



WELLACRE

Assessment and Reporting Principles 2025-2026

Context

Good quality data helps to evaluate the quality of education at Wellacre. All staff play an important role in ensuring that the data which is captured for each student is accurate and provides teaching staff with the means to identify students' **progress against Curriculum Related Expectations** for each subject.

Data also informs:

1. Individual/ class adaptations to teaching where misconceptions and/or gaps in learning have been identified.
2. Adjustments to medium term curriculum planning.
3. Training and support required for staff.
4. Trustees and leaders so that they provide appropriate challenge and support.
5. Reports to parents and carers.
6. Students' understanding of their progress against Curriculum Related Expectations.

Recording, tracking and reporting progress

Year 11

There are two Data Captures (DC) in Year 11.

Year 11 targets are based on 9-1 grading for GCSE and D*- L1P for Technical Awards. The target for each subject is displayed in the interim and full reports.

Students' achievement is measured against the subject specification content which has been taught at the time of the data collection. This will be reflected in the interim and full reports as a **'working at grade'**.

This is in addition to three **'Attitude to Learning'** grades. One each for:

- Commitment to Independent Learning at home;
- Effort in class;
- Behaviour for Learning.

These will be awarded on a scale of 1-4:

- 1=Outstanding
- 2=Good

- 3=Inconsistent
- 4=Inadequate

Years 7 - 10

There are two Data Captures (DC) a year. Each DC reflects a student's progress against the Curriculum Related Expectations at each point. This is reflected as a **percentage outcome** for each subject. Reports will contain the students' percentage and the year group average percentage for every subject.

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Data Capture (DC) points

Students will complete two summative assessments over the academic year. Assessments are explicitly tailored to Curriculum Related Expectations. We only assess what has been explicitly taught and practised. When crafting assessments, Curriculum Middle Leaders must consider the [4 pillars of assessment](#) – Purpose, Validity, Reliability and Value.

Principles of assessment

- Assessments sample CRE from the medium term plans. They are crafted to assess the increasing domain of the curriculum, across KS3 or the KS4 course, which have been explicitly taught and practised.
- Assessments include a balance of component and composite questions that it is reasonable to expect students to know and be able to do at that stage of any curriculum plan.
- Students are given as long as necessary to complete the assessment.
- There is an explicit mark scheme which provides staff with clarity on the specificity required in students' responses.
- CML facilitates moderation of the marking process.
- The data helps the CML to evaluate the quality of intent and implementation of the curriculum.

Practical subjects

Students will complete practical assessments during the year which reflect the same principles. These will contribute proportionately towards Data Captures. More information will be provided with each Interim Report.

At every assessment window, Classroom Teachers should;

- Ensure that the **mark scheme has been followed** so the data entry is correct.
- Take an **active part in department moderation**.
- **Ensure that the data entry is completed** for their classes by the deadline set on the assessment calendar.
- Ensure that the **‘Attitude to Learning’ (ATL) grades are awarded meaningfully to reflect the effort and commitment made by the student** in class and at home.
- **Make use of the assessment data for their classes**, including the attainment and progress of students in key groups; Disadvantaged, SEND, High/ middle/ low prior attainers, EAL, LAC and PLAC.

For shared classes, the **Main Class Teacher** is the one with primary responsibility for the above, but all teachers of any class should share information and strategies to support students' progress and regularly reflect on the impact of their teaching on student progress.

At every assessment window, Curriculum Middle Leaders should;

- **Use assessments and accompanying mark schemes which have been quality assured alongside the ALT link as ‘fit for purpose’.**
- **Co-ordinate the schedule of assessment completion within the department to ensure that every student is given the opportunity to be assessed.**
- Ensure assessments are **moderated**. Data must be **relevant, rigorous and reflect the assessment criteria** for the qualification the student is studying.
- **Ensure that the data entry set is complete and accurate** for their curriculum area ahead of the deadline.
- Ensure that the **‘Attitude to Learning’ (ATL) grades are awarded meaningfully in the subject, to reflect the effort and commitment made by the student** in class and at home. Follow up concerns with parent/carers/Pastoral staff.
- **Analyse data** to inform curriculum developments and teaching adaptations - identify emerging patterns, areas of strength and those which require deeper thinking. Things to consider include:
 - To what extent have students, and key groups, met the Curriculum Related Expectations?
 - What are the misconceptions/ gaps in knowledge?
 - In which classes or student groupings are these most prevalent?
 - Where classes or student groupings have performed best, why?
 - What can be learnt from the learning activities, teaching and subject pedagogies which supported stronger outcomes?
 - Are there areas of the curriculum that will need to be adapted in order to support students?
 - What adaptations need to be made to curriculum plans and resources for next time?
- Ensure that they **recognise and celebrate students’ achievements** within their subject.
- **Implement intentional strategies** for individual or groups of students whose progress gives cause for concern
- Be mindful that the data is shared with parents/carers and they should **respond swiftly to any parental enquiries regarding progress and achievement** of students in their subjects
- **Meet with the ALT link** to discuss the data in relation to the curriculum, teaching and learning.

These curriculum conversations are an integral part of ALT link meetings. Agendas and actions on the CML slides should reflect this and are accessible for quality assurance.

At the publication of a Data Capture, HoH / Dir. of Transition should;

- Analyse and use attendance, punctuality, and behaviour data to **inform next steps and highlight clear priorities.**
- Analyse ATL data in order to establish any links between behaviour, attitude and commitment to learning and academic outcomes. Where appropriate, work with the Inclusion team, Curriculum Middle Leaders, classroom teachers and Achievement Tutors to **implement effective actions to secure improvement.**

Interim Reporting Dates

INTERIM REPORTS (all yrs)	DC deadline to CML	DC deadline to office 12pm	Interim Report published
DC1 AUTUMN Year 11	Thu 27.11.25	Tue 02.12.25	Thu 11.12.25
DC1 SPRING Years 7-10	Thu 29.01.26	Tue 03.02.26	Thu 12.02.26
DC2 SPRING Year 11	Mon 02.03.26	Wed 04.03.26	Publish with Pastoral Report Thu 12.03.26
DC2 SUMMER Year 7-10	Thu 25.06.26	Tue 30.06.26	Publish with Pastoral Report Mon 13.07.26

Pastoral Reporting Dates

Year Group	Start Date for pastoral report writing	Closing Date for pastoral report writing (Tutors)	Closing Date for pastoral report writing (HOH)	Closing date for HoH checks 12pm	Publication date through Arbor	Data Source
Year 11 Pastoral	Mon 02.02.26	Mon 02.03.26	Thu 05.03.26	Tue 10.03.26	Thu 12.03.26	DC2
Year 7- 10 Pastoral	Mon 27.04.26	Thu 25.06.26	Thu 30.06.26	Thu 09.07.26	Mon 13.07.26	DC2

Appendix 1: Overview of DofE Key Performance Measures at KS4

Performance tables Measures

- Progress 8
- Attainment 8
- The percentage of students who achieve a strong pass-grade 5 in GCSE Maths and either GCSE English Language or GCSE English Literature.
- Percentage of students entered for the EBacc.
- EBacc average points score
- Pupil destinations

Definitions of performance measures

Progress 8/ Attainment 8

Progress 8 and Attainment 8 are based on a calculation of pupils' performance across eight qualifications.

Each student's grade is assigned a points score from one to nine. The Attainment 8 score is the total points for their eight qualifying subjects.

These qualifications come from three Qualifying Baskets:

1. Maths and English
2. EBacc (3 highest)
3. Open (3 highest of qualifications included in Performance measures and up to three 'vocational qualifications' count)

Maths and English scores are **double weighted**. For English it is the best grade of English Language or English Literature (must take BOTH for ONE to be double weighted). The other English grade will be in basket three if it is a higher grade than one of the other qualifications in the 'open' basket.

The EBacc refers to a combination of subjects that the government believes is important for young people to study at GCSE. The EBacc suite of subjects includes: English Language and Literature; Maths; Science; Geography or History; Language: French.

A students' Progress 8 score is calculated by comparing their Attainment 8 score with the average Attainment 8 scores of all students nationally who had a similar starting point. The greater the Progress 8 score, the greater the progress made by the student compared to the average for students with similar prior attainment.

A school's Progress 8 score is calculated as the average of its students' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

- A score of zero means pupils in this school on average did as well at KS4 as other pupils across England who got similar results at the end of KS2.
- A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of KS2.
- A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of KS2

SISRA does this at both pupil level, whole Year group level and by 'basket'.

Progress 8 2024/25 and 2025/26

As primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption, there will be no KS2 prior attainment data available to use to calculate Progress 8 when the relevant cohorts reach the end of KS4 in academic years 2024/25 and 2025/26.

There will be no replacement to Progress 8 measures for the academic years 2024/25 and 2025/26. [Secondary accountability measures February 2025](#)

Percentage of students entered for the EBacc and EBacc points score

Students' average points score is the average points scored in the five EBacc subject areas. The EBacc Average point score for the school is calculated by taking the total average points score for all students and dividing it by the number of students in this group.

Pupil destinations

Pupil destinations refers to the percentage of students staying in education or going into employment after KS4. Students are counted in a sustained destination if they have a recorded activity throughout the first two terms of the academic year (or any consecutive 6 months in the year for apprenticeships) after finishing KS4.

Qualifying subjects

Students should always have eight qualifying subjects where possible. In special circumstances an alternative curriculum may be more appropriate for certain students which may mean their qualifying subjects are reduced in number. In these circumstances students need to be looked at on an individual basis for Progress 8.