



ASSESSMENT POLICY

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|--------------------------------|-----------|----------------------------|---------------------------|
| Policy Number | 0055 | Policy Author | E Cahill & S Szuszkiewicz |
| Date of Last Review | Sept 2025 | Policy Ownership | Data Management |
| Agreed by Governors | June 2019 | Policy Updated by | E Cahill & S Szuszkiewicz |
| Reviewed by Trust Board | Feb 2025 | Date of Next Review | Sept 2026 |

Introduction

Curriculum planning has been undertaken to ensure access to a broad and balanced curriculum for students (See Curriculum Statement). The purpose of this policy is to exemplify our assessment process and clearly outline the method of assessment at Key Stage 3 in order to ensure clarity for all stakeholders.

KS4 & 5

In order to ensure students make progress towards external examinations, formative and summative assessment is used throughout the scheme of work. Formative assessment is used every lesson to identify misconceptions and support the closing of any learning gaps. Summative assessment is used in KS4 every two weeks as students complete their 'Find out Fortnight' (FOF) in exam style conditions. In KS5 students complete a Purple Book assessment every week.

The assessment model allows opportunities for students to complete regular formal assessment points throughout their time at the Academies, allowing tracking of progress over time. It encourages student confidence under examination conditions, whilst also allowing staff development opportunities through undertaking moderation and assessment. Regular student self-reflection will ensure that learners can take responsibility for their own areas of development, whilst also providing regular check points for Scheme of Work development and review.

Progress from Key Stage 2 to 4 is mapped against Key Stage 2 data, where available.

KS3 Assessment

| Type | Purpose | Examples / Methods |
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| Formative & Ongoing | Monitor learning during instruction, inform teaching adjustments | Quizzes, exit tickets, questioning, mini whiteboards, in-class tasks, peer/self-assessment |
| Formative Checks | Check knowledge/skills across classes/sets mid-unit | Department/planned fortnightly checks, checkpoint quizzes |
| Summative /End-of-unit | Evaluate learning after a unit, provide data for reporting | Unit test, project, extended writing, practical assessment |
| Assessment Points | Whole-school common assessments administered at set points | Biannual assessment windows- Assessment Points |

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| Baseline & Standardised Tests | Compare across cohorts or nationally & Identify students' starting points, potential gaps | Using external assessments (CAT4 & NGRT) |
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CAT4 Testing

We used CAT4 testing for Y7 on entry to assess a student's reasoning ability across multiple domains rather than curricular knowledge.

The 4 key reasoning areas are:

Verbal reasoning (thinking with words)

Quantitative reasoning (thinking with numbers)

Non-verbal reasoning (thinking with shapes/figures)

Spatial ability / spatial reasoning (manipulation of shapes, visualization)

The purpose of the testing is to reveal cognitive strengths and weaknesses of students rather than simply what they've learned. They help teachers tailor instruction and interventions. For example, if a student has weaker verbal reasoning, support can be applied to vocabulary or comprehension.

They assist in predicting academic potential and future performance (e.g. in GCSEs, A-levels)

They provide baseline data and benchmarking (comparing students against national norms) and inform decisions around streaming, subject choices, class grouping, curriculum planning.

CAT4 is not a test of subject knowledge so students cannot really "revise" for it in the traditional sense. It is timed, and the time element is part of what gives the test diagnostic power. The results are interpreted relative to norms for the student's age cohort (e.g., Standard Age Scores, percentiles, stanines) so that teachers can see how a student compares to peers.

NGRT Testing

NGRT Testing is used for all year groups 7, 8 & 9 to evaluate students' reading ability more precisely than just their classroom performance.

The test is designed for pupils aged 5 to 16 and is broken down into 2 components:

Sentence completion- assessing decoding and some comprehension skills

Passage comprehension- assessing deeper comprehension (inference, deduction, vocabulary)

The purpose of the NGRT testing is to measure reading and comprehension skills (not just the ability to decode words, but understanding, inference, vocabulary, grammar, etc.)

To benchmark a student's reading level against national norms (i.e., see where they stand compared to peers)

To diagnose strengths and weaknesses in reading (for example, someone might decode words well but struggle with deeper comprehension)

To monitor progress and the impact of interventions over time by re-testing termly or periodically.

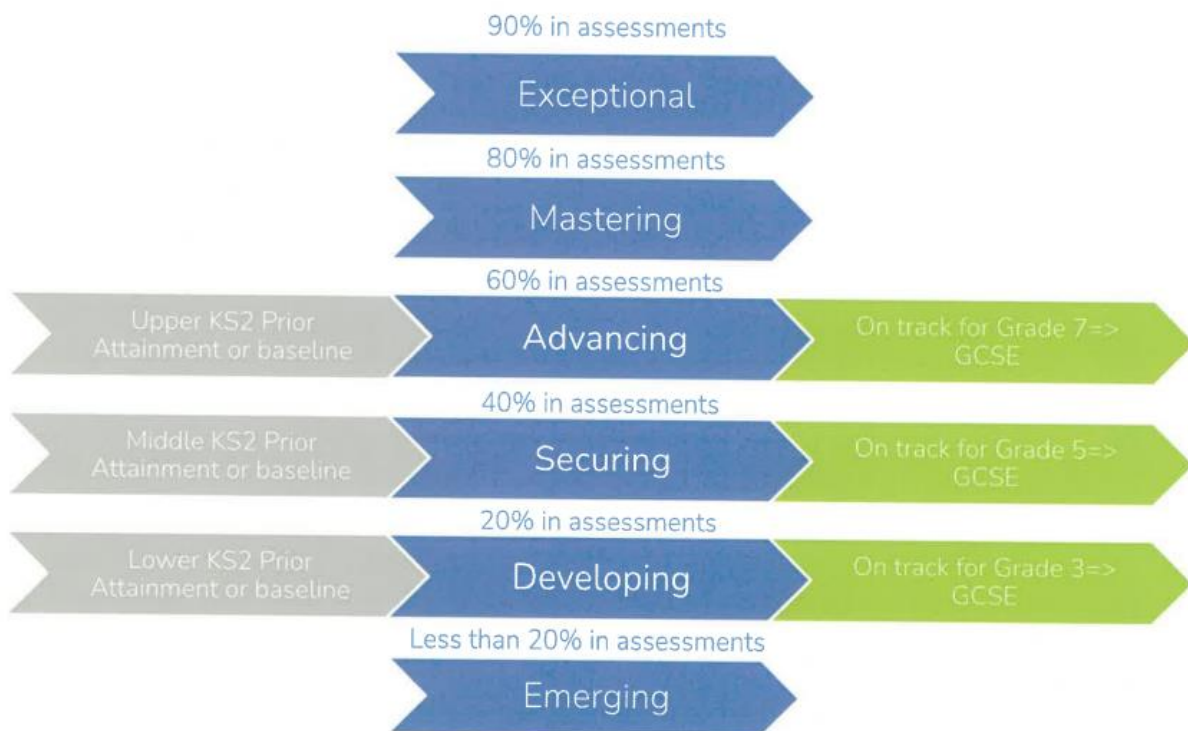
To help us plan targeted reading support, interventions, or extension work based on evidence.

Model of Assessment

We have a 6-attainment banding model to ascertain achievement and progress of our students at summative assessment points.

This is broken down into Emerging, Developing, Securing, Advancing, Mastering & Exceeding.

The KS2 through to KS4 Progression Model is below to show the flight path through to GCSE examinations:



Expected progress is defined in terms of moving through bands over fixed periods (terms or years).

Pupils' prior attainment determines baseline/starting band. Then progress is measured relative to that.

The bands are used to report to pupils, parents; to identify where additional support or stretch is needed; to trigger interventions.

Mastery Skills

At Key Stage 3, the content of the curriculum is expected to be wide-ranging in order to develop:

- Clear skills and knowledge progression
- Contextual knowledge
- Support any identified deficits in learning
- Support our most able students

In every subject area, staff will have identified a set of Mastery skills. These skills are designed to allow all students opportunities for success and mastery in all subject areas. Staff are actively encouraged to drive the highest standards of skill, allowing freedom of content delivery as a result. The consistent application of skills across the curriculum will ensure long term success for all students, regardless of their entry level.

Below are the Mastery Skills as identified for each individual subject. Individual subject teachers will track success against these skills through regular formative assessment, leading to regular whole school Assessment Points (AP). Progress against these will be measured using a RAG system. Mastery of most or all skills in a subject area would be indicative of exceptional performance.

| MASTERY SKILLS: ART | |
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| Select from and use images, objects and information from given resources | Independently collect images, objects and information |
| Can observe/ record with line to show shape | Observe and record using the formal art elements |
| Can observe and attempt to show tone and value | Create links between their work and the work of others |
| Describe the work of others and respond to this | Analyse the work of others and respond |
| Recreate and label the colour wheel | Can explore and develop ideas through materials |
| Observe, record and use demonstrated skills with adequate control of materials and processes | Experiment confidently with new and previously learnt materials and process |
| Can attempt to control materials and processes confidently | Can confidently control materials and processes |
| Describe their own work using basic key words | Analyse their own work using key terms |
| Create an outcome using relevant materials and processes | Create personal outcomes using relevant materials and processes |
| Record basically using a sketchbook | Record confidently and clearly using a sketchbook |

| MASTERY SKILLS: CATERING | |
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| Understand the principles of nutrition and health. | Apply the principles of nutrition and health. |
| Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. | Cook a repertoire of predominantly savoury dishes from scratch so that they are able to feed themselves and others a healthy and varied diet. |
| Investigate a range of cooking techniques and equipment. | Understand how to use nutritional information and allergy advice panels on food labels to help make informed food choices. |
| Understand the source, seasonality and characteristics of a broad range of ingredients. | Understand how to adapt and produce a dish using own recipes. |
| Understand basic kitchen food safety. | Evaluate different types of kitchen hazards including biological, chemical and physical. |
| Understand basic kitchen health and safety. | Understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight. |
| Understand how to evaluate a dish using awareness of taste, texture and smell. | Critically evaluate a dish using awareness of taste, texture and smell. |
| Understand the basics of 'farm to fork' and the source of food. | Investigate and analyse 'farm to fork' and the source of food. |
| Investigate the importance of a healthy and varied diet as depicted in the 'eat well' plate and eight tips for healthy eating. | Be able to modify recipes and cook dishes that promote current healthy eating messages. |
| Safely apply limited skills to some equipment and ingredients to plan, prepare and present simple dishes. | Safely and effectively apply competent technical skills to a range of equipment and ingredients to plan, prepare and present dishes with some degree of complexity. |

| MASTERY SKILLS: COMPUTING | |
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| Use two or more programming languages. | Use two or more programming languages. |
| Understand simple Boolean logic [for example, AND, OR and NOT]. | Understand simple Boolean logic [for example, AND, OR and NOT]. |
| Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems. | Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems. |
| Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability. | Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability. |
| Understand a range of ways to use technology safely, respectfully, responsibly and securely. | Understand a range of ways to use technology safely, respectfully, responsibly and securely. |
| Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers. | Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers. |
| Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be | Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can |

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| represented and manipulated digitally, in the form of binary digits. | be represented and manipulated digitally, in the form of binary digits. |
| Understand several key algorithms that reflect computational thinking use logical reasoning to compare the utility of alternative algorithms for the same problem. | Understand several key algorithms that reflect computational thinking use logical reasoning to compare the utility of alternative algorithms for the same problem. |
| Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. | Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. |
| Understand how people can protect their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns. | Understand how people can protect their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns. |

MASTERY SKILLS: DT

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| Identify and understand user needs. | Identify and understand user needs taking into account different cultures. |
| Develop and communicate design ideas using annotated sketches. | Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools. |
| Select and use basic tools. | Select from, and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. |
| Identify and use different materials to make a product. | Select from, and use a wider, more complex range of materials, components and ingredients, taking into account their properties. |
| Test, evaluate and refine their ideas and products against a specification. | Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. |
| Investigate new and emerging technologies. | Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists. |
| Investigate smart materials. | Understand how more advanced mechanical systems used in their products enable changes in movement and force. |
| Understand how more advanced electrical and electronic systems can be powered and used in their products. | Apply computing and use electronics to embed intelligence in products that respond to inputs. |
| Use basic fabrics to create a textiles model. | Create a 3D model using modelling techniques. |
| Understand how to create an evaluation of a product. | Use manufacturing techniques and equipment. |

| MASTERY SKILLS: DRAMA | |
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| Collaborate successfully with others | Use precise drama vocabulary |
| Apply drama techniques/mediums in rehearsal & performance | Describe the different roles within theatre creation |
| Use drama vocabulary | Examine and analyse the meaning and impact of live theatre |
| Communicate with an audience using voice and physicality | Justify creative choices of performance |
| Demonstrate an interpretation of a character | Implement a range appropriate of drama techniques/mediums in performance |
| Explain how to create atmosphere in performance | Understand different conventions within theatre styles/genres. |
| Devise a performance | Demonstrate an understanding of the impact of semiotics and proxemics |
| Reflect/Respond constructively to own work and that of others. | Understand how to use a stimulus in performance |
| Perform in front of an audience with confidence | Explain the effect of technical elements within performance |
| Understand how to structure a scene | Understand the format and conventions of a script |

| MASTERY SKILLS: English Language Writing | |
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| W1 - Sentence demarcation is mostly secure and mostly accurate | W1 - Sentence demarcation is consistently secure and consistently accurate |
| W2 - Range of punctuation is used, mostly with success | W2 - Wide range of punctuation is used with a high level of accuracy |
| W3 - Uses a variety of sentence forms for effect | W3 - Uses a full range of appropriate sentence forms for effect |
| W4 - Mostly uses Standard English appropriately with mostly controlled grammatical structures | W4 -Uses Standard English consistently and appropriately with secure control of complex grammatical structures |
| W5 - Generally accurate spelling, including complex and irregular words | W5 - High level of accuracy in spelling, including ambitious vocabulary |
| W6 - Increasingly sophisticated use of vocabulary | W6 - Extensive and ambitious use of vocabulary |
| MASTERY SKILLS: English Language Reading | |
| Fiction | |
| R1 - Summarise simple explicit ideas within fictional texts | R1 – Clearly summarise explicit ideas within fictional texts |
| R2 – Interpret simple implicit ideas within fictional texts | R2 – Clearly interpret implicit ideas within fictional texts |
| R3 - Show awareness of audience, purpose and context of fictional writing | R3 – Show understanding of audience, purpose and context of fictional writing |

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| R4 – Show awareness of how writers use language, structure and form to achieve effects in fictional writing | R4 – Analyse how writers use language, structure and form to achieve effects in fictional writing |
| R5 - Begin to evaluate fictional texts critically | R5 – Evaluate fictional texts critically |
| R6 - Make simple connections within fictional texts | R6 – Make clear connections within fictional texts |
| R7 - Give a personal response to fictional texts, using textual reference for support | R7 - Give an informed personal response to fictional texts, using textual reference for support |
| MASTERY SKILLS: English Language Reading | |
| Non-Fiction | |
| R1 - Summarise simple explicit ideas within non-fiction texts | R1 – Clearly summarise explicit ideas within non-fiction texts |
| R2 – Interpret simple implicit ideas within non-fiction texts | R2 – Interpret increasingly complex implicit ideas within non-fiction texts |
| R3 - Show awareness of audience, purpose and context of non-fiction writing | R3 – Show understanding of audience, purpose and context of non-fiction writing |
| R4 – Show awareness of how writers use language, structure and form to achieve effects in non-fiction writing | R4 – Analyse how writers use language, structure and form to achieve effects in non-fiction writing |
| R5 - Begin to evaluate non-fiction texts critically | R5 – Evaluate non-fiction texts critically |
| R6 - Make simple connections within non-fiction texts | R6 – Make clear connections within non-fiction texts |
| R7 - Give a personal response to non-fiction texts, using textual reference for support | R7 - Give an informed personal response to non-fiction texts, using textual reference for support |

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| MASTERY SKILLS: FRENCH | |
| Respond to basic familiar spoken language. | Respond to familiar spoken language across a range of topics. |
| Identify key points in spoken language. | Identify details and opinions in spoken language. |
| Participate in short conversations. | Participate in conversations with a few exchanges and an unpredictable element. |
| Express simple opinions. | Express opinions and give reasons. |
| Respond to familiar language in written texts. | Identify key points and opinions in extended texts. |
| Identify key points in written texts. | Identify different time frames in extended texts. |
| Write sentences with simple opinions. | Write opinions and reasons across a range of topics. |
| Justify opinions with simple reasons. | Use present tense and either past or future in writing and speaking. |
| Use mainly understandable pronunciation. | Use mostly accurate pronunciation. |
| Write with some accuracy. | Use reasonably accurate grammar and vocabulary. |

MASTERY SKILLS: GEOGRAPHY

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| Identify geographical features | Explain geographical features |
| Describe geographical data | Analyse geographical data |
| Explain reasons for data patterns | Assess the validity of a geographical statement |
| Use a range of maps | Explain a reasoned judgement |
| Explain similarities and differences | Explain cause and consequence |
| Use a range of specialist terms | Adapt an annotated data presentation |
| Identify characteristics | Employ correct geographical terminology in explanations |
| Use geographical applications | Justify why global change occurs |
| Use diagrams to explain geographical concepts | Analyse and evaluate fieldwork |
| Calculate outcomes using Figure Material | Assess impacts and outcomes |

MASTERY SKILLS: HISTORY

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| Describe features | Judge source usefulness |
| Judge source content | Show accurate, detailed knowledge |
| Use own knowledge | Explain causes and consequences |
| Describe causes and consequences | Write a narrative account |
| Describe similarities and differences | Describe features of key time periods |
| Describe changes and continuities | Explain similarities and differences |
| Place events in chronological order | Assess interpretations of history |
| Make an inference | Explain reasons for differing historical views |
| Create a sequence of events | Explain changes and continuities |
| Find appropriate historical sources | Judge significance |

| MASTERY SKILLS: MATHS | | | | | | |
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| Number | Algebra | Number | Algebra | Ratio and Proportion | Geometry and Measure | Statistics and Probability |
| Apply the four operations, +ve and -ve, understand place value | Simplify algebraic expressions | Order +ve and -ve integers, decimals and fractions. | Factorise using brackets | Use scale Factors, scale diagrams. | Use conventional terms and notation: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles | Record describe and analyse the frequency of outcomes of probability experiments |
| Use concepts and vocabulary to show full understanding. | Collect like terms | Use relationships between operations, including inverse operations and BODMAS | Plot graphs of simple formulae | Express one quantity as a fraction of another | Apply angle facts linked to triangles quadrilaterals and straight lines. | Apply ideas of randomness, fairness and equally likely events. |
| Interpret fractions and percentages as operators | Multiply single term with a bracket | Calculate exactly with fractions and multiples of Pi. | Fully understand the difference between equations and an identity | Use ratio notation, including reduction to simplest form | Identify and apply circle definitions and properties. | |
| Use standard units of metric measurements, mm, cm, M, KM..... | Use standard mathematical formulae. Rearrange standard mathematical formulae. | Work with fractions in ratio problems | Understand gradient and intercepts using the form $y=mx+c$ | Understand and use proportion as equality of ratios | | |
| Use a calculator to support working out including indices and standard form | Solve linear equations | Fully understand how to estimate by rounding. | Interpret simple expressions as functions with inputs and outputs | | | |

MASTERY SKILLS: MUSIC

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| Use musical vocabulary | Use precise musical vocabulary |
| Perform successfully with others | Collaborate successfully with others |
| Listen respectfully to music | Listen and response to a range of music |
| Identify musical elements | Describe and apply musical elements |
| Reflect on musical performances | Justify musical choices in composing |
| Explain musical elements | Compose an effective music piece |
| Compose a musical piece | Perform a music piece with some level of fluency |
| Show some musical dexterity on a chosen instrument | Analyse music and performances |
| Evaluate own musical performance | Evaluate own and others performances |
| Apply musical elements | Demonstrate knowledge of musical notations |

MASTERY SKILLS: PE

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| Can demonstrate their ability to select and apply an increased range of appropriate skills, techniques and ideas in their activities, with greater refinement, precision, control and fluency | Can demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in their activities, with considerable refinement, precision, control and fluency. |
| They make and adapt decisions about how they will plan and approach their performance in response to new or changing situations. | They make effective decisions about how they will plan and approach their performance in response to new or changing situations |
| Can analyse and comment on their own and others' performances showing an understanding of the factors that affect the quality and effectiveness of performance | Can analyse and evaluate their own and others' work demonstrating an understanding of the impact that skills, tactics or composition, and fitness have on the quality and effectiveness of performance |
| They plan ways to improve their own and others' performance | Can identify priorities for improvement and plan appropriate, progressive practices |
| Can identify major factors that affect performance and participation in physical activity and show some understanding of how these different factors relate to each other | They understand how to monitor and evaluate progress towards targets |
| They take increasing responsibility for the planning and execution of safe exercises | Pupils have a good understanding of factors affecting performance and participation and the relationship between them |
| They understand the principles behind planning their own activity and exercise programmes | They have a good understanding of the principles behind, and benefits of, regular, safe exercise and its impact on performance, fitness and health |
| They explain some of the long-term effects of exercise and activity on physical, mental and social health | They can explain the advantages, to themselves and others, of following active and healthy lifestyles |

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| They identify potential risks involved in different activities | They identify and explain potential risks related to physical activities |
| Can demonstrate their ability to select and apply an increased range of appropriate skills, techniques and ideas in their activities, with greater refinement, precision, control and fluency | Can demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in their activities, with considerable refinement, precision, control and fluency. |

| MASTERY SKILLS: READING | |
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| Read a text for meaning. | Use a range of strategies including accurate decoding of a text to read for meaning. |
| Show understanding and choose the appropriate quote, event or idea from a text to demonstrate understanding of a text whether it is fiction or nonfiction. | Understand, describe, select or retrieve information, events or ideas from both fiction and nonfiction texts with quotations to demonstrate an understanding of a particular text. |
| Make comparisons within texts. | Successfully make comparisons within a text and with other texts. |
| Show how texts fit into their cultural and historical traditions. | Successfully relate texts to their social, cultural and historical contexts and their literary traditions. |
| Simply explain why the writer has made certain language choices (such as emotive language, formal/informal language and such like). | Explain and comment in detail on the writer's use of language for effect within a text. |
| Make predictions from a text about what might happen. | Make detailed predictions about a text from details that are stated and implied. |
| Read and understand meaning in a text that is only hinted at. | Confidently deduce, infer or interpret information, events or ideas from a text. |
| Identify the writer's purpose and viewpoint within a text. | Identify and comment in detail on the writers' purpose and viewpoints as well as the overall effect of a text on the reader. |
| Simply evaluate a text in a critical way using quotations to support points. | Evaluate texts in a critical way and comment on the structure and organisation of them (grammatical and presentational features). |
| Give a personal response to a text. | Give an informed personal response to a text using textual reference to support the points. |

| MASTERY SKILLS: SCIENCE | |
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| State key facts | Give, name or state key facts with reasons |
| Define some key scientific terms | Define most key scientific terms |
| Perform basic calculations | Perform multi-step calculations |
| Describe some key concepts | Describe trends and patterns in secondary data |
| Explain some key scientific concepts | Explain key scientific concepts with a scientific knowledge and understanding |
| State the similarities between variables | Describe the differences between variables |

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| Describe the differences between variables | Compare two variables using scientific knowledge and understanding |
| Draw simple conclusions from qualitative data | Draw detail conclusions from qualitative and quantitative data |
| Analyse data and draw conclusions supported by some evidence | Analyse qualitative and quantitative data and draw conclusions supported by some evidence |
| Evaluate primary or secondary data methodologies | Evaluate primary or secondary data and suggest improvements to experimental methods |

Assessment in RSHE (Relationships, Sex & Health Education)

RSHE is different to other areas of the curriculum because as well as the transference of knowledge, it aims to develop and foster skills and values and therefore RSHE assessment cannot be quantified into levels and grades. RSHE is equipping students to be able to deal with a variety of different situations. Not everything can be assessed in RSHE as it is something months or years before the skills and knowledge developed have a chance to be assessed in a real world situation.

The main principles of assessment in RSHE are outlined below:

Academic expectations

Students work in booklets and each half term the teacher will review the work in these and complete a feedback page. Here the student is assessed on the basic academic expectations of completing all of the work set, participating in lessons and displaying a good attitude to learning.

Baseline assessments

Baseline assessments are used to assess where students current understanding is of a topic to ensure the delivery of content is appropriate. Baseline assessments occur at the beginning of some units (such as Year 7 puberty) and at the beginning of each lesson where students record their confidence in relation to the lesson outcomes.

Scenario assessments

Each half term students will have an opportunity to demonstrate how their knowledge and skills have developed through a scenario assessment. These will either be multiple choice or extended writing assessments. By providing scenarios, students will be able to show that they have learnt how to deal with different situations in appropriate ways.

Reflective practice

It is important in RSHE that students use self-assessment and reflection to acknowledge how their own thinking and understanding has developed. This is completed every lesson by returning to their baseline confidence checker and reviewing their knowledge at the end of the lesson as well as completing a reflection statement each lesson about how their thinking has developed throughout the lesson.

Teacher's professional judgement

Teachers' professional judgement is used and teachers are given the agency to comment on what they have seen within the classroom. These will not be quantified into a level or grade, however the teacher

may recognise that over time a student has developed their ability to, for example, empathise or to listen to other viewpoints, and it is important that this is acknowledged and celebrated by the teacher. Teachers will have an opportunity to acknowledge these developments when they complete the feedback sheet in student booklets each half term as well as at parents evenings.