

EMMANUEL COLLEGE

Quality of Education



Central to our mission is our aim to ensure that all students can achieve their personal best. We do so by:

1. Planning a broad, ambitious, knowledge-rich **curriculum** for all students.
2. Implementing this curriculum through highly effective **teaching and learning** so that all students make rapid progress and secure learning.
3. Setting accurate but ambitious **academic targets** for students which communicate high expectations.
4. By **grouping students** to maximise opportunity for learning and progress.
5. Using careful and intentional **assessment and feedback**.
6. Maintaining high quality **communication** between students, teachers and parents in a culture of supportive accountability.
7. Deploying impact driven **academic intervention** approaches where required.

A broad, ambitious, knowledge-rich curriculum for all students

Ultimately, we want our students to be wise; knowing about the world and being able to apply this knowledge with skill and character.

Therefore, we aim through the implementation of the curriculum for students to:

- acquire knowledge and skills and gain a solid understanding of the world in which they live
- cultivate a strong character and the intellectual discipline to discern truth and apply their knowledge correctly

The Emmanuel College curriculum is *knowledge-rich*, where knowledge is defined as ‘that which we believe to be true’. Knowledge is the starting point for students’ understanding and application of anything that is taught. We define application as how students utilise the knowledge they have been taught.

Coherence and sequencing are essential so that students are given the opportunity to encounter and learn knowledge at a point in their learning journey which enables them to make sense of the wider whole of the subject they are studying. Knowing the “why” and “why now” of learning is important because it enables students to make connections with pre-existing knowledge, building foundations for future learning. Knowing the curriculum themes in each subject therefore becomes important.

Themes run through the curriculum in each subject and help secure an understanding of the links between topics and concepts. Themes allow students to get a deeper understanding of a subject by helping them to see the connections between different parts of knowledge.

Each subject in the curriculum has a clear **statement of intent** and **philosophical statement**. These documents set out in general terms the knowledge that we have chosen to teach students at Emmanuel College and why we have done so.

Each subject must then have a curriculum overview, curriculum map, unit plans and assessment plan. By completing these planning documents, teachers articulate the following important curriculum elements:

1. **The key question:** The overarching question that we want students to be able to answer relating to the topic. The key question might be seen as the ‘why’ of the unit.

2. **Key concepts:** The ‘building blocks’ that progresses understanding of the topic (it must be learnt for learning to be secure and for future learning to be successful).
3. **Application:** How the students will use their knowledge.
4. **Misconceptions:** Faulty understanding or thinking due to missing knowledge or incorrect links between networks that are likely to be present with students.
5. **Prior knowledge:** Pre-existing knowledge which is the foundation for future learning and understanding.
6. **The knowledge and sequencing rationale:** An explanation of why we teach what we teach in the order we teach it.

See also: Appendix A: The Emmanuel College Curriculum Plan and Appendix B: Subject curriculum planning templates.

Highly effective teaching and learning so that all students make rapid progress and secure learning

We know that highly effective teaching consists of:

Understanding the content that is to be taught

Therefore, teachers must:

- Know the specific knowledge that students are going to learn.
- Know why we have chosen to teach this knowledge.
- Understand why we are teaching this now and where this knowledge fits into the sequence of learning and relates to key themes.
- Articulate how students are going to learn this new knowledge and what will enable learning and where misconceptions might occur.

Creating a supportive environment

Therefore, teachers must:

- Use routines shared by all for the start and end of lessons.
- Use the Behaviour Policy expertly and consistently when addressing poor conduct.
- Create a climate of high expectations, high challenge and high trust so that students take risks, face failure with courage and share success with humility.
- Plan each lesson so that time is not wasted and the balance of activities within each lesson is optimal, planning collaboratively where appropriate.

Sequencing activities and implementing them with expertise

Therefore, teachers must:

- Explain the “what” and the “why” of the learning taking place and explain how the new knowledge to be taught relates to the key themes in the curriculum and pre-existing knowledge.
- Use highly effective explanations and examples that link new knowledge to what is already known, enabling understanding by building connections with key themes and concepts.
- Use skilful questioning to assess understanding, security of learning and to promote deeper learning.
- Plan appropriate assessment activities that evidence effective learning and use feedback appropriately to guide future learning activities.

See also: Appendix D: Emmanuel College: Lesson evaluation tool for self-reflection and Appendix C: Emmanuel College Lesson Framework.

Accurate but ambitious academic targets for students which communicate high expectations

We seek to ensure that all students reach their full potential. We recognise that the potential of each child is different and that levels of achievement will be varied. However, we also know that students are capable of more than they think and that used in error “personal best” can become an excuse for low standards. Academic targets help students to have a good understanding of what they are capable of and how they are doing in relation to this potential. Students should know their targets in each subject and be able to use them to articulate their progress at any point in their learning journey.

We set target grades that are ambitious but achievable. Academic targets are set using prior attainment data and data from cognitive ability tests in reference to the past performance of previous Emmanuel students and current

exam performance. In creative subjects and in PE, diagnostic information is used to a greater degree to establish stretching but achievable targets.

We set targets that anticipate a reasonable increase in progress and attainment year-on-year and each year make small adjustments to the boundaries for target setting in order to ensure targets are robust, ambitious yet achievable.

Grouping students to maximise opportunity for learning and progress

When students arrive at Emmanuel College in Year 7, they are placed in a number of different mixed ability groups in all subjects. After the first term, some adjustments will be made to groups to reduce the range of ability in any one class. The cohort is divided into two halves on the basis of which tutor group they are in (named X and Y) and then placed into one of four groups within each half. The following table illustrates the approach taken to grouping from January in Year 7:

X Half	Y Half	
Group 1a	Group 1a	Students with target grades 8 or 9 will be placed in one of these groups.
Group 1b	Group 1b	
		Students with target grades 6 or 7 will be placed in either quarter.
Group 2a	Group 2a	Students with target grades 4 or 5 will be placed in one of these groups.
Group 2b	Group 2b	

In Year 10 and 11 the ability range within each group is narrowed and students are placed in ability groups across the cohort. Mixed ability groups are planned for some option subjects.

Using careful and intentional assessment and feedback

Assessment is the term used to describe the process of gathering information about student learning and progress. Effective assessment helps us to gain *better* information to make better decisions in the planning process about student learning so that our students can make better progress. It is our expectation that leaders act on assessments and review the curriculum so that it is as effective as possible.

All assessment should be **purposeful** and **reliable**. Very broadly speaking, students encounter three approaches to assessment. The first approach involves low stakes exercises that are often formative in nature and that the teacher uses to gather information quickly about students' security of learning. These take place very regularly. Rarely are these 'marked' by teachers although they will often be peer-assessed or the answers provided for students so that they can evaluate their own progress. They are never 'graded' or used in formal reporting. The second approach involves a more structured approach such as a written task, set of multiple-choice questions, a collection of verbal responses, the production of a product or demonstration of a skill. Assessment information from these exercises may be used to form a progress grade for interim reports or be used across a department for more summative purposes. The third approach is the more formal examination that all students will sit at least once a year in every subject and more often in Year 11 and in the Sixth Form. Exams have a greater degree of validity because they are often moderated and then marks standardised before a grade is allocated. It is important that teachers avoid providing misleading assessment information and so most assessments should not be given a grade.

For students in Year 7 – 10, a trajectory grade (a grade that indicates what grade at GCSE they are on track for) should be provided for each student in each subject at the end of each term. In the Christmas and spring terms these will usually come from a range of internal assessment data. In the summer term this will come from the annual examination. Year 11 students have trial examinations in November. These exams are the first time that students are awarded a 'working at' grade (the grade they would get if they did their exams now). For some subjects a second trial exam is sat in the spring term.

Students in the Sixth Form follow a programme of six-weekly assessment with a trajectory grade being awarded following each assessment.

Feedback has a very significant positive impact on progress, but this benefit is only realised when students act upon the feedback given. As such, we should be more concerned with the impact of feedback rather than the feedback itself. Students should be able to articulate when feedback has been given and what they have done to act on this feedback. We expect a consistent approach to feedback across each subject.

1. Verbal feedback:

Teachers should provide verbal feedback throughout the lesson. Verbal feedback is powerful because it can be acted on immediately and can therefore have a powerful impact on security of learning.

2. Whole-class feedback:

Providing regular whole-class feedback to students is very efficient but also helps build a culture of accepting feedback and if done well can be motivating and enjoyable.

3. Peer-to-peer feedback:

Peer-to-peer feedback can be more powerful than we sometimes realise. It must, however, be done well. The process of pairing students to look at each other's work can lead to clearer understanding of misconceptions and the consolidation of knowledge. Peer-to-peer feedback works best when a clear structure for the feedback is provided such as a model response or mark scheme.

4. Limited written feedback:

Limited written feedback is important for spotting and correcting minor errors and highlighting particular strengths. It also serves to remind students that they are accountable for their work and that their teachers are interested in their work.

5. Extended written feedback:

Written feedback is time consuming and rarely do the gains justify the cost. However, sometimes written feedback is important. Written feedback may be particularly useful in subjects where the quality of written response is important.

High quality communication between students, teachers and parents in a culture of supportive accountability

We know that if we are to be as effective as possible in supporting students to grow in character and achieve their personal best, we will need to ensure that the three-way relationship between home, College and each student is as strong as possible. We have often used the example of a tripod to describe the impact of getting these relationships right because a tripod is only effective when all three legs are in place! We know that regular, brief but informative communication is often the best way to maintain good relationships and to impact learning. This takes place by phone or via email.

We also know that parents and carers value the opportunity to hear first-hand about key issues facing children as they progress through College and to be able to ask questions and seek clarification. Therefore, each autumn we invite all parents to join us in College for one of our Welcome Evenings. These events will be hosted by senior staff and students in our Lecture Theatre and will provide an opportunity to share important information that is specific to each year group.

Report and parents' evenings have long been an informative and important part of upholding the tripod. Academic Consultation Evenings are an opportunity to discuss progress to date and the extent to which students are taking responsibility for their learning. These events take place in the spring term.

Reports are sent to parents each term and communicate academic progress (in the form of a trajectory grade) and responsibility for learning. The summer exam grade is communicated via the summer term report.

Impact driven academic intervention approaches

From time to time, students will need support with their learning and understanding. This is best dealt with by the classroom teacher quickly and without much fuss. This could be done in class, but if there is a need, this can also be done at 3.05pm, where a student will be asked to attend an academic support session with the classroom teacher. The end of term assessments are the starting point for department academic intervention. These assessments will also assist in supporting the Head of Year (HOY) teams and welfare teams in their support offering. There may be a

need for a student to attend departmental support on a regular basis and this will be coordinated by the Head of Department (HOD). The HOY team, supported by the Academic Team, will meet with students who are underperforming and ensure that action plans are put in place.

The End of Year Summative Exam Report should be referred to by all parties in their planning for the following year and this will be the starting point for HOYs and HODs to provide support on various levels. The Academic Team will meet with HODs in September to review the action plans from the previous End of Year Exam Report.

Sixth Form students are formally assessed every six weeks with part or a whole of an A Level exam (or modular assessment in the case of BTECs), which is marked, as much as possible, to A Level standard. This results in students being given a trajectory A Level grade (following consultation with the Cluster Lead) based on their performance in each of their subjects and is the trigger for academic intervention. Each assessment is communicated with parents, along with an Intellectual Discipline score.

After each six-weekly assessment:

- Cluster Leads meet with HODs and, using the Year 12 tracker, review the grading criteria for their subject and grade their subject(s).
- The Cluster Leads and HODs then review the progress of under-performing students, review the academic support arrangements that are in place for them and decide whether any student needs to start or stop Directed Study (DS), whether the number of periods on DS needs to be changed, and whether **academic action plans** need to be started or tweaked.
- The Sixth Form Leadership Team, with the Vice Principal as appropriate, then meet with the parents and students whose progress is most concerning and discuss the specific **academic action plans** that have been agreed.
- Students on academic action plans and DS are logged, as are the actions, and are reviewed regularly by the Vice Principal and Head of Sixth Form.

Appendix A: The Emmanuel College Curriculum

Key Stage 3

Maths				
English				
Science				
History				
Geography				
Religious Education				
Language 1 (French, Spanish or German) **				
Language 2 (French, Spanish or German)				
Technology				
Computing				
Art				
Music				
Physical Education				
Ignite *				

* The Ignite Programme is planned on rotation to provide opportunities in subjects normally studied as specialist subjects at Key Stage 4, such as Latin and drama, but also provides an opportunity for the delivery of the personal development curriculum and, in particular, RSE.

** Not all students in the current Year 8 and Year 9 study two languages. This was introduced in 2021 for all students and will now be rolled out year-on-year. In the current Year 8 and Year 9, all students study one language and about half of the cohort study two.

Key Stage 4

Maths*						
English**						
Science***						
Humanities option (History or Geography)						
Religious Education						
Language Option (French, German or Latin) ****						
Specialist Option Choices 1						
Specialist Option Choices 2						
Physical Education (non-examined)						
Personal Development (non-examined)						

* Students in Year 11 are provided with five lessons of Mathematics each week.

** Students in Year 10 are provided with five lessons of English each week.

*** Science is taught in most cases by three separate subject specialist teachers (Biology, Chemistry and Physics). The most able two sets study Biology, Chemistry and Physics GCSE, the majority study Dual Award.

**** This will include Spanish from 2022.

CGSE Specialist Option Choices: Art, Business Studies, Computer Science, Design and Technology, Drama, Economics, Food Preparation and Nutrition, Graphic Communication, Music, French, German, Latin, Geography and History.

BTEC Specialist Option Choices: Digital Information Technology, Engineering and Enterprise.

Cambridge National Specialist Option Choices: Engineering and Sports Studies.

Appendix B: Subject Curriculum Planning Templates

Curriculum overview

The curriculum overview is a statement of what will be covered during the year. It allows staff to clearly map out what topics will be covered at what time, and also allows students to see their progress through their learning. Key themes will be the core big ideas that run through your curriculum, across all year groups. These themes should be mapped out by the department to ensure a continuation of developing a deeper understanding of the topics being covered. In the implementation phase of the curriculum, key themes should be presented in the language we use in our lessons. HODs and Curriculum Leads have the freedom to display their curriculum overview in a way which is tailored to their subject, but these must include the information outlined below.

Curriculum overview

Year	Autumn term		Spring term		Summer term	
Unit title(s)						
Key question						
Themes						

Curriculum map

A curriculum map enables Curriculum Leads to have a more in-depth overview of each year group, ensuring that key concepts, prior learning and sequencing are explored before detailed unit planning and lesson planning takes place. These should be continually shared with the department when staff are directed in unit and lesson collaborative time.

Year	Autumn term	Spring term	Summer term
Unit title			
Key question			
Key themes			
Key concepts			
Link to prior learning			
Knowledge and sequencing rationale			

Unit planning

Unit planning creates an opportunity for collaboration within departments. Departments should spend time each week collaboratively planning their units to ensure that students get the best experience within all classrooms across the department. All department members must contribute to this process, using the unit plans as a source of information to support further planning of their lessons. This is next stage of our curriculum development, ensuring all staff in our departments teach coherently throughout the curriculum and across year groups. The core elements of the unit plan below contribute to effective planning of lessons, allowing staff to truly understand how to get the best out of their lessons and their students.

This is a plan for a topic and not necessarily a lesson-by-lesson plan.

Year					
Unit title					
Key question of the topic:	Planned retrieval	Misconceptions	Key vocabulary	Assessment opportunities	Link to resources
Learning phase key question: <i>(The questions which contribute towards the topic KQ.)</i> Key concepts: <i>(The stuff the students need to know before they can move on to the next phase of learning.)</i> Application: <i>(How will students use their knowledge in the lesson?)</i> Key themes: <i>(As outlined in the curriculum overview and mapping documents.)</i>					
Learning phase key question: <i>(The questions which contribute towards the topic KQ.)</i> Key concepts: <i>(The stuff the students need to know before they can move on to the next phase of learning.)</i> Application: <i>(How will students use their knowledge in the lesson?)</i> Key themes: <i>(As outlined in the curriculum overview and mapping documents.)</i>					
Learning phase key question: <i>(The questions which contribute towards the topic KQ.)</i> Key concepts: <i>(The stuff the students need to know before they can move on to the next phase of learning.)</i> Application: <i>(How will students use their knowledge in the lesson?)</i> Key themes: <i>(As outlined in the curriculum overview and mapping documents.)</i>					
Are there ways this unit helps promote cultural capital for our students?					
Have we considered whether this learning phase is accessible?					
How does this unit link to professional development?					

Assessment plan KS3

Assessment sits at the core of students' learning. Our assessments must influence our teaching and we must ensure these are integrated into our curriculums. All staff in departments must understand the assessment outline for the department as this will have a significant impact on their teaching. The assessment plan should clearly state what assessment will be completed throughout the year including how this will be communicated to parents in reports.

Assessment	Year 7	Year 8	Year 9
Term 1			
How will this be reported?			
Term 2			
How will this be reported?			
Term 3			
How will this be reported?			

Appendix C: Emmanuel College Lesson Framework

As a College, our fundamental aim is to ensure that students are engaged in high quality teaching for learning within the classroom. To improve long-term learning, both teachers and students need to engage with the classroom principles outlined below. These principles are not designed to happen in the order outlined below but should be a constant feature in lessons.

	Teacher	Students
Sequencing	<ul style="list-style-type: none"> Lessons are carefully planned, with learning skilfully sequenced. Teachers share the overarching key question of the topic and highlight prior learning where this is foundational to the lesson. Teachers refer to the key themes to enable connections to be made. 	<ul style="list-style-type: none"> Students can place themselves accurately within the curriculum overview document, knowing the key question and themes that the knowledge relates to.
Retrieval	<ul style="list-style-type: none"> Every lesson is started with a retrieval activity, reactivating pre-existing knowledge. Meaningful opportunities for retrieval are integrated throughout the lesson. New knowledge is linked to prior learning where possible. Constructive action is taken when a student is unable to engage with the retrieval work. 	<ul style="list-style-type: none"> Students expect each lesson to begin with retrieval, so must be ready to engage as quickly as possible. Students take responsibility to actively engage and do not opt out of any elements of the activity.
Instruction	<ul style="list-style-type: none"> Teachers plan the instruction phase, so that cognitive load is optimal. Lengthy, unbroken phases of instruction (teacher talk, video, etc.) are avoided or broken up purposefully. Teachers ensure high levels of student attentiveness and give time for notetaking and questions that do not distract the instruction being given. 	<ul style="list-style-type: none"> Students are attentive during teacher talk and keen to learn new knowledge and link it to their current understanding. Distractions are removed (pens down, laptops down, etc.) to ensure they are cognitively ready to learn by giving their active attention to the instruction. Students are asking questions to clarify understanding if unsure.
Application	<ul style="list-style-type: none"> Teachers plan the efficient use of time with appropriate phases of independent or collaborative work, as required, that enables students to gain greater security of learning. Teachers circulate the room, picking up common misconceptions, offering constant feedback. Activities are planned, sequenced and pitched at the right level to ensure all students are stretched and challenged. 	<ul style="list-style-type: none"> Students are always engaged and on task, they work through difficulties, show resilience, and push themselves to achieve their very best in every activity. No student opts out.
Questioning	<ul style="list-style-type: none"> Open questions are the norm to check for understanding, where students are required to demonstrate their understanding. Teachers carefully craft their questions to explore the understanding of the key concepts. Teachers maintain trust by rewarding well-attempted answers and pursue greater depth in responses when required. Teachers challenge incorrect answers and investigate the misconception exposed and check for subsequent understanding. Teachers use strategies, such as cold calling, to ensure participation from every student. 	<ul style="list-style-type: none"> Students fully engage with the questioning, giving full answers and welcoming follow up questions. Students do not opt out when a question is asked by the teacher, they try and answer, understanding that mistakes are okay and are part of the learning process.
Feedback	<ul style="list-style-type: none"> Teachers are continuously giving feedback in the lesson, circulating to ensure students are able to progress as rapidly as possible. Feedback is consistent and, rather than simply correcting misconceptions, is used to prompt students to use their knowledge correctly. There should be a consistent plan for feedback within the department. 	<ul style="list-style-type: none"> Students understand that feedback is a two-way process. Students should engage in all types of feedback and use that feedback to correct and amend learning, ensuring common misconceptions are not a feature in their work.
Books	<ul style="list-style-type: none"> High expectations should be set from the teacher and students challenged when this is not the case. The books should be well-ordered, and teachers should circulate to ensure that books are well-used. Teachers should ensure that students have a clear section for retrieval and teachers follow the departmental common approach. 	<ul style="list-style-type: none"> All students should have their books with them in each lesson and students should start each lesson with a clearly written date and title. All students should take pride in their books and the work they complete in them.

Appendix D: Emmanuel College: Lesson evaluation tool for self-reflection

On a scale of 1-10 where 10 is the best, indicate your position on these statements.

Understanding the content (before the lesson)

- I know what I am teaching. I can articulate the specific knowledge that students are going to learn.
- I know why I am teaching this now, where this knowledge fits into the sequence of learning, and how it relates to key themes in the curriculum.
- I can describe how students are going to learn this new knowledge and what explanations, representations and activities will be used to enable learning to take place.
- I am aware of misconceptions that may need to be addressed.

Creating a supportive environment (before and during the lesson)

- I know and am ready to uphold the routines that are shared by all for the start and end of lessons.
- I fully understand and use our shared approach to managing behaviour consistently and expertly and have considered particular students or points in the lesson which may require me to be more alert.
- I have a plan for creating a climate of high expectations, high challenge and high trust and I have planned the lesson so that students will take risks, face failure with courage and share success with humility.
- I have planned the lesson so that time is not wasted and the balance of activities within each lesson is optimal. In particular, I have considered how I will avoid passive or 'switched off' behaviour from students.

Exceptional teaching (after the lesson)

- I was able to explain the "what" and the "why" of the learning taking place and explain how the new knowledge I taught relates to the key themes in the curriculum and students' existing knowledge.
- My explanations and examples appeared to be highly effective.
- I was able to use questioning in a skilful way that led to greater understanding.
- I was able to link new knowledge to what students already knew and enabled them to gain understanding by building connections with key themes and concepts.
- Assessment activities were used appropriately to evidence effective learning.
- I used feedback appropriately to guide future learning activities, and I also ensured that any written work that students were doing was high quality and representative of their best.
- I used strategies that revisit, reinforce and embed learning.

In summary, to what extent (again on a scale of 1-10) do you believe the lesson was effective in ensuring effective learning? What will you do differently next time you teach this class? What will you do differently next time you teach this knowledge?

Appendix E: Homework Policy

Homework for all students should be:

Purposeful:

- It allows for the delivery and assessment of student progress through the curriculum by the teacher in lessons. Priority can therefore be given in homework to the consolidation, extension, and application of the curriculum as well as written assessment on occasion. This in turn enables students to make greater academic progress.
- It encourages wider reading and research into relevant aspects of the curriculum.
- It teaches students effective time management and discipline outside lessons.
- It allows for extended pieces of work to be completed and assessed.

Manageable:

- It is not too onerous a burden on students – students should have time for family, friends, co-curricular activities, and activities beyond Emmanuel College.
- It is not too onerous a burden on teachers – the setting and assessing of homework in whatever format is appropriate.

Homework is set in accordance with the published homework timetable. Each lesson is structured to leave sufficient time to set homework and for it to be clearly recorded in students' personal study files. If there is an exceptional circumstance when it is not set, students write NONE SET in the relevant section in their study file and the teacher provides an explanation as to why homework is not set.

How homework is marked is decided by the teacher and their department. This may involve peer-marking, self-marking or teacher-led marking.

In Years 7-9, there is a two-week homework timetable. Maths homework is set twice a week. English, Science, Technology and MFL (and Latin if appropriate) homework is set once a week. All other subjects have homework set once a fortnight.

Until February half-term, however, Year 7 have a reduced homework timetable. They are set Maths homework twice a week, and English, Science and French homework once a week. No other subject sets homework during this first term and a half, aside from revision for assessments. From February half-term onwards, the Year 7 homework timetable is the same as Years 8 and 9.

In Years 10 and 11, students receive two tasks per week in each examination subject taken. Sixth Form students expect to receive homework after every lesson, and teachers are advised also to set specific work for independent study periods.

Each piece of homework normally takes up to 30 minutes to complete. Homework that takes substantially longer than 30 minutes should be set across two pieces of homework.

The consequences for students if homework is not completed are detailed in the Behaviour and Discipline Policy.

Appendix G: Annual Examinations

Annual exams provide a summative report on the learning that has taken place in the course so far.

The analysis of which will also be a measure of:

- the learning that has taken place since the last internal examinations;
- how well students are doing in relation to their target grades;
- the appropriateness of grouping;
- whether additional support and intervention is required;
- the progress and performance of particular teaching groups and principal subgroups within the cohort;
- how well individuals, departments and the College as a whole is likely to perform at GCSE/A Level.

A good annual internal exam should:

- follow the four pillars of assessment (purpose, validity, reliability and value);
- assess the full curriculum studied from one milestone (e.g., the start of KS3, or the start of GCSE courses);
- give all students the best possible chance of success by avoiding using an inappropriate reading age, or material that is not directly relevant to the subject in questions;
- target the capacity of students to apply their knowledge as experts. At Key Stage 3 this may or may not result in examinations written in the 'style' of the GCSE exam papers in that subject;
- the number of marks available should allow for a differentiated, well-spread set of results for the students, with sufficient granularity to enable trajectory grades to be allocated accurately across the ability range;
- inform both teacher and student as to progress made, the strengths and weaknesses of a particular student and what students should focus on in the future.

An internal examination will result in a trajectory grade being awarded. **Trajectory grades** describe both the present achievement of a student in a subject, and the GCSE grade that this level of performance indicates a student will achieve at the end of Year 11. Trajectory grades should only be measured and discussed in the aftermath of annual examinations in Years 7-10.

In Years 11 and 13, students sit '**trial examinations**' which lead to a 'trial exam grade'. These grades are different from a trajectory grade as they identify the grade a student would receive against the most recent set of external exam board grade boundaries. In Year 11 this leads to **predicted grades** which aid the targeting of school- and department-level intervention, in addition to any other information available to staff.

It is important to note the following additional points relating to the internal examinations process:

- There is no requirement for the exam to be set out of 100 or for percentages to be used at any stage in the process. Students should be provided with their *raw score* and a *fine grade* and care should be taken to explain how the fine grade has been produced.
- Grade boundaries should be set based upon an understanding of the knowledge, skills and understanding that students should be able to demonstrate at this stage to be on a trajectory towards each grade.
- The maximum mark will always be awarded a fine grade 9.9 to indicate that it is the best possible grade within the top band.

It is best practice to collect question-by-question data from as many assessments as possible. This increases the quality of the information provided and can inform more accurate analysis, leading to more effectively targeted actions. Therefore, **at Key Stage 4 all departments will collate their examination data on an item-by-item basis**. A summary of this data will be reported to parents.