Merchant Taylors' Schools, Crosby

Assessment, Feedback & Reporting Policy

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Contents

1   Rationale:

1.1   Through the MTS curriculum 4-18 and our approach to teaching and learning, we aim to support pupils in acquiring new knowledge and in making good progress so that they increase their understanding and develop skills in the subjects taught. An effective framework to assess pupils' work regularly, thoroughly, and systematically allows the teacher to draw on information from assessment to plan teaching so pupils can make good progress, and pupils are actively pushed towards increased achievement by the teaching [s]he receives. Information is also used to provide pupils and parents with a detailed and clear evaluation of pupil performance.

1.2   Accurate information about the pupil's performance relative to learning goals is crucial in developing learning, and good feedback with specific information on how to improve, approach to a task, and self-regulation has a high impact on learning outcomes. Feedback should be informed by reliable and accurate assessment.

1.3   The purpose of this policy is to establish clear guidelines for assessment and feedback practices within the institution. Effective assessment and feedback are integral to the learning process, supporting pupils in achieving academic excellence, and equipping them with the necessary skills for personal and intellectual development. This policy ensures that assessment and feedback are carried out in a fair, transparent, and consistent manner, fostering an environment conducive to learning and academic integrity.

2   Aims of Feedback and Assessment

2.1   The primary aims of feedback and assessment are:

2.1.1 to enhance learning: assessment and feedback provide opportunities for pupils to reflect on their learning progress and identify areas for improvement.

2.1.2 to measure achievement: assessments are used to evaluate pupil performance against predetermined learning outcomes and academic standards.

2.1.3 to foster self-regulation: through constructive feedback, pupils are encouraged to develop critical thinking and self-assessment skills, promoting independent learning.

2.1.4 to promote fairness and transparency: assessment criteria and feedback processes should be clear and applied consistently to ensure equity across all pupil cohorts.

2.1.5 to inform teaching practice: assessment outcomes offer valuable insights into teaching effectiveness and curriculum design, enabling continual refinement and improvement.

3   Types of Feedback and Assessment:

3.1   As a school we use formative and summative assessments to support and evaluate pupil learning effectively. Formative assessments, such as quizzes, class discussions, or written tasks, are ongoing and help teachers identify areas where pupils may need additional support or challenge. This enables personalised feedback and adjustments to teaching strategies, fostering continuous improvement. Summative assessments, such as end-of-topic tests, cumulative tests or final projects, provide a comprehensive evaluation of pupils' knowledge and skills at a specific point in time. These assessments help measure progress against set objectives, inform reporting to parents, and guide decisions about future learning pathways. Together, these methods ensure a balanced approach to assessing and promoting pupil achievement.

3.1.1 Formative Assessment

Formative assessment is administered on a daily, lesson-by-lesson, task-by-task basis. It is designed to enable both the teacher and pupil to better understand the pupil's progress in learning. It aims to inform the pupil about their own strengths and weaknesses. It also aims to inform teachers about how best to plan activities and tasks to help ensure progress.

Formative assessment takes many guises ranging from exercises on worksheets to exit tickets at the end of a lesson. Formative assessment is continuous. Formative assessment techniques and the uses of data drawn from such endeavours vary with the age of the children being taught.

The purpose and philosophy of formative assessment does not change with age. It remains one of the most potent tools in a teacher's armoury for helping drive, scaffold and understand the learning of each individual. Effective formative assessment mechanisms are a constant part of ongoing CPD for every teacher.

3.1.2 Summative Assessment

Each section and department utilise a wide array of assessment mechanisms, both summative and formative, to ensure the constant monitoring of learning progress for every child. Assessment mechanisms are also used to give the school national context for their curriculum delivery in Mathematics and English as it relates to both individual pupils and each cohort.

In the Early Years, we track the children's attainment and progress in the seven curriculum areas of the Early Years Foundation Stage. Finally, assessment mechanisms are sometimes useful when identifying children who may have specific learning needs.

A variety of assessment and feedback methods will be utilised to across different subjects and key stages. These include:

3.1.2.1   Formative Assessment: Non-graded tasks designed to provide ongoing feedback to pupils. Examples include quizzes, drafts, peer assessments, and reflective journals. The purpose of formative assessment is to inform pupils of their progress and highlight areas for improvement before final assessments. The Education Endowment Foundation (EEF) emphasizes the importance of formative assessment as part of effective teaching strategies.

3.1.2.2   Summative Assessment: Graded assessments that contribute to the final mark for a course or module. These include examinations, essays, presentations, reports, and projects. Summative assessments measure the extent to which pupils have met learning outcomes.

3.1.2.3   Peer and Self-Assessment: Encouraging pupils to engage in the evaluation process by assessing their own work or that of their peers. This promotes self-awareness and critical reflection, key components of lifelong learning. EEF's work highlights the value of involving pupils in their learning journey through peer and self-assessment. These practices encourage metacognitive skills, critical reflection, and a deeper understanding of subject matter. Peer interactions, supported by structured guidance, can be particularly effective in fostering collaboration and accountability

3.1.2.4   Written Feedback: Detailed comments provided on written assignments or exams, focusing on strengths, areas for improvement, and suggestions for future work. EEF highlight that high-quality written feedback is described as impactful when it focuses on task performance, offers actionable advice, and includes self-regulation strategies.

3.1.2.5   Oral Feedback: Verbal feedback, given either in person or through digital platforms, offering immediate and personalised responses to pupil work. According to EEF findings, verbal feedback is slightly more effective than written methods, providing immediate and interactive opportunities to address pupil misconceptions and reinforce learning.

3.1.2.6   Electronic Feedback: Digital feedback provided through learning management systems or email, enabling a fast and efficient return of assessments.

3.1.3   <u>Stanfield</u>:

3.1.3.1   Formative Assessment

Early Years Foundation Stage (EYFS): Formative assessment in EYFS is conducted through ongoing observations, discussions, and play-based activities. Teachers and practitioners use tools such as learning journals, annotated photographs, and checklists to monitor children's progress against the Early Learning Goals. This approach allows staff to identify individual needs and plan targeted interventions to support holistic development.

Key Stage 1 (Years 1–2): In Key Stage 1, formative assessment includes regular teacher observations, oral questioning, marking of written work, and interactive activities such as group discussions or practical tasks. These methods provide insights into pupils' understanding of core subjects like English and Maths, helping to address misconceptions early and adapt lesson plans accordingly.

Key Stage 2 (Years 3–6): At Key Stage 2, formative assessment becomes more structured with the inclusion of peer and self-assessments, short quizzes, written tasks, and verbal feedback during lessons. Teachers use these tools to monitor progress and identify gaps in knowledge, ensuring timely support. Additionally, formative assessment supports pupils in developing independence and self-reflection in their learning. A half-termly focus on Ambition, Character and Excellence core elements helps support this process.

These practices ensure that formative assessment is seamlessly integrated into teaching, enabling continuous monitoring and tailored support throughout a pupil's primary education**.**

3.1.3.2   Summative Assessment

Stanfield uses assessments designed by Hodder Education. Progress in Reading Assessment (PiRA) and Progress in Understanding Mathematics Assessment (PUMA) are standardised, curriculum-related series of tests developed to evaluate pupils' progress in Reading and Maths respectively. Pupils will sit one test per term in Years 1 to 6. Such assessments enable comparison to an enormous sample of pupils from across the country. This helps provide nationally standardised age scores in various assessments and builds a clear picture of each learner and each cohort.

A variety of year and/or subject specific assessments are administered to help give cohort based context to attainment and prepare children for external admissions assessments.

4   Responsibilities:

4.1   Pupils

- **Engagement**: Actively participate in all forms of assessment and feedback, viewing these as opportunities to grow and learn.
- **Reflection and Improvement**: Reflect thoughtfully on feedback received and incorporate suggestions to enhance future work, such as through revisiting corrections or completing extension activities.
- **Responsibility**: Complete and submit assessments on time, following teacher guidelines.

4.2   Teachers

- **Assessment Design**: Create assessments that are age-appropriate, clear, and aligned with learning goals. Ensure tasks are fair, accessible, and provide explicit instructions that are understandable for young learners.
- **Feedback Delivery**: Provide timely, constructive, and actionable feedback tailored to the developmental level of primary pupils, emphasizing both their achievements and areas to develop.
- **Opportunities for Engagement**: Offer structured opportunities for pupils to act on feedback, such as **Dedicated Improvement and Reflection Time (DIRT)** or guided correction sessions.
- **Fairness and Integrity**: Apply assessment criteria consistently, ensuring all pupils are treated equitably and feel supported in their learning journey.

4.3   Subject Leads

- **Policy Implementation**: Monitor and ensure the consistent application of the school's **Assessment, Feedback, & Reporting Policy** within their subject area.
- **Quality Assurance**: Regularly review assessment practices and outcomes to confirm alignment with curriculum goals and maintain standards of reliability, fairness, and developmental appropriateness.
- **Staff Support**: Provide guidance and resources to help teachers deliver high-quality assessments and feedback, including organizing professional development sessions and sharing best practices.

4.4   <u>MTS Senior School</u>:

4.4.1 Formative Assessment at Key Stage 3 (Year 7-9)

At Key Stage 3, formative assessment is used to bridge the transition from primary to secondary education, helping pupils adapt to new academic expectations. Activities such as low-stakes quizzes, collaborative projects, and reflective journals encourage engagement while building foundational knowledge and skills. Teachers use real-time feedback to address misconceptions and tailor their instruction to diverse learning needs. This stage focuses on developing pupils' confidence and critical thinking, ensuring they are prepared for the challenges of Key Stage 4.

4.4.2 Formative Assessment at Key Stage 4 (Year10-11)

In Key Stage 4, formative assessment becomes more focused on preparing pupils for GCSE examinations and achieving their potential. Draft essays, mock exams, and detailed feedback sessions help pupils understand their progress relative to specific learning outcomes. Peer and self-assessments are particularly valuable, promoting metacognition and helping pupils take ownership of their learning. By identifying gaps and misconceptions early, formative assessment

supports targeted intervention, ensuring pupils can succeed in both coursework and final assessments.

4.4.3 Formative Assessment at Key Stage 5 (Year 12-13)

At Key Stage 5, formative assessment is critical for supporting pupils' transition to advanced-level study and potential higher education. Activities such as seminar discussions, extended project feedback, and individual tutorials emphasize depth of understanding and analytical skills. Teachers guide pupils in refining their independent learning strategies and critical thinking abilities through personalized feedback and structured reflection. This process helps pupils meet the demands of rigorous assessments while fostering self-regulation and readiness for future academic or professional paths.

4.4.4 Summative Assessment at Key Stage 3

At Key Stage 3, summative assessments evaluate pupils' understanding of key concepts and skills acquired during the first stage of secondary education. Tasks such as end-of-topic tests, projects, presentations and written assignments provide insight into their progress and readiness for future academic challenges. These assessments serve to measure learning against curriculum standards while also helping identify broad areas where additional support may be needed as pupils prepare for the transition to Key Stage 4.

Each subject will vary but it is expected that pupils will have at least 1 summative assessment every term at Key Stage 3. Pupils will also sit end of year assessments in an assessment week in the summer term in the following subjects in each year. Other subjects will do an assessment but Year 7: English, Maths, Science, Geography, History, Spanish, French, Latin. They will sit:

4.4.5 Summative Assessment at Key Stage 4

Summative assessments at Key Stage 4 play a pivotal role in determining pupils' readiness for GCSE examinations and their ability to meet key performance indicators. These assessments include mock exams, final coursework submissions, and externally set GCSE exams. Summative tasks at this stage are designed to reflect pupils' ability to apply knowledge, synthesize information, and demonstrate mastery of subject-specific skills, providing data critical for future academic or vocational choices.

4.4.6 Summative Assessment at Key Stage 5

At Key Stage 5, summative assessments are integral for evaluating pupil progress in advanced studies and for determining their qualifications for higher education or professional pathways. These assessments often include rigorous coursework, final A-level or equivalent exams, and extended projects. Summative tasks emphasize critical analysis, synthesis of complex ideas, and the ability to work independently, ensuring pupils are well-prepared for their next steps in education or the workplace.

5   Responsibilities:

5.1   Pupils

- Actively engage with all forms of assessment and feedback.
- Reflect on feedback received and implement suggestions to improve future work.
- Submit assessments on time and in accordance with academic regulations.

5.2   Academic Staff

- Design assessments that are reliable, accurate, consistent, and repeatable, and which are aligned with learning outcomes and provide clear instructions for pupils.
- Deliver timely, constructive, and actionable feedback to pupils, ensuring they understand both their strengths and areas for development.
- Facilitate opportunities for pupils to engage with feedback, such as DIRT Marking, correction work etc.
- Uphold academic integrity by applying assessment criteria consistently and fairly.

5.3   Heads of Department

- Oversee the implementation of the Assessment, Feedback, & Reporting Policy within their department.
- Ensure that all assessments are reviewed routinely to maintain their alignment with programme outcomes and ensure fairness and reliability as well as accuracy of any evaluation of performance.
- Provide support to staff in delivering high-quality feedback, including opportunities for professional development and access to resources.
- Monitor the timeliness and quality of feedback to pupils and address any concerns raised by staff or pupils.
- Ensure that all assessment and feedback practices adhere to institutional regulations and quality assurance standards.

5.4   The School

- Ensure that adequate resources and systems are in place to support effective assessment and feedback, including staff training and digital infrastructure.
- Routinely review and update the assessment and feedback policy to reflect best practice and ensure alignment with broader educational goals.
- Provide mechanisms for pupils to raise concerns or appeal assessment decisions, in accordance with institutional procedures.

5.5   Reporting:

5.5.1   Ambition, Character and Excellence:

A key focus for all our reporting across all year groups is our Ambition, Character and Excellence (ACE). In the below tables you will see the core elements of each, some reflective questions and the levels pupil will be given. A level will be given for each of the 3 areas Ambition, Character and Excellence in Year 3 to 13. There are five levels that can be awarded.

Strand	Description	Core Elements of ACE
Ambition	Focuses on a pupil's drive to achieve and excel. It evaluates their goals, perseverance, and enthusiasm for learning.	Curious Organised Engaged
Character	Assesses a pupil's integrity, empathy and respect for others. It evaluates their behaviour, attitude and contribution to the school community.	Respectful Collaborative Resilient
Excellence	Evaluates a pupil's commitment to high standards and continuous improvement. It focuses on their academic performance, problem-solving skills, and independent learning.	Independent Creative Communicative

ACE – characteristics & self reflection questions		
Curious	**Organised**	**Engaged**
Do you ask meaningful and insightful questions? Do you explore the subject beyond your lesson? Do you demonstrate a love of learning?	Do you arrive at lessons on time and with the correct equipment? Do you take pride in your work and in its presentation? Do you complete all homework on time?	Do you actively contribute to the lesson? Do you consistently work to the best of your ability? Do you actively listen and engage in classroom activities?
Respectful	**Collaborative**	**Resilient**
Are you polite and well mannered? Are you a positive role model? Do you respect the learning environment?	Do you take an active role in pair/ group work? Do you listen to others opinions even if you don't agree with them? Do you help and encourage others to learn?	Do you respond positively to grades and feedback, taking steps to improve? Do you react well to setbacks? Do you ask for help when needed?
Independent	**Creative**	**Communicative**
Do you take ownership of your own learning? Do you reflect on your own learning and that of others? Can you plan for changes in the future?	Can you explain your ideas in a new and original way? Do you recognise possibilities and alternatives? Can you apply your knowledge to solve problems?	Do you use key terminology from the subject? Do you communicate with your peers and teacher? Do you explain yourself fluently?

The following table provides the descriptor for the ACE levels:

Level	Descriptor
Outstanding	Always shows evidence of the full range of characteristics in all aspects of study
Very Good	Frequently shows evidence of many of the characteristics in all or most aspects of study
Good	Generally shows evidence of many of the characteristics in all or most aspects of study
Needs Improvement	Occasionally meets the requirements of the characteristics
Unsatisfactory	Rarely shows evidence of the characteristics and shows little interest in engaging

"Needs Improvement" and "Unsatisfactory" are levels that fall below the standards we expect of a pupil at MTS. Therefore, if you are assigning these levels—rightfully so if they are warranted—teachers must have already communicated with the pupil's parents about their performance and what steps they need to take to improve their Ambition, Character, and/or Excellence.

5.6   Reporting at Stanfield

5.6.1 EYFS: In the Early Years, we track the children's attainment and progress in the seven curriculum areas of the Early Years Foundation Stage. These are reported back to parents at parent evenings or if there are any concerns across the year. Finally, assessment mechanisms are sometimes useful when identifying children who may have specific learning needs.

5.6.2 Types of reporting

Following reform to the reporting system at MTS, the following points of reporting will occur during the academic year:

- **Parents evening** - Parents evenings are completed in the Winter and Spring term. The aim of these parents' evenings is to demonstrate the work the pupils having been doing and the progress they have made.
- **Parents evening summary** - his document is to record what was said in the parents evening ensuring that any areas of concern or action are recorded. The focus should be on areas of strength and areas of improvement in Maths and English. An area of strength and an area of improvement from the ATL Learning Profile will be included.
- **End of Year report** - The written report at the end of the year provides detailed feedback on pupil strengths and areas for development and covers the progress made by pupils in all subject areas.

5.7   Reporting at Senior School:

5.7.1 Types of reporting document

Three types of document will be produced at differing points in the academic year:

- **Exam order** – this will detail performance in a specific set of assessments (e.g. grades in U6 mock examinations in January)
- **Grade card** – this will contain an Ambition, Character and Excellence level and an Anticipated Attainment Grade AAG for pupils in Year 10 to Year 13 alongside a Minimum Expected Grade MEG.
- **Report** – this will contain an attainment grade per subject (for pupils in Year 9 to U6) and a succinct written comment from each teacher who teaches the pupil. See below for the timings of when each reporting document is used for each year group. An exemplar grade card is provided in Appendix 1.
- **Parent evening** – this is an opportunity for teachers to meet with parents and pupils to discuss their progress to date in each subject.

5.8   Reporting timeline for 2024-25 academic year

The table below sets out the calendar for academic reporting at MTS throughout 2024/25

	Winter Term – first half	Winter Term – second half	Spring Term – first half	Spring Term – second half	Summer Term first half	Summer Term	Summer Term – second half
Year 7	**Grade card & target:** ACE Levels CPG (internal use only)	**Grade card:** CPG (internal use only) Parents' Evening ACE Levels	**Grade card & target:** CPG (internal use only) ACE Levels	**Report:** CPG (internal use only) Full report ACE Levels	**Grade card & target:** CPG (internal use only) ACE Levels Parents evening	**Exam order:** Summer Assessment scores	**Grade card & target:** CPG (internal use only) ACE Levels
Year 8	**Grade card:** ACE levels CPG (internal use only)	**Report:** CPG (internal use only) Full report ACE Levels	**Grade card & target:** CPG (internal use only) ACE Levels	**Grade card:** CPG (internal use only) Parents' Evening ACE Levels	**Grade card & target:** CPG (internal use only) ACE Levels	**Exam order:** Summer Assessment scores	**Report:** CPG (internal use only) Full report ACE Levels
Year 9	**Grade card & target:** ACE Levels CPG	**Report:** CPG Full report ACE Levels	**Grade card & target:** CPG ACE Levels	**Grade card:** CPG Parents' Evening ACE Levels	**Grade card & target:** CPG ACE Levels	**Exam order:** Summer Assessment scores	**Report:** CPG Full report ACE Levels
Year 10	**Grade card & target:** AAG MEG ACE Levels	**Grade card:** AAG MEG Parents' Evening ACE Levels	**Grade card & target:** AAG MEG ACE Levels	**Report:** AAG MEG Full report ACE Levels	**Grade card & target:** AAG MEG ACE Levels Parents evening	**Exam order:** Summer Assessment scores	**Grade card & target:** AAG MEG ACE Levels
Year 11	**Grade card & target:** AAG MEG ACE Levels	**Report:** AAG MEG Full report ACE Levels	**Exam order:** January mock exam Parents' Evening ACE Levels	**Grade card:** AAG MEG ACE Levels			
Year 12	**Grade card & target:** AAG MEG ACE Level	**Grade card:** AAG MEG Parents' Evening ACE Levels	**Grade card:** AAG MEG ACE Levels	**Report:** AAG MEG Full report ACE Levels	**Grade card & target:** AAG MEG ACE Levels Parents evening	**Exam order:** Summer Assessment scores	**Grade card & target:** AAG MEG ACE Levels
Year 13	**Grade card & target:** AAG MEG ACE Levels	**Report:** AAG MEG Full report ACE Levels	**Exam order:** January mock exam Parents' Evening ACE Levels	**Grade card:** AAG MEG ACE Levels			

5.9   Reflection on reports

Each reporting document will be produced a week before the end of the (half) term to allow time for pupils to reflect upon their report. Pastoral time will be used for form tutors to go through the grade card / report with their tutees; these conversations will generate targets for pupil to work towards the subsequent half of term.

5.10   Reporting academic endeavour

The aim has been to design a system that offers an analysis of how a pupil is approaching his/her learning based around the MTS of values Ambition, Character and Excellence.

5.11   Reporting attainment

5.11.1   Lower School:

5.11.1.1   Years 7 to 9

Current Performance Grade (CPG) – a grade awarded half-termly and derived from performance in classwork, homework and assessments that have taken place throughout the half-term not just one single test.

Grades of A to D can be awarded, with A the highest grade and D the lowest grade. Grade D represents work that falls below the standard expected of a Merchants' pupil.

For Year 7 and 8 – attainment grades are recorded for cohort tests and summer exams but not given on homework and classwork tasks these should have feedback via a comment. A CPG will be recorded half termly but not reported to pupils; it will be used for internal tracking purposes. This is to allow the pupil to adopt the mindset and learning characteristics that we believe is the best for them. We aim to encourage that focus is on the process of learning rather than the outcome/grade they attain.

5.11.1.2   Middle School and Sixth Form: Years 10 to 13

Anticipated Attainment Grade (AAG) – the likely final grade, in the course being studied, if the pupil continues to work as she/he has been working thus far in the course.

The grade structure of the course being followed will be used so A*E & U for A Levels and 91 & U for GCSEs.

The AAG is not a grade based on a single piece of assessment. It should be based on a cumulative judgement of all evidence of learning and progress seen to date in the course. This approach to reporting attainment in GCSE and A Level courses should allow for clarity within the tracking of pupils' progress throughout their programme of study. For example, volatility in single assessments is smoothed out by taking a cumulative view of progress informed by all learning up to that point.

Minimum Expected Grade (MEG) – A minimum Expected Grade is a baseline academic grade for Year 10 to 13 set for each pupil, based on their performance in a CEM Yellis for GCSE and CEM Alis test using pupils average GCSE score for A-Level. These assessments generate predictions of a pupil's likely outcomes at GCSE or A-Level by evaluating their cognitive abilities and potential. As a school, we use this grade as a starting point, aiming for all pupils to exceed these expectations through focused teaching, effort, and support. While the minimum

expected grade provides a useful benchmark, our goal is to encourage every pupil to achieve beyond this prediction and reach their full potential.

5.12   Written comments on reports

A written comment is required from each of a pupil's teachers. Comments should be based around Ambition, Character and Excellence highlight the pupil's individual strengths and provide areas in which they can improve their learning. The comment should be constructive in giving the pupil ways that they can improve their learning and a summary of the work that has been covered is not required. For Lower Sixth and Upper Sixth each teacher will write a report unless they have 2 or less lessons per fortnight. When there is a second teacher assigned to a Lower School set, a comment is only required from the main teacher of that group. [Advisory: up to 600 characters in length.]

5.13   Parents Evenings

Years 7, 10 and 12 will have two parents evenings one in the winter term and one in the summer term. Year 11 and Upper 6 will have one parents evening in the winter term and Year 8 and 9 will have one parent evening in the spring term.

5.14   Discussion points at Parents Evening:

5.14.1   Year 7 and 8 - An overview of the pupil's academic efforts and achievements to date will be presented, highlighting key successes. Any issues or concerns regarding the completion of work, classroom behaviour, or potential challenges. Linking all to the Ambition, Character and Excellence levels and how pupils can improve.

5.14.2   Year 9 - An overview of the pupil's academic efforts and achievements to date will be presented, highlighting key successes. Any issues or concerns regarding the completion of work, classroom behaviour, or potential challenges. Linking all to the Ambition, Character and Excellence levels and how pupils can improve. As well as what it is like to study the subject at GCSE and if the subject is optional advise on whether the pupil should select it for their GCSE's.

5.14.3   Year 10-13 - At the Parents' Evening, the discussion will include the pupil's Current Minimum Expected Grade (MEG) and their current attainment grade, providing a clear picture of academic progress. An overview of the pupil's academic efforts and achievements to date will be presented, highlighting key successes. Any issues or concerns regarding the completion of work, classroom behaviour, or potential challenges in achieving the MEG will also be addressed. Linking all to the Ambition, Character and Excellence levels and how pupils can improve.

5.15   Tracking and Intervention

Following each grade card the data input for the CPG, AAG and ACE levels will be reviewed by the Head of Sixth Form and Heads of Section. They will highlight the pupils which require level 1, 2 or 3 intervention and arrange for the required members of staff to complete the actions needed and ensure that parents are informed of any action taken. See the Tracking and Intervention Policy.

Appendix 1:

Example Grade Card Year 11

	Autumn half term					Autumn Term (Also get a full written report)				
Subject	Ambition	Character	Excellence	AAG	MEG	Ambition	Character	Excellence	AAG	MEG
Art	Very good	Good	Very Good	7	7	Very good	Good	Very Good	8	7
Biology	Needs Improvement	Good	Needs Improvement	7	6	Needs Improvement	Good	Needs Improvement	7	6
Chemistry	Outstanding	Outstanding	Outstanding	8	7	Outstanding	Outstanding	Outstanding	9	7
French	Needs Improvement	Needs Improvement	Needs Improvement	5	6	Needs Improvement	Needs Improvement	Needs Improvement	5	6
PE	Outstanding	Outstanding	Outstanding	8	7	Outstanding	Outstanding	Outstanding	8	7
Maths	Unsatisfactory	Unsatisfactory	Unsatisfactory	4	6	Unsatisfactory	Unsatisfactory	Unsatisfactory	5	6

Example Grade Card Year 7
CPG recorded at the end of each term but not reported to parents

	Autumn half term			Autumn Term (Also parents evening)			Spring Term (Also full report)		
Subject	**Ambition**	**Character**	**Excellence**	**Ambition**	**Character**	**Excellence**	**Ambition**	**Character**	**Excellence**
Art	Very good	Outstanding	Very Good	Very good	Outstanding	Very Good	Very good	Outstanding	Very Good
Biology	Needs Improvement	Needs Improvement	Good	Needs Improvement	Needs Improvement	Good	Needs Improvement	Needs Improvement	Good
Chemistry	Outstanding	Very good	Outstanding	Outstanding	Very good	Outstanding	Outstanding	Very good	Outstanding
French	Needs Improvement	Good	Very Good	Needs Improvement	Good	Very Good	Needs Improvement	Good	Very Good
Latin	Outstanding	Very good	Very good	Outstanding	Very good	Very good	Outstanding	Very good	Very good
Maths	Unsatisfactory	Good	Needs Improvement	Unsatisfactory	Good	Needs Improvement	Unsatisfactory	Good	Needs Improvement