



Assessment Policy

This Policy Applies to Ealing Independent College

Agreed by (Head and Governance)
Reviewed annually by BV Education Team
Date of last review July 2026
Date of next review July 2027

Introduction and Purpose

Rigorous, responsive and dynamic assessment that is adaptive to the needs of individuals and cohorts underpins effective learning and teaching in Bellevue Schools.

Assessing to Deliver:

We operate on the strategic core principle of '*Assessing to Deliver*' (Bellevue Strategy 2029). Assessment is fundamentally utilised as an active, formative planning driver to meet learning opportunities and personalise provision, rather than as a passive mechanism for retrospective measurement. A common language and framework for assessment is shared across staff, parents/carers, and pupils, ensuring that:

- · Assessment actively drives future learning and curriculum planning.
- · Teachers retain direct ownership of data analysis, conducting forensic interrogation of assessment data to maximise pupil progress and adapt classroom delivery.
- · Diagnostic entry tasks and prior-learning checks precede core content delivery to pitch learning accurately, establish dynamic pupil groupings, and stretch all abilities and enable adaptive learning opportunities
- · Teachers engage in reliable, data-informed conversations with pupils, parents, and colleagues regarding learning profiles.
- Pupils understand where they are in their learning and what they need to do to progress
- · Parents/carers receive clear, actionable insights into attainment, progress, and next steps in a personalised way, not just in set pieces
- Strategic decisions on curriculum design and agility are grounded in rigorous evidence.

Data Collection & Forensic Interrogation

- In order for us to gain a full picture of each child's learning profile, the school uses a number of indicators, looking at Potential (P) Attainment (A) Progress (P) and Attitudes (A) (P.A.P.A)
- · **Diagnostic & Prior-Learning Assessment:** Conducted prior to introducing concepts

to identify starting points, uncover misconceptions, and configure dynamic learning groups.

- · **Formative Assessment & PiTA:** Continuous Assessment for Learning (AfL) and Point in Time Assessment (PiTA) empower teachers to adjust learning pathways dynamically, enabling staff full curricular agility beyond rigid commercial schemes.
- · **Summative Assessment:** Periodic benchmarking measuring distance travelled against national standards
- This enables teachers to make the most informed and impactful decisions about:
 - where each pupil is in their learning,
 - where they need to go next in their learning
 - what they will need in order to get there
 - what the best pathway is for the learning
 - how their perceptions about themselves as learners impact on their learning

Data Collection: The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed. In addition to our day to day formative assessment, Standardised assessment suites (including CAT4, GL Progress Tests in English/Maths/Science, NGRT) are administered to provide objective national benchmarking.

The emphasis **is on teachers having ownership of their data**. As such, teachers perform forensic interrogation of assessment data to analyse cohort trends, gender/SEND/EAL variations, and potential gaps (PAPA mismatch). This interrogation directly feeds into termly Pupil Progress Meetings with SLT, driving targeted classroom interventions, dynamic groupings, and curriculum adaptations. Quality assurance is maintained internally by SLT and externally via the central Bellevue Education Committee Governance.; so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term; this is quality assured internally by [pupil progress meetings by Heads of subject and SLT] and external quality assurance is provided by our central education committee through governance.

Data Protection (UK GDPR) & AI Safety in Assessment:

- **UK GDPR & DPA 2018 Compliance:** Pupil assessment data constitutes personal data managed in strict accordance with UK GDPR and the Data Protection Act 2018. Records are stored securely within cloud management systems (e.g. Insight Tracking/ iSAMS) with role-based access restrictions. External data sharing for central Bellevue governance or benchmarking is

anonymised and consolidated.

· **Generative AI Safeguards:** In compliance with DfE sector guidance, staff are strictly prohibited from entering identifiable pupil work, assessment results, or identifiable data into non-enterprise Generative AI tools for automated marking, feedback, or analysis.

Key Terms:

¹Diagnostic assessment: checking of prior knowledge and gaps in order to clearly establish teaching and learning needs and starting points

²Formative assessment: the process of collecting detailed information that enables the teaching and learning to be adaptive to meet the learning needs of the pupils, *while it's happening*. This is also known as *assessment for learning (AFL)*

³Summative Assessment: commonly summative assessment is conducted at a point in time, through evaluation of learning (using a test or a summative judgement of the formative acquisition of skills); however, wherever possible, the summative assessment should be used FOR learning and provide diagnostic information for moving onto the next steps in learning, not simply a summary OF learning.

Potential (P)

What is potential? Aptitude for acquiring and using new skills and knowledge.

It is important to note that research demonstrates a number of factors that can increase a pupil's learning beyond their 'measured potential' and therefore if, for example, a child displays a lower CAT4 score, this is not a reason to limit the learning pathways or the aspiration of that pupil. The school will always use it as a starting point in conjunction with all other data measures to ensure that all support and challenge is targeted to aspire to exceed potential.

Why and how do we measure potential? to give us an indicator of a pupil's aptitude for learning and their wider skills to enable our teachers to provide targeted support and challenge for individuals and to make informed decisions about a pupil's progress.

Standardised CAT4 (Cognitive Ability Tests) are administered annually to provide information and understanding about pupils' wider abilities. They are curriculum independent tests and are measured against National Benchmarks. They give a clear indication of learning potential.

How does it relate to other aspects of P.A.P.A. and how do we use this data?

Potential measures can create predictors for a pupil's actual performance in day to day learning and tests; for example, Combination Reports in GL can be used to compare Potential as assessed in CAT4 assessments, against Attainment as measured in assessments.

Attainment (A)

What is attainment?

Attainment is the achievement of skills and knowledge to a level of depth and competency within a set and agreed framework.

Why and how do we measure attainment?

Effective formative assessment enables teachers to plan carefully to ensure they maximise the learning opportunity and challenge for each pupil in each lesson and consolidate skills where necessary.

The school measures the attainment of each pupil cumulatively (this is formative assessment) using carefully designed criteria that support judgement of how pupils are able to independently apply a skill or knowledge (the depth of acquisition), against specified objectives, as set out in the table:

Ability	Definition
Exceeding	Skill, knowledge or understanding is demonstrated and applied naturally and in context without any prompting or modelling. Moderation and triangulation shows that it is applied confidently and consistently, such as: - outside lessons and subjects related to this area - across different contexts (eg - projects/ homework) - in tasks combining multiple skills (eg - problem solving/ investigation/ independent writing projects) - Pupil is able to explain it to others
Secure	When a skill or objective is modelled/ taught the pupil fulfils all aspects of the criteria within their work, and is able to apply the concepts independently and consistently in context within a lesson related to this area. Ready to deepen understanding with further challenge.
Developing	Once modelled, although the pupil can employ the skill, - They are not fully independent: the child needs some adult intervention to initiate or employ the skill, this may be through the form of scaffolding, further modelling, or visual/ verbal prompts

	- this is not consistent - does not perform elements of the criteria e.g. number bonds to 20 makes mistakes when adding two single digit numbers to go across ten
Beginning	The skills, concept or body of knowledge has been taught but is rarely shown or applied consistently or appropriately, without direct adult support ; or the child is operating well below the targeted indicator, e.g. number bonds to 20, but the child only knows bonds to 10
Not Achieved	An area that has either not been covered in the curriculum, or in which the child has shown no evidence of the indicator

These skills are collated and combined over time using the school's assessment tracking tool, to create a Point In Time Assessment (PITA), which is a summative judgement (Appendix 1) to demonstrate how a pupil is attaining at that point against the agreed framework and in relation to ARE.

Judging Attainment

In order to make a judgement about a student's level of attainment, the following cycle would be typical:

- Using the framework and achievement summaries to plan from pupils' starting points
- Teaching subject content
- Formative assessment of individual skills
- Tracking of individual skills and depth (through the use of Month Marks Universal Tracker and termly Mock Examinations)
- Informal and formal summative assessment
- Moderation of work and triangulation of objectives tracked on Insight Tracking/ MIS tracking
- Teacher judgement of pupils' PiTA stanine
- Use of exemplifications to assist with judgement*
- Output of PiTA using autocalculate tracking to calibrate judgements in addition to teacher judgement and monitoring of assessment results across the year.

Incidental Learning and accelerating progress:

Pupils are not only judged on taught objectives; teachers are mindful of and aware of when pupils are using skills naturally as part of their learning and this will be highlighted against tracked objectives for a number of reasons:

- If a pupil is using skills naturally and accurately outside the context in which they are being taught, this is an indicator that they are 'exceeding' in that skill for their age group and therefore, this is recognised so that they can be planned for at the appropriate starting point the next lesson/ next time they meet that concept.

- If a pupil is demonstrating consistently CAT scores in the 8/9 (A/A*) stanines the likelihood is that they are working in the year group or more ahead and therefore are given opportunity to be challenged at this level, whilst ensuring that any learning appropriate within the current year group is not overlooked.

Rigorous moderation of 'exceeding' judgements is conducted on an ongoing basis with triangulated evidence to ensure that pupils are set learning at their appropriate level.

How does it relate to other aspects of P.A.P.A. and how do we use this data?

Measuring attainment also gives clear information between two points in time as to how a pupil has progressed in relation to their potential and previous attainment and will often give some indicators as to their attitudes towards their learning, particularly if they are attaining well above or well below their potential. Additionally, standardised testing can provide both summative and diagnostic information about where a student is in their learning and what their next steps will be.

Progress (P):

What is progress? Progress is the rate with which a student develops the depth of skills and knowledge towards attaining the set curriculum goals in relation to ARE

Why and how do we measure progress? Progress is a good indicator of a student's continued success in relation to their prior performance and whether they are continuing to be successful in school, as well as how they are performing against their potential capability. The school measures progress from both standardised testing and teacher assessments

Standardised testing to demonstrate progress: Using comparisons of student data between their test to test can provide indicators of progress by showing an uplift in results against previous data within and across years.

Formative teacher Assessment, tracked to demonstrate progress both broadly and at a granular level:

Broadly: Within the Bellevue PiTA model, attainment is coded by stanine as well as language. This can be used to track progress against prior attainment. The progress will be measured between two points by both looking at the stanines of attainment and through generating a progress report based on the rate and depth with which each child acquires skills and knowledge:

In a detailed way: by being able to look forensically at the specific areas of progress and gaps in understanding and learning using the Month Marks Universal Tracker and termly Mock Examinations.

The school undertakes Pupil Progress Meetings monthly to ensure that pupils are making at least expected levels of progress and to identify actions for those pupils who may need targeted intervention. (Appendix 2)

Meeting Individual Needs

The responsibility for identifying, assessing and monitoring children with Special Educational Needs or who are Able, Gifted & Talented, is the responsibility of the class teacher in conjunction with the SEND. Further detail on this is covered by policies for Special Educational Needs and Able, Gifted & Talented.

How does it relate to other aspects of P.A.P.A. and how do we use this data?

Using this measure alongside attainment and potential prevents high-attaining pupils from 'coasting' because they seem to be progressing relatively well, and equally it allows the academic development of lower-attaining pupils to be judged positively if they are making significant progress and closing the ARE gap between themselves and their peers. It will be used to triangulate between the other measures within P.A.P.A.

Attitudes (A): A pupil's response to their learning experience and the way they engage with learning and school.

Why and how we measure attitudes:

How pupils feel about themselves as learners and their attitudes to school and their teachers has a known and sometimes profound impact on how they achieve within lessons and overtime at school. It is therefore a critical part of the assessment process to establish pupils' perceptions of their school and learning experience and to take into account pupils' views of themselves as learners and how their dispositions and attitudes may tell us more about their performance.

As well as day to day observable attitudes in lessons and throughout other aspects of the school day to give us qualitative measures of pupils' attitudes to learning, we also use a standardised survey called PASS (Pupil Attitudes to Self and School) annually to gain a detailed picture of each child's attitudes from [Year 9 - Year 13] and their feelings about their learning and school experience.

How does it relate to other aspects of P.A.P.A. and how do we use this data?

Pupil attitudes are like the missing piece of the jigsaw in understanding why a pupil may be receiving consistent or disparate results across their other areas and why their attainment and progress might not match their potential.

Once our teachers see this full picture, they are able to conference with individual pupils in order to understand how aspects of their school experience may be affecting their learning and how this can be improved with the right kind of intervention and support. This will inform the pupil mentoring cycle.

Whole School Assessment Cycle

The school provides points throughout the year for both internal and external assessment gathering, analysis and reporting. Please see Appendix 3 for details of our assessment calendar [Bellevue example Appendix A]

Inclusion, SEND & EAL Assessment:

Pupils with SEND or EAL undergo structured diagnostic screening to identify barriers to learning.

- **SEND:** Follows the 'Assess, Plan, Do, Review' cycle. Diagnostic data informs Individual Education Plans (IEPs) and formal access arrangements (e.g., extra time, readers, scribes) for internal and public assessments.
- **EAL:** English language proficiency is evaluated using acquisition frameworks to calibrate classroom scaffolding and targeted language support.

Moderation

Moderation meetings take place termly on a formal basis in the core subjects.

The purpose of these meetings is outlined below:

- It ensures consistency both between and across year groups on achievement. This requires all staff to have a thorough understanding of the framework and what constitutes the depth to which individual objectives are learned: whether pupils have developed competency at a Beginning, Developing, Secure or Exceeding depth and how this triangulates within evidenced bodies of work. This process also serves as an evaluation of the opportunities available to pupils that offer development of deeper learning and application to other contexts and subjects.
- It ensures that learning is tailored to the ongoing needs of pupils, rather than fulfilling a framework obligation.
- It supports staff in looking at in year and above and below year expectations
- It supports staff in developing high-quality formative feedback.
- It supports staff in analysing gap analysis for their cohort and next steps.
- It generates professional conversations between class teachers, across year groups and all levels of leadership.
- It supports staff in developing a thorough understanding of what the different standards of work look like, for example through regular sharing of expectations in planning meetings and the development of portfolios of exemplar work.

Roles and responsibilities

Teachers are responsible for:

- (i) ensuring that they are familiar with and consistently implement the content of this policy and the standards within the assessment framework
- (ii) the day to day learning needs of the children; ensuring that they make use of all forms of data to design learning experiences that maximise opportunity for developing each individual's skills and knowledge
- (iii) monitoring and evaluating the progress of the children they teach and care for

- (iv) equipping children to have cogent conversations about where they are in their learning and next steps
- (v) reporting clearly and accurately to parents, subject leaders and senior leaders on PAPA

Subject leaders are responsible for:

- (i) having the strategic overview of their subject driven by data evidence
- (ii) providing the framework of progression for their subject
- (iii) ensuring that the monitoring of the cycle and the quality of assessment in their area is carried out in an accurate and timely manner so that it can be used to inform learning for individuals and cohorts for maximum impact on outcomes (Appendix 1)
- (iv) providing support and training to teachers to enable them to teach and assess their impact and pupils individual needs effectively
- (v) leading the development and reliability of assessment within their subject through regular and effective moderation

Senior leaders are responsible for ensuring that there is:

- (i) a consistent understanding of the framework and implementation of the assessment strategy
- (ii) quality assurance around the processes surrounding learning and assessment across the school
- (ii) time to effectively evaluate and refine assessment processes so that they remain fit for purpose
- (iii) a clear cycle of CPD to ensure that staff are sufficiently equipped
- (iv) time for leaders to monitor their subject, train staff and evaluate impact
- (vi) time for teachers to reflect on formative assessment, analyse summative assessments and calibrate judgements with colleagues/ moderate
- (vii) continual raising of standards through the use of data analysis to target groups of and individual pupils and that there is a culture of individualised approach to learning
- (vii) visibility for parents on their child's learning and that this is communicated clearly

Reporting to parents:

We believe in ensuring our parents are part of the learning partnership and our reporting system enables them to have visibility of their children's learning and progress through:

Reporting to Parents & Character Education Integration:

Written reports and parent consultations provide a holistic evaluation of academic attainment, progress, and character development.

- **Character Education & Attitudes to Learning:** Reporting descriptors explicitly measure core Bellevue character traits—including *Resilience, Self-Regulation, Moral Integrity, Curiosity, and Adaptability*—alongside effort.
- **Connecting & Belonging (Parental Engagement):** Schools host annual parent workshops explaining standardized metrics (stanines, age-standardised scores, ARE), ensuring reporting is

accessible, transparent, and collaborative.

Appendices

Appendix 1: Point In Time Assessment (PITA) Model

The school uses a Point In Time Assessment model, which ensures that at any given reporting point, it is clear to see whether a pupil is attaining at, above or below the expected standard and how they are performing against national benchmarks.

Summative Assessment Language and Descriptors

Stanine descriptors for summative	% weighted curriculum (EoY)	Benchmark Assessment Descriptors	GCSE grade bands	GL (SAS)	GL	Reporting to parents
1. Significantly below ARE	<5%	-Is largely or wholly unable to access the curriculum, despite intense personalised support and scaffolding, -Will be following a different curriculum to the rest of the class. -Likely to be working more than 1 year behind ARE and have an individualised support plan.	1 - G	<74	Very low	Working Well below National Standard
2. Well below ARE	5-14%	-Is working below age related expectations and is only able to access year group curriculum with heavily personalised support and scaffolding, -May be undertaking different tasks to the rest of the year group. -Working approximately 1 year behind ARE	2 - F	74-81	Below Average	Working Below National Standard
3. Below ARE	15-27%	Is able to access the year group curriculum with personalised support and scaffolding. Has significant gaps in learning. May be doing some different tasks to the rest of the class and may be receiving, or needing some intervention to secure core learning. Working 2 terms behind ARE.	3 - D/E	82-88	Average	Working Below National Standard
4. Just below ARE	28-45%	-Is able to access the correct curriculum but sometimes need some scaffolding or support. -Has some gaps in their learning but is on track in a number of expected areas. -Sometimes struggles to acquire and embed concepts -Rarely applies learning of year group objectives independently -Likely to be working approximately 1 term behind ARE.	4 - standard pass - bottom end of C	89-96	Average	Working Below National Standard

5. At ARE	46-60 %	-Is secure in many, but not all, of ARE and is showing sound understanding of over half of the objectives taught. -Is more often than not successful at learning new concepts and is starting to apply their skills independently, but not consistently. -Needs minimal scaffolding, but occasional prompts. -May have some smaller gaps in learning which need closing in order to become secure.	5 - good pass	97-103		Working within expected (National) standard
6. Just above ARE	61-90 %	-Is meeting national ARE. -Is usually a successful learner, at that year group level, showing good understanding of and can apply over 80% of the curriculum objectives taught. -Usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.	6 / B	104-111		
7. Securely Above ARE	91%+	-Is starting to exceed national expectations and is always successful in understanding the key learning/ objective taught, with few errors when applying acquired skills or learning independently to a range of contexts, often explaining or justifying ideas. -Likely to be working at least 1-2 terms ahead of ARE	7 / A/A-	112-118		Working above expected standard
8. Well Above ARE	31-60 % yr grp above	Is exceeding year group ARE. -Is always successful in understanding the key learning objective. -Can consistently apply their skills independently in a range of contexts, with minimal error and can explain and justify their ideas. -Often able to see links between concepts and how these work as part of a bigger picture. -Likely to be working at least 2-3 terms ahead of ARE	8 / A*	119-126	Above average	(or at school's standard - eg: NH expected standard)
9. Significantly above ARE	61%+ yr grp above	-As above, but is more often than not working significantly beyond the year group objectives and demonstrates significant skills and knowledge beyond the curriculum. -Can consistently extend thinking to link several ideas, make generalisations and consider and use these in new and different ways. -Can synthesise and evaluate their own and others' ideas effectively. -Likely to be working at least 4 terms ahead of ARE	9 / A**	127-141	Very High	Working significantly above

If a member of staff is seeking to **summatively** assess a pupil as attaining a stanine beyond the year range (8/9) this would only occur where the pupil is consistently demonstrating 'exceeding' in formative assessment skills statements and this has been triangulated against evidence in, for example: pupil progress meetings and moderation meetings as well as in day to day observations by the teacher.

Appendix 2: Pupil Progress Meetings, Intervention Target Setting and Individual/SEND Needs

At Ealing Independent College, pupil progress is reviewed systematically through termly Pupil Progress Meetings for all students in Years 9 to 13. These meetings provide a structured opportunity to evaluate academic attainment, progress, attitudes to learning and any individual barriers that may be affecting a student's performance

Area	Ealing Independent College Approach
Frequency of Pupil Progress Meetings	Pupil Progress Meetings are held on a termly basis for each year group from Year 9 to Year 13 .
Students Reviewed	Every student within each cohort is reviewed individually to ensure that academic progress, engagement and support needs are considered consistently.
Academic Attainment and Progress	Students' current marks and assessment data are reviewed, with particular scrutiny given to mock examination results, internal assessments and subject performance . Results are considered in relation to previous attainment, expected progress and the student's academic potential.
Analysis of Results	Staff scrutinise assessment outcomes to identify patterns of strength and weakness. Where progress is below expectation, discussion focuses on diagnosing the underlying reasons, including gaps in knowledge, examination technique, attendance, organisation, independent study habits or other barriers to learning.
Attitude to Learning	Academic results are considered alongside each student's attitude to learning , including engagement in lessons, completion of homework, organisation, attendance, punctuality, participation and willingness to act on feedback. This helps staff distinguish between difficulties arising from subject knowledge and those linked to learning behaviours.

Staff Discussion and Diagnostic Review	Relevant teaching and pastoral staff contribute to the discussion so that a rounded picture of each student is developed. Subject-specific concerns are considered alongside wider patterns across the curriculum.
Target Setting and Intervention	Where concerns are identified, clear and achievable targets are agreed. These may include subject-specific academic targets, improved revision strategies, additional supervised study, catch-up work, individual teacher support, mentoring or closer monitoring of homework and engagement.
Individual and SEND Needs	Students with identified SEND or other individual needs are considered in the context of their existing support arrangements and reasonable adjustments. Staff review whether current strategies remain appropriate and whether additional or modified support is required to enable the student to make progress.
Student Feedback	Following the review process, students receive detailed feedback on their performance. This includes recognition of areas of success, identification of areas requiring improvement and clear guidance on the next steps they should take.
Communication and Follow-up	Where appropriate, key concerns, targets and interventions are communicated to parents or carers. Progress against agreed actions is monitored by subject teachers, tutors and pastoral staff and reviewed again at the next progress point.
Ongoing Monitoring	Pupil progress is not limited to the formal termly meetings. Teachers continue to monitor attainment and attitudes to learning throughout the term, allowing intervention to be adjusted where necessary before the next formal review.

Purpose of the Process

The purpose of the Pupil Progress Meeting process is to ensure that no student's progress is considered solely on the basis of examination results. By reviewing attainment alongside attitudes to learning, individual circumstances and SEND needs, the College is able to identify concerns at an early stage, establish appropriate interventions and provide each student with clear, personalised guidance about how to improve.

The process also enables staff to identify students who are performing either significantly above or below expectations and to respond appropriately, whether through additional challenge, targeted academic support, pastoral intervention or adjustments to existing provision.

Appendix 3: Ealing Independent College Assessment and Reporting Cycle

Assessment at Ealing Independent College is an ongoing process designed to establish students' starting points, identify academic potential, monitor attainment and progress, diagnose areas of strength and weakness, and ensure that appropriate academic and pastoral interventions are put in place promptly. The College operates a structured assessment and reporting cycle for **Years 9–13**. Information from CAT4 testing, regular class assessments, mock examinations, teacher assessment and attitudes to learning is considered collectively so that staff have a rounded picture of each student. Assessment information is used not simply to generate grades, but to inform teaching, target setting, intervention, SEND provision and communication with parents.

Time / Review Point	Assessment Activity	Students	Purpose and Use of Assessment
Start of Academic Year – September	CAT4 Assessment and Initial Academic Review	Years 9–13, as appropriate	To establish an early picture of each student's cognitive profile, academic potential and starting points for learning. CAT4 outcomes are considered alongside prior attainment, available school information and identified SEND or individual needs. The information supports target setting, early identification of students requiring additional support or challenge, and appropriate planning by teachers from the beginning of the academic year.
September – November	Internal Class Assessments – minimum of two class tests per subject	Years 9–13	To assess students' understanding of the curriculum taught and identify individual and cohort strengths, weaknesses, misconceptions and gaps in knowledge. Results are used to inform future teaching, identify areas requiring consolidation or

			reteaching, and determine where academic intervention or additional challenge is required.
September – November	Monthly Attainment and Attitude Review	Years 9–13	To monitor each student's attainment, effort, progress and attitude to learning throughout the term. This enables staff to identify emerging concerns at an early stage, monitor patterns in performance and engagement, and intervene before difficulties become established.
Autumn Term – following initial assessments	Pupil Progress Review / Staff Meeting	Years 9–13	To review each student's academic performance using CAT4 information, class assessments, current attainment and attitudes to learning. Staff identify students who are performing above or below expectations, consider any SEND or individual needs, diagnose possible barriers to progress, and agree appropriate interventions, targets or additional challenge.
December	Whole-College Mock Examination Series	Years 9–13	To provide a formal assessment point under examination conditions and establish a clear picture of students' attainment and progress. Results are analysed at individual, subject and cohort level to identify strengths, areas of weakness, gaps in curriculum knowledge and issues relating to examination technique.
December	Mock Examinations	Years 9, 10 and 12	To assess students on the curriculum and subject content studied during the term. Results identify how securely students have understood and retained recent learning and highlight areas requiring further teaching, consolidation or additional

			support during the following term.
December	In-depth Mock Examinations	Years 11 and 13	To provide a more comprehensive assessment of students' preparedness for their GCSE, A-level or other final examinations. Results identify subject-specific weaknesses, gaps in knowledge, examination technique issues and priority areas for teaching, revision and intervention in the spring term.
January – March	Regular Internal Assessment and Monthly Monitoring	Years 9–13	To monitor progress following the December mock examinations and determine whether students are addressing previously identified areas for development. Teachers use assessment outcomes to adapt teaching, evaluate the impact of interventions and identify any additional support required.
January – March	Targeted Intervention and Progress Review	Students identified as requiring additional support	To provide focused academic or pastoral intervention for students whose assessment results indicate that they are not making expected progress. Subsequent assessment is used to evaluate whether intervention is having the desired impact and whether support should be continued, adapted or intensified.
March / April	Second Whole-College Mock Examination Series	Years 9–13	To provide a further formal measure of progress since the December examinations. Results enable teachers to assess improvements, identify continuing weaknesses and evaluate the effectiveness of teaching and interventions implemented during the spring term.

March / April	Final Mock Examinations before Public Examinations	Years 11 and 13	To provide the final major assessment of students' readiness for their GCSE or A-level examinations. Results are used to identify immediate priorities for individual students and subject cohorts, including areas requiring urgent revision, reteaching, examination practice or targeted intervention.
March / April – May	Final Examination Intervention Programme	Years 11 and 13	To respond directly to the findings of the final mock examinations. Teachers provide targeted support in identified areas of weakness through revision sessions, subject clinics, additional teaching, supervised study, individual support and examination preparation.
April – May	Monthly Internal Assessment and Progress Monitoring	Years 9, 10 and 12	To continue monitoring attainment and progress throughout the summer term. Assessment provides evidence of whether students are maintaining appropriate progress and allows teachers to identify and address new or continuing areas of weakness before the end-of-year examinations.
Late June	End-of-Year / Exit Examinations	Years 9, 10 and 12	To provide a formal end-of-year assessment of students' knowledge, understanding and progress across the academic year. Results are analysed at student, subject and cohort level to identify areas of strength and weakness and establish priorities for the following academic year.

Late June / End of Academic Year	End-of-Year Progress Review and Summer Targets	Years 9, 10 and 12	To review students' performance across the full academic year using internal assessments, examinations, teacher judgement, progress and attitudes to learning. Students are provided with clear areas for development and specific work to complete or consolidate over the summer in order to strengthen their performance for the following academic year.
Throughout the Academic Year	SEND and Individual Needs Review	Students with identified or emerging additional needs	To ensure that assessment information is considered alongside students' SEND, access arrangements and individual learning needs. Assessment patterns are used to evaluate the effectiveness of existing support, identify where further intervention or investigation may be appropriate, and ensure that teaching strategies and reasonable adjustments remain responsive to individual needs.

Assessment-to-Intervention Roadmap

The College's cycle can therefore be viewed as a continuous process:

Baseline and starting point → teaching → assessment → analysis → diagnosis → intervention → reassessment → evaluation → reporting → revised targets.

At the start of the academic year, CAT4 and existing information give teachers an initial picture of each student's potential and learning profile. This allows staff to establish appropriate expectations and to recognise from the outset students who may need support, additional challenge or SEND-related adjustments.

During **September to November, Monthly Marks** provide regular testing for all students and give the first evidence of how students are responding to teaching. A minimum of two class assessments per subject means that concerns do not depend upon one isolated result. Teachers are able to identify whether a weakness is specific to an individual, evident across a teaching

group, or present across the wider cohort. At the end of each month, Monthly Marks are reported home to parents, providing regular information on attainment, effort, progress and attitude to learning.

The **December mock examinations** then provide the first substantial whole-College assessment point. For Years 9, 10 and 12, these principally test the learning undertaken during the term. For Years 11 and 13, the examinations are deliberately broader and more demanding because they are used to judge progress towards final examination requirements.

During **January to March, Monthly Marks** continue to provide regular assessment and monitoring. Teachers use this information to target teaching and intervention, while the monthly attainment and attitude information allows the College and parents to see whether students are responding to the actions put in place. At the end of each month, Monthly Marks are again reported home to parents.

The **March/April mock examination series** provides a second major checkpoint. It allows teachers to compare performance with December and evaluate whether identified weaknesses have improved. For Years 11 and 13, this is particularly significant because these are their final mock examinations before the public examination period. The results therefore lead directly to intensive and highly focused intervention.

For Years 9, 10 and 12, assessment continues throughout April and May before their **late-June exit examinations**. These examinations provide an end-of-year picture of attainment and progress and allow teachers to identify priorities for the summer and the following academic year.

Pupil Progress Meetings and Scrutiny of Data

Formal pupil progress discussions are an integral part of this cycle. The College considers **every student within Years 9–13**, rather than limiting discussion to students who are already identified as causing concern.

At each major assessment point, staff consider:

- current attainment and examination performance;
- performance relative to prior attainment and CAT4 indicators;
- changes in performance since the previous assessment point;
- strengths and weaknesses within individual subjects;
- common weaknesses across a subject cohort;
- effort, progress and attitude to learning;
- homework, organisation and engagement where these are relevant to performance;
- identified SEND needs and the effectiveness of existing support;

- whether the student requires greater support, greater challenge or a different teaching strategy;
- the interventions already undertaken and evidence of their impact; and
- the specific actions required before the next assessment point.

Reporting to Parents

Parental reporting forms part of the assessment cycle rather than being a separate end-of-term exercise. Parents receive regular information throughout the year so that they can see both what their child is attaining and how they are approaching their learning.

Monthly reporting includes, as appropriate:

Attainment Progress Effort Attitude to Learning

At major examination points, this information is supported by examination outcomes and more detailed feedback identifying strengths, areas requiring improvement and the actions students should take next.

The intention is therefore that no significant academic concern should first become apparent to parents at the end of the year. Where concerns emerge, assessment, communication and intervention occur throughout the year, with subsequent assessments providing evidence as to whether those actions have been successful.

Appendix 4: Reporting

Reporting Potential and Attainment to Parents

At **Ealing Independent College**, information about students' academic potential, attainment and progress is reported to parents regularly throughout the academic year.

Teacher-assessed attainment is communicated through the College's **Monthly Marks** system and through formal reports following key assessment points, including mock examinations and end-of-year examinations. These reports provide parents with a clear indication of each student's current attainment, progress, effort and attitude to learning across their subjects.

Academic potential is informed by **CAT4 data**, alongside prior attainment, teacher judgement and ongoing assessment evidence. CAT4 outcomes are used to help establish appropriate expectations, identify students who may require additional support or greater challenge, and

support academic target setting. Where appropriate, CAT4 information is shared with parents in an accessible format so that it can be understood alongside current attainment and progress.

For students in **Years 9 to 11**, attainment is reported using the **GCSE 9–1 grading scale**, where appropriate to the subject and stage of study.

For students in **Years 12 and 13**, attainment is reported using the **A–E/U grading scale**, reflecting the grading structure used for A-level study. Where a subject follows a different qualification structure, the relevant course-specific grading criteria will be used.

Where standardised assessment data is used, this is reported in a clear and accessible way alongside an explanation of what the result means in relation to the student's potential and current performance. Standardised assessment outcomes are included in the report issued closest to the date of the assessment.

The College's reporting approach is designed to ensure that parents receive a clear picture of both attainment and progress over time. Reports therefore draw together information from teacher assessment, Monthly Marks, mock examinations, CAT4 data and other relevant assessment evidence.

This enables parents to understand how well a student is currently performing, whether they are progressing in line with their potential, and where further support, intervention or additional challenge may be required.

Example:

Ealing Independent College

Year 9 Monthly Marks Report

Reporting Period: October 2026

Student Information

Student Information	Details
Year Group	Year 9
Attendance	96.8%

Lates	2
Total Minutes Late	11 minutes
PSHE Grade	Good

Subject Attainment and Effort

Subject	Attainment Grade	Effort Grade
Mathematics	7	1
English Literature	6	2
English Language	6	2
Biology	7	1
Chemistry	6	2
Physics	7	1
History	6	2
Geography	7	1
Business Studies	6	2
Computer Science	7	1

Effort Grade Key

Grade	Descriptor
1	Excellent – consistently demonstrates a highly positive and proactive approach to learning
2	Good – generally demonstrates a positive and responsible approach to learning
3	Requires Improvement – aspects of effort, organisation or engagement require improvement
4	Significant Concern – substantial improvement in approach to learning is required

Effort Grades for Monthly Marks – Descriptors

Effort Grade	Area	Descriptor
1 – Excellent	Attendance and Punctuality	The student is consistently punctual and arrives on time for lessons.
	Organisation	The student is always well prepared for lessons and brings all necessary materials.
	Engagement	The student consistently demonstrates a proactive, enthusiastic and positive attitude towards learning.
	Conduct	The student is consistently cooperative, respectful and courteous towards staff and other students.
	Classwork	The student consistently gives full effort in lessons, works extremely hard and maintains a high level of productivity.
	Initiative / Independence	The student consistently goes above and beyond expectations, showing initiative and taking independent responsibility for improving their own learning and approach.
	Homework	The student always submits homework on time and completes it to an excellent standard.
2 – Good	Attendance and Punctuality	The student is usually punctual and arrives on time for lessons.
	Organisation	The student almost always brings the necessary materials and is generally well prepared for lessons.
	Engagement	The student usually maintains a proactive and positive attitude towards learning.
	Conduct	The student is usually cooperative and respectful towards staff and other students.
	Classwork	The student usually gives full effort in lessons and works well.
	Initiative / Independence	The student completes the work required and can occasionally show initiative in improving their own approach to learning.

3 – Requires Improvement	Homework	The student usually submits homework on time and completes it to a good standard.
	Attendance and Punctuality	The student is regularly late to lessons and punctuality is a recurring concern.
	Organisation	The student can often forget key materials and may arrive insufficiently prepared for lessons.
	Engagement	The student's approach to lessons is inconsistent and engagement varies.
	Conduct	The student can at times be non-compliant with staff or behave inappropriately towards other students.
	Classwork	The student finds it difficult to sustain full effort and attention in lessons.
	Initiative / Independence	The student requires regular prompting to meet the expected standard and complete work appropriately.
4 – Significant Concern	Homework	The student often submits homework late, rushed, incomplete or below the expected standard.
	Attendance and Punctuality	The student is frequently late to lessons and punctuality is a significant concern.
	Organisation	The student regularly arrives unprepared for lessons and frequently lacks the necessary materials.
	Engagement	The student's approach to learning is often below the standard expected.
	Conduct	The student is often non-compliant with staff and may behave inappropriately or disrespectfully towards other students.
	Classwork	The student rarely gives full effort in lessons and productivity is consistently low.
	Initiative / Independence	The student requires constant prompting and support in order to complete work and meet expected standards.
	Homework	The student rarely submits homework on time and the quality of work is frequently below the expected standard.

Reporting of Specific Data and Purpose

At Ealing Independent College, assessment information is reported to parents in a clear and accessible format so that they can understand both a student's current attainment and the purpose of the data being shared.

For students in Years 9, 10 and 11, attainment is reported using the GCSE 9–1 grade scale. For students in Years 12 and 13, attainment is reported using the A-level A–E/U grading scale. These grade bands are used consistently within reports so that parents can see how a student is performing within the relevant qualification framework.

Alongside attainment grades, parents receive information about effort, progress and attitude to learning through the College's regular reporting cycle, including Monthly Marks and reports following key assessment points. Where standardised assessment information, such as CAT4, is used, this is reported in a form that helps parents understand the student's academic potential and how current attainment compares with that potential.

The College also provides explanatory information alongside reports, where appropriate, to clarify:

- the purpose of the assessment or report;
- the grading scale being used;
- how attainment grades should be interpreted;
- the distinction between attainment, progress, effort and attitude to learning;
- how standardised assessment data such as CAT4 contributes to target setting;
- how assessment information is used to identify strengths, areas for development and the need for intervention or additional challenge; and
- how parents can use the information to support their child's next steps.

This approach is intended to ensure that parents receive more than a set of grades. The information provided enables them to understand what the data means, why it has been collected, how it is being used by the College, and what it indicates about their child's progress and future priorities.

Where further clarification is required, the College may provide additional guidance through written explanatory material, parent meetings or consultation opportunities.