

London Enterprise Academy Assessment and Examinations Policy



Version:	4.0
Date issued:	<u>July 2024</u>
Prepared by:	Abdul Moquith Vice Principal
Review Date:	<u>July 2026</u>

LONDON ENTERPRISE ACADEMY ASSESSMENT AND EXAMINATIONS POLICY

1.0 London Enterprise Academy Vision

London Enterprise Academy is a secondary free school in Tower Hamlets set up by serving teachers, professionals and local parents. Our vision is to create a good school delivering the very best educational opportunities, nurture academic excellence and enhanced ambition in all its students, inspire the next generation of professionals and entrepreneurs from diverse backgrounds.

2.0 Policy overview and links to school mission, aims and values

All of the work of London Enterprise Academy is intended to support the delivery of our mission statement in full.

Assessment practice should be integral to the teaching process and should help students to reach their full potential. Above all else, assessment should support learning. It should motivate students, provide feedback about their strengths and weaknesses and assist in the setting of targets.

Assessment procedures must support the school equal opportunities policy; they must not automatically exclude or fail certain students.

Assessment should assist the teacher in the evaluation of the curriculum and teaching methodology and should inform future planning. Through the process of recording and reporting, assessment should also provide information for others.

Externally accredited examinations provide vital summative assessment, generally at the end of a Key Stage. To this end, the school will administer these examinations in the best interests of the students and the school.

For externally accredited examinations, it is important that:

- Staff fully understand their obligations and responsibilities.
- The school meets the requirements of examination security.
- The school is appropriately equipped to undertake the administration of examinations, including data processing and the provision of a results service.

3.0 Targets and Target Setting

We use the KS2 scaled scores (or CAT tests) to set challenging targets for students with the Fisher Family Trust (FFT20), and we review these targets regularly to ensure that they are consistent, achievable and provide a suitable goal for each student in each subject.

We also use external Nationally Standardised Summative Assessments (NGRT, GL Progress Tests Series for Maths, English and Science (for the Years 7, 8 and 9) for a variety of purposes, including providing appropriate support and intervention.

Key Stage 3 Target Setting

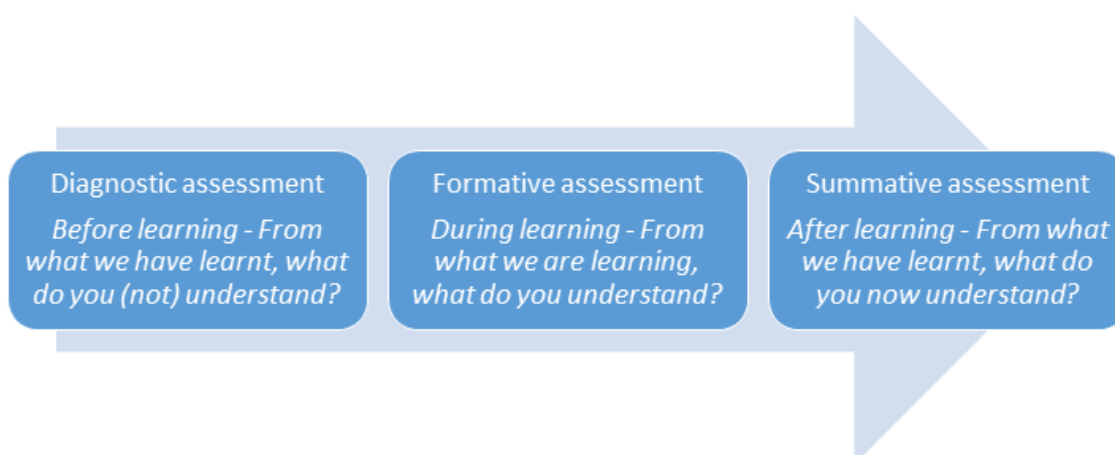
KS2	CAT4 Mean Scores					
	Less than 80 - 86	87-94	95-101	102-107	108-113	114+
End of Year 9 Target	Consolidating -	Consolidating =	Consolidating +	Mastery -	Mastery =	Mastery +

At LEA we use a student's Key Stage 2 CAT4 mean score to determine their end of Year 11 target grade. We expect progress and therefore the target grade by the end of Year 10 to be one grade lower than the year 11 target grade.

Key Stage 4 Target Setting

KS 2 Score	CAT4 Mean Scores					
	Less than 80 - 86	87-94	95-101	102-107	108-113	114+
Year 11 Target	Grade 1 - 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7/8
Year 10 Target	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6

4.0 In-school assessment



Assessment in school will be either diagnostic, formative, or summative.

Diagnostic assessment takes place usually at the start of a lesson or end of a lesson to identify the extent to which *students have learnt what needs to be learnt*, informing the teacher as to *how to adapt* future teaching and learning activities.

Formative assessment takes place a number of times during a lesson to identify the extent to which *students are learning what needs to be learnt*, informing the teacher as to *how much progress* is being made in learning.

Summative assessment takes place usually at the end of a lesson, or topic and is completed with no teacher input. It is used to identify the extent to which *students have learnt what needs to be learnt* informing the teacher as to *the students' level of attainment* at a particular time.

There will be three summative assessments a year in accordance with the school calendar – one per term.

Flight paths through the year

Each term, we expect on average students to make a third of a grade's progress. This will increase for subjects in which students excel. Below is an approximate map of KS3 and KS4 progress.

Key Stage 3	Year 7			Year 8			Year 9		
CATS	Interim 1	Interim 2	Interim 3	Interim 1	Interim 2	Interim 3	Interim 1	Interim 2	Interim 3
114 - >120	Developing +	Consolidating -	Consolidating =	Consolidating =	Consolidating +	Mastery -	Mastery =	Mastery =	Mastery +
108 - 113	Developing =	Developing +	Consolidating -	Consolidating -	Consolidating =	Consolidating +	Mastery -	Mastery -	Mastery =
102 - 107	Developing -	Developing =	Developing +	Developing +	Consolidating -	Consolidating =	Consolidating +	Consolidating +	Mastery -
95 - 101	Emerging +	Developing -	Developing =	Developing =	Developing +	Consolidating -	Consolidating =	Consolidating =	Consolidating +
87 - 94	Emerging =	Emerging +	Developing -	Developing -	Developing =	Developing +	Consolidating -	Consolidating -	Consolidating =
<80 - 86	Emerging -	Emerging =	Emerging +	Emerging +	Developing -	Developing =	Developing +	Developing +	Consolidating -

Key Stage 4	Year 10			Year 11		
CATS	Interim 1	Interim 2	Interim 3	Interim 1	Interim 2	Interim 3
114 - >120	6 / 7 -	6 / 7 =	6 / 7 +	8 / 9 -	8 / 9 =	8 / 9 +
108 - 113	5 -	5 =	5 +	6 / 7 -	6 / 7 =	6 / 7 +
102 - 107	4 -	4 =	4 +	5 -	5 =	5 +
95 - 101	3 -	3 =	3 +	4 -	4 =	4 +
87 - 94	2 -	2 =	2 +	3 -	3 =	3 +
<80 - 86	1 -	1 =	1 +	2 -	2 =	2 +

4.1 Use of assessment

Teachers use the outcomes of the assessments to summarise and analyse attainment and progress of the learning of their students in their classwork and homework.

Head of department/Head of faculty/Leaders use data to plan the learning for every student by producing Raising Attainment Plans (RAPs) to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that students identified as vulnerable or at particular risk in this school are assigned mentors. Mentoring allow students

to be tracked to ensure they are making appropriate progress and that all students are suitably stretched.

Teachers use Assessment for Learning in their teaching, including building opportunities into lessons to assess how well students are meeting learning objectives, how well they are progressing in their learning, and to develop students' ability to self-assess and peer-assess work against prescribed criteria.

4.2 Marking and Feedback

We use "purple stickers" for teachers to assess and feedback (WWW / EBI) to students about the quality of their work and the extent to which they are on track to achieve their target grade. We use "blue stickers" for students to peer or self-assess and reflect / feedback (WWW / EBI) on the quality of their work and the extent to which they are on track to achieve their target grade. The expectation is that each half term, books should be marked at least twice, and there be at least two purple stickers and two blue stickers in students' books.

Specific information about assessments, including subject specific guidance, can be found in departmental handbooks. Teachers should ensure that they are familiar with the specific details of their departmental assessment and marking procedures, as well as the general guidelines within this policy.

4.3 Assessment procedures

In Key Stage 3 (KS3), we assess students against assessment criteria using 'Markers', which are short, discrete, qualitative and concrete descriptions of what a student is expected to know and be able to do. Assessment criteria are derived from the school curriculum and from the subject KS3 Programme of Study.

Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what students are normally expected to have mastered by the end of each year.

The assessment criteria for periodic assessments are based on age related expectations (ARE) and each student is assessed at appropriate points as to whether they are *emerging*, *developing*, *consolidating* or *mastering* each relevant criterion contained in the assessment objectives for that subject.

For those students *developing*, *consolidating* or *mastering* the expected standards, we provide more challenging work, and for those who are not yet *emerging* the objectives, we provide further support, in lessons, either in extra sessions or both.

In Key Stage 4 (KS4), formal assessment is carried out against assessment criteria using grades as prescribed by the relevant examination board and syllabus, at regular termly agreed points. 'Fine' grading is used to enable the school to see how close to grade boundaries students are. We use *minus* to indicate the lowest level at any grade point, *whole integer* to indicate a mid-level and *plus* to indicate where a student is at the top of the grade. We make use of

assessment to help with differentiation and to ensure interventions are appropriately targeted.

The achievement of each student is assessed cumulatively against all the relevant criteria termly through the school year. Colleagues in school to make sure our assessments are fair, reliable and valid moderate the assessment judgements.

The termly assessments are recorded on SIMS (using a marker (G-A) that follows an agreed LEA Marker flightpath at KS3 and LEA GCSE grade flightpath as prescribed by the relevant examination board and syllabus at KS4). The recording is carried out according to an agreed timescale, to satisfy monitoring and evaluation practice, and to provide timely information for teachers, students and parents.

4.4 Reports

Information from assessment is communicated to parents and students on a termly basis. Parents and students receive qualitative profiles of what has been achieved and indications of what they need to do next.

We celebrate all achievements across a broad and balanced curriculum, including sport, performance, behaviour, attitude and attendance. Examples of LEA's reports can be found in Appendix A and B.

5.0 Tracking of assessment outcomes

All departments have a central record of assessment grades for all groups taught on Service for Improved Schools' Result Analysis (SISRA). Further guidance for HoDs/HoF/HoLs on using SISRA is available from the Data and exams officer.

The assessment record on SISRA cites the specific needs of the students (including EAL (English as an Additional Language), SEN (Special Educational Needs), G&T (Gifted and/or Talented), Ethnicity, PP (Student Premium), and prior attainment such as CATs, KS2 SATs or GCSE results, and school targets to enable finer analysis of vulnerable groups.

Intervention taking place are recorded on a central record and parents are notified where appropriate.

All departments have a tracking sheet, which students fill in with their markers at KS3 and grades/levels at KS4 for each termly assessment. This is kept by the student – in their exercise book or folder as appropriate. All exercise books and folders must have both expectations for the course/subject and presentation expectations, which should be referred to throughout the academic year.

Using internal tracking system at KS3 and Student progress at KS4, tracking will enable Heads of Learning, Heads of Department, subject staff and the student to know their progress in any given subject and how to improve. Patterns of attainment shown by tracking will be used to

inform Department Self Evaluation Forms and Development Plans, which will feed into the whole School Self Evaluation Forms and Development Plans.

All teaching staff, and appropriate support staff (for example Teaching Assistants, especially but not exclusively those who work in departments or faculties) are expected to be proficient in assessment in their own subject(s). This is essential to ensure that assessment is accurate, consistent over a range of students and over time, and fairly applied.

It is the responsibility of HODs/HoFs to ensure that there is appropriate training in assessment for all teaching staff in their department. This will be via departmental handbooks, online resources including exemplar materials, clear guidance for staff and students on how pieces of work are assessed, and assessment practice (including moderation) as a feature of departmental meetings.

6.0 How much progress do we expect?

We use targets in the form of 'Markers (G-A)' that follows an agreed LEA flightpath at KS3 and numerical GCSE target grades as prescribed by the relevant examination board and syllabus at KS4.

The baseline will be set by using the Key Stage 2 scaled scores. This will be used to generate a Marker target for KS3 and the equivalent GCSE starting point and the end of year targets for KS4.

Mid phase, students will sit CATS assessments to generate a retrospective scaled score, which will then be used to generate a Marker target for KS3, the equivalent GCSE starting point, and the end of year targets for KS4 if no Key Stage 2 data is available.

Aspirational markers (G-A) will be set when required due to a student making rapid progress.

If a child makes the expected progress between Year 7 and Year 9, it will look like this:

LEA - Target setting and flightpath 2023 - 2024					
	KS2 Scaled scores				
KS2	80-86	87-95	96-106	107-112	113-120
KS3 Equivalent Starting Point	G		F	E	D
End of year 7 Markers	G	F	E	D	C
End of year 8 Markers	F	E	D	C	B
End of year 9 Marker	E	D	C	B	A

- Students are expected to make one Marker progress per year.

If a child makes the expected progress between Year 10 and Year 11, it will look like this:

KS2 Scaled Score	80-82	83-84	85-86	87-88	89-91	92-95	96-99	100-103	104-106	107-108	109-110	111-112	113-114	115-116	117-118	119-120
End of Year 10 target	3-	3	3+	4-	4	4+	5-	5	5+	6-	6	6+	7-	7	7+	8-
GCSE target	4-	4	4+	5-	5	5+	6-	6	6+	7-	7	7+	8-	8	8+	9

- Students are expected to make one sub-grade progress per term at KS4.

For both KS3 and KS4, the use of “+” denotes achieving slightly above a particular grade and the use of “-” denotes achieving slightly below a particular grade.

7.0 Internally assessed components of externally accredited examinations

7.1 General

The school is committed to ensuring that, whenever staff assess students’ work for external accreditation, this is done fairly, consistently and in accordance with the specification for the qualification concerned.

7.2 Tests and assessments

Staff who have appropriate knowledge, understanding and skills should conduct in-class assessments. Students’ work should be produced and authenticated according to the requirements of the examination board.

A summative test, examination or assessment is expected to be carried out with each year group at the end of each term by every subject on the learning that has taken place that term. A summative test, examination or assessment is expected to be carried out with each year group at the end of each academic year by every subject on the learning that has taken place that year. These grades are reported to parents at the end of each term.

7.3 Moderation and Standardisation

Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation **in the autumn term**. If a student believes that this may not have happened in relation to his/her work, he/she may make use of the appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.

7.4 Appeals

Students may appeal against grades they are given by teachers if these grades are a component of any external assessment. Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examinations series. The existence of this procedure is made known to students by reference in an examination booklet at the start of their GCSE course.

External appeals should be made in writing to the examinations officer who will investigate the appeal. He/she will appoint another member of staff of similar or greater seniority to conduct the investigation if unable to conduct the investigation for any other reason.

The person conducting the investigation will decide whether the process used for the internal assessment conformed to the requirements of the awarding body and examination code of practice of the JCQ. This will be done before the end of the series.

The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, and any changes made to the assessment of the piece of work in question.

A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work. This is outside the control of the school and is not covered by this procedure. Details of the appeals procedure for the relevant awarding body are available from the examination officer.

The school will decide whether to fund the cost of any appeals.

If a parent requests an appeal, it is entirely at the school's discretion to agree to this.

Additionally, the school will make decisions about the following:

- Suitable qualifications it offers to students.
- Tiers of entries for any final examination for students.

Parents may request to speak to the Principal if they disagree with any of the points above.

7.5 Invigilation

Invigilation of exams is used in KS4 exams only. Specifically for Year 10 exams in July, Year 11 mock exams in November and March / Year 11 final exams in May and June. Internal invigilators are utilised for each of the Year 11 mock examinations. External invigilators are used for the final Year 11 examinations and given the appropriate training.

8. Externally accredited examinations

8.1 General

The Examinations Officer, using information from the HoFs/HoDs, will make entries when required in the Autumn Term.

Students will be entered, where appropriate, for the tier of entry that allows them to gain the highest possible grade, which they are capable of achieving. HOFs will discuss tiers of entry with HODs/subject staff where necessary.

Students will normally be entered for examinations in Year 11 for every subject that they have studied during Key Stage 4.

Statements of entry will be issued to every student. It is the responsibility of students and parents/carers to check this carefully. The administrative costs of amending incorrect details, and the cost of replacement certificates, will be borne by parent.

8.2 Non-entry

The Principal alone will make decisions about non-entry, after consultation with other staff, the student, and parent. The Principal in consultation with subject staff will make decisions about withdrawal.

Decisions about withdrawal will be made after the mock examinations. The school will monitor dropout rates for each subject annually.

Students whose attendance has been such that they have not submitted sufficient coursework and/or failed to sit the requisite examination may not be entered for the exams at the Principal's discretion, in consultation with relevant staff.

Decisions about non-entry will not be made based on behaviour.

8.3 Late entries

Late entries will only be allowed for students who arrive in school after entries have been made. Late entries cost double the amount of a normal entry. These will be charged as follows:

- Late entry by department – charged to department.
- Late entry requested by parent– charged to parent.
- Late entry for a student new to the school – school will bear the cost.
- School administrative errors – school will bear the cost.

8.4 Late withdrawals

Withdrawals after the boards' withdrawal deadlines incur extra cost. These will be charged as follows:

- Withdrawal by department – charged to department.
- Withdrawal by parent– charged to parent.
- Withdrawal because of student's failure to comply with examination requirements – charged to parent.
- Withdrawal for genuine medical reasons – school will bear the cost.
- School administrative errors – school will bear the cost.

- External candidates will be charged the full cost of entry, invigilation cost and an administration fee.

8.5 Other charges

The school may impose a charge on parents equal to the financial charges levied by examination boards on:

- Students whose entries are withdrawn because of lack of Controlled Assessments.
- Students who make a decision to sit or not to sit an examination after the late entry/withdrawal deadline.
- Students who fail to attend an examination and do not produce medical evidence or evidence of other mitigating circumstances. This will be communicated in writing to students and parents/carers at the start of GCSE courses.

8.6 Early entry

We will not enter students early for any examinations, unless we feel this is in the best interest of the student. For example, we will agree to enter a student early if we are convinced that the student concerned will achieve the highest possible grade from that examination. It will then free him/her to take additional subjects or to concentrate on other remaining subjects. Early entry is not appropriate for every student and remains at the school's discretion.

9.0 Monitoring responsibilities

9.1 Examinations Officer

The examinations officer is responsible for ensuring public examination entries are correct, the conduct of examinations, the security and safe return of examination papers, the production for examination timetables, the monitoring of teacher reports and the overall co-ordination of reporting procedures. These responsibilities will be exercised throughout the year but especially at the end of interim data points.

The exams officer is responsible for ensuring that controlled assessment work is conducted in accordance with JCQ regulations and any subject specific instructions issued by the awarding bodies.

The exams officer is responsible for the administration of entries, organising relevant paperwork, and scheduling the examination sessions, and keeping accurate examinations records.

9.2 Principal

The Principal is responsible for ensuring that all staff are accountable for their roles. The Principal has overall responsibility for the school as an examinations centre.

The Principal will scrutinise the progress of groups of students, including student premium students, and report this information to governors in summary form, at regular intervals throughout the year.

9.3 The LG staff member in charge of data

The LG staff member will ensure whole school intervention takes place for underachieving students. He/she will ensure target setting is accurate for KS3 and KS4. He/she will monitor the progress of students across the school, in conjunction with the Principal, and suggest areas for improvement. He/she will report and liaise with the Principal regularly through line management.

The LG member will develop and evaluate assessment policy and practice and keep abreast of national developments, ensuring the school is compliant with all requirements.

The LG member in charge of data will maintain academic oversight of students and their examination entries.

9.4 Heads of Faculty (HoF) and/or Heads of Department (HoD)

HoFs and/or HoDs will set and monitor the department assessments. They will ensure that the recording and reporting of progress is accurate. HoFs and/or HoDs will also ensure that the grades for students are accurate and fair. This will be done three times per year.

HoFs and/or HoDs will ensure adequate internal moderation exists to ensure internal consistency of grades.

HoFs and/or HoDs will use the information from assessments to challenge students and staff to improve their performance.

9.5 Heads of Learning (HoL)

HoLs will oversee individual student target setting. They will monitor underachieving students within their year group at a minimum, after every interim data entry point. They will work with students to overcome any barriers that will affect their progress. They will work with students to support them in completing their personal statements and they will oversee the completion of college references, which are usually written by the advisory tutors once per year.

9.6 All teaching staff

All staff are expected to follow departmental and whole school assessment, recording and **reporting processes and procedures.**

9.7 Special Educational Needs and Disabilities Co-ordinator

LEA recognises that Special Educational Needs and Disabilities (SEND) is a whole school issue and the responsibility of all staff (please refer to our separate SEND/EAL policy). However, the SENDCo is responsible for the monitoring and dissemination of information about students identified as having SEN and disabilities.

The SENDCo will track and monitor all students belonging to key categories such as SEN, FSM (Free school meals), PP (Student premium) and LAC (Looked after child) students with disability among others, and ensure interventions are in place to diminish any difference.

9.8 More Able Student (MAS) Co-ordinator

The MAS co-ordinator will identify 'more able and talented students' following each interim retrieval practice, and on admission to the school and oversee their progress.

9.9 Transition Co-ordinator

The transition co-ordinator will, in the summer term and with the incoming new HoL, organise transition from primary school by collecting progress and other relevant data from primary schools prior to the transfer of students.

10.0 Other relevant linked policies and procedures


This policy should be read in conjunction with the following documents:

- Equal opportunity policy
- MAS Policy
- SEND/EAL Policy
- **Homework Policy?**

Date Adopted

Signature of chair of Governors

Signature of Principal

APPENDIX A					
NAME – 9A					 London Enterprise Academy <i>'Learning for life'</i>
<u>Interim 3 Report Card</u>					
Attendance	Lates	Unauthorised Absences	Behaviour (+ves)	Behaviour (-ves)	
85.0%	11	0	155	0	

Subject	Teacher	End of Year Target	Interim 1	Interim 2	Interim 3
Art	Ms J. Quinn	Consolidating	Developing	Developing	
Citizenship	Ms F. Begum	Consolidating	Developing	Developing	
Computing	Mr M. Islam	Consolidating	Developing	Developing	
Design & Technology	Mr J. Brown	Consolidating	Developing	Developing	
Drama	Miss D. Halpin	Consolidating	Consolidating	Consolidating	
English	Miss A. Uddin	Consolidating	Consolidating	Developing	
Geography	Ms J. Hoper	Consolidating	Developing	Consolidating	
History	Miss B. Bonatti	Consolidating	Emerging	Developing	
Mathematics	Ms F. Sultana	Emerging	Emerging	Developing	
Physical Education	Mr J. Rahman	Consolidating	Developing	Developing	
Religious Education	Ms F. Begum	Consolidating	Developing	Developing	
Science	Ms T. Rahman	Consolidating	Developing	Developing	
Spanish	Mr J. Martinez	Consolidating	Emerging	Emerging	

Key

	Not on track to meet target		Almost on track to meet target		On track to meet target		On track to exceed target
--	-----------------------------	--	--------------------------------	--	-------------------------	--	---------------------------

Assessment at LEA: The KS3 grading system explained

LEA has revised its approach for assessing KS3 (Years 7 – 9).

Teachers will be focusing more on formative assessment using markers that are linked to key subject specific outcomes to enable teachers to differentiate activities, refine their planning and provide support more effectively. Using this approach, the school believes pupils will have a deeper understanding of topics, rather than focusing on progressing as quickly as possible through a series of levels. These levels begin with “Emerging”, where basic skills and knowledge are evident. The next level is “Developing”, where more difficult subject-specific skills and knowledge are demonstrated. “Consolidating” represents the highest level of achievement being attained, with “Mastery” demonstrating confident application of those skills and knowledge.

At LEA we use a student’s Key Stage 2 CAT4 mean score to determine their Key Stage 3 starting points. The table below shows the CAT4 Mean scores and the markers set alongside an example of the subject specific outcomes at those markers (for English).

	CAT4 Mean Scores					
KS2	Less than 80 - 86	87-94	95-101	102-107	108-113	114+
End of year 9 Target	Consolidating -	Consolidating =	Consolidating +	Mastery -	Mastery =	Mastery +

Marker Skill	Emerging	Developing	Consolidating	Mastery
Sentences	You can use simple, compound and complex sentences for effect. You can vary the starts of your sentences, for example starting with an adverb.	You can competently and deliberately choose sentences for purpose and impact and to engage your target reader. You make deliberate decisions to combine or separate clauses in sentences.	You can confidently choose and structure a range of sentence lengths and clause types for effect or emphasis e.g. fronting key information for emphasis, delaying key information for tension.	You frequently and skilfully construct sentences to help achieve pace, tone and/or register. You can use a broader range of sentence construction for rhetorical effect, e.g. antithesis.

Appendix B

Year 10 Report July 2024



Name: X Y

Academic Year 2023-2024

X Y - 10L		<i>No. of Lates</i>	9
<i>Attendance</i>	96.4 %	<i>Behaviour (+)</i>	365
<i>Unauthorised absences</i>	5.6 %	<i>Behaviour (-)</i>	0

Target Setting at LEA and flight path through the year

At LEA, we use a student's Key Stage 2 CAT4 mean score to determine their end of Year 11 target grade. We expect progress and therefore the target grade by the end of Year 10 to be one grade lower than the year 11 target grade. Each term, we expect on average students to make a third of a grade's progress. This will increase for subjects in which students excel. Below is an approximate map of KS4 expected progress.

	Year 10			Year 11		
CATS Score	Interim 1	Interim 2	Interim 3	Interim 1	Interim 2	Interim 3
114 - >120	6 / 7 -	6 / 7 =	6 / 7 +	8 / 9-	8 / 9=	8 / 9+
108 - 113	5-	5=	5+	6 / 7 -	6 / 7 =	6 / 7 +
102 - 107	4-	4=	4+	5-	5=	5+
95 - 101	3-	3=	3+	4-	4=	4+
87 – 94	2-	2=	2+	3-	3=	3+
<80 - 86	1-	1=	1+	2-	2=	2+

Attainment report to date

Subject	End of Year 10 Target	Interim 1 grade	Interim 2 grade	Interim 3 grade
English (Lang)	4+	4	5	
English (Lit)	4+	4	5	
Maths	5	3+	4-	
Biology	5-	3		
Chemistry	5-	3		
Physics	5-	3	3	
Geography	5-	6	5	
Religious Studies	5-	4	6	
Sociology	5-	5	5	
Spanish	5-	3	4	

	Not on track to meet target		On track to meet target		On track to exceed target
--	-----------------------------	--	-------------------------	--	---------------------------