



The King's (The Cathedral) School

Assessment and Feedback Policy

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| Responsibility: | Mr C Armstrong |
| Ratified By: | Governing Body |
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1. AIMS

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers.

2. THE PURPOSE OF ASSESSMENT

The primary purpose of assessment is to enhance student learning and development. Assessments are designed to:

- **Measure Student Progress:** Evaluate the extent to which students have achieved the learning objectives.
- **Inform Instruction:** Provide teachers with data to tailor instruction to meet the diverse needs of students.
- **Guide Student Learning:** Offer feedback that helps students understand their strengths and areas for improvement.
- **Support Accountability:** Ensure that educational standards are being met and maintained.
- **Encourage Self-Reflection:** Promote student self-assessment and reflection on their own learning journey.

3. TYPES OF ASSESSMENT

We utilise a variety of assessment types to provide a comprehensive evaluation of student learning:

- **Formative Assessments:** Ongoing assessments that provide immediate feedback, guide teachers to identify gaps and misconceptions in learning, and support students to identify areas in which they need to improve
- **Summative Assessments:** Assessments conducted at the end of a unit or course to measure student achievement against learning objectives, and allow leaders to monitor the performance of cohorts, students to understand how well they have learned and parents to stay informed about progress.
- **Self and Peer Assessments:** Opportunities for students to evaluate their own and each other's work to foster self-reflection and collaborative learning.

4. PRINCIPLES OF SUMMATIVE ASSESSMENT

Our assessment practices are guided by the following principles:

- **Integral:** a planned part of the Teaching and Learning process
- **Validity:** Assessments accurately measure what they are intended to measure. What students are asked to do is appropriate to measure learning outcomes from teaching.
- **Consistency:** Students in the same subject and year group should experience the same timings, preparation, access to resources, conditions and formats.
- **Reliability:** Assessment results are free of bias, completed in controlled conditions, and accurately marked through standardisation and moderation.
- **Transparency:** Assessment criteria and processes are clear and accessible to all. Notice and adequate preparation time should be given.
- **Inclusivity:** Assessments should make appropriate adaptations for diverse learning styles and needs.

5. MALPRACTICE AND ARTIFICIAL INTELLIGENCE (AI)

Malpractice should be addressed by the Head of Department with the support of the SLT link for the subject, and appropriate consequences put in place. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Microsoft Co-Pilot. AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism. Staff should clearly explain to students what is, and is not, permitted.

Examples may include:

- Sharing assessment or school examination content with peers either in person or on-line.
- Behaving in such a way as to disrupt and jeopardise the success of peers.
- Presenting content from artificial intelligence as the student's own work

6. REFERENCE GRADES

Reference grades are established benchmarks that reflect the potential level of student performance based on prior attainment data. These grades serve as a point of comparison for evaluating student progress and achievement.

- Reference Grades are provided for all students in Year 7 for each subject and are refreshed again in Year 10 at the start of GCSE courses, and in Year 12 at the start of Key Stage 5.
- This grade is determined by prior attainment (KS2 Testing and Cat4 Tests) which projects a student's potential at GCSE. The school uses the challenging level of data equivalent to the performance of students in the top 20% nationally.
- Reference Grades should be used by staff, parents and students in comparison to other reported grades to judge how well a student is performing. Attainment in line with this reference grade indicates performance in the top 20% nationally and therefore the pupil is making excellent progress. Attainment above this grade indicates exceptional performance and progress, while being below may indicate performance and progress either in line with or below the national average.
- Reference Grades are not a ceiling and should only be seen as a comparison to judge pupil progress.
- At Key Stage 5 reference grades are also determined by prior attainment (Cat4 and GCSE).

7. CURRENT ATTAINMENT

Current attainment refers to the level of knowledge and skills that a student has demonstrated at a specific point in time. This is assessed through summative assessment and provides a snapshot of the student's current academic performance since the last Assessment Period.

- Current Attainment is reported in line with the frequency of the Assessment and Reporting calendar.
- Current Attainment Grades report on attainment in the Current Assessment Period. Therefore, this grade may vary over time as students demonstrate differing strengths and weaknesses across the curriculum.
- Current Attainment Grades are reported as Grades 9-U at cKS3 and KS4, and Grades A*-U at KS5. as
- This grade is determined by work completed in line with the principles set out in section 4. This means in the classroom, under teacher supervision in conditions defined by the Head of Department, and which allows individuals to be awarded a mark. In practical subjects this may reflect the range of assessment in public exams. In most subjects this is likely to be silent, supervised and timed conditions.
- The data used to determine this grade is robust: this may be a significant single test but may also be based upon a range of shorter tests and assessment approaches.
- Current Attainment Grades are determined by the marks students achieve being compared to departmental grade boundaries.
- At Key Stage 3 Grade Boundaries are relative to the school's normal grade distribution. Therefore, subjects report the full range of grades from Year 7 including a Grade 9.

- At Key Stage 3 Heads of Department will consider the total marks a student is able to accrue to ensure that the distribution range is robust. In other words, there must be enough marks available to distribute across the ability range.
- Internal exam results are reported as Current Attainment for the last Assessment Period of the academic year.

8. PROJECTED GRADES

Projected grades are estimates of the grades that students are expected to achieve by the end of a course or key stage. These projections are based on current attainment, wider evidence than summative assessment, and teacher judgment.

- Projected Grades are reported in line with the frequency of the Assessment and Reporting Calendar
- Projected Grades indicate the likely end of Key Stage outcomes for a pupil if they are consistent in their approach and achievements
- Projected Grades consider a wider range of evidence than the Current Assessment Period. This includes testing over time, classwork, homework and is informed by professional judgement.
- The projected grade in the final Assessment Point in Year 9 is replaced with end of Key Stage 3 Attainment.

9. RELATIVE PERFORMANCE AT KS3

Relative performance at Key Stage 3 (KS3) involves comparing a student's performance to that of their peers.

- At Key Stage Three students will be awarded marks for each assessment which will count towards the assessment period.
- HoDs will determine grade boundaries which will allow a full range of grades 9-1 to be awarded.
- Student's grades will therefore be relative to the grades of their peers.
- The HoD will take into account the school's normal distribution. This is based on a three-year average of school outcomes at GCSE. HODs will analyse their subject's distribution to make decisions about grade boundaries or to review assessments in order to closely match the typical distribution for cohorts. This will be supported by SLT links to subjects.

10. APPROACH GRADES

These grades report more broadly on the student's approach to learning in specific lessons.

- Three approach grades are reported at each assessment point: Behaviour, Classwork and Homework.
- These grades are logged on the Departmental Assessment Record.
- A grade 1 is a very good approach and will generally be the most common grade for our students, a grade 2 is a good approach and a grade 3 indicates a cause for concern. A grade 1* may be given for an exceptional approach. A grade 3 should never be a surprise to a parent and will reflect action already taken to address the concerns.

11. ACCURACY AND RECORD KEEPING

- The Data and Reporting Manager (DARM) will provide all Heads of Department (HODs) with a Departmental Assessment Record which will be accessible from SharePoint.
- The Departmental Assessment Record will provide data and data fields to ensure all assessment data can be captured efficiently.
- HODs will use the Departmental Assessment Record to calendar an assessment programme for each year group to inform the Aps.
- HODs will ensure that assessments are marked with common mark schemes

- HODs will ensure that the marking of assessments is standardised across the department with a process of moderation and work sampling.
- Subject Teachers must both complete the assessments set and input data to the Departmental Assessment Record by the dates set by the HoD.
- At Key Stage 3, 4 and 5 the Departmental Assessment Record will provide the appropriate three-year average overall school grade distribution and a summary of the actual grade distribution for the assessment point.
- At Key Stage 3 the HoD will ensure that the grade distribution for the assessment point takes account of school grade distribution.

12. ASSESSMENT DATA COLLECTION

- Data is collected at scheduled Assessment Points (AP)
- The period between Assessment Points is known as the 'Current Assessment Period'
- There are three assessment points per academic year for each year group. For Year 11 and Year 13 the final assessment point are their GCSE and A Level Outcomes.
- HODs will ensure that the Departmental Assessment Record is complete and will date the AP overview sheet to confirm the data is ready to be processed.
- An administrator will support the DARM in uploading AP data from the Departmental Assessment Record to the MIS.

13. REPORTING

Regular and transparent reporting keeps students, parents, and other stakeholders informed about student progress and achievement.

- The Data and Reporting Manager (DARM) will ensure that reports are sent to parents after each Assessment Point.
- The student's attendance record including the total number of possible attendances, and the total number of unauthorised absences expressed as a percentage of the possible attendances.
- Reports to parents will provide the following information for each subject the student studies:
 - Reference Grade
 - Current Attainment
 - Projected Grade or End of Key Stage Attainment
 - Approach grades
- Each Year Group from Year 7 to Year 11 will receive comments from their Academic Head of Year once a year.
- Reports prior to a PPTC meeting will include an indication if an appointment is necessary from teaching staff.
- The School will report to parents on the outcomes of statutory National Curriculum testing, of example at the end of Key Stage 2.

14. INCLUSION

The principles of this assessment policy are inclusive for all pupils, including those with special educational needs or disabilities (SEND).

- Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

- For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

15. THE JUNIOR DEPARTMENT

The Junior Department adheres to this assessment policy but with some variation appropriate to Primary Education as follows:

- JD collect pupil current attainment three times per year.
- FFT data is referenced by the class teachers to assist with judging progress, but this is not shared with students or parents at this age and stage.
- Current Attainment is expressed in comparison to National Standards as Below Expectations, Working Towards Expectations, At Expectations or Exceeding Expectations (sometimes expressed as At Greater Depth)
- Projected outcomes are given in Year 6 for SAT outcomes.
- Tracking sheets are completed by the teaching staff to collate assessment data in preparation for parent consultation.
- The JD teacher meet after each assessment point to monitor progress and plan next steps in teaching.
- Attainment is reported to parents at three consultation evenings which follow the three assessment reporting points, which are also followed by an open afternoon to view evidence of progress.
- Written reports are provided at the of the academic year which include Current Attainment for each subject, and a general written comment highlighting key areas of progress and need across the curriculum, as well as attendance.
- Written reports also include approach grades of 1*-3
- Writing is assessed by a portfolio of evidence and moderated by the teachers.

16. MONITORING OF ASSESSMENT DATA

Leadership will use the AP data to monitor the progress of cohorts, and to plan curriculum adaptations, or interventions or to adjust Teaching and Learning to ensure that progress is excellent.

Attainment and progress will be monitored by HoDs, AHOYs and subject teachers using a combination of reports provided by SIMS, Power BI reports and SISRA.

The HoD will:

- Ensure that pupils' progress is tracked through the Assessment Points (AP) as scheduled on the whole school Assessment and Reporting calendar.
- Set grade boundaries for each AP.
- Check all data fields are completed by teachers.
- Check grade distributions on the DAR and make any necessary adjustments.
- Ensure all of the above tasks are completed prior to the A&R calendar deadline.
- Date the AP overview to alert the DARM that the data is ready to process.
- Make any appropriate amendments to schemes of learning in the light of pupil performance and feedback.
- Celebrate achievement and ensure that pupils who are making good progress in their Curriculum Area receive appropriate praise.
- Liaise with class teachers if there are any concerns about pupil progress and ensure that appropriate interventions are put into place, giving support and guidance where needed. Also congratulate teachers, where appropriate.
- Liaise with AHOYs when there is cause for concern about pupil progress.

- Discuss with their SLT link in their termly review the progress being made by pupils in their department.

Class Teachers will:

- Apply the key elements of AfL to their teaching.
- Provide Current Attainment, Projected Grades and approach grades to support APs.
- Keep an assessment record of every pupil using the Departmental Assessment Record.
- Use AP data provided by the SIMS Manager to monitor progress of their pupils.
- Set aside time so that pupils can, in consultation with their teacher, set their own learning targets and then monitor their own progress towards those targets.
- Use the information from assessments to inform their teaching and adjust where needed.
- Ensure that appropriate interventions are put into place to ensure that pupil progress is maintained.
- Celebrate achievement and indicate how future progress can be made.

Academic Heads of Year (AHOYs) and Sixth Form Deputies (SFDs) will:

- Monitor the progress of students through AP data provided by the SIMS Manager.
- Analyse summative assessment information and plan appropriate interventions to ensure pupil progress.
- Liaise with the relevant HoDs about any pupils who are underachieving.
- Celebrate achievement and ensure that pupils who are making good progress receive appropriate praise.

Form Tutors will:

- Use AP data to monitor the progress of pupils in their form.
- Engage in discussion with pupils in their form about the progress they are making towards their personal targets.
- Celebrate achievement.

The Data Assessment and Reporting Manager (DARM) will:

- Produce the Departmental Assessment Record.
- Produce and distribute reporting documents after every AP has been entered on SIMs for parents in preparation for a Parent Student Teacher Consultations (PSTC).
- Import data onto SISRA for analysis by HoDs, SLT, AHOYs, SFDs and teachers:
 - Assessment Point Data
 - Reference Grades
 - Exam Grades (Internal and External)
 - Year 13 UCAS predictions

17. TRAINING

- Teaching staff will receive training on the content of this policy through Middle Leader's meetings and Staff Meetings.
- CPD at appropriate times will ensure that staff are kept up to date in good practice.
- The School's Assessment Lead will disseminate information and practice throughout the school year.

18. ROLES AND RESPONSIBILITIES

18.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

18.2 Headteacher

The Headteacher is responsible for:

- Ensuring this policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities.

18.3 Assessment Lead

The assessment lead is responsible for:

- Supporting the headteacher with assessment responsibilities.
- Continuing professional development (CPD) for middle leaders/subject specialists.
- Implementation of this policy with the DARM and DART Team.

19. FEEDBACK

Meaningful, Manageable and Motivating

Intended for application to homework and classwork rather than assessment and examination and written in conjunction with the Independent Teacher Workload Review Group 2016.

AIMS OF FEEDBACK: to be effective in promoting pupil progress while being sustainable and valued by teachers and maintains the work-life balance of staff.

Feedback is **effective** when it:

- has a **single purpose**: to advance pupil progress and outcomes.
- contributes to **Teaching and Learning**.
- **acknowledges** pupil effort, progress and celebrate success.
- **encourages** pupils to act on feedback in subsequent responses.
- **enables** teachers and pupils to make decisions about what to do next: evaluate the impact of lessons; to plan future lessons, and to differentiate for groups and individuals.
- is **high quality** (effective) over quantity; the accessible language and concision allows the pupil to tackle subsequent work with improved outcomes.
- provides reliable information to parents and colleagues about pupil progress.
- develops resilience and build confidence and aspiration.
- does not detract from the pupil's own responsibility where effort or checking is insufficient.

- includes a wide **range** of different approaches including written and verbal feedback; whole class feedback; self and peer assessment.
- is given **time and space** in lessons to be discussed, responded to and acted upon: returning work at the start of a lesson allows pupils to respond to feedback.

20. FREQUENCY OF FEEDBACK

Feedback should be regular to allow the above to take place effectively but will differ from subject to subject and each Curriculum Area specifies how frequently work should be marked in Curriculum Area policies. As guidance pupils might expect to receive feedback on work three times a Half Term.

Homework should be checked for completion on the due date where feedback is delayed until the appropriate moment.

21. THE MONITORING AND EVALUATION OF FEEDBACK

The Ofsted handbook is clear: Marking is not inspected; progress as a result of feedback is:

- The quality of feedback is monitored through lesson evaluations; a lesson cannot be judged good or better without the effectiveness of feedback being judged at least good.
- The quality of feedback is also monitored by HOD work sampling and SLT Learning Walks
- Effective feedback is judged not by the 'marking' itself but by:
 - pupil outcomes and progress over time as a result of high-quality feedback.
 - discussions with pupils: how pupils are able to articulate the advice which they have been given as a result of high-quality feedback.
 - how well pupils are able to tackle subsequent work, for example how advice on drafted work has improved a final outcome.
 - looking through the lens of 'how does this promote pupil learning and confidence, and what is the impact on pupil progress?'
 - the quality of feedback; lots of marking does not necessarily equate to a good teacher.

Teachers who identify that their feedback workload is not sustainable should discuss this with their HoD/ SLT link who will help identify where feedback could be streamlined.

22. EFFECTIVE AND EFFICIENT FEEDBACK

To ensure the workload is sustainable, teachers should plan work and feedback ahead. Homework should not be set without first considering how and when this will be fed back. Homework other than revise need not be set for the week an assessment is to be completed, and written work / research homework can be balanced across a number of weeks.

22.1 Effective and Efficient Feedback:

- should be proportionate.
- should be given lesson time.
- written feedback should not shrink the importance of other forms of feedback. For example, verbal, whole class, peer and self.
- 'deep marking' 'Triple Marking' 'Dialogic' marking is not expected; pupils may simply act on feedback in future work.
- verbal feedback might not be recorded; the impact may be seen in the improved quality of work.
- the use of EBI and WWW may be used to quickly capture praise and target setting.

- for certain work, only the application of the learning will receive feedback, not necessarily anything else in the books leading up to this, creating high expectations about pupils applying their learning into a piece for the teacher's consideration.
- may, where appropriate, mark sections of a response with the remainder impression marked.
- teachers may choose to give whole class feedback and ask individuals to record and act upon the key advice rather than writing comments on the work individually.
- may make use of a visualiser or class models to identify common mistakes, rank order responses or suggest improvements.
- may use codes familiar to pupils.

22.2 PUPILS CAN BE INVOLVED IN THE FEEDBACK AND TEACHER MAY:

- ask pupils to rank order work.
- ask pupils to develop a success criterion for outstanding work and then prove they have met this.
- involve teachers writing feedback on strips of paper and students matching these to their work.
- phrase advice as a question to help promote thinking and response.

22.3 THE USE OF SELF AND PEER FEEDBACK – PUPILS MAY:

- be taught to peer and self-assess once taught samples of work and success criteria is clear.
- write their own feedback based on the success criteria or some key annotation or devise a plan jointly to improve work.
- highlight and annotate where they feel they have demonstrated evidence of skills according to the success criteria.
- annotate the success criteria or work to show their progress.

23. COMMUNICATING SUCCESS - will vary for each Curriculum Area and is specified in the CA Policy.

Classwork and homework (not formal assessments) may be given an attainment mark from 1 (poor)-10 (Excellent) or Flight Path level or descriptor feedback.

| | |
|------|--------------|
| 9-10 | Excellent |
| 7-8 | Good |
| 5-6 | Satisfactory |
| 3-4 | Weak |
| 1-2 | Poor |

Classwork and Homework will be given an effort grade from *(exceptional) to 4 (very poor).

| Grade | Meaning |
|-------|---|
| * | The level of effort put into the work is exceptional |
| 1 | The level of effort put into the work is good |
| 2 | The level of effort put into the work is satisfactory |
| 3 | The level of effort put into the work is poor and insufficient to produce the standard of which the student is capable |
| 4 | The level of effort put into the work is very poor and insufficient to produce the standard of which the student is capable |

24. LITERACY – All teacher are teachers of Literacy and in supporting the consolidation of basic skills may:

- highlight subject spelling errors with SP in the margin and require pupils to look, cover, write, check.
- highlight a small number of key spelling patterns, rules or common errors, e.g. There and Their, or gather errors from across the class to run as a spelling test.
- highlight basic sentence punctuation errors with a P.

25. PRESENTATION AND EFFORT

High expectations should be maintained, and teachers may judge that where these are found wanting work should not be accepted until the pupil has met the expected and appropriate standard.

26. RECORDING AND EVIDENCING FEEDBACK

Homework and classwork feedback is recorded by teachers in their planners or e-mark books and should inform assessment and reporting data.

Where feedback is provided electronically, then this should also be evidenced in exercise books and folders.

27. DEPARTMENT FEEDBACK POLICIES

Within the Guidelines of the Whole School Feedback Policy to include:

Marking

- Frequency of marking.
- Appropriate marking for specified assignments / types of work.

Key Stage 3 and 4

- Marking of on-going classwork and homework.
- Identification of assignments to be marked in line with KS3 Progress Levels/GCSE grades with more detailed feedback in relation to learning objectives and targets for improvement.
- The nature of the feedback/guidance that is given to students on how they can progress when levels or grades are given.
- Where appropriate, subject-specific generic explanation of marks given for on-going class work and homework.

Key Stage 5

- Monitoring/marketing of on-going classwork and homework.
- Feedback that is given to students, focusing on areas they need to concentrate on in order to progress.

Presentation of Work

- Standards of presentation appropriate to the work in the particular subject.

Standardisation of Marking Across the Curriculum Area

- Provision for moderation of marking.

Marking and Feedback in the Junior Department

- All pupils are entitled to high quality feedback, which focuses on encouragement and self-correction.
- Work will be marked primarily against the learning objective.
- Work will be marked in a contrasting colour, including highlighters.
- Not all errors will be corrected, the amount of corrections will depend on the age and ability of the child as well as the purpose of the work.

When providing feedback on pupil's work, the following four points will be covered as appropriate to the piece of work:

- Showing success.
- Indicating improvement.
- Giving an improvement suggestion.
- Making the improvement.

In the Junior Department the four stages will be implemented as follows:

Showing Success

The teacher will find examples in the children's work that link to the learning objective and then highlight, circle or underlines these. Thus, avoiding writing comments which may be inaccessible to the pupil.

Indicating Improvement

The teacher may use the agreed symbols to indicate precisely where on the work improvement could be made (again, avoiding text). These will also be displayed on the classroom wall so that pupils can use them for reference and become familiar with their meaning.

Giving an Improvement suggestion

The teacher will write down or asks the pupil for an improvement suggestion to help the pupil understand how to make the specific improvement. There are three types of improvement prompt, each linked to an area of improvement:

- **Reminder** (reminding the child of the learning objective).
- **Scaffold** (providing examples of what they need to do).
- **Example** (giving exact sentences, words or processes to copy).

With young children, with some children with special needs and for practical subjects these prompts will often be used orally.

Making the Improvement

Classroom time (typically ten minutes) will be allocated for children to read the success and the improvement suggestions and then to make their improvement. Whilst most of the class is making the improvement, time may be generated for a teaching assistant or additional adult to read out the improvement suggestions to any children who needs support in either reading or understanding the teacher's feedback. Children may make their improvements in a different colour to the original work.

Work may be initialled once it has been marked, either by the teacher or the TA.

Assessment and Monitoring Progress

Regular teacher assessments will occur throughout the academic year and results will be recorded in the JD area on SIMs Manager for data analysis the findings of which will then be used to further develop teaching. Standardised tests including optional SATs, will be used alongside internal moderation to maintain consistency and accuracy against national benchmarks.

28. MONITORING

This policy will be reviewed every two years by the allocated member of the Senior Leadership Team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

29. GLOSSARY OF TERMS

National Benchmark Data: Externally produced Benchmark levels/grades are an estimation of the level/grade a pupil is likely to achieve when their results are compared to the results achieved by other pupils of a similar ability in a national sample.

FFT (Fischer Family Trust): Established in 2001 and works with LAs and schools to provide high quality performance data to support target setting and self-evaluation.

FFT (Key Stages 2, 3 and 4): provides estimations based on prior attainment in SATs tests/teacher assessment in the Core Subjects. Available predictions:

Key Stage 2 - estimation based on KS1 SATs Levels in Core Subjects

Key Stage 3 - estimation based on KS2 SATs Levels in Core Subjects.

Key Stage 4 - estimation based on KS2 SATs Levels in Core Subjects.

Key Stage 5 - FFT provides estimations of 'A' level grades based on a pupil's GCSE average point score.

MidYIS (Key Stage 3): Tests are designed to measure, as far as possible, ability and aptitude for learning rather than achievement. MidYIS is not an IQ Test as it is designed to provide a measure of 'typical' performance. The tests are comprised of Vocabulary, Maths, Non-verbal and Skills sections.

Cat4 Tests: Cognitive Ability Tests which test Verbal, Quantitative, Non-Verbal and Spatial skills to predict GCSE and A Level outcomes.

ALIS (Key Stage 5): Provides estimations of 'A' Level grades based on a pupil's GCSE average point score.

HoD: Head of Department

AHoY: Academic Head of Year

PSO: Pupil Support Officer

SENDCO: Special Educational Needs Co-ordinator

SIMS: School Information Management System

SLT: Senior Leadership Team

DARM: The Data and Reporting Manager

DART: The Data Assessment and Reporting Team