

Maiden Erlegh Trust

# ASSESSMENT AND REPORTING STATEMENT



MAIDEN ERLEGH  
TRUST

Including local arrangements in annexes for:

## MAIDEN ERLEGH CHILTERN EDGE

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## Rationale

Central to our ethos is ensuring that every pupil/student receives high quality, differentiated teaching during their time at any school within the Maiden Erlegh Trust. Central to this high-quality teaching is on-going reliable formative assessment. As a result of this, they make exceptional progress and differences in the performance of groups of pupils/students from similar starting points are minimised.

All staff play a part in supporting pupils/students to achieve these goals and should reflect this policy as it applies to their work.

### Assessment

High quality assessment is essential to delivering on these goals. The aims of assessment are to inform:

- **Teachers** how their pupils/students are progressing and how well they have mastered knowledge, skills and understanding. In this way, they can adapt their teaching to meet the needs of all their pupil/students.
- **Pupil/students** of what they are doing well in relation to their targets and what they need to do to improve. In this way pupils/students gain a better understanding of how to manage their own learning and progress.
- **Parents** how their child is performing in relation to their personal targets and what they should be doing to improve: so that parents can support them.
- **Leaders** how well the curriculum is being implemented across subjects, year groups, phases, subjects and target groups; this helps to determine strategies to reduce variation across the school.

In order that our assessment process delivers on the above aims, assessments must be valid and reliable. To achieve this, we ensure that:

- Departments/phases have time to work together to review and standardise their assessment formats and outcomes.
- Middle Leaders and other staff have opportunities to work with colleagues in other schools to standardise their assessment formats and outcomes.
- We work with leaders and other staff to compare a range of evaluations of progress (eg: data, work in books/folders, quality of learning and thinking in lessons) so there is coherency and consistency.

## Assessment

### Assessment of Learning (AoL)

AoL enables teachers to evaluate the impact of their teaching to help them adapt the content, pace, direction, activities and feedback of their lessons and homework to ensure that:

- Pupils/students are building up their knowledge and skills to appropriate levels.

- Pupils/students can apply their knowledge and skills independently and fluently to a range of problems and tasks.
- Pupils/students are supported and stretched appropriately.
- Pupils/students are on track to meet their targets and they are given appropriate feedback (and they act on it) so that they do not fall behind.
- Pupils/students have appropriate interventions in place to support them make up any gaps.

### Assessments for Learning (AfL)

AfL is a continuous and formative process and takes place in every lesson, and following any in-school assessments/tests/exams. As a result of AfL, pupils/students gain an understanding of their knowledge, skills, thinking, understanding, as well as behaviours for learning. Specifically, they:

- Understand their strengths.
- Understand their areas for improvement/gaps in knowledge.
- Act on this understanding with demonstrable impact on their learning over time.

Assessment activities can vary from “quizzes”, practice activities, problem-solving tasks, practicals, year-group assessments, Pre-Public Examinations (PPEs) etc. Some will be undertaken in class or in formal school exam-style practice, or they can be set as homework.

### **Public Examinations**

At the end of courses/phases, pupils/students take public examinations (eg: SATs, GCSEs, VTQs, GCEs). During the year pupils/students also complete assessments, which form part of public examinations and/or qualification courses eg:

- Non-Examination Assessments (NEAs)
- Practical
- Speaking examinations
- Vocational and technical assignments

There are strict conditions for the taking of these assessments and the amount and type of feedback teachers can give to pupils/students during the assessment period. These conditions are imposed upon the school by the examinations boards and the Joint Qualifications Council (JCQ) are supported by the schools examinations policy and are explained to the pupils/students by their teachers. Each school provides formal information on public examinations on their websites (NB: they change annually).

## **Formative Feedback**

Pupils/Students receive feedback in a variety of ways eg:

- Questioning
- Self-assessment
- Peer assessment
- Verbal feedback from teachers
- Written feedback from teachers
- Whole class feedback from teachers

Feedback provides information about security of knowledge/ skills and progress towards own targets. It is part of a range of strategies to personalise learning and teaching over time. Every assessment (formal or informal) is an opportunity to provide feedback. Feedback can be provided by teachers, teaching assistants or pupils/students. It can relate to one piece of work or a body of work over time. It can appear in a variety of formats (and is usually a combination of one or more) eg:

- Written comments
- Comparison with a model answer
- Grouped comments to the class
- Symbols or codes
- Highlighted assessment criteria
- Record of someone else's feedback
- Verbal comments
- PLC (Personal Learning Checklists) /self-reflection notes

The purpose of formative feedback, is to enable pupils/students to consolidate knowledge, skills or fluency or to improve upon them. The independence and thus fluency with which pupils/students can apply knowledge, skills and understanding to a problem or question. Over time, feedback should therefore:

- Confirm what the pupil/student has done/is doing well
- Indicate what the pupil/student should do to improve (and what that might look like in terms of quality and quantity)
- Provide spelling, punctuation and grammar improvement advice (as appropriate)
- Provide numeracy improvement advice (as appropriate)

Formative feedback may or may not include a numerical scale or grade. Such a number can only ever be indicative and it is the feedback and response that are the most important elements.

## **Directed Independent Reflection Time (DIRT)**

As a result of feedback, pupils/students are expected to reflect on their strengths (so that they consolidate them over time) and to act on their feedback through formal and informal DIRT activities. We do not adopt a whole school approach to feedback and DIRT must meet the needs of the subject and key stage. Each department/phase has their own protocol (see Annex 1 and/or school websites), but the underlying principles are the same:

- Formal DIRT activities take place after key pieces of work or assessments and require pupils/students to re-do, improve or extend all or part of the work (this includes the PPE process –Annex 5). We would expect pupils/students to spend a substantial amount of time on this.
- Informal DIRT activities take place on an on-going basis (eg: as a result of verbal feedback) and require pupils/students to respond appropriately (typically in class or as homework). These are a shorter activity but have, nonetheless, impact over time.

Expectations for when pupils/students do formal DIRT (and potentially some informal DIRT):

- It should be next to/linked to the original piece of work.
- It should be visible (different colour, clearly labelled etc)
- It should be substantial and meaningful.
- It should be complete.
- It should contribute to demonstrable progress in learning over time.

Where feedback and DIRT have the most impact is where pupils/students engage fully in the process and teachers will monitor this engagement closely. We expect parents to support this process.

## Target Setting

All staff are responsible for promoting a culture of high expectations and embracing aspirational targets for all. We do not make or condone excuses.

### Academy Key Performance Indicators (KPIs)

Our aim is that each school's performance is in line with the best 10% of schools nationally. In our mainstream schools these KPIs are based on FFT 5<sup>th</sup> percentile estimates. In our special and alternative provision, the KPIs are determined by the school leaders based on individual students' prior attainment and context.

Leaders are accountable for achieving KPIs:

- Headteachers are accountable for achieving their school's KPIs.
- Subject leaders are accountable for achieving their courses' KPIs.
- Pastoral/phase leaders are accountable for the overall achievement of their group and for supporting interventions put in place at department/school level.

Specific school guidelines for determining KPIs can be found in Annex 2.

All schools focus on key target groups: disadvantaged, gender, SEND, higher ability. Individual schools may identify other groups for which they have specific local KPIs.

### Benchmarks

Benchmarks are a statistical projection of the grades that pupils/students with similar starting point profiles should achieve. They are never a ceiling to achievement. Benchmarks are unlikely to change over the course of a key stage.

### Student Own Targets (Mainstream Secondary)

We believe that pupils/students need to have ownership of their targets for them to be meaningful and for them to engage with the formative assessment process. Using FFT5 subject estimates students determine their target for each subject in discussion with their teachers so that both parties can work together to ensure pupils/students make the requisite

progress over the duration of the course. Targets can be re-negotiated with the teacher during a key stage.

Neither benchmarks nor targets are based on contextual or sociological information (eg: income, race) though we may analyse attainment grades and levels by certain target groups to ensure we are providing the best service to all our pupils/students.

#### Student engagement with targets (Primary, Special & Alternative Provision)

Students are encouraged to work towards the targets that their teachers set with them. These targets are based on the students' prior attainment and the teacher's judgement of the student's likely progress. All targets are intentionally aspirational and are never a ceiling to achievement.

## Key Performance indicators

The basis of the Key Performance Indicators in each sector and phase is summarised in the tables below.

Table 1 Mainstream KPIs

	Benchmarks	Pupil/Student Own Targets
Primary		
Early Years	Benchmarks are based on baseline assessments.	Based on rigorous AfL, pupils are active participants in their next steps for learning.
Key Stage 1	Benchmarks are based on outcomes of Early Years and FFT5* estimates.	
Key Stage 2	Benchmarks are based on outcomes of KS1 and FFT5* estimates	
	We expect that the majority of pupils will make progress in line with their peers nationally leading to a positive progress measure score.	
Secondary		
Key Stage 3 & 4	<p>Benchmarks are based on KS2 SATs scores and FFT5* estimates. This benchmarking will ensure that the majority of students will make above expected progress in all subjects and lead to above average Progress 8.</p> <p>We expect that the majority of students will make 2 grades progress on the 1 to 9 scale in core subjects over Year 7 and Year 8 and a similar rate of progress in other subjects.</p>	Using Fisher Family Trust Estimates students set and annually review their own targets based on percentage likelihoods of them achieving each grade in Key Stage 4 and their own aspirations.
Key Stage 5	<p>Benchmarks are based on KS4 results and ALPS predictions and FFT5* estimates.</p> <p>We expect that the majority of students will make progress in line with their ALPS benchmark leading to a positive value added score in each subject.</p>	<p>An ALPS “grade/split grade” is available to staff and students at the start of Year 12. Students set targets based on these grades in consultation with their teachers.</p> <p>During the target setting weeks later in the year, these targets are reviewed in light of FFT5 estimates.</p>

*\*Fisher Family Trust 5<sup>th</sup> percentile estimates.*



Table 2 Special and Alternative Provision KPIs

	<b>Targets</b>	<b>Pupil/Student engagement</b>
Primary	Individual personalised targets are set for reading age, spelling age, English and mathematics. Pupils also agree an SEMH target.	Pupils are encouraged to own these personalised targets.
Secondary	Based on prior assessment data students are set targets related to 5+ Level 1 or Level 2 qualifications. All students have appropriately aspirational targets for English, mathematics, and an appropriate reading age target.	Students are encouraged to own these personalised targets.
Key Stage 5	Students work towards improving their grades in key subject areas that will enhance their life opportunities moving forwards.	Students are encouraged to own these personalised targets.

Teachers and leaders are accountable for monitoring progress towards benchmarks and ensuring there is intervention in place where a pupil/student is off-track.

When teachers and tutors are discussing progress with secondary students, they do so using the pupils/students' own targets.

## Monitoring

Progress and quality of learning over time is assessed in a range of ways and numerical data is only one format.

- Progress data is collected centrally on each schools' MIS three times a year.
- Current Attainment and Predicted Grades (Secondary), and Point in Time Assessments (Primary), are holistic summaries of formative assessment over time. The data monitored within special and alternative provision is a combination of academic and personal development data.
- Assessment/PPE results (Secondary) are the outcomes of a specific test and are recorded separately.
- Typically progress data is collected in the format of "fine grades" (which represent how secure that grade is)
- Teachers and departments/phases collect other progress data locally (eg, test scores, formative assessments). This is not reported to parents but parents can review feedback and DIRT activities in pupils'/students' books and folders.

## Roles and responsibilities

In the context of a clear curriculum intent and implementation strategy (whole school and at a local level) and in collaboration with all relevant school and Trust staff, all leaders are responsible for:

- The development of carefully designed sequences of learning and wider formative assessment.
- The design of robust and valid and reliable assessment schemes.

- The implementation of the assessment policy in a compliant, coherent and consistent way across the school and across year groups to ensure that pupils/students are supported and challenged appropriately and that variations in performance are minimised.
- Clear and consistent communication with all stakeholders so that there is a shared understanding of the policy and how it relates to them.
- The support and training of staff to ensure the successful implementation of the curriculum in order to ensure that progress and learning is sustained and consistent.
- The monitoring of the impact of the implementation of the policy so that interventions are effective and timely.
- Working with line managers, school leaders and Local Advisory Boards so that there is a shared understanding of the impact of the policy.

All teachers, teaching assistants and other curriculum staff are responsible for implementing this policy in their work so that pupils/students across the school are taught, supported and challenged in a highly effective and consistent way. (See Annex 3 for monitoring line management structure)

### Reporting

Schools must provide an annual written report to parents.

### **Reporting Primary**

Trust annual reports (primary) include information about pupil progress and attainment (sent three times a year), attendance and any public examination results.

Individual Parents' Evening appointments will be offered to all parents in the Autumn and Spring term. There will also be an optional parents' evening in the Summer term to discuss the annual report.

In the primary sector, there is an open-door policy and parents may make an appointment, at any convenient time, to discuss their child's progress or any concerns about assessment and achievements. Assessment data will also be reported to all parents through annual reports and parents' evenings.

Annual reports to parents will be sent in the Summer term and must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress, effort and achievements
- The pupil attendance record, including:
  - The total number of possible attendances for that pupil
  - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
  - The results of any statutory assessments taken, by subject and grade

## Reporting Secondary

Trust annual reports (secondary) include information about students' progress and attainment (sent three times a year), attendance and any public examination results.

In the secondary sector parents are encouraged to check their child's books and folders for progress. If they have any concerns about assessment and achievements then they should contact the school to make an appointment with the class teacher in the first instance.

Individual Parents' Meeting appointments are offered to all parents once a year.

A mobile app linked to the school MIS is used to distribute reports to students and parents electronically. Where families have no access to the internet, paper copies are provided on request. Local arrangements are indicated in Annex 4. Every student and parent receives three progress reports.

Over the course of the year, the formal progress report (Annual Report) includes the following information:

- A summary of student targets.
- A summary of progress towards those targets in all curriculum subjects.
- Results of formal in-school assessments/PPEs
- An indication of positive behaviours for learning or those that should be adopted for improvement. (See Annex 6 for list of codes)
- Public examination results and/or vocational and technical qualifications or credits (where appropriate).

The MIS mobile App also displays live:

- Attendance data.
- Student timetables.
- Student achievements.
- Student conduct summaries.

*(NB: For 11-16 secondary schools one report in Y11 includes a written comment from each teacher to aid student applications to the next phase of their education)*

## **Reporting Special/Alternative Provision**

Trust annual reports (Special/Alternative Provision) include information about pupil/students' progress and attainment (sent three times a year), attendance and any public examination results.

In the Special/Alternative Provision sector parents are encouraged to contact the school to make an appointment with the class teacher in the first instance if they have any concerns over their child's progress or achievements.

Individual Parents' Meeting appointments will be offered to all parents once a year.

Over the course of the year, the formal progress report (Annual Report) includes the following information:

- A summary of student targets.
- A summary of progress towards those targets in all curriculum subjects.
- Results of formal in-school assessments
- Public examination results and/or vocational and technical qualifications or credits (where appropriate).

## Annex 1: Feedback Protocols

Department	Subject	Formal feedback with written DIRT activity	Student self/peer assessment and DIRT	Department assessment formats
English	KS3	X2 per half term	X2 per half term	PPEs Speaking and Listening tests Debates
	KS4	X2 per half term	X2 per half term	
Science	KS3	X2 per half term min.	x1 per week min.	PPEs Spelling tests Investigation write-ups Vocabulary test 6 mark questions/open ended Qs Quizzes Colour coded marking
	KS4	X2 per half term min.	2 per week min.	
Maths	KS3	X1 per half term min.	X3 per week	Dept RAG system
	KS4	X1 per half term min	X3 per week	
Humanities	KS3	X1 per half term	X1 per half term	PPEs End of topic assessments
	KS4	X2 per half term	X1 per half term	
Computing	KS3	X1 per half term	X1 per half term	PPEs End of topic assessments Standardised baseline assessments P
	KS4	X2 per half term	2x per half term	
MFL	KS3	X1 per half term	X1 per half term	End of topic assessment Skills over the year testing L,S,R,W assessments
	KS4	Every 3 weeks	Minimum 2 per half term	End of topic assessment L,S,R,W assessments PPEs
ADT	KS3 Food Tech	1 per half term (3 per rotation)	1 per half term (3 per rotation)	PPEs End of topic assessment Evaluation Vocab test Cold task-review
	KS3 Tech	1 per half term (3 per rotation)	1 per half term (3 per rotation)	
	KS3 Art	1 per half term (Every 5 lessons)	1 per half term (Every 5 lessons)	
	KS4 Food Tech	Every 3 weeks (9 lessons) (2 per half term)	Every 3 weeks (9 lessons) (2 per half term)	
	KS4 D&T	Every 3 weeks (9 lessons) (2 per half term)	Every 3 weeks (9 lessons) (2 per half term)	
	KS4 Art and Design	Every 3 weeks (9 lessons) (2 per half term)	Every 3 weeks (9 lessons) (2 per half term)	
	KS4 Photography	Every 3 weeks (9 lessons) (2 per half term)	Every 3 weeks (9 lessons) (2 per half term)	

Business	KS4 only	Every 3 weeks (9 lessons) (2 per half term)	Every 3 weeks (9 lessons) (2 per half term)	PPEs End of topic assessment Vocab test
Performing Arts	KS4 Performing Arts subjects	Theory: Every 3 weeks (9 lessons)	2 per half term	PPEs End of topic assessment Speaking / listening assessment Vocabulary test Performances
		Practical: Formal verbal feedback every 4 lessons.	Practical: Perform work every 5 lessons for peer and self-assessment.	
	KS3 Performing Arts subjects	x1 per half term	Students to respond to formal feedback through extended writing and practical improvement task once per half term.	
PE	Core PE (KS 3)	1x Half term (1 per sport/activity)	Guided verbal peer assessment will be ongoing within practical PE lessons	Practical assessment to be carried out for each sport (2 x half term) Homework focusing on key words – 1 x per half term
	GCSE PE	Every 3 weeks (9 lesson)	2 per half term	End of chapter assessment Practical assessments PPEs Homework Exam questions
Vocational	BTEC Sport BTEC HSC	As part of the submission of the coursework. Written feedback will be provided for each learning aim with the student given a set time to respond to the feedback in order to improve their coursework grade.	2 per half term	PPEs Coursework – essays, powerpoint presentations, BTEC filmed practical evidence for Sport

## Annex 2: School-specific Key Performance Indicator Guidelines

Secondary School KPIs	Attainment	Progress Indicators
Foundation/Key Stage 3		<ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Science</li> <li>• Overall</li> </ul>
Key Stage 4	<ul style="list-style-type: none"> <li>• Attainment 8 (score and average grade)</li> <li>• English and mathematics:               <ul style="list-style-type: none"> <li>• % Standard Pass (Grade 4+)</li> <li>• % Strong Pass (Grade 5+)</li> <li>• % Grade 7+</li> <li>• % EBACC (entered &amp; achieved Grade 5)</li> </ul> </li> </ul> <p><i>NB: Internally departments will have KPIs for Grade 4+ 5+ and Grade 7+</i></p>	<ul style="list-style-type: none"> <li>• Progress 8</li> <li>• English</li> <li>• Maths</li> </ul>

## Annex 3: Monitoring line management structure

Who	Line Manager	Accountable to	Monitored through
<b>School Improvement</b>			
<b>CEO</b>	Chair of Board	Trust Board Trust Standards Committee	<ul style="list-style-type: none"> <li>Trust Strategic Plan Reviews (3 times/year)</li> <li>Trust SEF Reviews (5 times/year)</li> <li>MAT Ofsted and outcomes reports</li> </ul>
<b>DOSCI</b>	CEO	Trust Standards Committee Trust Board	<ul style="list-style-type: none"> <li>Trust Standards Reports (2-3 times/year)</li> <li>Public examinations report (MAT)</li> </ul>
<b>DOIS</b>	CEO	Trust Standards Committee Trust Board	<ul style="list-style-type: none"> <li>Trust Standards Reports (2-3 times/year)</li> <li>Termly Pupil Premium Strategy Review Overview</li> </ul>
<b>Executive Headteacher (EHT)</b>	CEO	Trust Standards Committee	<ul style="list-style-type: none"> <li>Summary of School Improvement Plan reviews.</li> <li>Summary of half termly School Evaluation updates.</li> <li>Summary of Pupil Premium Strategy review</li> <li>Public examinations report (phase)</li> </ul>
<b>Headteacher (HT)</b>	CEO or EHT	Local Advisory Board (Trust Standards Committee)	<ul style="list-style-type: none"> <li>Termly School Improvement Plan reviews.</li> <li>Half termly School Evaluation updates.</li> <li>Termly Pupil Premium Strategy review.</li> <li>Sports Premium Review (biannually)</li> <li>Department Development Plan reviews (biannually)</li> <li>Reviews of Action Plans as agreed.</li> <li>Public examinations report (school)</li> </ul>
<b>Trust Lead for Assessment and Reporting (TLAR)</b>	DOSCI	CEO Trust Standards Committee	<ul style="list-style-type: none"> <li>Annual KPI report to the Trust.</li> <li>Report on impact of assessment process and reliability of data and accuracy of predictions (academic).</li> <li>Stakeholder views on the reporting process.</li> </ul>

<b>Secondary</b>			
<b>School Standards Strategy Lead</b>	HT	DOSCI TLAR	<ul style="list-style-type: none"> <li>Contributions to School evaluation, School Improvement Plan and other Strategic Plans (as agreed by HT)</li> <li>Training and support records for work with middle leaders.</li> </ul>
<b>(Senior) Assistant Headteacher Inclusion</b>	HT	DOIS DOSCI	<ul style="list-style-type: none"> <li>Contributions to School evaluation, School Improvement Plan and other Strategic Plans (as agreed by HT)</li> <li>Annual Pupil Premium Strategy/Y7 Catch UP impact evaluation.</li> <li>Termly impact review of Pupil Premium Strategy.</li> </ul>



<b>Standards Managers</b>	HT	DOSCI	<ul style="list-style-type: none"> <li>• Contributions to School evaluation, School Improvement Plan and other Strategic Plans (as agreed by HT)</li> <li>• Standards Lead contribution to SEF</li> </ul>
<b>Curriculum Leaders</b>	HT	DOSCI Standards Managers	<ul style="list-style-type: none"> <li>• Schemes of Work and Assessment</li> <li>• Records of evaluation of quality of teaching and implementation of curriculum</li> <li>• Contribution to Standards Meetings.</li> </ul>
<b>Pastoral Leaders</b>	HT	Standards Lead Pupil Premium Lead SENCO	<ul style="list-style-type: none"> <li>• Contribution to Standards Meetings</li> <li>• PSMSC website updated.</li> </ul>

## **Annex 4: Reporting to Parents Processes**

Parents of students at Maiden Erlegh Chiltern Edge will receive progress reports via email using School Comms. The tracking report shows; academic attainment and progress data, behaviours for learning that are either aiding the student or that if adopted would benefit the students' progress.

In addition, parents have access to SIMS Parent App which gives access to attendance and behaviour data. It also shows a student timetable. Sims In-touch enables parents to receive email communications from the school containing useful general news and specific information from staff about their child's progress.

## Annex 5: Mainstream Secondary Pre-Public Examination / Pre-Lim Protocols

### Pre-Public Examinations (PPEs)

The principle of PPEs is that pupils/students sit as full an examination as possible (given where they are on the course) with the expectation that they should achieve their benchmark grade. Pupils/students do not simply sit a practice or pretend exam, but go through the whole process, from revision to success (hopefully) in a structured way. It also means that pupils/students will have several opportunities to go through the process before the final examination; this includes becoming familiar with JCQ examination regulations.

#### Stages of PPEs/Prelims

1. Letter goes to parents explaining the principle and sharing the dates of PPE1 and PPE1b
2. Pupils/Students are informed about PPEs and nearer the time of PPE1 in assemblies.
3. Teachers talk to pupils/students about PPEs and prepare them to achieve their benchmark using formative teaching and active marking.
4. Departments run walking talking mocks and targeted PPE preparation where appropriate.
5. After the exams results are collected centrally.
6. Results are distributed centrally in an assembly for November PPE in Year 11.
7. Where pupils/students do not achieve their agreed grade (usually their benchmark) they receive specific feedback on the paper and their performance and have a short period of time to go away and revise again.
8. They then re-take a **shadow/similar paper** in exam conditions so they can secure their benchmark grade.
9. Pupils/Students achieving their benchmark, or within one grade will be set a challenge paper (additional question or series of questions) to improve their progress. This can be completed in lesson or for homework. This should be self-assessed with a mark scheme provided.

Where will the exams take place?

Y10 PPE1 in usual exam venues - organised by exam team and internally invigilated.

Y10 PPE1b is a shadow question/questions completed after the PPE feedback (In Lessons). Differentiated challenge question/questions for those pupils/students achieving their benchmark/within 1 grade.

Y11 PPE1 and PPE1b in usual exam venues – organised by exam team and externally invigilated.

Y11 PPE for core subjects is held in the exam venues, and organised by the exams team. Non-Core subjects are organised and held in department venues.

***NB: Where PPEs are taking place and there are pupils/students in that year group who are on BTEC courses (or similar) it will be the vocational team's responsibility to ensure they have a supervised timetable for that period. This will not be covered by the Exams Team.***

## Annex 6: Mainstream Secondary Behaviour for Learning Codes

### Behaviour for learning Codes

An indication of positive behaviours for learning or those that should be adopted for improvement.

CODE	Behaviour for learning
AC	Accepting support
AS	Asking for support
AW	Develop academic writing
CH	Rising to challenges
CO	Calm and orderly
CW	Ability to work collaboratively
DL	Meeting deadlines
DV	Developing and refining your ideas
EP	Preparing well for examinations
EQ	Being equipped for learning
EV	Refer to evidence to illustrate your points
EX	Experimentation and developed use of materials
FC	Focus in class
IN	Independent learning
IW	Improvement of work based on feedback
LI	Listening
OL	Engagement with On-line learning
PR	Presentation of work
PU	Punctuality to class
QR	Quality of reasoning
QV	Quality of verbal/oral response
RE	Showing respect for others and their opinions
RL	Rote learning
RR	Reading and research around the subject
RP	Recall of prior learning
SW	Showing working clearly
SPG	Spelling, Punctuation and Grammar
TER	Integrate wider key terminology
WO	Well organised, completes all tasks on time to a high standard
WQL	Work quality
WQN	Work quantity