



**ASSESSMENT, RECORDING AND REPORTING POLICY**

*2024-2025*

****

**KINDNESS | ENTHUSIASM | EXCELLENCE**

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| --- | --- | --- |
| **Approved by:** | JM Atkinson, Assistant Headteacher | **Date:** 13th January 2025 |
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# 1. Introduction

Assessment is a central part of the teaching and learning process. It is an important feature of Tottington High School’s planning arrangements and the monitoring of the progression of individual learners. It is our moral purpose to do all we can to secure our vision that every child should be equally able to secure outstanding outcomes and reach their full potential.

Definitions:

* **Assessment** is a process which provides information on the individual child’s experience and achievement, which identifies what the child knows, understands and is able to do, and provides information to guide future learning development.
* **Recording** is the selection and retention of significant and relevant information on the individual child’s experience and achievement, which indicates what the learner knows, understands and is able to do at that time.
* **Reporting** is the communication of significant and relevant information on the individual child’s experience and achievements to those who have a right to know.

# 2. 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
* Clearly set out how and when assessment practice will be monitored and evaluated

# 3. Assessment approaches

At Tottington High School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: formative assessment, summative assessment, and nationally standardised summative assessment.

3.1 Formative Assessment

Effective in-school formative assessment enables:

* **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
* **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
* **Parents** to gain a broad picture of where their child’s strengths and weaknesses lie, and what they need to do to improve

Formative Assessment involves the ongoing monitoring of student progress that shapes future lesson planning and intervention. This is not graded. Recommended formative assessment strategies are identified in each subject’s Schemes of Learning and focus on Checking for Understanding and Responsive Teaching.

* **Checking for Understanding** includes, but is not limited to, classroom dialogue, observing students at work, low-stakes quizzing, questioning, self and peer assessment, live marking of written or practical work, targeted skills/subject specific content.
* **Responsive Teaching** includes, but is not limited to, positive actionable feedback to help students “close the gap” between their current and potential attainment (or challenge their learning further).

There will be Formative Assessment checkpoints every half term where teachers will record ‘live progress’ for monitoring by school. This will take the form of a holistic teacher judgement as either ‘working below’, ‘working at’, or ‘working above’ expectations based on their knowledge of the curriculum at the age-appropriate standard at KS3 and against their GCSE target grade at KS4.

3.2 Summative Assessment

Effective in-school summative assessment enables:

* **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
* **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
* **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
* **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative Assessment involves designated graded assessment and often comes at the end of a topic or course including, but not limited to; end of topic/course tests, end of Year exams in Year 7, 8 & 9, Pre-Public Exams (PPE’s) in Year 10 & 11 and will form the basis of termly Teacher Assessment Data reports that follow the Assessment and Reporting Calendar which is based on Shaw Education Trust’s Secondary Assessment Schedule.

Summative assessments could include, but is not limited to any of the following:

* sample examination question(s);
* extended writing tasks;
* speaking or listening tests;
* activity or projects to demonstrate skills recently learnt.

Each subject’s Scheme of Learning has specific detail on the nature of each Summative Assessment delivered where the aim is to allow students to produce a final product which will show what they know, understand, and can do. The outcomes of these assessments inform both in year progress and accumulative progress across the student’s career at Tottington.

At KS3 these assessments will either be devised by SET (in core subjects) or by Subject Leads to summarise the learning of core concepts in the taught curriculum, reflecting each subject’s scheme of learning, and will also be made up of 20% of prior learning. At KS4 these assessments will be based on GCSE or Vocational Course specifications and sample assessment materials based on the taught curriculum to that point.

Summative Assessments are standardised and moderated internally by departments and the Senior Leadership Team.

3.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

* **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
* **Teachers** to understand national expectations and assess their own performance in the broader national context
* **Students and parents** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

**4. Collecting and using data**

All subjects collect data as part of Tottington High School’s data cycle. Data will be collected by departments for both formative and summative assessments. Teachers will use the formative data collection to identify how students are performing on a continuing basis and use this information to provide appropriate support or extension, evaluate teaching and plan future lessons. The summative data collections will be collected departmentally after each end of topic/course test. These will be used to monitor the performance of the students departmentally and used to identify any interventions that are required – this will be monitored by the senior leadership team and the department’s intervention plans. All subjects will be asked to collate their cumulative summative data for each student and input into the shared school system, three times a year, for each year group and this will then be quality assured by the senior leadership team. This will then be shared with Shaw Education Trust for further quality assurance.

# 5. Recording and Reporting

Recording and reporting ensures regular and relevant communication and progress to students, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording of individual student assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher, within the context of agreed departmental and whole school assessments policies.

**5.1 Recording**

Consistent record keeping by all teachers allows the effective monitoring of student progress and the regular evaluation of teaching content/styles/methods.

Good practice includes but is not limited to:

* Formative/summative assessment marks recorded in teacher mark books
* Formative assessment highlighted on student progress trackers
* Summative assessments recorded in departmental shared area.

Teachers will submit the following types of data based on Formative and Summative Assessments for monitoring by Subject Leads, Senior Leaders, and SET:

* **Live Progress** will be collected each half term. This will take the form of a holistic teacher judgement as either ‘working below’, ‘working at’, or ‘working above’ expectations based on their knowledge of the curriculum at the age-appropriate standard.
* **Summative Assessment** will be collected termly, in-line with the Assessment and Reporting Calendar. This will take the form of % scores based on their knowledge of the curriculum at the age-appropriate standard at KS3, and GCSE or Vocational working at and forecast grades at KS4. All summative assessment collections will also include an Attitude to Learning grade.

**5.2 Reporting**

Formal Termly Reports will be sent to parents in-line with Assessment and Reporting Calendar. This will be a single page computer generated report which will include:

* For Key Stage 3, it will identify their % summative score based on their knowledge of the curriculum at the age-appropriate standard
* For Key Stage 4, it will identify their GCSE working at, forecast, and target grades.
* An Attitude to Learning grade for each subject studied
* Attendance at the point of printing
* Reading Age based on the termly reading tests
* Homework Effort Grade

In addition to the above information, parents will be given descriptors that will help them interpret the information. The details of what this information will look like is included in section 11 of this policy.

**5.3 Parents’ Evenings**

There will be one parents’ evening throughout the year to ensure parents understand students’ attainment and

progress and to give clear information about the next steps in students’ learning, including what can be

done out of school.

Additionally, there will be a SLT Targeted Parents’ Evening in both years 10 and 11, when Mock Results will also be shared with parents, to provide additional support for parents and students where there is significant under performance concerns.

# 6. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

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

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

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

# 7. Training

Tottington staff receive a rigorous CPD program across the academic year. The CPD program includes keeping staff up to date with developments in assessment practice through internal sessions including, CPD Twilight Sessions, Teaching & Learning briefings, Middle Leader Meetings, Faculty Meetings, Faculty Data Meetings and whole school INSET days.

Activities include but are not limited to:

* moderation of assessment both within school and across local schools;
* sharing of best practice across departments;
* standardisation using progress trackers and exam board materials;
* reflecting on effective use of pedagogical assessment practices to boost student progress.

# 8. Roles and responsibilities

8.1 Headteacher

The headteacher is responsible for:

* Holding senior leaders to account for improving student and staff performance by rigorously analysing assessment data
* Designating appropriate senior leaders to devise, implement, and monitor this policy

8.2 Senior Leaders responsible for data and reporting

The designated senior leaders are responsible for:

* Ensuring that the policy is adhered to
* Monitoring standards in core and foundation subjects
* Analysing student progress and attainment, including individual students and specific groups
* Prioritising key actions to address underachievement
* Reporting to senior leaders and trust colleagues on all key aspects of student progress and attainment, including current standards and trends over previous years
* Co-ordinating with senior leaders and other colleagues responsible for key student groups to ensure robust intervention programmes are put in place

8.3 Heads of Subject

The Heads of Subject are responsible for:

* Ensuring that all teachers consistently complete a robust, fit for purpose assessment which generate an accurate outcome before the deadlines set out in the THS Assessment & Reporting Calendar (section 10 of this policy)
* Planning of lessons and assessment is consistent across their department
* Learning outcomes are shared with students in lessons
* Marking is standardised, including constructive feedback to students
* Data is moderated within the department
* Assessment data is used to inform teaching, planning, and learning
* KS4 assessment data is consistently reviewed alongside department Question Level Analysis (QLA)
* KS3 assessment data is consistently reviewed, focusing on headline figures, trends, and individual class performance
* Monitoring and evaluating departmental assessment practice and outcomes

8.3 Teachers

Teachers are responsible for:

* Implementing departmental and whole school policies on Assessment.
* Reporting to pupils, parents, and staff on individual and group progress.
* Liaising with the Head of Subject and Head of House regarding individual pupil support as required
* Celebrating success logged via Class Charts and the nomination of pupils for awards.

8.4 Students

Students are encouraged to take an active role in their learning and to:

* Participate and contribute to discussions involving learning intentions and success criteria.
* Participate in the techniques of self/peer assessment and evaluation.
* Act on feedback provided by teachers and peers.
* Help foster a positive learning environment through positive behaviour.
* Set personal goals and targets through self-management.
* Value their learning.

8.5 Parents

Parents are encouraged to take an active role in their child’s learning and assessment journey. It is expected, therefore, that parents will:

* Support the school’s policies and guidelines on behaviour, and on attendance and punctuality.
* Provide conditions at home that enable independent study.
* Respond to correspondence from school where appropriate.
* Attend Parents’ Evenings and other information evenings where appropriate.
* Not book holidays during term-time.
* Take an active role in reviewing their child’s progress by celebrating achievements, discussing reports and assessment grades regularly.
* Contact school directly with any subject or pastoral concerns.

# 9. Monitoring

This policy will be reviewed yearly by the headteacher or the designated senior leader(s). At every review, the policy will be shared with the academy council.

All teaching staff are expected to read and follow this policy. The senior leadership team are responsible for ensuring that the policy is followed.

The senior leadership team will monitor the effectiveness of assessment practices across the school, through:

* moderation of both formative and summative assessment;
* lesson observations;
* work scrutinies;
* data progress meetings;
* departmental health checks.

**10. THS Assessment & Reporting Calendar 24-25**



Assessment weeks have been designed to allow more than a week to mark and then input data. The week in between assessments and the data deadlines will be used for marking during meeting time.

**Key Dates**

|  |  |  |  |
| --- | --- | --- | --- |
| **Summative Assessment Dates** | **Term 1** | **Term 2** | **Term 3** |
| **Year 7**  | w/c 25th November | w/c 17th March | w/c 23rd June |
| **Year 8** | w/c 25th November | w/c 17th March | w/c 23rd June |
| **Year 9** | w/c 25th November | w/c 17th March | w/c 23rd June |
| **Year 10** | w/c 25th November | w/c 3rd March | w/c 16rd June |
| **Year 11** | w/c 14th October | w/c 10th February |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Collection Dates** | **Term 1** | **Term 2** | **Term 3** |
| **Year 7**  | 11th December | 2nd April | 9th July |
| **Year 8** | 11th December | 2nd April | 9th July |
| **Year 9** | 11th December | 2nd April | 9th July |
| **Year 10** | 11th December | 2nd April | 9th July |
| **Year 11** | 20th November | 12th March | 18th June (final prediction) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Reporting Dates** | **Term 1** | **Term 2** | **Term 3** |
| **Year 7**  | w/c 6th January | w/c 21st April | w/c 14th July |
| **Year 8** | w/c 6th January | w/c 21st April | w/c 14th July |
| **Year 9** | w/c 6th January | w/c 21st April | w/c 14th July |
| **Year 10** | w/c 20th January | w/c 5th May | w/c 14th July |
| **Year 11** | w/c 25th November | w/c 31st March |  |

|  |  |  |
| --- | --- | --- |
| **Parents Evening Dates** |  |  |
| **Year 7**  | 10th October (Information Evening) | 24th April |
| **Year 8** | 13th February |  |
| **Year 9** | 27th February |  |
| **Year 10** | 23rd January | 17th May (SLT Targeted & Mock Results) |
| **Year 11** | 28th November (incl. Mock Results) | 3rd April (SLT Targeted & Mock Results) |

**11. Reporting Information for Parents**

**11.1 Grade Descriptors**

The following information is shared with parents to explain what the scores and grades mean:

**Grades at KS4**

|  |  |
| --- | --- |
| Forecast Grade | A prediction of what we expect your child will achieve based on their current working level and what they are capable of based on their Attitude to Learning. This grade is aspirational and not guaranteed. |
| Working at Grade (WAG) | The current grade your child is working at, if they were to be examined at the time of the data being collected. |

|  |  |  |
| --- | --- | --- |
|  | **LEVEL ONE PASS** | **LEVEL TWO PASS** |
| **Legacy GCSE Grades** | G | F | E | D | C | B | A | A\* |
| **Vocational Grades** | P | M | D | P | M | D | D\* |
| **9-1 GCSE Grades** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

GCSE Science (combined) is a double award subject. For their final GCSE grade students will therefore be awarded two grades for Science. Students grades for this subject therefore reflect this in Year 10 and 11. Possible grades for Science are below:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1-1 | 2-1 | 2-2 | 3-2 | 3-3 | 4-3 | 4-4 | 5-4 | 5-5 | 6-5 | 6-6 | 7-6 | 7-7 | 8-7 | 8-8 | 9-8 | 9-9 |

Within the GCSE/Vocational Grades students might also be given a fine grade that will allow you to see how secure your child is within this grade. The table is an example of what the fine grade means:

|  |  |
| --- | --- |
| 4+ | Could soon achieve grade 5 with intervention |
| 4= | Secure in grade 4 |
| 4- | Insecure – intervention is required to secure grade 4 |

**11.2 Attitude to Learning Descriptors**

The following information is shared with parents in the Termly Reports to explain what the Attitude to Learning scores represent:

|  |  |
| --- | --- |
| 1 = Always | Respectful to others. Has a positive approach to lessons. Produces work to the best of their ability. Arrives to lessons on time, in the correct uniform, and fully equipped for learning. |
| 2 = Usually |
| 3 = Sometimes |
| 4 = Rarely |

**11.3 Homework Effort Grade Descriptors**

The following information is shared with parents in the Termly Reports to explain what the Homework Effort Grades represent:

|  |  |
| --- | --- |
| 1 = Excellent | Homework is always completed on time and to a high standard. |
| 2 = Good | Homework is mostly completed on time and to a good standard. |
| 3 = Satisfactory | Homework is usually completed on time, but not to a good standard. |
| 4 = Unsatisfactory | Homework is rarely completed in time or to a suitable standard. |

**11.4 Attendance Descriptors**

The following information is shared with parents to explain the impact attendance has on students:

|  |  |
| --- | --- |
| **Above 97%:** less than 6 days absence a year | Student will almost certainly get the best grades they can, leading to better prospects for the future. Student will also get into a habit of attending school which will help in the future. |
| **95%:** 10 days absence a year | Student is likely to achieve good grades and form a habit of attending school regularly. Students taking a 10-day holiday term time every year can only ever achieve 95% attendance. |
| **92%:** 15 days absence a year | Student is missing three weeks of school per year; it will be difficult for them to achieve their best. The school may consider referring a student with this level of attendance to the Local Authority. |
| **90%:** 19 days absence a year | The Government classes these pupils as “Persistent Absentees” and it will be almost impossible for them to keep up with work. Parents of these pupils could also face the possibility of legal action being taken by the Local Authority. |

Attendance of 90% or fewer results in a drop of 1 FULL GCSE grade per subject

# 12. Live Progress Tracking: Annex to THS’s Assessment Policy

‘Formative assessment is central to effective and responsive teaching. It involves the use of **strategies** aimed at gathering **information** about students’ progress so that teachers can **adapt their teaching accordingly and guide students with clear steps for improvement’** (Clark, 2024).

**Live progress tracking**

There is a shared ethos across SET schools for the importance of high-quality formative assessment approaches leading to adaptive and responsive teaching that support students with learning in real time. SET schools employ their own mechanisms for this process, many of which utilise digital tools.

Live progress tracking in Arbor will enable schools to maintain the live status of pupil progress, drawing from the formative mechanisms that support a teacher’s judgment of how well a student is progressing. Tracking of Live data will commence in week 4; the ‘on-track’ column for each pupil in each subject/ area where Live tracking has been agreed will be pre-populated with ‘On’. Schools will only update the live status if there are concerns with a pupil’s progress so early intervention can be put in place or if a student exceeds expectations, so the student continues to receive appropriate challenge. Live tracking will remain fluid across the year with ‘snap shots’ of data taken each half-term. Data should be used to inform strategic actions and to support the rigor of quality assurance.

**Grade set for live progress tracking: Above, On, Below track**

**SET Net link for all secondary policy and assessment schedule:**

[Secondary assessment guidance](https://shaweducationtrust.sharepoint.com/%3Af%3A/r/sites/SETnetEducationAndCurriculum/Shared%20Documents/Secondary%20assessment%20guidance?csf=1&web=1&e=6enrds)

**Overview for Live tracking**

At THS we will ensure that all our teachers use a range of evidence to determine if a pupil is making sufficient progress. Pupils will have the opportunity to access short quizzes and will also, as part of their independent task, complete work where staff will live mark it and again be able to record data on Arbor. Leaders can then view the data on Arbor and review the work in books, PPEs and other assessments to inform the planning for intervention sessions and any changes to the curriculum that is needed to support and challenge students. Curriculum documents will work alongside the data to ensure that the students are learning at the pace required.

Leaders in the school will make decisions on the live progress tracking during their quality assurance process, moderation and standardisation processes. This will ensure that leaders are reflecting on the data in front of them before making decisions on a regular basis. Staff themselves during this process will have the opportunity to reflect on their own classes assessments by reviewing assessments, reviewing work in books and using their professional judgement when gathering information on pupil progress.

As a result of this the data that has been inputted will allow leaders to review the curriculum through the quality assurance processes and change/amend where needed. Data taken from Arbor will also support pupils of SEND because leaders will be able to see live data when completing reviews or assist the writing applications to support EHC plans. It will also allow leaders at all levels to plan their line management and put plans into place to support the academy gaining excellent outcomes for all key stages.

**Examples for the use of Live data:**

* **Headteacher and QAL**

- monitoring the % of pupils on, above or below track in real time to inform rigorous conversations about school performance and curriculum impact;

-triangulate over and under performance with attendance, behaviour, SEND etc to build a holistic picture about pupil’s progress and school performance to inform strategic direction/ sprints;

* **SLT and HOD**

-FLMA time to monitor live status across area of accountability and to evaluate curriculum impact;

- data to support Quality of Education triangulation processes: identify areas for highest leverage actions, and where challenge and performance is successful, share and celebrate good practice in real time;

* **HOD and Teachers**

-drawing on live information in e.g. in curriculum conferences/ departmental meetings to evaluate the impact of the taught curriculum and make any necessary adaptations;

- inform subject level intervention plans to ensure gaps are addressed rapidly;

-adapt the upcoming curriculum so the needs of all learners are met;

* **SLT and HOY**

-monitoring pupil’s progress across the full range of subjects to identify wider/ pastoral barriers to learning;

-to support wider intervention planning and celebrate excellent performance.

**Example of the language that can be used for Live data:**

**Live Progress Tracking**

**Key question:** Has the pupil gained a sufficient standard of knowledge/skills from recent curriculum class work as evidenced through e.g. fluency testing, low stakes quizzes, formative assessment, online programmes? This is a holistic judgement using a range of data as decided by each department.

* **On Track:** Yes, the pupil has gained a sufficient standard of knowledge/skills from recent curriculum class work as evidenced through low stakes quizzes, formative assessment, online programmes etc.
* **Above Track:** The pupil has gained an excellent standard of knowledge/skills from recent curriculum class work as evidenced through low stakes quizzes, formative assessment, online programmes etc.
* **Below Track:** The pupil has not gained a sufficient standard of knowledge/skills from the curriculum class work and will receive extra in class-intervention/strategies. There are substantial gaps in knowledge/skills.