7b

## **d. KS5 (Year 12 and 13)**

At Key Stage 5, our reporting system at QE is designed to provide parents and carers with clear, meaningful insights into their child's academic progress, learning behaviours, and readiness for final examinations. Reports are issued at key points throughout the academic year and are based on formal assessment data, teacher judgement, and student engagement. Assessment and reporting points can be found in section 4a.

Each report includes the following components for every subject studied:

### **1. Current Grade**

- This grade reflects the student's most recent attainment, based on formal assessments completed during the current term.
- These assessments are designed to mirror the structure and expectations of final A-level or vocational exams, and may include essays, exam-style questions, coursework tasks, or topic tests.
- Grades are reported using the A–E scale, in line with national qualification frameworks.
- The current grade is not a prediction, but a snapshot of the student's performance at that point in time.
- It helps identify strengths and areas for improvement, guiding both teaching and independent study.

### **2. Target Grade**

- Target grades are generated using GCSE prior attainment data, benchmarked against national progress expectations.
- We use FFT20 estimates to set aspirational targets that reflect the performance of students in the top 20% of schools nationally.
- These grades represent what a student is statistically likely to achieve if they make strong progress.

- Targets are reviewed by subject teachers and Heads of Faculty to ensure they are both ambitious and realistic.
- They serve as a benchmark for measuring progress and planning interventions.

### **3. Core Values grade**

- See section 7b

### **4. Independent learning grade**

- See section 7b

## **e. Report Distribution**

Reports are distributed to parents via the school's secure communication platform, Arbor, and a notification is sent to alert families when the report is available.

Paper copies may be provided upon request or where digital access is limited.

Reports are accompanied by a cover letter or guidance sheet explaining the grading system, quintile indicators, and how to interpret the data. Example report for Year 9 to 13 can be found [here](#).

## **f. Purpose and Follow-up**

The reporting system is designed to:

1. Promote transparency and shared responsibility between school and home
2. Encourage student reflection and goal-setting
3. Support early identification of underperformance and trigger appropriate interventions
4. Celebrate progress and achievement

Parents are encouraged to contact the school if they have questions or wish to discuss the report further.

## 8 Target Setting and Progress Monitoring

### a. KS3 and 4 (Year 9 to 11)

Target grades are generated using national data to estimate what students with similar academic profiles and characteristics have historically achieved in GCSEs.

Fisher Family Trust (FFT) compares each student to a large group of “similar pupils” across the country. Similarity is based on prior attainment (usually KS2 scores), gender, and month of birth. FFT also looks at how these matched pupils performed in previous years in each subject. This creates a statistical model of expected outcomes.

At QE our KS4 targets are based on FFT20 suggested target grades. These are targets, based on the top 20% of schools nationally for progress (i.e. students in schools that achieved better-than-average outcomes).

An FFT20 target grade is the grade a student is statistically likely to achieve if they make progress in line with the top 20% of similar students nationally. It’s designed to be challenging but achievable, helping students at QE, their teachers and parents/carers set high expectations while remaining grounded in data.

All FFT estimates are based on probability. At QE we chose to round FFT20 targets up to the next grade, to ensure each target grade is aspirational for our students. This is done to ensure high expectations and aligns with relative national accountability measures like Progress 8 and Attainment 8 and enables more students to contribute positively if they exceed these higher benchmarks. The Department for Education’s Secondary accountability measure documentation published in February 2025 provides the grounds for this decision and can be found [here](#).

For students who arrive at QE without any prior attainment data, such as from abroad, home-schooled or an independent school setting, target grades will be generated in line with FFT20 benchmarks based on data from other students with similar or equivalent profiles.

### b. KS5 (Year 12 and 13)

At QE, our approach to target setting in Key Stage 5 is designed to promote high expectations, personalised academic goals, and meaningful progress tracking. We use a combination of national benchmarking tools and internal assessment data to ensure that every student is challenged and supported to reach their full potential.

We use the Advanced Level Performance System (ALPs) to generate Minimum Expected Grades (MEGs) for each student in every A-level subject. These MEGs are calculated using students' GCSE prior attainment, and benchmarked against national datasets to reflect what students with similar profiles have historically achieved.

- MEGs serve as a baseline expectation, not a ceiling. They help teachers and students understand what constitutes average progress.
- ALPs allows us to set aspirational targets that go beyond minimum expectations, encouraging students to aim higher and exceed predicted outcomes.

We also use ALPs to measure value-added progress—the difference between a student's actual A-level grade and their MEG. This system enables us to:

- Track individual and cohort progress over time
- Identify subjects or students performing above or below expectations
- Evaluate teaching impact and curriculum effectiveness

Each subject and cohort receive an ALPs grade (1–9), where Grade 1 = Outstanding value-added progress and Grade 9 = Weak progress

This grading system supports Senior Leaders, Heads of Faculty and teachers at QE focus on areas of strength and target support where needed.

While MEGs provide a statistical foundation, QE is committed to rounding up targets where appropriate to ensure ambition. For example, a student with a MEG of Grade B may be set a target of Grade A, particularly if internal assessments suggest they are capable of exceeding expectations.

This approach:

- Aligns with our ethos of high expectations
- Supports students in contributing positively to school performance measures
- Encourages a growth mindset and resilience

For students joining QE without GCSE data—such as those educated abroad or in alternative settings—target grades are generated using ALPs benchmarks based on equivalent academic profiles. This ensures consistency and fairness in expectations across the cohort.

### c. Progress monitoring

At QE, progress monitoring is a continuous and multi-layered process designed to ensure that every student is supported to achieve their full academic potential. Our approach combines formal assessment data, classroom observation, and strategic review to provide a clear and responsive picture of student development across all key stages.

Progress monitoring begins with regular academic review meetings between Heads of Faculty and Senior Leaders. These meetings are scheduled following each formal assessment cycle and serve as a forum to:

- Analyse student performance across subjects and cohorts
- Identify trends, strengths, and areas of concern
- Evaluate the effectiveness of teaching strategies and interventions
- Plan targeted support for individuals or groups

These reviews ensure that progress data is not only collected but actively used to inform decision-making and drive improvement.

After each formal assessment point, student data is uploaded and analysed using the SISRA Analytics platform. Leaders use this platform and empower teaching staff to:

- Track individual and cohort progress over time
- Compare current attainment against target grades (e.g. FFT20 or ALPs MEGs)
- Identify underperformance and high achievement at subject, class, individual student level and groupings such as gender, pupil premium, SEND status and EAL.
- Generate visual reports to support strategic planning and parental communication

Guidance on how to access whole cohort, class and student data can be found [here](#).

In addition to formal assessments, QE places strong emphasis on ongoing formative assessment as detailed in section 3. Teachers regularly monitor classwork and homework quality, engagement and understanding demonstrated through questioning and discussion.

Feedback is provided through a combination of verbal responses, individual guidance, and whole-class feedback strategies, as outlined in Section 5 of this policy document. This ensures that students receive timely, actionable input that supports their progress between formal data points.

As a school, staff at QE understand that Progress monitoring is not a passive process, it is designed to trigger responsive intervention. Where concerns are identified, Heads of Faculty work with classroom teachers, pastoral staff, and senior leaders to:

- Adjust teaching strategies appropriately
- Implement subject-specific interventions
- Engage parents/carers in any interventions/support offered
- Monitor impact through follow-up reviews

This ensures that every student is given the opportunity to succeed, and that no learner is left behind.

## 9 Roles and Responsibilities

Below summarises the roles and responsibilities of staff in Assessment and Reporting at Queen Elizabeth's School. Ultimately, all teaching personal are responsible in some respect to ensure the validity of data produced, effective use of data collected and reporting of this to parents and carers.

### a. Classroom teachers

Classroom teachers are the foundation of the assessment and reporting process at QE. Their responsibilities include:

1. Delivering Assessments
  - Implement formative and summative assessments aligned with curriculum intent and departmental guidance.
  - Use a range of techniques including retrieval practice, questioning, and diagnostic tools.
2. Marking and Feedback
  - Provide timely feedback (typically within 5–10 working days depending on task type).
  - Use Whole-Class Feedback (WCF), verbal feedback, and written annotations.
  - Apply school-wide marking codes and record verbal feedback where appropriate.
3. Data Entry and Tracking
  - Enter raw scores, grades, Core Values grades, and Independent Learning grades into departmental spreadsheets and Arbor during designated data drop windows.
  - Ensure consistency with exam board grade boundaries and departmental standardisation.
4. Monitoring and Intervention
  - Use assessment data to identify underperformance and initiate classroom-level interventions.
  - Contact home when awarding a Grade 4 for Core Values or Independent Learning in addition to any other necessary discussions with parents/carers
5. Reporting
  - Contribute to the generation of student reports by submitting accurate and standardised data.
  - Support students in interpreting feedback and setting goals.

## b. Heads of Department and Faculty

Heads of Department (HoDs) and Heads of Faculty (HoFs) play a strategic and quality assurance role in addition to those responsibilities of a classroom teacher:

1. Curriculum and Assessment Design
  - Oversee the development of assessment maps, schemes of work, and moderation procedures.
  - Ensure assessments are rigorous, inclusive, and aligned with school policy and national exam board standards.
2. Standardisation and Moderation
  - Lead internal moderation processes to ensure consistency across classes.
  - Provide guidance on grade boundaries and assessment formats.
3. Subject-Level Data Oversight
  - Review departmental data before submission to Arbor.
  - Analyse trends and identify students or groups requiring intervention.
4. Staff Support and Training
  - Train and support teachers in classroom assessment design, feedback strategies, and data interpretation.
  - Ensure departmental compliance with GDPR and school policy.
5. Strategic Planning
  - Collaborate with SLT during academic review meetings to evaluate progress and plan interventions.
  - Align departmental practices with whole-school priorities and policies.

## c. Lead Practitioner (LP) for Data and Assessment

The LP for Data and Assessment plays a role in coordinating assessment and reporting systems and ensuring data integrity:

1. Policy Leadership
  - Co-author and annually review the Assessment and Reporting Policy.
  - Ensure alignment with national standards and internal school improvement plans.
2. Data Strategy and Analysis
  - In conjunction with Senior leaders, support the strategic use of SISRA Analytics for whole-school data analysis.

- Support staff in interpreting data and using it diagnostically.
3. Quality Assurance
    - Monitor consistency and accuracy of data entry across departments.
    - Collaborate with the Data Manager and SLT to validate reporting cycles.
  4. Training and Support
    - Provide CPD and guidance on assessment literacy, data handling, and school reporting protocols.

## d. Data Manager

The Data Manager ensures the technical and procedural integrity of all data systems:

1. System Management
  - Maintain and manage Arbor and SISRA platforms.
  - Control access permissions and unlock class sheets during data drop windows.
2. Data Accuracy and Compliance
  - Check and validate data entries for consistency and completeness.
  - Ensure compliance with UK GDPR regulations and school data protection policies.
3. Staff Support
  - Provide technical guidance and troubleshooting for data entry.
  - Maintain the Data Entry Guidance Folder and support staff queries.
4. Collaboration
  - Work closely with the Lead Practitioner and SLT to ensure smooth data operations and reporting.

## e. Deputy Headteacher for Curriculum

1. Policy Ownership and Review
  - Lead the annual review of the Assessment and Reporting Policy.
  - Ensure alignment with curriculum design and national frameworks.
2. Curriculum-Assessment Integration
  - Ensure assessments reflect curriculum intent and support deep learning.
  - Oversee coherence between assessment schedules and curriculum pacing.
3. School Improvement Planning

- Use assessment outcomes to inform School improvement plan priorities and key performance indicators
  - Ensure assessment practices support Ofsted readiness and strategic goals.
4. Leadership and Coordination
    - Coordinate SLT involvement in academic review meetings and data cycles.
    - Ensure all roles work in synergy to support student progress.
  5. Strategic Oversight
    - Monitor standards across subjects and key stages using assessment data.
    - Lead targeted success meetings and intervention planning.
  6. Accountability and Evaluation
    - Use SISRA and Arbor data to evaluate departmental performance.
    - Support Heads of Faculty in identifying and addressing underperformance.
  7. Parental Engagement
    - Lead parent/carer consultation evenings and targeted success events.
    - Ensure reporting is clear, purposeful, and aligned with school priorities.
  8. Quality Assurance
    - Collaborate with the Lead Practitioner and Data Manager to ensure reporting accuracy and impact.
  9. BTEC quality assurance and moderation

## 10 Quality Assurance and Moderation

Queen Elizabeth's School places a strong emphasis on the quality assurance and moderation of both assessment materials and marked exam scripts to ensure consistency, fairness, and reliability across all subjects and key stages. Prior to assessments, Heads of Department are responsible for reviewing and approving assessment tasks to ensure they are appropriately challenging, aligned with curriculum objectives, and accessible to all learners. After assessments, moderation processes are carried out internally to verify the accuracy and consistency of marking across teaching staff. Where appropriate, cross-departmental or external moderation may be used to validate standards and support benchmarking.

This commitment to quality assurance is supported by ongoing professional development. Heads of Department lead targeted CPD sessions focused on assessment design, standardisation, and effective marking practices. These sessions help build teacher confidence in applying mark schemes and assessment criteria/objectives accurately and interpreting student responses consistently. As a result, the data generated from assessments is robust and meaningful, allowing it to be used effectively to inform teaching, track progress, and support intervention strategies.

Queen Elizabeth's School also fosters a culture of professional growth by actively encouraging teachers to apply for examiner roles with national exam boards. Staff who take on these roles gain valuable insight into national standards, marking protocols, and assessment trends, which they bring back to their departments. This experience enhances the accuracy of internal assessment and contributes to high-quality CPD for all faculty members, ensuring that the school remains at the forefront of best practice in assessment and reporting.

# 11 Use of Technology in Assessment

## a. Use of word processors in assessments

Queen Elizabeth’s School permits the use of word processors in formal assessments, including national examinations, where it reflects a student’s normal way of working and meets the criteria set by JCQ (Joint Council for Qualifications). This provision is not granted solely for convenience or preference but is based on specific learning needs, such as difficulties with handwriting, processing speed, or physical conditions. The school ensures that students who use word processors in exams have had regular access to them in lessons and internal assessments, maintaining consistency and fairness.

At the time of assessment, word processors must be used in compliance with JCQ regulations. This includes:

- Disabling spelling and grammar check functions unless permitted
- Ensuring secure conditions and appropriate seating arrangements
- Using a minimum 12pt font and double spacing for clarity
- Saving work regularly, with autosave enabled where possible
- Including candidate details and page numbers on each printed page

Scripts are printed immediately after the exam, with the candidate present to verify their work. If required, handwritten headers or footers are added under supervision to maintain exam integrity. Word processed scripts are attached to any handwritten responses and may be retained electronically in case of loss, provided secure storage can be demonstrated.

## b. Criteria for technology use in access arrangements

Our EAA Word Processor Policy (which can be found [here](#)) outlines clear criteria for when a student may be granted access to a word processor. These include persistent difficulties with legibility, slow handwriting speed, or physical impairments that affect writing. The decision is made through consultation between teaching staff and the SEND department, and is supported by evidence from classwork and assessments. Importantly, the use of technology must be a student’s usual method of working, not introduced solely for exams.

## c. Technology in formative assessment and classroom practice

While our EAA Word Processor Policy focuses primarily on formal assessments, it also provides guidance on how technology—particularly word processors—is integrated into everyday classroom

practice for eligible students. This supports the regular formative assessment taking place by allowing students to produce written work more efficiently and legibly, enabling teachers to better assess understanding and progress. The consistent use of word processors across lessons and assessments helps build confidence and ensures that students are not disadvantaged during high-stakes and national exams.

#### d. Monitoring and review of technology use

QE School maintains oversight of students using word processors through regular reviews and teacher feedback. This ensures that the provision remains appropriate and beneficial. Staff are expected to monitor whether the use of technology continues to support learning and assessment effectively, and adjustments are made if a student's needs change. The our EAA Word Processor Policy reinforces that access arrangements are dynamic and must reflect current practice and evidence.

#### e. Additional technology use during assessments

At Queen Elizabeth's School, we are committed to ensuring that all students can access assessments in a way that reflects their individual needs and usual classroom practice. In addition to word processors, we recognise the value of a range of assistive technologies that can support students during both formal examinations and formative assessment activities. These include text-to-speech software, speech-to-text tools, reader pens, and specialist visual aids such as screen magnifiers or braille displays. When used appropriately, these technologies can help reduce barriers to learning, improve accessibility, and allow students to demonstrate their knowledge and understanding more effectively.

While word processors are the most commonly used tool within our school-based assessments, other technologies are considered where there is a clear and evidenced need. For example, students with reading difficulties may benefit from text-to-speech software or reader pens, while those with physical or processing challenges may require speech-to-text support. These tools are not introduced solely for exams—as in the above section, these must reflect a student's normal way of working in lessons and be used consistently across subjects. Their use also supports formative assessment by enabling students to engage more confidently with written tasks, receive meaningful feedback, and make equitable progress in line with their peers.

In keeping with our broader approach to SEND screening and support, the use of specialist technologies beyond word processors is considered on a case-by-case basis and may be arranged externally through qualified professionals. This ensures that any provision is tailored to the student's

specific needs and complies with national examination regulations. Where a need is identified, the school works closely with families and external assessors to ensure that appropriate access arrangements are in place and that students are supported in using these tools effectively. Our aim is to provide equitable access to assessment while maintaining the integrity of the examination process and empowering every learner to succeed.

# 12 Inclusion and Access Arrangements

## a. Purpose and principles

Queen Elizabeth's School is committed to ensuring that all students have fair and equitable access to assessments. Access arrangements are designed to remove barriers for candidates with persistent and significant difficulties, without compromising the integrity of the assessment. These arrangements are based on the principles outlined by the Joint Council for Qualifications (JCQ) and are reviewed annually in line with updated JCQ guidance.

Access arrangements:

- Are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability.
- Must not confer additional benefit to a student but are designed to level the playing field in terms of access.
- Should reflect the usual way of working in class for which there is evidence of need, unless such arrangements would affect the integrity of the assessment.
- Are intended to increase access to assessments, but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.
- Ensure credit is only given for skills demonstrated by the candidate working independently.
- Will not be permitted if they compromise the assessment objectives of the specification in question.
- May vary between subjects because different subjects and methods of assessments may have different demands.
- Reflect a student's normal way of working and are not granted solely for convenience or preference. Are tailored to individual needs and considered on a subject-by-subject basis, recognising that different specifications may place varying demands on students.

Our full Examinations Access Arrangements Policy can be found [here](#).

## b. Word processor use in assessments

Please see section 12 for more detail on this. The most commonly used access arrangement at Queen Elizabeth's School is the provision of word processors (including laptops and tablets) for

eligible students. This is permitted in both formal examinations and internal assessments where it reflects the student's usual classroom practice and is supported by evidence of need.

Students may be granted the use of a word processor if they have:

- A learning difficulty affecting legibility or writing speed
- A medical or physical condition
- A sensory impairment
- Planning and organisational difficulties when writing by hand
- Poor handwriting that significantly impacts readability

The use of a word processor is only approved when it does not compromise the assessment objectives of the subject. It must be the student's regular method of working, and they must have had sufficient opportunity to practise using it before any formal assessment.

### c. Malpractice and ensuring exam conditions are met

Queen Elizabeth's School takes the integrity of all assessments seriously and adheres strictly to the regulations set out by the Joint Council for Qualifications (JCQ). Malpractice in relation to access arrangements includes any attempt to misuse or falsely obtain support that gives a student an unfair advantage. This may involve the inappropriate use of word processors, unauthorised enabling of spellcheck or predictive text functions, or granting access arrangements without sufficient evidence of need or without reflecting a student's normal way of working.

To prevent malpractice, all access arrangements are carefully reviewed and must be supported by documented evidence, including teacher observations, classwork samples, and, where appropriate, external assessments. Word processors used in exams are configured to meet JCQ standards, and students are supervised throughout the assessment process. Any breach of these protocols—whether intentional or accidental—will be investigated and may result in the withdrawal of access arrangements or further disciplinary action, in line with school and national examination policies.

### d. Availability of access arrangements

Exam access arrangements (EAA) available in any combination are:

- Supervised rest breaks
- Separate room only for students that need a 1:1 scribe/reader
- Class sized small group (maximum 30)
- Extra time
- Computer reader/reader pen

- 1:1 Reader
- Reader on request.
- Scribe
- Word processor
- Prompter
- Live speaker for pre-recorded examination components
- Alternative site for the conduct of examinations due to medical needs
- Other arrangements for candidates with disabilities
- Bilingual translation dictionaries
- Modified papers (e.g. coloured/enlarged paper)
- Seating at back/front/side of exams halls

A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements. All of the above EAA have to be a student's usual way of working with evidence provided.

## e. Procedures and responsibilities

Staff responsibilities and the detailed procedures relating to access arrangements are outlined in full within the Exams Access Arrangements Policy document. This includes guidance on identifying student needs, gathering evidence, implementing approved arrangements, and ensuring compliance with JCQ regulations. All staff involved in assessment and examination processes are expected to refer to this document to ensure consistency and integrity across the school.

## 13 Policy Review and Evaluation

### a. Review cycle and responsible parties

This policy will be reviewed annually as part of the school’s strategic planning cycle. The review will be led by the Deputy head for curriculum and Lead practitioner for assessment, in collaboration with the Data Manager, SENCO, and Heads of Department. The review process will include analysis of assessment outcomes, feedback from stakeholders, and alignment with any updates to national guidance or examination board requirements. Final approval of amendments will rest with the Senior Leadership Team (SLT) ensuring that the policy remains both operationally effective and strategically aligned.

### b. Mechanisms for feedback and amendment:

Staff, students, and parents are encouraged to contribute to the ongoing refinement of this policy.

Mechanisms for feedback include:

- Departmental review meetings and CPD sessions
- Student voice forums and surveys
- Parent consultation evenings and feedback forms
- SLT-led evaluation following each data collection cycle

All feedback will be collated and reviewed by the policy lead, with proposed amendments documented and shared for consultation. Where urgent changes are required—such as updates to JCQ regulations—interim guidance will be issued and formally incorporated at the next review point.

### c. Links to school improvement planning

Queen Elizabeth’s School is focused on three core priorities for improvement that shape its approach to teaching, learning, and student wellbeing. This policy is directly linked to the school’s strategic priorities, including:

1. The school is committed to embedding its teaching principles—Quiet, Engaged, Standards, Track (QUEST)—across all classrooms. These principles promote calm and focused learning environments, active student participation, high expectations, and close monitoring of progress. By applying these consistently, the school aims to raise attainment and ensure that every lesson is purposeful and impactful.
2. QE School prioritises meeting the needs of all learners, with particular attention to students with Special Educational Needs (SEN) and those who are disadvantaged. This includes

providing tailored support, access arrangements, and inclusive teaching strategies that enable every student to access the curriculum and demonstrate their potential. Staff are expected to adapt their practice to ensure equity and remove barriers to learning.

3. Dedication to creating a culture of care, rooted in its core values of Hope, Respect, Resilience, and Community. This priority underpins the school's pastoral approach and commitment to nurturing positive relationships, emotional wellbeing, and a sense of belonging. Together, these priorities form a cohesive vision for continuous improvement, ensuring that all students thrive academically, socially, and personally.

Evaluation of this policy will feed into the School Improvement Plan (SIP), with key performance indicators (KPIs) drawn from assessment data, moderation outcomes, and provided feedback. The policy also supports Ofsted readiness by evidencing a coherent, inclusive, and impact-driven approach to assessment and reporting.

## 14 Appendices

### Appendix 1: Marking code glossary

Standardised codes used across departments for written feedback are as follows:

<b>Code</b>	<b>Meaning</b>
SP	Spelling error
CL	Missing or incorrect use of capital letter/s
//	New paragraph needed
Sense?	Word/phrase does not make grammatical error sense or does not work within sentence
P	Missing/incorrect use of punctuation marker (comma, full stop, colon, etc)
Pr	Presentation/neatness of written work
Dev	An answer needs to be developed
SW	Show your working out
UL	Underline
★	Strength

As part of the feedback process, teachers should take time to focus on a particular area of the above for improvement. Teachers should share the literacy feedback codes with students so they are aware of their own errors and understand how to rectify these.

## Appendix 2: Policy review log

Record of amendments, rationale, and consultation outcomes

Policy owner	Last reviewed	Next review	Amendments	Approved by
Mr Neill	2/10/2025	1/9/2026		
Mr Neill	23/06/26	1/9/2027	<ul style="list-style-type: none"><li>• Assessment calendar updated</li><li>• Parent-carer consultation dates updated</li><li>• Additional clarity on assessment point 1 for year 9 (baseline assessments).</li></ul> <p>Amended by B. McCutcheon</p>	

## Appendix 3: Reporting formats and grade descriptors

Sample report templates and descriptors for attainment and effort

## Appendix 4: Access Arrangements and Inclusion Protocols

Guidance for adapting assessments for SEND, EAL, and PP students

## Appendix 5: Whole-School Assessment Calendar

## Appendix 6: Example whole-class feedback template

## Appendix 7: Moderation and Quality assurance framework

Procedures for internal moderation and feedback evaluation