ASSESSMENT & REPORTING
2024/25

THE
BUCKINGHAM SCHOOL

NAMED PERSON:	Mr Peter Toovey
Last Review Date:	September 2024
Review Cycle:	1 Year
Next Review Date:	September 2025

Mr Andy Crossey **Co Chairman of Governing Body** **Signed:**
Date: September 2024

Abbreviations used within this Policy

AHT	Assistant Headteacher
ATL	Attitude to Learning
BTEC	Business Technology Education Council
CAT	Cognitive Ability Test
CL	Curriculum Leader
DHT	Deputy Headteacher
EAL	English Additional Language
FFT	Fischer Family Trust
GCSE	General Certificate Secondary Education
GL	Company Name
HOY	Head of Year
HPA	Higher Prior Attainment
HT	Headteacher
KS2	Key Stage 2
KS3	Key Stage 3
KS5	Key Stage 5
LPA	Lower Prior Attainment
MA	Most Able
MA*	Most Able (as recognised by school, not by government data)
MAPP	Most Able & Pupil Premium
MEGS	Minimum Expected Grade
MPA	Middle Prior Attainment
NGST	New School Spelling Test
NPA	No Prior Attainment
NRGT	New Group Reading Test
PiXL	Partners In Excellence
PP	Pupil Premium
PTE	Progress Test English
RAG	Red / Amber / Greed
SAT	Standard Assessment Test
SDC	School Data Collection
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs
SLT	Senior Leadership Team
TP	Teacher Predictions
VA	Value Added
WAG	Working At Grade

List of Alterations since 2023/24
- PTM, PTE, NGST (Spelling) and NGRT removed from KS3 Baseline Assessments
- PTS and EXACT assessments added to KS3 Baseline Assessments
- Interventions changed to study support
- New Class Context Sheets for KS3 and KS4
- New Department Progress Sheets for KS3

Objective: To ensure that relevant stakeholders are using information to make informed decisions that are appropriate to their role and sphere of influence
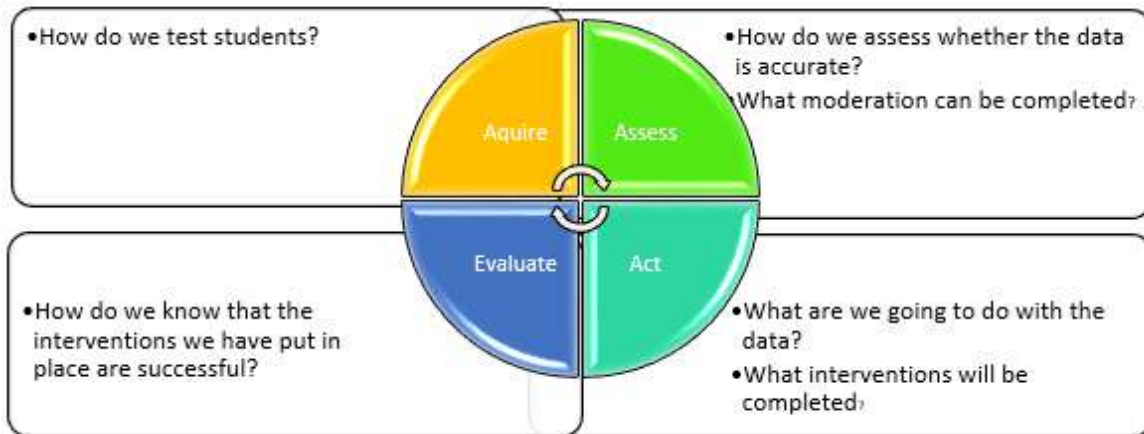
KS3 Baseline Assessments

We will use the GL Assessment KS3 Assessment Package. The assessment package will cover ability and attainment in core subjects, reading, spelling and pupil attitudes.

Students will sit the following tests:
- CAT4
-

Data obtained from these tests, combined with KS2 SATs data will be used to calculate minimum expected grades (MEGs), although these will not be published to students or parent/carers.

KS3 Assessments

We will be reporting following a Mastery grade of Emerging, Developing, Securing or Mastering. An explanation of what each grade means for each subject is available on the website. This gives parent/carers and students more detailed information on exactly which areas the child needs to work on and how they can improve.
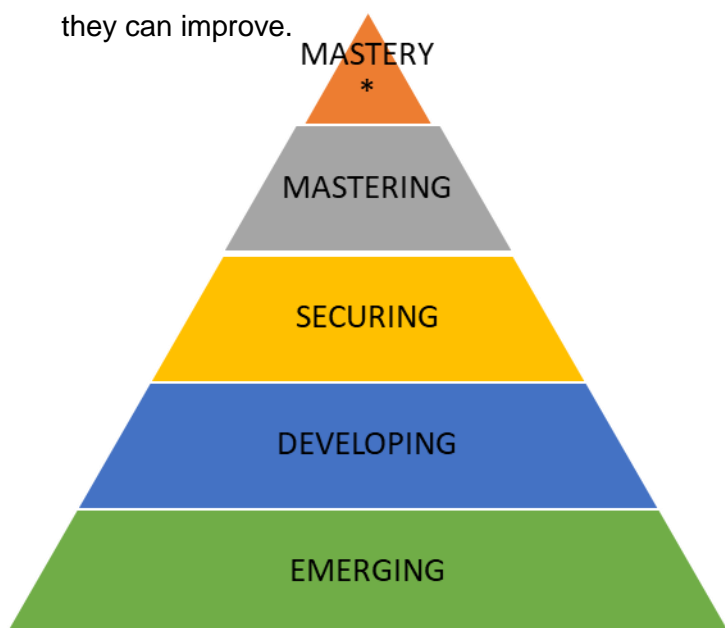
Mastery * – Students show detailed understanding of all areas of the curriculum and how they are linked together.
Mastering – Students show detailed understanding of many areas of the curriculum and how they are linked together.
Securing – Students will be able to demonstrate an understanding of many areas of the curriculum and will be apply to apply them consistently.
the topic and will be able to apply their knowledge more frequently.
subject. They will occasionally be able to apply their knowledge independently.

Minimum Expected Grade (MEG)

Minimum expected grades will be used internally only and not published to students or parent/carers. These MEGs are based upon student's CATs tests. The CATs give a projected GCSE grade. This is then converted into MEGs using the following table:

Target	How it corresponds to 'Age related Expectations'	Potential GCSE Grade
M* – Mastery*	Exceeding the age related expectation	Grades 8 – 9
M – Mastering	Reached the age related expectation	Grades 5 – 7
S – Securing	Securing knowledge towards the age related expectation	Grades 3 – 4
D – Developing	Developing knowledge but below age related expectation	Grades 1- 2
E – Emerging	Emerging in knowledge of the curriculum	Below GCSE level

Student MEGs will be different for each subject, according to the CATs data.

Mastery Grade
Student mastery grades will be based upon students' current and past attainment. Teachers will enter mastery grades as and when the students achieve them and the WAGs will be adjusted throughout the year. Mastery grades will be based upon knowledge and skills, not just skills alone. **Students should be able to reach mastery in each assessment.**

Working At Grade (WAG)
At least twice a year a synoptic summative assessment will be given which will interleave knowledge from the whole curriculum. These assessments will be graded according to the mastery levels and then compared to MEGs. These assessments should cover both skills and knowledge. **Students should be able to reach mastery in each assessment.**

'Where am I?' Statement
This gives parent/carers an indication of whether their child is working at, above or below their MEG.

If a pupil is 'working at' it means they are achieving the same as students of a similar ability to them. They should be really pleased with this. Of course, if they are 'working above' this puts them above other students with the same prior attainment.

Attitude to Learning Score
This is an indication of how students have been working in lessons. Teachers complete this using the following criteria:

ATL	Description
Dedicated	The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated and is determined to master any areas of insecurity.
Committed	The student always meets or exceeds expectations in lessons, completing tasks enthusiastically and to their very best standard. Instructions are followed straightaway and appropriate, interested questions are raised. The student is eager to learn.
Compliant	The student meets expectations in lessons and does as required. Tasks are completed well and the teacher does not need to intervene to ensure compliance and co-operation.
Reluctant	The student fails to meet minimum expectations, rarely gets involved with learning, avoids completion of tasks and requires too much teacher time. Students who act to the detriment of others will automatically receive this grade.

The school aspires for all students to be committed or dedicated in their lessons.

KS4 Summative Assessments (two a year)

Minimum Expected Grade (MEG)
Students MEGs have been calculated using their KS2 grades. The MEGs will be calculated using students' KS2 scaled scores. FFT aspire will be used to calculate student's target grades.

Working At Grade (WAG)
Student WAGs will be based upon student's current and past attainment. Students' most recent assessment score will be input into Markbooks and a WAG will automatically be generated. These WAGs will be used internally for data tracking and will be reported to parent/carers. End of term assessments will be cumulative in nature and should be based upon real assessment questions and criteria as much as possible. These end of term assessments should be fully moderated to ensure accuracy of data.

Teacher Prediction (TP)
Teachers will predict the students' end of key stage grade, taking into account their current and past assessments. Teachers should be able to justify why they have given the TP that they have. Curriculum Leaders are responsible for quality assuring TPs.

'Where am I?' Statement
This gives parent/carers an indication of whether their child is working at, above or below their MEG. This will compare their MEG to their TP, not their WAG.

If a pupil is 'working at' their MEG, it means they are achieving the same as students of a similar ability to them. They should be really pleased with this. Of course, if they are 'working above' their MEG, this puts them above other students with the same prior attainment.

Attitude to Learning Score

This is an indication of how students have been working in lessons. The number based ATL scores have been replaced with words. Teachers complete this using the following criteria:

ATL	Description
Dedicated	The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated, is determined to master any areas of insecurity.
Committed	The student always meets or exceeds expectations in lessons, completing tasks enthusiastically and to their very best standard. Instructions are followed straightaway and appropriate, interested questions are raised. The student is eager to learn.
Compliant	The student meets expectations in lessons and does as required. Tasks are completed well and the teacher does not need to intervene to ensure compliance and co-operation.
Reluctant	The student fails to meet minimum expectations, rarely gets involved with learning, avoids completion of tasks and requires too much teacher time. Students who act to the detriment of others will automatically receive this grade.

The school aspires for all students to be committed or dedicated in their lessons.

KS5 Summative Assessments (two a year)

To fit in line with the rest of the school, KS5 will use MEGs, WAGs and TPs.

Minimum Expected Grade (MEG)
Students MEGs will be calculated using their KS4 data and FFT Aspire. These ensure that students are expected to make good progress, in line or better than that of national. For BTEC subjects where FFT Aspire cannot calculate MEGS, KS4 VA Targets will be used.

Working At Grade (WAG)
Student WAGs will be based upon student's current and past attainment. Students' most recent assessment score will be input into Markbooks and a WAG will automatically be generated. These WAGs will be used internally for data tracking and will be reported to parent/carers. End of term assessments will be cumulative in nature and should be based upon real assessment questions and criteria as much as possible. These end of term assessments should be fully moderated to ensure accuracy of data.

Teacher Prediction (TP)
Teachers will predict the students' end of key stage grade, taking into account their current and past assessments. Teachers should be able to justify why they have given the TP that they have. Curriculum Leaders are responsible for quality assuring TPs.

'Where am I?' Statement
This gives parent/carers an indication of whether their child is working at, above or below their MEG. This will compare their MEG to their TP, not their WAG.

If a pupil is 'working at' their MEG, it means they are achieving the same as students of a similar ability to them. They should be really pleased with this. Of course, if they are 'working above' their MEG, this puts them above other students with the same prior attainment.

Attitude to Learning Score
This is an indication of how students have been working in lessons. The number based ATL scores have been replaced with words. Teachers complete this using the following criteria:

ATL	Description
Dedicated	The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated, is determined to master any areas of insecurity.
Committed	The student always meets or exceeds expectations in lessons, completing tasks enthusiastically and to their very best standard. Instructions are followed straightaway and appropriate, interested questions are raised. The student is eager to learn.
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Reluctant	The student fails to meet minimum expectations, rarely gets involved with learning, avoids completion of tasks and requires too much teacher time. Students who act to the detriment of others will automatically receive this grade.

The school aspires for all students to be committed or dedicated in their lessons.

Time-line for KS3 Summative Assessment

Pre-Assessment Fortnight	Week 1	Week 2 and 3	Week 4

- Students complete their work throughout the course and the data should be put into school MIS when it is completed.
- Students who have not met their MEG should be given the chance to redo their work and improve

- Teachers ensure all data is put into school MIS, including ATLs and interventions.
- CLs to check the data is all completed by the Friday of week 3

- CLs to quality assure all data
- Moderation is completed in Monday department meeting
- Data is adjusted where necessary
- Teachers update context sheets

Week 5	Week 6	Next Progress Meeting

- Reports go home on Monday
- Wednesday - Progress Meeting. Focus on key groups and trends in data

- Tuesday - SLT Meeting - discussion of data trends

- Evaluation of previous interventions

Summative Assessment Preparation

KS4 and KS5 assessments should have a two-week preparation time built in where the following will be covered:

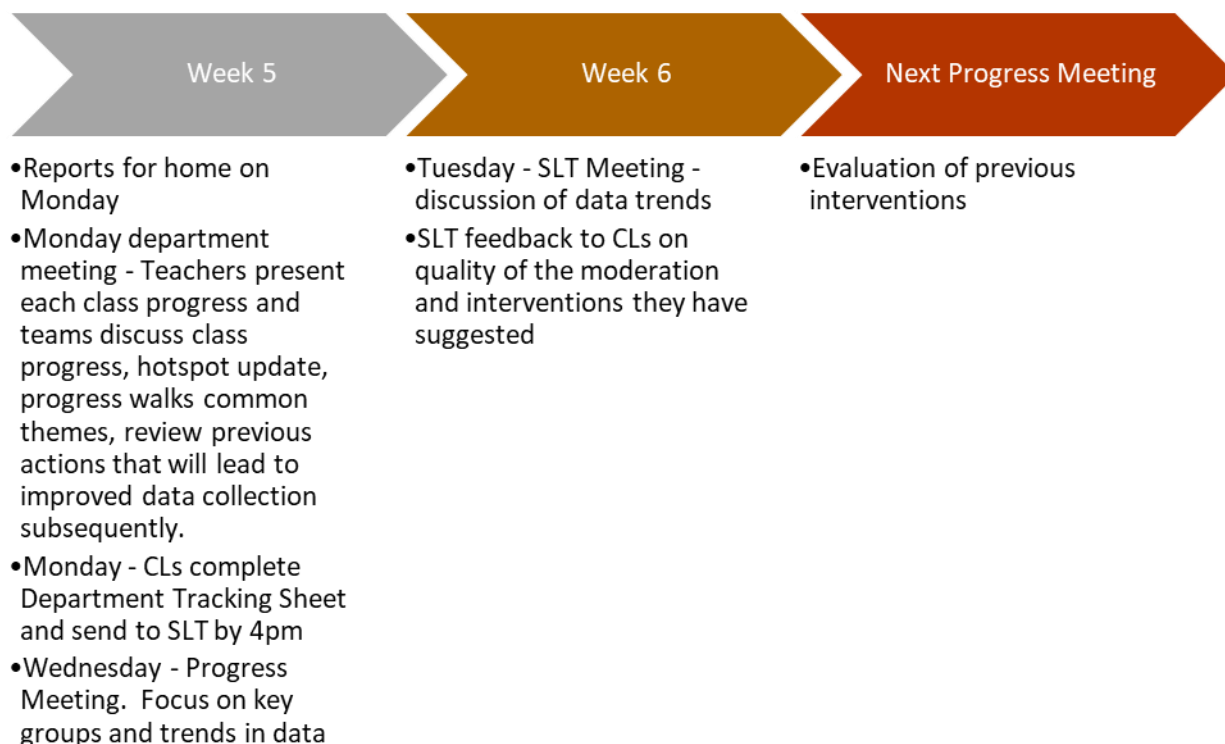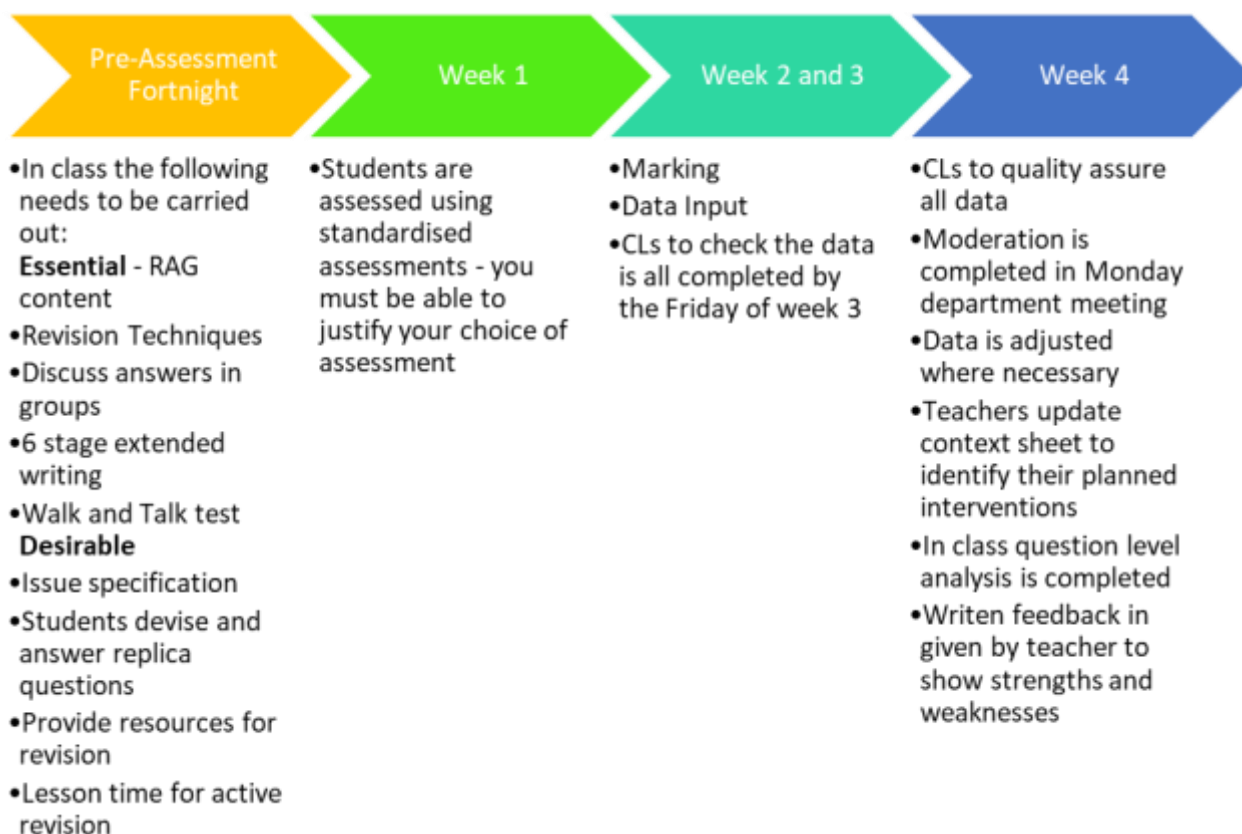| **Essential** - RAG content	**Desirable**
Revision Techniques	Issue specification
Discuss answers in groups	Students devise and answer replica questions
6 stage extended writing	Provide resources for revision
Walk and Talk test	Lesson time for active revision

This is not applicable to KS3 as the assessments will occur throughout the course.

Post Assessment Feedback

In KS4 and KS5 assessments should have a period of feedback and reflection that covers the following:

Essential -
Question Level Analysis
Written feedback to show strengths and weaknesses

Time-line for KS4/KS5 Summative Assessment

Pre-Assessment Fortnight

- In class the following needs to be carried out:
  Essential - RAG content
- Revision Techniques
- Discuss answers in groups
- 6 stage extended writing
- Walk and Talk test
  Desirable
- Issue specification
- Students devise and answer replica questions
- Provide resources for revision
- Lesson time for active revision

Week 1

- Students are assessed using standardised assessments - you must be able to justify your choice of assessment

Week 2 and 3

- Marking
- Data Input
- CLs to check the data is all completed by the Friday of week 3

Week 4

- CLs to quality assure all data
- Moderation is completed in Monday department meeting
- Data is adjusted where necessary
- Teachers update context sheet to identify their planned interventions
- In class question level analysis is completed
- Writen feedback in given by teacher to show strengths and weaknesses

Week 5

- Reports for home on Monday
- Monday department meeting - Teachers present each class progress and teams discuss class progress, hotspot update, progress walks common themes, review previous actions that will lead to improved data collection subsequently.
- Monday - CLs complete Department Tracking Sheet and send to SLT by 4pm
- Wednesday - Progress Meeting. Focus on key groups and trends in data

Week 6

- Tuesday - SLT Meeting - discussion of data trends
- SLT feedback to CLs on quality of the moderation and interventions they have suggested

Next Progress Meeting

- Evaluation of previous interventions

Summative Assessment Schedule

The full assessment schedule is published on the google calendar. These assessments are not listed separately here in case they change throughout the year; this will be avoided but may be necessary due to extenuating circumstances.

Mock Examinations

All mock examinations in Year 11 and 13, should use real examination papers from the previous exam season. Those papers should not be used for anything else and should not be released to students. In the event that PiXL Wave is used, the relevant series will be applied. The real mark schemes should be used as well as the published grade boundaries to get as full a picture of the students' true ability. If there are areas in the paper that students haven't yet completed it is acceptable to leave sections out as long as you can justify why.

Mock examinations will be held:

Year Group	1st Mock Date
Year 11	Monday 10 February 2025 – Friday 07 March 2025
Year 13	Monday 10 February 2025 – Friday 07 March 2025
Year 10	Monday 23 June 2025 – Friday 04 July 2025
Year 12	Monday 23 June 2025 – Friday 04 July 2025

Formative Assessments

Please see individual department's assessment policies in regards to quality and quantity of formatively assessed work.

Progress Meetings

After each assessment point in the school calendar the progress team will meet.

To be present at Progress Meetings'

- AHT Progress & Attainment
- DHT Curriculum
- HT
- SENDCO
- Head of Year
- CLs of Maths, English and Science
- At KS4 and KS5 Mock analysis meeting will be attended by all CL's/SL's to discuss progress, identify key marginal students and relevant study support processes proposed and implemented.
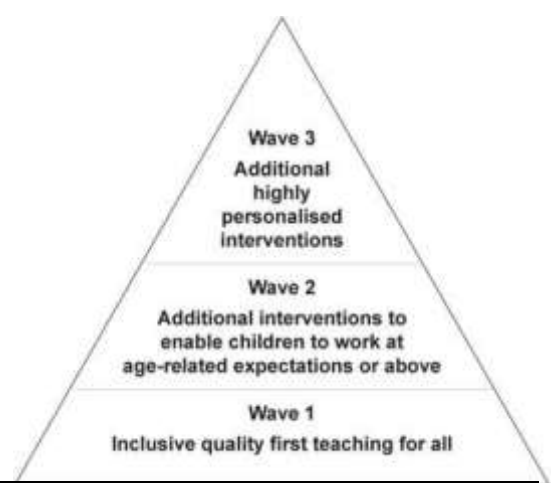

At progress meetings, key strategies and trends will be discussed and it will give time for discussions about some of the most underperforming students.

Structure of Progress Meetings

Please note that the agenda for Progress Meetings is subject to change throughout the year according to identified trends in data and due to feedback from staff members. The below is a suggested agenda:

1.   Evaluation of impact of previous study support strategies discussed at last progress meeting.

2.   Meetings begin with data analysis, looking at how far students are from their target grade. Data on key students will be provided to the team in advance by the DHT (Curriculum) so that the meeting is focused on key cohorts/students.

3.   The attendees will use the meeting to talk through the situation for each pupil, including the cause of their difficulties and perceptions on why they are not making the progress they need to. They will then look to suggest possible strategies to support each pupil and if these have not been given specific study support to put a plan in place. Wave 1/2/3 interventions will be considered and assigned.

Three Waves of Study Support

Wave 1 – Quality First Teaching	Wave 2 – Additional Interventions to Enable Students to Work at Age Related Expectations or Above	Wave 3 – Additional Highly Personalised Interventions
Examples of provision (these will be supplemented as new effective interventions are proposed)	Examples of provision (these will be supplemented as new effective interventions are proposed)	Examples of provision (these will be supplemented as new effective interventions are proposed)
- Differentiated curriculum - Differentiated delivery - The curriculum is relevant and exciting - A range of questioning strategies are used to encourage deeper thinking - Personalised learning approaches are used - Accurately paced lessons - All students set appropriately challenging work - Writing frames - Written and spoken instructions presented in a way that enables all students to access the curriculum - Peer learning, through groups and pairs - In class Teaching Assistant support - Guided teaching - Specialist equipment and resources, suitable to individual needs are used to aid learning such as coloured overlays - Children self-assess their own learning - A focus on Growth Mindset - Differentiated curriculum planning, activities, delivery and outcome - Increased visual aids / modelling etc. - Access to ICT	- Learning mentors - Booster sessions - Revision classes - Specialised extended learning tasks - Additional tutor group support	1:1 support outside of the normal classroom, for example bespoke programmes for literacy or maths - External programmes such as Nulogic - Targeted group revision or catch up classes - Individual arrangements for assessments

KS3: Context for Learning

Teacher:	Subject	Group:
No of Students	No of Girls:	No of Boys:

Number of Students Currently Working At:							
Emerging		Developing		Securing		Mastering	

GROUPS OF LEARNERS: Indicate The number of students within each category with initials									
EAL	Below ARE	EHCP	SEN Support (K)	LSA Support	HPA (>110)	MPA (100-110)	LPA (<100)	FSM	PP

Commentary
Gender Split: Comments about what the data tells you about the gender split of the group and how this will be used to inform planning for learning   E.g. The data shows that this group is heavily weighted toward low ability boys.   Boy friendly methods need to be used in planning e.g. "Chunking" activities down, use of writing templates, quick feedback, competition, praise
Grade Distribution: Comments about what the data tells you about the grade distribution of the group and how this will be used to inform planning for learning   E.g. What are the target grades for the group? What does this tell you about the pitch of the lessons? How will you extend/support learners who fall outside of "majority"?
Late Joiners: Comments about any students that have joined your class late or have perhaps moved from a different group and may be at different places in their learning and how this impacts upon planning for their learning   E.g. 2 late joiners will be sat at the same table with HPA students working at or above target to ensure that gap in knowledge are closed through peer support
EAL: comments about what the data tells you about the potential language barriers in the classroom and how this will be used to inform planning for learning   *E.g. use of visual stimuli to support learning of keywords, seating plan shows supportive pair work*
Below ARE (Age Related Expectation): Low Reading Ages or Low Numeracy : comments about what the data tells you about the literacy level of the class   *Comment on the range of literacy strategies you will plan to use with the group (e.g. keywords in context, matching activities, scanning, close reading, cloze exercises, mind maps, use of sub-headings and reflective reading etc.)*
EHCP: who are your EHCP students and what are their needs?   *Comment on the strategies suggested in their learner passport (EHCP) and how they will be implemented within the lesson(s)*
SEND Support: who are your students who need SEND support and what are their needs?   *Comment on the strategies suggested in their learner passport and how they will be implemented within the lesson(s)*

Commentary
Deployment of LSA support
Comment on how additional support will be used as well as making a note of which students are targeted for support (refer to EHCPs)
Prior Attainment: : comments about what the data tells you about the prior attainment of the group and how this will be used to inform planning for learning
E.g. ratio of High Prior Attainment (HPA): Middle Prior Attainment (MPA) and Low Prior Attainment (LPA) What does this tell you about the pitch of the lessons? How will you extend/support learners who fall outside of the "majority"?
FSM/PP: comments about what the data tells you about the number of pupil premium (PP) and free school meal (FSM) students and how this will be used to inform planning
E.g. ensuring that PP/FSM students are paired with non-PP/FSM students so that there is peer-to-peer support for learning, how will you improve the cultural capital of these students? What additional support might they require and how will you address these
Intervention
Make a note of students who you/the subject/faculty are targeting and give a brief overview of any strategies e.g. 6 students who are borderline 4/5 will attend after school revision classes in order to secure Grade 4 or above in the GCSE examinations
12 students are not making sufficient progress towards meeting their end of Key Stage targets and have been selected for Faculty support time. Progress will be monitored on a lesson-by-lesson basis. Effectiveness of interventions will be reviewed regularly.
Homework
Comment on when homework is set; add completion-rate data if available
Other comments about the characteristics of the group
e.g note any students who may be withdrawn for extra help with HTLA
students who are receiving support to improve behaviour
students who are on report
specific individual student strategies
Seating Plan: include an image of your seating plan which reflects the planning for your class context
The context sheet will need to be updated from time to time to reflect changes/new ideas etc.

*KS4: Context for Learning

Teacher:	Subject	Group:
No of Students	No of Girls:	No of Boys:

Current Working Level/Grade range: Indicate the number of students at each level/grade											
9		8		7		6		5		4	

3		2		1		Late Joiners					

(Current Working Level table row: 9, 8, 7, 6, 5, 4, 3, 2, 1, Late Joiners)

End of Year target : Indicate the number of students at each level/grade										
9	8	7	6	5	4	3	2	1	Late Joiners	

GROUPS OF LEARNERS : indicate the number of students within each category										
EAL	Below ARE	EHCP	SEN Support	LSA Support	HPA (≥110)	MPA (100-110)	LPA (≤100)	FSM	PP	

Commentary
Gender split: comments about what the data tells you about the gender split of the group and how this will be used to inform planning for learning   *E.g. The data shows that this group is heavily weighted towards low ability boys.*   *Boy-friendly methods need to be used in planning eg "Chunking" activities down, use of writing templates, quick feedback, competition, praise*
Grade Distribution: comments about what the data tells you about the grade distribution of the group and how this will be used to inform planning for learning   *E.g. What are the target grades of the group? What does this tell you about the pitch of the lessons? How will you extend/support learners who fall outside of the "majority"?*
Late Joiners: comments about any students that have joined your class late or have perhaps moved from a different group and may be at different places in their learning and how this impacts upon planning for their learning   *E.g. 2 late joiners will be sat at the same table with HPA students working at or above target to ensure that gaps in knowledge are closed through peer support*
EAL: comments about what the data tells you about the potential language barriers in the classroom and how this will be used to inform planning for learning   *E.g. use of visual stimuli to support learning of keywords, seating plan shows supportive pair work*
Below ARE (Age Related Expectation): Low Reading Ages or Low Numeracy : comments about what the data tells you about the literacy level of the class   *Comment on the range of literacy strategies you will plan to use with the group (e.g. keywords in context, matching activities, scanning, close reading, cloze exercises, mind maps, use of sub-headings and reflective reading etc.)*
EHCP: who are your EHCP students and what are their needs?   *Comment on the strategies suggested in their learner passport (EHCP) and how they will be implemented within the lesson(s)*

Commentary
SEND Support: who are your students who need SEND support and what are their needs? *Comment on the strategies suggested in their learner passport and how they will be implemented within the lesson(s)*
Deployment of LSA support *Comment on how additional support will be used as well as making a note of which students are targeted for support (refer to EHCPs)*
Prior Attainment: : comments about what the data tells you about the prior attainment of the group and how this will be used to inform planning for learning *E.g. ratio of High Prior Attainment (HPA): Middle Prior Attainment (MPA) and Low Prior Attainment (LPA) What does this tell you about the pitch of the lessons? How will you extend/support learners who fall outside of the "majority"?*
FSM/PP: comments about what the data tells you about the number of pupil premium (PP) and free school meal (FSM) students and how this will be used to inform planning *E.g. ensuring that PP/FSM students are paired with non-PP/FSM students so that there is peer-to-peer support for learning, how will you improve the cultural capital of these students? What additional support might they require and how will you address these*
Intervention *Make a note of students who you/the subject/faculty are targeting and give a brief overview of any strategies e.g. 6 students who are borderline 4/5 will attend after school revision classes in order to secure Grade 4 or above in the GCSE examinations* *12 students are not making sufficient progress towards meeting their end of Key Stage targets and have been selected for Faculty support time. Progress will be monitored on a lesson-by-lesson basis. Effectiveness of interventions will be reviewed regularly.*
Homework *Comment on when homework is set; add completion-rate data if available*
Other comments about the characteristics of the group *e.g note any students who may be withdrawn for extra help with HTLA* *students who are receiving support to improve behaviour* *students who are on report* *specific individual student strategies*
Seating Plan: include an image of your seating plan which reflects the planning for your class context
The context sheet will need to be updated from time to time to reflect changes/new ideas etc.

Department Progress Sheet

Question	Answer	Response from SLT
Date		
Name of CL		
Year Group		
What department are you?		
How are your PP students achieving compared to your non-PP? What are the reasons for the gaps? What is being done to address these gaps?		
How are MA/MA* achieving compared to non-MA/MA* students? What are the reasons for the gaps? What is being done to address these gaps?		
How are SEN students achieving compared to non-SEN? What are the reasons for the gaps? What is being done to address these gaps?		
How are boys achieving compared to girls? What are the reasons for the gaps? What is being done to address these gaps?		
How have you assessed the students?		
What moderation has taken place?		
For the students who have made more than sufficient progress what has made the difference?		
For students who have not made enough progress, what core barriers are preventing them from moving on and how can you intervene?		
Which students do now need study support? How will this be organised and what will the planned programme include?		

Head of Year Progress Sheet (all Year Groups)

Question	Answer	Response from SLT
Date		
Name of HOY		
Year Group		
What study support have currently been run for this year group and what has their impact been?		
Which students do you feel now need study support? How will this be organised and what will the planned programme include?		

Mock Analysis Meeting   Subject:_____

CL: _____   Date: _____

		Year 11			Year 13	
		Mock/TP %	National %		**Mock**/TP %	National %
9-7/Distinction				A* - A / Dist*		
9-5/Merit				A* - B / Dist*- Dist		
9-4/Pass				A* - C / Dist*- Merit		
				A* - E / Dist*- Pass		
Conversion %	Above Target					
	On Target					
	Below Target					

What are your views on the results in your subject area? (KS4 and KS5)

What considerations/context should be taken into account when discussing these results?

Cohort and Classes: Classes within Year Group, Prior Attainment, Key Topics, Skills	Successes in results / Areas for Development
Year 11	
How reliable are these results? What moderation took place?	
What grade boundaries were used? What was the rationale?	

Cohort and Classes: Classes within Year Group, Prior Attainment, Key Topics, Skills	Successes in results / Areas for Development
What is the priority for the remaining weeks?	
Key Marginals: Have you identified key marginal students? What strategies are in place to support the Key Marginal students? What strategies are in place to support ALL students?	
What's been learnt for Year 10? What strategies were implemented by the department that impacted significantly on student performance? What action is planned to address any concerns? How is this going to be monitored? Are any curriculum changes needed? What areas require improvement and how are new strategies going to be formulated, implemented and monitored? What time scale do you envisage for this process?	

Cohort and Classes: Classes within Year Group, Prior Attainment, Key Topics, Skills	Successes in results / Areas for Development
Year 13	
How reliable are these results? What moderation took place?	
What grade boundaries were used? What was the rationale?	
Have you identified key marginal students with strategies to shift their grades? (Grade U-E, D-C, C-B, B-A)	
What is the priority for the remaining weeks?	
What's been learnt for Year 12? What strategies were implemented by the department that impacted significantly on student performance? What action is planned to address any discrepancies in predictions? How is this going to be monitored?	

Cohort and Classes: Classes within Year Group, Prior Attainment, Key Topics, Skills	Successes in results / Areas for Development
What areas require improvement and how are new strategies going to be formulated, implemented and monitored? What time scale do you envisage for this process?	

Agreed Actions/Priorities to be reflected in the DIP:

1.

2.

3.

What support is needed?:

SLT Progress Sheet (all Year Groups)

Question	Answer	Response from Governors
SLT present at SLT meeting		
Date		
Year Group		
What is the expected progress score?		
How are the PP students achieving compared to the non-PP? What are the reasons for the gaps? What is being done to address these gaps?		
How are the MA/MA* achieving compared to non-MA/MA* students? What are the reasons for the gaps? What is being done to address these gaps?		
How are SEN students achieving compared to non-SEN? What are the reasons for the gaps? What is being done to address these gaps?		
How are boys achieving compared to girls? What are the reasons for the gaps? What is being done to address these gaps?		
How are HPA/MPA/LPAs achieving compared to each other? What are the reasons for the gaps? What is being done to address these gaps?		
Are there any particular trends in the data that need addressing? How will it be addressed and by who and by when?		