

Assessment and Reporting Policy

This policy is applicable to: South Hunsley School

Intended audience: Parents, Students, Staff

<p>Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	Barry Gray, Assistant Headteacher
Name of Responsible Committee/Individual:	South Hunsley School and Sixth Form Local Governing Body
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Target Audience:	All Staff, Parents, Students
Version	1.0

Assessment and Reporting Policy

Aims

Assessment is an intrinsic part of the learning process. The purpose of this policy is to ensure that assessment at South Hunsley School contributes to the achievement of all students by ensuring that regular, accurate and personalised feedback is available to all stakeholders to allow informed action to be taken in order to secure improvement.

South Hunsley School is committed to ensuring that

- Students are provided with regular and effective feedback
- All staff use written dialogic feedback alongside high quality learning conversations to ensure students have an understanding of their current level of performance and know the areas for improvement
- Assessment activities are linked to the aims of the curriculum, teaching and learning
- Learning goals are shared with students
- Assessment data is used to inform subsequent teaching strategies
- Every student can improve
- Staff, students and parents have access to clear, appropriate and informative assessment data
- Parents are informed about students' levels/grades at regular intervals
- Information sent to parents has an impact upon student performance
- Assessment supports the concept of inclusion within the school

Outcomes

- Staff have access to clear, appropriate and informative assessment data
- Subject leaders are able to utilise performance data in order to set appropriate targets
- Teachers are able to utilise the performance data of their groups in order to set appropriate targets
- Parents are informed about students' levels/grade at regular intervals; information sent to parents has an impact upon student performance

- Assessment activities within the school are linked to teaching and learning; there is a consistent approach to the assessment of students' work
- A whole school marking policy is used by all staff and understood by all students

Assessment and Curriculum

The revised curriculum across Key Stages 3, 4 and 5 has a common aim. All students cover fewer areas than was the case previously, but student understanding of these areas will be deeper. Assessment within the school will focus on determining how well students know topics within a subject area, can apply concepts they have learned to different contexts, and can demonstrate requisite skills. Assessment will then be used to support meaningful progress for all students, moving away from an emphasis on pace and the perception that pace through a curriculum represents progress.

Target Setting

In Year 7 all students will be given an 'Expected GCSE Grade'. This is based on Key Stage 2 outcomes and has an element of aspiration to ensure students, parents and teachers are aiming for overall progress to exceed expected national averages.

For Year 8 and 9 students, all students are expected to make two national curriculum levels of progress throughout key stage 3. This equates to two sub-levels of progress each year. For example, if a student begins Y7 on a 4c, they would be expected to achieve a 4a at the end of year 7 and a 6c by the end of KS3. This methodology will be phased out in line with the removal of national curriculum levels.

Targets for Key Stage 4 courses are based on the Department for Education's approach of using Key Stage 2 SAT test results as a strong indicator of likely future performance. The targets set are the grades that students could be expected to achieve at the end of their GCSE course if they make strong progress. These targets may be revised upwards if this is felt to be appropriate.

Targets for Key Stage 5 courses are based on Key Stage 4 average point scores using ALPS methodology.

Where prior data is not available for any student, a number of other approaches may be taken to establish appropriate targets. This may include using CAT assessments or internal assessments benchmarked against national standards.

APPENDIX 1 has further details on the range of data that the school holds and may use to support student learning.

Types of Assessment

Effective formative and summative assessment will be used by all teachers to supporting learning.

This element of the assessment policy should be read in conjunction with the school's marking and feedback policy, which outlines obligations of teaching staff with regard to frequency and nature of assessment for all students.

Formative assessment is designed to help a student learn by "restructuring their understanding/skills and build more powerful ideas and capabilities." (Nicol and MacFarlane-Dick, 2005). It is characterised as assessment for learning. It helps learners by giving feedback at an early stage that can influence the future learning process. It is seen as low stakes as it gives students the opportunity to act on any feedback before their final grade. Guidance on effective formative assessment is provided in APPENDIX 2.

Formative assessment will be used by teachers to support students in all year groups on a frequent basis.

Summative assessment will capture what a learner has learnt at a particular point in time. It contributes to subject grades and gauges the student's ability to meet specified learning outcomes. It is characterised as assessment of learning. It is important to note that the difference between formative and summative assessment is about how it is used, rather than the type of student work leading to feedback (e.g. a piece of coursework could be summative or formative depending on the information given to the student).

Summative assessment will be used on a termly basis to give clear feedback to all stakeholders on the current attainment levels of students.

Marking

This element of the assessment policy should be read in conjunction with the school's marking and feedback policy, which outlines obligations of teaching staff with regard to frequency and nature of assessment for all students.

Internal Formative Assessment

All staff must adhere to the guidance given in the marking and feedback policy, paying particular regard to the agreed annotations to be used in all subjects, as well as the use of effective dialogic feedback incorporating strengths, targets and questions.

Internal Summative Assessment

Even when the intended learning outcomes and assessment tasks are clear and closely aligned, it is important to also set marking criteria in order to identify whether a learning outcome has been achieved, and to what level it has been achieved. Marking criteria help to ensure consistency, both between markers and even with the same marker as the criteria provide a clear indication of what assessors should be looking for. Staff must therefore adhere to department agreed marking criteria when marking each assessment.

Some departments, modules, and individual assessment tasks will have their own marking criteria. Where this is the case, subject leaders must agree any departmental processes with their SLT links.

Subject leaders must ensure processes are in place to ensure that marking are consistent.

Standardisation must be planned in to all departmental assessment. Sample assessments should be used to demonstrate what the criteria look like in practice and teachers are required to mark to the standard assessments. This helps to ensure that all markers are using the criteria in the same way.

Moderation must also be planned in to all departmental assessment, ensuring consistency among markers through meeting to discuss how they have approached assessments.

Approaches used include:

- sampling (where a selection of assessments are looked at by a second assessor to ensure they are consistent. The selection usually includes assessments marked at the top, middle and bottom of the grade range);
- blind/anonymous marking (where assessors don't know which student's work they are marking);
- cross-class marking, where assessors grade the work of another class rather than their own.

Subject Leaders have a duty to support new staff around moderation. All new staff involved in marking and moderation must be adequately prepared for this activity, particularly those with less experience or who are new to the department.

Moderation

Consistency in frequent marking can be achieved by:

- **All** members of staff following informative departmental Schemes of Learning that reflect assessment objectives
- Subject Leaders ensuring that moderation is a standing item on departmental meetings
- Subject Leaders using learning walks and book scrutiny to ensure that standards of marking and recording are consistent across the department and in line with school policy
- Departments maintaining an up-to-date portfolio of exemplar work within their department folder
- Subject Leaders ensuring that, for external qualifications, the moderation process reflects the relevant exam board and JCQ guidance (see Controlled Assessment Policy and Exams Policy)
- SLT ensuring that marking and assessment issues are regularly raised as part of the ongoing monitoring and evaluation process
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Recording Assessment Data

Statutory orders and school policy mean that it is vital that records are kept of students' progress by:

- The individual teacher
- The department
- The school

Methods for recording assessment data to be observed by all staff

- Teachers' records of progress should be regularly maintained; these will include records for homework, tests, exams, etc. For sixth form students, these records must also be stored in the sixth form assessment folders on SIMS
- Termly reports require all teachers to record assessment on a student's current performance against national expected standards and/or examination criteria
- Assessment records that can be used to predict and estimate a student's performance in GCSE and GCE examinations and to inform the setting of UCAS grades

Responsibilities

The **Assistant Headteacher: Data and Timetabling**, in conjunction with SLT, has overall responsibility for the development, monitoring and evaluation of the assessment procedures in the school.

Subject Leaders have responsibility for ensuring that a range of assessment strategies are used as an integral part of the teaching and learning process, that subject-based assessment objectives, examination board assessment objectives and National Curriculum criteria are met at all Key Stages and that data collected is moderated and checked for consistency.

All teaching staff have responsibility for employing assessment strategies that are appropriate to the age and ability of all students and to the particular method of assessment.

Subject Leaders' responsibilities

- Ensuring that assessment objectives and learning outcomes for each Scheme of Learning are clearly expressed
- Ensuring that all data required for the school's termly reporting cycle is provided by the dates stated in the assessment and reporting calendar
- Evaluating relevant assessment data in order to inform future departmental planning
- Monitoring and tracking students' progress within a Key Stage

- Ensuring that data collected is accurate e.g., sampling marksheets and or pieces of work produced by each member of the department
- Ensuring that appropriate feedback is being given to students about how they can improve performance
- Ensuring that moderation of work takes place
- Preparing their own departmental assessment policies in line with the school policy

Senior Leadership Team and House Leadership responsibilities

- Ensuring that records are kept of a student's personal achievements
- Evaluating relevant assessment data in order to identify target groups, reward achievements and tackle underachievement
- Monitoring and tracking the progress of students within a House group
- Ensuring that all form tutors are aware of the responsibilities they have in the weeks after a Data Collection in enabling students to set appropriate targets

Individual subject teachers / form tutors responsibilities

- Completing, recording and discussing assessments with their students
- Using relevant assessment data in order to set appropriate student targets
- Using assessment as a means of informing future planning
- Use assessments to help plan for SEN students and contribute to annual reviews
- Reporting and recording the progress and achievements of each student
- Ensuring that all Data Collection deadlines are met on time and that data collected is accurate and feedback given to students about appropriate targets

Reporting Assessment Data

For Year 7-10, the school publishes three progress reports for parents and students each year. These are published in December, March and June, and are designed to help track a student's progress throughout the academic year. For Year 11, the school publishes two progress reports as well as a mock exam result. These are made available in December, January and March.

Parents are also invited to a progress meeting each year for individual meetings with all subject teachers.

Full guidance on the school reporting process is available in APPENDIX 3.

Supporting Policies and related information

Monitoring and Evaluation Policy

Controlled Assessment Policy

Exams Policy

Marking and Feedback Policy

School Calendar

Monitoring Calendar

Baseline Data

Attached appendices

Data Collection Guidance available on VLE, school website

Glossary

ARR	Assessment, Reporting and Recording
ICT	Information and Control Technology
NC	National Curriculum
SLT	Senior Leadership Team
SEN	Special Educational Needs
Alps	Key Stage 5 data and target setting package
AS	Advanced Subsidiary (qualification)

Appendices

APPENDIX 1: Student Data

Various baseline and assessment data are available to support effective lesson planning, target setting and monitoring. This data is available through SIMS or SISRA. For further information please contact the Data and Timetabling team.

Year	Data Available to Teachers	
Year 7	Cognitive Ability Tests (CAT) <ul style="list-style-type: none"> - Quantitative Reasoning (CATQ) - Verbal Reasoning (CATV) - Non-Verbal Reasoning (CATNV) - Mean CAT score (CATM) 	Indicates underlying ability of students. Aids teachers in knowing the strengths and weaknesses of students and consequently informs lesson planning.
	KS2 scaled SATs scores <ul style="list-style-type: none"> - Reading - Maths - Grammar, punctuation and spelling Score ranges from 80 to 120. A score of 100 means students have met the national expected standard.	Average KS2 score is used to predict the expected progress that students should make between KS2 and KS4. Supports the effective monitoring of progress.
	Internal assessment using attainment and progress grading system.	
Year 8/9	Cognitive Ability Tests (as above). KS2 SAT levels using National Curriculum Levels System <ul style="list-style-type: none"> - English - Maths - Science Internal assessments including data collection grades.	Average KS2 score is used to predict the expected progress that students should make between KS2 and KS3.
Year 10	Predicted GCSE grades based upon performance in KS2 SATs Internal assessments including data collection grades.	Average KS2 score is used to predict the expected progress that students should make between KS2 and KS4.
Year 11	As above + Y10 Exam results and Data collection grades	
Year 12	GCSE Grades ALPS predicted grades (based upon average GCSE grades) Internal assessments including data collection grades.	Average KS4 score is used to predict the expected progress that students should make between KS4 and KS5.
Year 13	As above, with results from AS exams for legacy specifications. Internal assessments including data collection grades.	

APPENDIX 2: Assessment for Learning

“Assessment for Learning is the process of seeking and interpreting evidence for the use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

(Assessment Reform Group 2002)

10 key principles of assessment for learning

Assessment for learning

1. Is part of effective planning
2. Focuses on how students learn
3. Is central to classroom practice
4. Is a key professional skill
5. Is sensitive and constructive
6. Fosters motivation
7. Promotes understanding of goals and criteria
8. Helps learners know how to improve
9. Develops the capacity for self-assessment
10. Recognises all educational achievement

Using Assessment as a vehicle to improve learning - strategies

1. Sharing learning objectives with students
2. The involvement of students in self-assessment
3. Helping students to know and to recognize the standards they are aiming for
4. The provision of effective feedback that leads to students recognizing their next steps and how to take them
5. A confidence that every student can improve
6. Both students and teachers are involved in reviewing and reflecting on assessment information

Strategy	Implementation
Sharing learning objectives with students	<ul style="list-style-type: none">• Share learning objectives at the beginning of the lesson and, if appropriate, during the lesson, in language that students can understand.• These objectives can be used as a basis for questioning during any plenary session.• Evaluate this feedback (to what extent were the lesson objectives achieved?) in order to inform planning for subsequent lessons.

Strategy	Implementation
The involvement of students in self-assessment	<ul style="list-style-type: none"> • Give students opportunities to talk about what they have learned, what they have found difficult. • Encourage students to work and discuss together improvement strategies. • Ask students to explain how they arrived at particular answers. • Ensure students are given adequate time to reflect upon their learning. • Mark work with students and identify next steps.
Helping students to know and to recognise the standards they are aiming for	<ul style="list-style-type: none"> • Show students work which has met criteria, with explanations of why. • Give students clear success criteria that relate to the learning objectives. • Model what it should look like. For example, exemplify good writing on the board/screen. • Classroom displays should show processes as well as finished products.
The provision of effective feedback that leads to students recognising their next steps and how to take them	<ul style="list-style-type: none"> • Recognise the importance of oral as well as written feedback. • Provide feedback which informs students what they have done well, what is needed for improvement and how to get there. • Use plenary sessions to provide whole-class feedback.
A confidence that every student can improve	<ul style="list-style-type: none"> • Set small, short term targets that enable students to recognize their own progress. • Encourage students to explain their reasoning and thinking in a secure environment.
Both students and teachers are involved in reviewing and reflecting on assessment information	<ul style="list-style-type: none"> • Emphasis should be given to assessing processes – not just the correct answers. • Provide time for students to reflect upon what they have learned and understood. • Adjust planning as a result of assessment. • Reflect with students about their work; what did they do? What steps did they take?

APPENDIX 3: Progress Reports

Various baseline and assessment data are available to support effective lesson planning, target setting and monitoring.

Year 7-11 Progress Reports

For Year 7-10, the school publishes three progress reports for parents and students each year. These are published in December, March and June, and are designed to help track a student's progress throughout the academic year. For Year 11, the school publishes two progress reports as well as a mock exam result. These are made available in December, January and March.

The reports are used during morning tutor time. They are shared with form tutors to help support the students in their groups, and students themselves will use their teacher assessments alongside their attitude to learning grades to agree subject-specific targets.

Subject teachers will continue to give regular, accurate and personalised feedback about the standard of the work that they see during lessons. It is important that students know which areas of each subject they are confident in, and what steps they could take to develop their knowledge, skills or understanding further. This feedback is supported by learning conversations that take place in lessons, where students and teachers discuss the next steps students can take to continue to develop.

The progress report includes prior attainment data, as well as up to date figures for attendance, achievement and behaviour points. A full explanation of the information provided is outlined below.

Generic Report Content for Years 7 to 11	
Name, House and Form group	Students are asked to check and confirm the spelling of their name as this is how it will appear on any certificates.
Prior Attainment	Key Stage 2 test scores from Year 6 are provided and are used to help set Key Stage 4 targets. For current Year 7, these are expressed as a number, and range from 80 to 120. A score of 100 is the national 'expected standard' for students at the end of Year 6. For other year groups, the Key Stage 2 scores are expressed as a number, ranging from 1 to 5.9. A score of 4.5 is the national average.
	Key Stage 2 Teacher assessments draw on everything a child has undertaken or achieved in primary school, including tests, marking, observations and any formal or informal assessments. Teacher assessment is not a 'snapshot' like the tests and focuses more on achievement over time.
	CAT scores show the score from the Cognitive Ability Tests (CATs). CATs are nationally standardised scores based on a sample of 25,000 UK pupils. CATs test three types of reasoning skills: quantitative, verbal, and non-verbal. Scores range from 70 to 141, with the national average being 100. These scores are not used to set targets in school.
Expected GCSE grade	Each student's Key Stage 2 score allows us to calculate an expected GCSE grade. This is an aspirational grade that will be reviewed regularly.

Attendance	Attendance for the current academic year to date is shown. Authorised absences are times when a valid reason has been given for an absence from school. The figures quoted are in sessions or half days i.e. 2 authorised absences means a student was absent for two sessions, often one morning session and one afternoon session, totalling one full day. Unauthorised absences are sessions where the student has not been at school, and a valid reason has not been provided.
Behaviour	The school uses a House Points system as a positive behavior reward for students. Students earn rewards once they have earned more than 30 House Points. Rewards include stationery, charity donations and vouchers for local attractions. Students who receive sanctions are given Behaviour Points. Once students accumulate a number of these points, a member of our pastoral team contacts parents to discuss any issues.
Intervention	If a student is currently receiving any additional support in literacy, numeracy or from the SEN team, brief details will be provided here. A full guide to the support offered by the SEN team is available on the school VLE.
Attitude to Learning grades	These are graded A, B, C or D, with an A grade indicating that a student has adopted a very positive and pleasing attitude to their school life. Full details of the criteria for each attitude to learning grade can be found in the 'Attitude to Learning Grades' guidance on the VLE, SLG and in student planners.
Colour coding	We have simplified the colour coding system used on the reports. For any students who are working at a level that means they may not meet their end of year target (or end of GCSE/A-level), their assessment will be shaded blue. With the exception of Y7 reports, this will apply to all year groups.

Year 7 assessments	
Subject/unit	The units that students have studied most recently are shown. More information about the units in each subject is provided in the Parent Subject Guide. This will be made available to all parents of Year 7 students.
Grade	One of four attainment grades is used to describe how well a student understands the knowledge or skills required by each subject, based on the most recent unit covered. The grades are Emerging, Developing, Secure and Excelling: <ul style="list-style-type: none"> ○ Emerging A student who is graded as emerging has not yet shown the signs of working at the level expected of a child their age in the most recent units covered. ○ Developing A student who is graded as developing has shown some evidence of working at the level expected of a child their age in the most recent unit, but was not consistently doing so. ○ Secure: A student who is graded as secure, was working consistently at the level expected of a child of their age by the end of the most recent unit ○ Excelling A student who is graded as excelling was working well above the level expected of a child their age in the most recent units covered.

	NB In English only, the grade reflects student performance against end of year expectations. Students are therefore less likely to be graded Secure or Excelling until their spring or summer assessments.
Strength and development focus	One particular area of strength for each student is given by their teacher, as well as one area for development. By focussing on their areas for development, students can improve their achievement in each subject.
Overall progress	By reviewing all the work produced by students in a unit, and based on their Key Stage 2 scaled score and expected GCSE target grade, teachers will provide an overall judgement of progress. Students who are working at, or close to the standard expected by teachers will be given a grade of 'Expected'. 'Above' means a student is currently working at a level which is beyond what would be expected based on their scaled score and GCSE target. 'Below' suggests a student is not performing at the expected level, and is unlikely to reach their GCSE target without some improvement in that subject.

Year 8 to 11 assessments		
KS3	Target	All students are expected to make two national curriculum levels of progress throughout key stage 3. This equates to two sub-levels of progress each year. For example, if a student begins Y7 on a 4c, they would be expected to achieve a 4a at the end of year 7 and a 6c by the end of Key Stage 3.
	Assessment	This is the teacher assessment and indicates the national curriculum level that the student is currently working at.
KS4	Target	Targets for GCSE courses are based on the Department for Education's approach of using Key Stage 2 SAT test results as a strong indicator of likely future performance. The targets given are the grades that students are expected to achieve at the end of their GCSE course.
	Assessment	<p>For all Key Stage 4, the assessment is a teacher estimate of the grade that the student is likely to achieve at the end of their GCSE.</p> <p>Reformed GCSE subjects will be graded using the new 9-1 system.</p> <p>Unreformed GCSE subjects will continue to be reported using grades A* - G, with U being unclassified.</p> <p>BTEC and Cambridge National Courses are graded L2D* (Level 2 Distinction Star), L2D (Level 2 Distinction), L2M (Level 2 Merit) or L2P (Level 2 Pass). If the pass is at Level 1 (L1D, L1M or L1P) this is equivalent to GCSE grades D, E and F.</p> <p>Some college courses are graded 1 or 2 indicating a level 1 pass (equivalent to GCSE D-G) or a level 2 pass (equivalent to GCSE A*-C).</p> <p>Students will therefore be receiving a mixture of letters and number grades. For Year 11 students, only English and Maths are reported as 9-1.</p>

Year 12 Progress Reports

The school publishes two progress reports for parents and students in Year 12, as well as a mock exam result. These are made available in December and March, with the March report including the mock exam result. These reports are designed to help track student progress throughout the academic year.

Students will use the reports during morning tutor time. They are shared with form tutors to help support the students in their groups, and students themselves will use their teacher assessments alongside their attitude to learning grades to agree subject-specific targets.

Subject teachers will continue to give regular, accurate and personalised feedback about the standard of the work that they see during lessons, and it is important that students know the level that they are currently working at. This feedback is underpinned by high quality learning conversations that take place regularly in lessons, where students and teachers discuss the next steps to take to develop skills and knowledge, and also to improve performance.

Report Content

- **Attendance:** attendance for the current academic year to date is shown. Authorised absences are times when a valid reason has been given for an absence from school. Unauthorised absences are sessions where a student has not been at school, and a valid reason has not been provided.

The top table relates to session or half day attendance i.e. 2 authorised absences means a student was absent for two sessions, often one morning session and one afternoon session, totaling one full day.

The bottom table shows the percentage attendance in each lesson.

- **Target:** This is the grade that the student is expected to achieve based on their prior attainment & statistical evidence. GCSE results are used to generate this aspirational target.
- **Estimate:** This is the teacher estimate of the grade that each student will achieve at the end of their AS course.
 - AS/A Level subjects are graded between A and E (U = unclassified);
 - Cambridge Technicals and BTEC Applied Science are graded D* (Distinction Star), D (Distinction), M (Merit) or P (Pass);
 - BTEC Sport is graded DD* (Double Distinction Star), DD (Double Distinction), DM (Distinction Merit), MM (Double Merit), MP (Merit, Pass) and PP (Double Pass).

Colour Coding

Any subject where students are felt to be working at a level that means they may not meet their target is shaded blue. Teachers and tutors will be working specifically to support students in these subjects, and we encourage parents to discuss these subjects at home.

Attitude to Learning Grades

These are graded A, B, C or D, with an A grade indicating that a student has adopted a very positive and pleasing attitude to their school life. Full details of the criteria for each attitude to learning grade can be found in the 'Attitude to Learning Grades' guidance on the VLE, SLG and in student planners.

Year 13 Progress Reports

The school publishes two progress reports for parents and students in Year 13, as well as a mock exam result. These are made available in December, January and March, and are designed to help track student progress throughout the academic year.

Students will use the reports during morning tutor time. They are shared with form tutors to help support the students in their groups, and students themselves will use their teacher assessments alongside their attitude to learning grades to agree subject-specific targets.

Subject teachers will continue to give regular, accurate and personalised feedback about the standard of the work that they see during lessons, and it is important that students know the level that they are currently working at. This feedback is underpinned by high quality learning conversations that take place regularly in lessons, where students and teachers discuss the next steps to take to develop skills and knowledge, and also to improve performance.

Report Content

- **Attendance:** Attendance for the current academic year to date is shown. Authorised absences are times when a valid reason has been given for an absence from school. Unauthorised absences are sessions where a student has not been at school, and a valid reason has not been provided.

The top table relates to session or half day attendance i.e. 2 authorised absences means your son/daughter was absent for two sessions, often one morning session and one afternoon session, totaling one full day.

The bottom table shows the percentage attendance in each lesson.

- **Target:** This is the grade that the student is expected to achieve based on their prior attainment & statistical evidence. GCSE results are used to generate this aspirational target.
- **Estimate:** This is the teacher estimate of the grade that a student will achieve at the end of their A Level course.
 - A Level subjects are graded between A* and E (U = unclassified);
 - Cambridge Technicals and BTEC Applied Science are graded D* (Distinction Star), D (Distinction), M (Merit) or P (Pass);
 - BTEC Sport is graded DD* (Double Distinction Star), DD (Double Distinction), DM (Distinction Merit), MM (Double Merit), MP (Merit, Pass) and PP (Double Pass).

Colour Coding

Any subject where students are felt to be working at a level that means they may not meet their target is shaded blue. Teachers and tutors will be working specifically to support students in these subjects, and we encourage parents to discuss these subjects at home.

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