

**COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS**

**43. ASSESSMENT (inc. RECORDING and REPORTING) and MARKING**

<b>COMMITTEE</b>	Curriculum & Student Matters
<b>SLT RESPONSIBLE</b>	Mrs Sue Moss Deputy Headteacher
<b>REVIEW</b>	Annually
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**COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS**  
**GOVERNORS' POLICY STATEMENT ON**  
**ASSESSMENT (inc. RECORDING and REPORTING) and MARKING**

**Rationale**

Assessment, both formative and summative, is an integral part of ensuring that all students achieve their full potential. Assessment is a key part of effective teaching and learning and should inform a broad and engaging curriculum. Assessment draws on a wide range of evidence of students' learning. At CCHSG we strive to ensure that all students make appropriate progress and have the knowledge and skills to face the challenges they will be set in later life. Assessment provides the basis for feedback to students, parents and teachers.

**Purpose**

The purpose of an assessment and marking policy is to ensure that all students receive informative feedback about their progress in a consistent format for all subjects.

1. Information for teachers and tutors will
  - measure student progress and recognise achievement in all subjects
  - diagnose what has been learned and assist planning what is to be taught
  - identify student's strengths and weaknesses, facilitating the setting of individual targets
  - where appropriate allow comparison when selecting students for sets and teaching groups
  - prepare students for examinations (internal and external)
  - predict student's future attainment informing predictions and target setting
  - inform what is written in reports and progress checks
  - monitor students' personal, spiritual, moral, social and cultural development
  - facilitate whole school tracking of a student's understanding of cross-curricular themes and performance in core skills (inc. citizenship, reading, writing, communication and mathematics (RWCM), careers and economic awareness)
  - set targets for individual action plans under the Special Educational Needs Code
  
2. Information for students will
  - inform them of their progress
  - provide encouragement and motivation
  - set personal targets for their future learning
  - compare performance and progress in different subjects allowing them to make decisions about their learning, allowing subject selection for KS4 and 5 and higher education
  - prepare them for examinations (internal and external)
  - predict their future attainment

3. Information for parents will
  - provide feedback on their child's progress and personal targets for future learning
  - allow comparison of performance and progress in different subjects measured against both individual ability and national standards
  - help decision making about their daughter's future educational pathway
4. Information for senior leadership, Governors, further educational establishments and employers will
  - measure students' performance against national standards and benchmarks
  - inform all stakeholders of the degree to which students are fulfilling or have fulfilled their potential
  - allow evaluation of the performance of each teacher within the school
  - demonstrate the fulfilment of the statutory requirements for recording and reporting (e.g. annual reports and KS3 and examination data)
  - ensure that the School Development and Departmental Development Plans address areas of weakness
  - ensure that all the Heads of Department have an understanding of, and are accountable for, their targets

## **Baseline data and target setting**

### **KS3**

In the autumn term each student will be issued with a School Target Measure for each subject. The School Target Measure for each subject is generated for each student using Key Stage 2 data, CAT test results, Fischer Family Trust Aspire estimates from KS2 and teacher assessment. The School Target Measure provides an indication of the most likely Level or Step the student should achieve by the end of the current school year in that subject.

There is an expectation that students will make a minimum of two steps of progress from entry at the end of KS2 to the end of KS3. A progress pathway (see Appendix 1) is generated with intermediate targets for the end of each academic year.

N.B. Creative and Critical Thinking is a non-National Curriculum subject and uses a Progress Measure of Pass/ Merit/ Distinction. Latin uses a Progress Measure of Below/At/Above. This ensures students reach the appropriate skills and language development for each year group.

### **KS4**

In the autumn term each student will be issued with a School Target Measure for each GCSE subject. The School Target Measure for each GCSE subject is generated for each student using Fischer Family Trust Aspire estimates from KS2 and/or CAT Tests and considering progress at KS3.

### **KS5**

Students are set a School Target Grade for AS, A2 or A2Y. The school uses Alps (Advanced Level Performance Systems) which generates the School Target Grades from the student's Key stage 4 point score.

**Recording Progress Summary 2018-19****Key Stage 3**

The Steps are sub-divided as follows:

<b>Subject</b>	<b>Progress Measure</b>	<b>Length of Key Stage 3</b>
Art	Steps	2
Biology	Steps	2
Chemistry	Steps	2
Computing	Steps	2
Creative Critical Thinking	Pass Merit Distinction	
Drama	Steps	1 (not Year 8)
English Reading	Steps	2
English Writing	Steps	2
French	Steps	2
Geography	Steps	2
German	Steps	2
History	Steps	2
Latin	Below At Above	1 (not Year 7)
Mathematics	Steps	2
Music	Steps	2
PE	Steps	2
Physics	Steps	2
RE	Steps	2

Each **Step** is divided into sub-steps .3, .6 or .9

- .9 is working at the top of the step
- .6 is working in the middle of the step
- .3 is working at the bottom of the step

**Key Stage 4**

<b>Subject</b>	<b>Year 9, 10 and 11 Progress Measure</b>
Art, Biology, Chemistry, Computer Science, Drama, English Language, English Literature, French, Geography, German, History, Latin, Mathematics, Music (years 9 and 10), PE, Physics, Psychology and RE (years 9 and 10)	9 - 1

## Key Stage 5

All progress is recorded using A Level grades A\* - E and AS grades A –E (AS mathematics only).

### Tracking progress

In order to track student progress data is analysed following:

**annual written reports**  
**progress checks**  
**school examinations**

Timings of these for the year are set out on the school assessment and reporting calendar and precise details for annual report writing can be found in **Appendix 2** and for progress check construction in **Appendix 3**. At each collection point subject staff enter the data onto SIMs Assessment Manager where the data can be observed by class teachers and middle leaders. The data will be analysed by SLT and discussed with middle leaders. Subject teachers are expected to identify any students not on track to meet targets in their subject, discuss this at departmental meetings and put in place appropriate intervention. Pastoral staff (Head of School and Form Tutor) will scrutinise the data and plan interventions for students who are not making the expected progress in 2 or more subjects.

Students review their progress with Form Tutors following Progress Checks and Annual Reports and the outcome targets are recorded on tracking sheets in the Student Planner.

In KS4 students not making the expected progress in 4 or more subject areas could be mentored by a member of the Leadership Team (senior and middle) or other staff as appropriate.

In KS5 formal checking of progress across the academic year will take place in a variety of ways. All students will receive two Progress Checks and Year 12 will also receive an Annual Report. The Autumn term Progress Check includes a one-to-one learning conversation with each subject teacher. At this meeting progress in the subject is discussed and clear targets will be set enabling students to maximise their full potential in external examinations. The Spring term Progress Check includes a one-to-one conversation with the Form Tutor. Year 12 and 13 also have a Parents' Consultation Evening.

Year 12 parents will be given the opportunity early in the Autumn term to attend a meeting with the Form Tutor to find out how their daughter has settled into Sixth Form study.

### Marking

#### **Students are entitled to:**

Regular marking that acknowledges their efforts and clearly shows how they can make further progress.

#### **Staff are entitled to:**

Have a reasonable workload that makes marking loads manageable yet facilitates effective and accurate assessment.

All marking should encourage **dialogue** between the student and teacher .

Red pen : teacher marking

Green pen: student self & peer assessment

Purple pen: progress & dialogue including corrections and responses to feedback

All marking should identify grammatical and spelling errors using the school marking for literacy codes:

Code	Reason for code	You must...
<b>PR</b>	Presentation is not acceptable – specific areas will be highlighted.	<ol style="list-style-type: none"> <li>1. Make sure that your exercise book/folder is as neat and legible at the beginning as it is at the end</li> <li>2. Underline all dates/titles, using a ruler</li> <li>3. Keep your folder well organised</li> </ol>
<b>H</b>	Handwriting is not acceptable or not legible in parts – specific areas will be highlighted.	<ol style="list-style-type: none"> <li>1. Look again at your handwriting – compare your writing at the beginning of the book to your more recent writing tasks</li> <li>2. Make sure that your handwriting can be read at all times, including under timed conditions</li> </ol>
<b>SP</b>	Spelling error(s) will be highlighted.	<ol style="list-style-type: none"> <li>1. Check the correct spelling of the error(s)</li> <li>2. Re-write the sentence with the correct spelling</li> <li>3. Learn the correct spelling(s) and add to your glossary, to avoid future errors</li> </ol>
<b>GR</b>	Grammar/punctuation error(s) will be highlighted.	<ol style="list-style-type: none"> <li>1. Check the 'rule(s)' for the grammar/punctuation error(s)</li> <li>2. Re-write the sentence with the correct use of grammar/punctuation</li> <li>3. Learn the correct rules, to avoid future errors</li> </ol>
<b>EXP</b>	Your written expression does not make sense to the reader - specific words/phrases will be highlighted.	<ol style="list-style-type: none"> <li>1. Re-read the sentence(s) aloud</li> <li>2. Re-write the sentence using the correct expression</li> <li>3. Always proof read your writing, to avoid future errors – reading sentences aloud can help</li> </ol>
<b>VC</b>	Vocabulary choice is limited, too informal or inappropriate. Specific words/phrases will be highlighted.	<ol style="list-style-type: none"> <li>1. See words/phrases highlighted</li> <li>2. Re-write the sentence, replacing the informal words/phrases with more formal words/phrases</li> <li>3. Add the more formal words/phrases to your glossary, to remind you to use them in the future</li> </ol>
<b>CON</b>	You need to be more concise – you have used too many words to make a point. These phrases will be highlighted.	<ol style="list-style-type: none"> <li>1. Re-read the highlighted sentence(s) aloud</li> <li>2. Re-write the sentence(s) so that it is more succinct</li> <li>3. Always proof read your writing, and delete any words/phrases which are unnecessary</li> </ol>
<b>TT</b>	More technical terms should be inserted. The specific sentence(s) will be highlighted.	<ol style="list-style-type: none"> <li>1. See the sentence that is highlighted</li> <li>2. Re-write the sentence, inserting the relevant technical term(s)</li> <li>3. Add these technical terms to your glossary, to remind you to use them in the future</li> </ol>

Where many literacy errors have been made staff must use their own judgement as to how many to correct.

### Classwork

Classwork should be checked regularly as part of the normal classroom routine. This should be a simple check to ensure that work has been completed and is accurate.

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Checks should include the use of **self and peer assessment**. Where appropriate, students can be provided with photocopied notes and/or revision guides. It is not expected that classwork will be awarded a grade/level.

### Homework

Homework should provide frequent and prompt feedback (at least once per fortnight). For subjects with two or fewer timetabled lessons per fortnight this should take the form of peer or self-assessment once each four weeks and teacher assessment once each four weeks. The marking should;

- acknowledges the positive aspects of the work and reinforces success
- identifies errors and provides constructive advice for improvement
- is marked with a positive and specific comment and specific, measurable, attainable, relevant and time-bound (**SMART**) target(s) which are **formative and provide next step guidance**

The subject teacher must keep a record of late or missing homework, this should be available on SIMS, and apply sanctions in accordance with the Behaviour, Sanctions & Rewards Policy A4.

### Diagnostic Marking

Diagnostic marking (e.g. graded assessments, end of topic tests) should take place each half term and will be used to inform annual reports, progress checks and discussions at parents' meetings. This type of marking will be more in depth and will include a level/step or GCSE/GCE grade and a clear indication of how to work towards the next level/step or grade. Use of 'what went well' (www) and 'even better if' (ebi) is to be encouraged. Diagnostic marking **must** be available for students and others, including those observing lessons, to review in student exercise books (Years 7 – 11) or folders (Years 12 and 13).

### All Heads of Department must:

- publish marking guidelines for their subject within the schools guidelines, which will be displayed in classrooms and where possible inserted into students' books/ folders
- undertake regular moderation (including book trawls) to assure quality and consistency within their subject area
- ensure that staff in their departments keep a record of students' marks (mark book or electronically)
- ensure that students in their departments understand the relationship between the work they are doing and the attainment levels/steps and GCSE/GCE grades

### Monitoring

An important role of leadership (middle and senior) is to quality control all assessment and reporting that takes place in the school. To facilitate this the following activities take place.

- regular student work scrutiny by Departments and SLT
- student interviews conducted by Heads of Department and SLT based as a minimum on the following questions:-
  - What is my current step/grade in (subject)?
  - What is my School Target Step/Grade?
  - What do I need to do to move to the next level/step/grade?
- quality assurance of internal examinations and markschemes
- moderation of internal examination marking and results by Heads of Department

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- analysis of internal examination marking and results including national benchmarks by Heads of Department and SLT
- analysis of external examination results including national benchmarks by Heads of Department and SLT
- scrutiny of schemes of work to ensure that they are fit for purpose and show planning for assessment
- scrutiny of teacher records (both mark book and electronic) by Heads of Department and SLT
- lesson observation with use of assessment within the lesson as a focus
- learning walks with use of assessment in lessons as a focus

## Appendix 1

### Tracking Progress in Steps

End of Year 7	End of Year 8	End of Year 9	End of Year 10	End of Year 11	Year 11 GCSE Grade
5.3	6.3	7.3	8.3	9.3	8/9
4.9	5.9	6.9	7.9	8.9	8/9
4.6	5.6	6.6	7.6	8.6	8
4.3	5.3	6.3	7.3	8.3	8
3.9	4.9	5.9	6.9	7.9	7/8
3.6	4.6	5.6	6.6	7.6	7
3.3	4.3	5.3	6.3	7.3	7
2.9	3.9	4.9	5.9	6.9	6/7

## REPORT WRITING YEARS 7 – 12 for 2018 - 19

The school report is a formal communication between the school and parents, therefore we need to ensure it is a high quality document.

There are 3 parts to subject reports:

1. Working at Measure (Step or Grade)
2. Attitude to Learning and Subject specific indicators
3. Targets/Areas for Development

We have tried to reduce the amount of time subject staff need to spend on writing a report, and at the same time increase its objectivity by using a bar chart addressing specific aspects.

***The Working at Measure** has been generated as a result of the consideration of the classwork, homework, assessment tasks and in-school examinations carried out by the student.*

**It suggests:**

- ***the most realistic grade the subject teacher considers the student will achieve in their GCSE/GCE at the end of the course if they continue to work in their current manner***
- ***at Key Stage 3 the Step the student will achieve at the end of the current school year if they continue to work in the current manner***

**The Attitude to Learning descriptor is as follows:**

<u>Outstanding</u> <b>1</b>	The student shows very high levels of engagement, courtesy, collaboration and cooperation in all lessons. An excellent, enthusiastic attitude to learning is shown through an exemplary behaviour for learning; all classwork and homework are completed to the highest standard, all deadlines are met and the correct equipment and books/folders are always brought to lessons.
<u>Good</u> <b>2</b>	The student is typically considerate, respectful and courteous to staff and other students. A good and positive attitude to learning is shown through good behaviour for learning; classwork and homework are completed to a good standard, most deadlines are met and the correct equipment and books/folders brought to lessons.
<u>Requires improvement</u> <b>3</b>	The student can respond promptly to teachers' direction and work co-operatively with others. Any issues with behaviour for learning are low level; classwork and/or homework may not always be completed to the students' level of ability, deadlines may be missed and the correct equipment and books/folders sometimes not brought to lessons.
<u>Poor</u> <b>4</b>	The student can lack engagement and their lack of self-discipline can, more than occasionally, reduce learning. Any issues with behaviour for learning are more noticeable; classwork and/or homework is often incomplete, deadlines are frequently missed and the correct equipment and books/folders not brought to lessons.

The teacher targets should be personalised and should focus on particular areas to improve. If a student is already performing at a very high level in all aspects, one target can be to maintain the high level of commitment and/or achievement and suggest specific extension work or wider reading and the second target should set a specific subject related improvement that the student can make There should be a minimum of 2 targets and a maximum of 3. For Year 12 each teacher's comment should include a target(s) in the text.

## Report Writing Guidance 2018 - 19

### Aim:

- to improve the quality of the written targets
- to reduce the requirement for corrections and reprints

### Common errors:

1. No full stop at the end of each Student's Targets bullet point. (Please do not forget to include them.)
2. Spelling errors. (Please use spell check.)
3. Grammatical errors. (Please use grammar check.)
4. Mismatch between the information in the written target and the attitude to learning grade shown in the bars. A significant number of reports are returned because a student is shown in the bars as e.g. very good at organisation, but the target states she must hand in her homework on time. Please take care with this.
5. Individual bullet points which are not targets.  
Common errors to be avoided with potential changes:

- type out in alphabetical order in word
- spell and grammar check
- highlight comment
- control C
- put cursor in student target box on SiMs
- control V  
OR  
type directly into the student target box in SiMs and use the spell check there if you are confident your grammar is correct

### Student A

#### Error

- X participates enthusiastically in class and this has contributed to the progress she is making with Y.

#### Change to

- X participates enthusiastically in class and this has contributed to the progress she is making with Y. This must continue in Year \_\_\_\_.

### Student B

#### Error

- X is a delightfully positive student and I have been impressed with her progress with Y.

#### Change to

- X is a positive student and I have been impressed with her progress with Y. She must aim to continue with her hard work.

### Student C

#### Error

- X is a delight to teach; she works well in class.

#### Change to

- X works well in class. She should endeavour to maintain this approach next year.

### Student D

#### Error

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- X is a quieter member of the class who is beginning to make a more conscious effort to join in class discussions.

#### Change to

- X is a quieter member of the class who must continue with her efforts to join in class discussions.

### Student E

#### Error

- X has impressed me greatly this year with her confident and ambitious approach to all that she is set to do. She is a delightful student with a positive attitude.

#### Change to

- X has impressed me greatly this year with her confident and ambitious approach to all that she is set to do. She must continue with her positive attitude.

### 6. Repetitiveness at the start of each bullet point.

Common errors to be avoided with potential changes:

### Student A

#### Error

- As a target I would like to see X continue to work with commitment and flair.
- As a target I would like to see her contribute to class discussions as I am sure she has a lot to offer.

#### Change to

- X must continue to work with commitment and flair at all times.
- I would like to see her contribute to class discussions as I am sure she has a lot to offer.

### Student B

#### Error

- X should commit to checking all written work thoroughly, in order to ensure that all...
- X should remain focused throughout the lesson.
- X would benefit from improving her organisational skills.

#### Change to

- X should commit to checking all written work thoroughly, in order to ensure that all...
- She must endeavour to remain focused throughout the lesson.
- X would benefit from improving her organisational skills.

### 7. Subject targets that are not specific enough.

Suggested examples of subject specific targets:

- X is a confident performer but she now needs to use her new knowledge of Stanislavski to create characters with depth and detail.
- X needs to make improvements in terms of her written work: her evaluations need to be more detailed.
- X would benefit from contributing more readily to class discussion and debate.
- X must take the feedback from the recent mock/year examination into consideration when completing her next assessment.
- X must remember to use a range of language features within creative writing tasks in order to fully engage the reader.
- X should review and revise some shape and space topics that need consolidation, loci for example.

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- X performed strongly across all four main areas of the recent mock/year examinations. One area that she could look to improve in order to consolidate her A\* is shape, in particular trigonometry. In the mock examination she scored no marks from the nine available for basic trigonometry and advanced trigonometry.
- X should continue to check the correct conjugation of the auxiliary verb when writing in the past tense and check her work for accurate spellings.
- X needs to check that the correct grammatical structures have been applied, especially when writing in the past tense.
- It is essential that X considers her timing in examination settings as this was clearly an issue in the recent examination. Much of her paper was superb but she left out a straight forward response to wave-cut platforms which significantly impacted on her final result.
- X should ensure that she works at her revision technique and revises in sufficient detail for the remaining tests and examinations during the year. In particular she should ensure that she learns definitions precisely and can carry out all the calculations we have met.
- She should ensure that her homework is always completed and always handed in on time. If there are aspects of her work that she is finding difficult, she should come and ask for help before the deadline.
- She must make sure that she has watched all of the suggested video clips on parasitism and mutualism and answered the questions.
- She needs to review her revision of plant tropisms, the carbon cycle, message transmission along neurones and the reflex arc.

When you write your targets, please keep these points in mind:

- The comment should be grammatically correct so use complete sentences
- Write to the parents rather than the students.
- Start the first target with the student's name e.g. Maria should now focus on ..... by ....., or In order to progress further Maria should now .....
- Use third person not 'you', and do not use sentences beginning 'I think...' or I believe...
- Use the name of the student as it appears on the template. This is the official name and even if the student never uses it, that is what the report must show.
- Do not split infinitives i.e to develop further, **not** to further develop.
- Do not underline or embolden.
- Do not use abbreviations unless they are recognised. GCSE, KS3, ICT are acceptable, use examination **not** exam.
- Do not refer to examinations in Year 7, 8, 9, 10 and 12 as mock examinations; year group examinations is more appropriate terminology.
- Do not use contractions such as can't, shouldn't.
- Practise (verb) 'she needs to practise'. Practice (noun) she needs more practice, she needs to work on some practice papers.
- Please avoid very long or complex sentences.
- Use commas to separate out clauses that could be omitted and still leave a sensible sentence.
- If, when writing reports, you use a statement bank or a few statements on the clipboard it is a good idea to check statements for errors before using them.

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- Targets should not be the same for every student, although there may be some repetition across a class, they should show personalisation for individual students.
- Check the spelling – you could write your reports in Word, then spell check paste them into Excel for inserting into SIMS.
- Include capital letters for names of subjects, module, and year groups.
- Use “....should try **to** concentrate more” rather than “.....try **and** concentrate more”.
- Homework should not be plural.
- Use ‘.....of which they are capable’ rather than ‘ they are capable of’
- Use ‘effort’ not ‘efforts’
- Use a comma after however.
- Include two spaces after a full stop.
- Use ‘student’ not ‘pupil’.
- Useful phrases to avoid repetition of ‘should’ : ..... would benefit from ... , ..... now needs to ....., ..... must spend more time on ....., ..... should be encouraged to .....

Feedback from parents has been positive regarding the format of our reports and the effort in writing them is appreciated.

### **Form Tutor Reports**

There will be separate guidance issued for the numerical part of the tutor report covering attendance, uniform etc. These may vary across different year groups.

Tutors will need to add a short comment 2-3 sentences only. This may include a comment on the report as a whole, particularly if there are key areas to address. It may also include a comment about attendance and punctuality, involvement in the school/form and rewards received. In addition tutors are encouraged to comment on perseverance, determination or resilience where this has been shown by a student. Tutors should ensure they are fully aware of each students commitment to the school; awareness of contribution to school teams, school productions, school music groups, extra-curricular activity involvement etc are vital. Information should be collected from the students in advance of report writing.

**PROGRESS CHECK GUIDANCE 2018 – 2019**

Progress Checks will provide three pieces of key information to both the parent and the student:

- a Working at Measure (Step or Grade)
- an Attitude to Learning grade
- a School Target Measure (Step or Grade)

The Attitude to Learning grade will appear on the progress check for all year groups:

**The Attitude to Learning descriptors are as follows:**

<u>Outstanding</u> 1	The student shows very high levels of engagement, courtesy, collaboration and cooperation in all lessons. An excellent, enthusiastic attitude to learning is shown through an exemplary behaviour for learning; all classwork and homework are completed to the highest standard, all deadlines are met and the correct equipment and books/folders are always brought to lessons.
<u>Good</u> 2	The student is typically considerate, respectful and courteous to staff and other students. A good and positive attitude to learning is shown through good behaviour for learning; classwork and homework are completed to a good standard, most deadlines are met and the correct equipment and books/folders brought to lessons.
<u>Requires improvement</u> 3	The student can respond promptly to teachers' direction and work co-operatively with others. Any issues with behaviour for learning are low level; classwork and/or homework may not always be completed to the students' level of ability, deadlines may be missed and the correct equipment and books/folders sometimes not brought to lessons.
<u>Poor</u> 4	The student can lack engagement and their lack of self-discipline can, more than occasionally, reduce learning. Any issues with behaviour for learning are more noticeable; classwork and/or homework is often incomplete, deadlines are frequently missed and the correct equipment and books/folders not brought to lessons.

The norm is that most students in a teaching group will be good with a small number of outstanding and some individual students having requires improvement or poor.

If an Attitude to Learning Grade of requires improvement or poor is being given it is expected that information has previously been added to SIMs Behaviour Management, Form Tutor spoken to or contact made with parent.

**The Working at Measure (Step or Grade) should indicate the following:**

Years 7 and 8	Step	The Step with sub-step that the student is currently working at.
Years 9, 10 and 11	GCSE Grade	The GCSE Grade the student will achieve at the end of the course if they continue to work as they are currently.
Years 12 and 13	AS or A Level Grade	The AS (AS mathematics only) or A Level Grade the student will achieve at the end of the course if they continue to work as they are currently.

**Summary for Subjects 2018-2019**

<b>Year Group</b>	<b>Subject(s)</b>	<b>Assessment System</b>
7	Art, Biology, Chemistry, Computing, Drama, English, French, Geography, German, History, Mathematics Music, PE, Physics and RE	Steps with sub-steps
	Creative and Critical Thinking (CCT)	Pass, Merit and Distinction
8	Art, Biology, Chemistry, Computing, English, French, Geography, German, History, Mathematics, Music, PE, Physics and RE	Steps with sub-steps
	Creative and Critical Thinking (CCT)	Pass, Merit and Distinction
	Latin	Below At Above
9, 10 and 11	Art, Biology, Chemistry, Computer Science, Drama, English (Language and Literature), French, Geography, German, History, Latin, Mathematics, Music (years 9 and 10), PE, Physics, Psychology and RE (years 9 and 10)	GCSE Grades (9 – 1)
12	Art, Biology, Chemistry, Classical Civilisations Economics, English Language, English Literature, Further Mathematics, French, Geography, German, History, Latin, Music, Mathematics, Physics, Psychology and RE	A2Y Grades
	Mathematics	AS Grades
13	Art, Biology, Chemistry, Classical Civilisation Economics, English Language, English Literature, French, Further Mathematics, Geography, German, History, Latin, Mathematics, Physics and Psychology and RE (new specifications)	A2Y Grades
	Mathematics	AS Grades

Reviewed by the Curriculum & Student Matters Committee annually.

Accepted by Full Governing Body