

STANDARDISED ASSESSMENTS (SECONDARY) 2025-2026

**A Companion Guide to the Quality of Education and
Standards Handbook (Secondary)**

Assessment - Implementation Guide

The following information outlines a coherent, Trust-wide approach to assessment across Key Stage 3 and Key Stage 4 within STOCCAT. It ensures equity, consistency, and impact across all secondary schools, supporting high standards of education and pupil outcomes.

This unified system supports excellence across the Trust by aligning assessments with improvement goals, safeguarding pupil experience, and enhancing decision making.

This guide should be read in conjunction with the Quality of Education and Standards Handbook (Secondary) to ensure consistency and coherence across Trust-wide implementation.

1. Rationale for Assessment

Assessment at STOCCAT is purposeful and curriculum-aligned. It provides meaningful insights into how well pupils are learning, supports early intervention, drives continuous improvement, and enables fair comparisons across schools. All assessment is underpinned by the principles of purpose, validity, reliability, and value.

2. Delivery

Assessment methods are tailored to school context, ensuring both consistency and flexibility across the Trust. GL Assessments are a key component of the Trust's approach at Key Stage 3 and Key Stage 4. The NGRT and the PASS Survey are delivered digitally to ensure efficiency, comparability, and ease of analysis. Progress Tests in English, Maths, and Science may be delivered using either digital or paper-based formats, depending on the operational needs and infrastructure of each school. All GL assessments are complemented by curriculum-specific summative assessments and embedded low-stakes formative strategies.

3. Workload and Systems

Centralised systems and tools, including SMID and Arbor, support efficient data analysis and reduce unnecessary workload. The Trust Data Team and Regional Improvement Officer provide oversight and support to ensure consistent implementation and interpretation.

4. Post-Assessment Action

Assessment outcomes trigger clear next steps. All schools follow structured review and intervention processes, including timely pupil progress meetings. Outcomes inform curriculum refinement, targeted support, and professional dialogue through Trust-wide networks.

5. Frameworks and Standardisation

Trust-wide frameworks underpin assessment design, moderation, and reporting. Clear guidance ensures shared expectations and comparability of outcomes. Departments engage in regular standardisation and moderation to secure fairness and rigour.

6. Logistics and Planning

Assessment delivery is supported by robust logistical planning, including calendar alignment, resource coordination, and exam preparation protocols. Trust guidance ensures all schools are well prepared and compliant with expectations, including access arrangements for SEND pupils.

7. Reporting and Data Integrity

All data is drawn from a single validated source to ensure integrity and alignment. SMID serves as the Trust's "source of truth" for pupil progress and performance, enabling strategic planning at teacher, department, school, and Trust level.

8. Protocols and Compliance

Schools follow agreed Trust protocols for assessment delivery, analysis, and reporting. These protocols promote fairness, reduce variation, and ensure compliance with JCQ and regulatory requirements for formal assessments.

9. Intervention and Monitoring

Intervention is timely and impact focused. Schools must implement support plans within 10 working days of each Assessment Point, with the Regional Improvement Officer monitoring delivery and progress. Best practice is shared via Professional Learning Networks to ensure continual improvement.

SECTION 1: AIMS AND OBJECTIVES

This framework has several important objectives, the most important of which is that assessment must be fit for purpose, in all contexts and domains. This framework achieves this by ensuring:

- A close link between assessment, curriculum, and teaching. Assessment is primarily about how well pupils are learning the intended curriculum. The outcomes of assessment should always influence decisions about teaching and the design of the curriculum.
- Assessments are valid, reliable, and used to help pupils to learn better. Assessments should be designed to provide insight into pupils' – it should never be 'data-led'. However, assessment will be robust enough to provide valid and reliable information across different teachers and different cohorts or classes.
- Reporting and target setting are meaningful and valid. Where assessment outcomes are reported, these measures will be valid, meaningful, and easily understood. A valid assessment will always measure what it purports to measure – it will not be used to generalise or distort.
- Assessment methods must be efficient and not increase staff workload. The outcomes from most formative assessments should not need to be recorded formally. There should not need to be more than three formal summative assessment points per year. Approaches to marking should be designed to ensure impact on learning and reduce the burden on staff.
- End of year assessments will be appropriately benchmarked. This is to provide confidence to school leaders and to the Trust that standards are appropriate and to ensure comparability between academies and, where possible, with national expectations.

Core Principles

- The primary purpose of assessment is to provide valid and reliable information about whether pupils are successfully learning the intended curriculum. Assessment should always provide information about whether pupils can remember, in long-term memory, what they have learned. A further purpose of assessment is to provide information about the effectiveness of curriculum and pedagogy and how these can be improved

- Progress is defined as the extent to which a pupil or pupils have learned or are successfully learning the intended curriculum. The curriculum is the progression model. It sets out what we want pupils to learn, and therefore their 'progress'. If pupils are successfully learning the curriculum, they must be making progress. Progress cannot be measured or 'proved'. Attempting to do so often sets up perverse incentives or practices such as teaching to the test.
- Assessment should exploit the benefits of assessment on learning and memory. The approach to assessment should always seek to make use of the 'testing effect'. Research has shown that regular assessment, if used in appropriate ways, strengthens long-term memory and recall.

Summative and Formative Assessment

- Summative assessments information should be gathered at three points during the year, which includes an end of year assessment. STOCCAT schools can, of course, also use summative approaches more frequently at other times (for example, at the ends of sequences or units of learning). Summative assessments should be designed to evaluate pupils' learning (of the curriculum) since the beginning of that unit, sequence or term/year, along with any content taught previously and considered essential to support current and future learning. Schools should note that there are often limitations in using summative assessments for diagnostic purposes.
- At other times, regular formative assessment will be the main approach. The main aim is diagnostic and remedial: to identify whether important learning has been securely mastered and fluency achieved. From lesson to lesson, this will only rarely take a 'formal' test-based format. There is no need to record or aggregate 'data' from such formative assessments, other than information the teacher feels necessary. Formative assessments will be 'low stakes' and are likely to take a wide variety of forms: from reviewing pupils' work and responses, interactive Q&A during teaching, to 'quick quizzes' and 'exit tickets', teachers will deploy a range of strategies to gauge pupils' fluency and mastery of key knowledge and understanding. The impact of formative assessment will be evident through pupils' improved understanding and mastering of the curriculum.
- The development of high-quality assessment approaches is essential. For example, research has shown that a high volume of high-quality questions is a significant factor in effective assessment which supports improved learning. As Tim Oates notes, these questions are particularly effective in 'challenging, flushing out misconceptions, stimulating thought and so on. Teachers should design learning sequences - engaging with content - but at the same time think of high-quality questions and the answers which would indicate the depth of understanding which is being aimed for'.
- Schools should draw on robust methodology that meets these core principles. Schools should draw on effective practice both externally and across the Trust. Collaboration between STOCCAT schools will be especially valuable in developing robust assessment methodologies and ensuring trust-wide consistency. Externally, there is good body evidence which supports the use of 'comparative judgement' methodology, as propounded by Daisy Christodoulou.

Tracking and Reporting - Key Stage 3

National reporting measures, such as GCSE grades, should never be used to track pupils' attainment or progress in Key Stage 3. However, in Key Stages 3 and 4, it is legitimate to make use of GCSE questions as part of assessments (both formative and summative) and to support teaching. This is because familiarity with test instruments is known to be a significant factor in pupils' performance in external tests and

examinations. However, the use of 'flight path' methodology is faulty and has been demonstrated to lack validity as well as building in low expectations for many pupils.

Schools should report on the extent to which pupils have successfully learned the intended curriculum. To do this, each school should make an assessment at three points in each academic year, in each subject (except where this would not be appropriate - for example where subjects are taught on a termly carousel, or where the overall teaching time is small. In these cases, a single end-of-year summative assessment would be sufficient). Each assessment point should be synoptic (that is, assessing pupils' learning since the start of the year or key stage), and schools are free to design the most suitable assessment tools for this purpose. Information from these assessments will be collected at a trust-level at each of the three points.

Key Stage 3 Progress Judgement Scale

Progress judgements at Key Stage 3 are made using a four-point scale, based on how successfully pupils are learning and retaining the intended curriculum, informed by teacher judgement and summative assessment performance.

- **Mastering (1):** Successfully learning all or nearly all of the curriculum content. Demonstrates a deep, flexible understanding of the knowledge and skills expected, applying learning confidently and independently across a range of contexts. Secure retention of knowledge in long-term memory.
- **Secure (2):** Successfully learning most of the curriculum content with only minor gaps that do not significantly hinder understanding. Demonstrates a sound grasp of key knowledge and skills and applies learning effectively in most situations. Gaps are identifiable but not detrimental to overall progress.
- **Developing (3):** Learning some aspects of the curriculum but with evident gaps in knowledge and/or skills that impact understanding. Inconsistent application of learning across different topics or contexts; depth of understanding is variable. Requires targeted support and consolidation.
- **Emerging (4):** Learning is limited with significant gaps in understanding and application. Struggles to retain or apply knowledge without substantial support. Likely to require structured interventions to access the intended curriculum effectively.
- **Not Applicable:** This judgement must be used only in exceptional and unavoidable circumstances where it is impossible to assess progress. It is reserved for cases where a pupil has had no meaningful access to the curriculum since the last assessment point – for example, due to prolonged absence and not being seen since the last Assessment Point, or enrolment so recent that they have attended fewer than two lessons. This category must not be used to avoid making a difficult judgement and must be applied only with clear justification.

To do this, teachers should formally assess every pupil each term using the above four-point scale. This assessment should draw primarily upon the teacher's knowledge of each pupil, through the range of formative and summative assessment approaches used. The key question being answered is 'How well is the child learning the intended ambitious curriculum?' This is an absolute judgement and applies to all pupils including pupils with special educational needs and/or disabilities as well as pupils with differing levels of prior attainment. Only in exceptional circumstances, and on a pupil-by-pupil basis would we consider redefining what an ambitious curriculum means for a pupil. Often the focus will be on suitable adaptations to teaching to ensure pupils learn the intended curriculum.

Tracking and Reporting - Key Stage 4

In Key Stage 4, public examination grades (e.g., GCSE) should be used to track pupils' attainment. While formative assessment should continue to concentrate on the diagnosis and remediation of pupils' gaps in learning, summative approaches should make good use of examination questions and formats. This not only increases pupils' familiarity with examinations, but it also ensures pupils receive feedback about the standards they are reaching. Schools should therefore make sure that the summative assessments used for tracking and reporting purposes are moderated and benchmarked against the curriculum taught so far to ensure reliability and validity.

Judgements about pupils' attainment should be informed by teachers' on-going formative assessments, as well as by summative assessments. Ideally, each assessment point should be synoptic, and schools are expected to administer any trust-wide assessments. Information from these assessments will be collected termly, at a trust-level, including an end-of-year assessment in Year 10.

Key Stage 4 Progress Judgement Scale

At Key Stage 4, progress judgements are based on GCSE (or equivalent qualification) grades using a fine grading system. At each Assessment Point (except Year 11 AP3 when only a PRE is required), teachers are required to submit both a Working At Grade (WAG) and a Predicted Grade (PRE) for each pupil.

- **Working At Grade (WAG):** A Working At Grade (WAG) is a professional judgement that reflects how securely a pupil is performing in relation to the curriculum content they have been taught so far. It is not a prediction of what the pupil might achieve if they sat the full GCSE at that point in time. Instead, it provides a current snapshot of their attainment, based on a range of evidence, including classwork, assessments, and application of knowledge. This approach ensures that WAGs are fair, accurate, and meaningful throughout the course. Predicted Grades (PREs), submitted alongside WAGs, take a longer-term view and reflect the teacher's evidence-informed forecast of likely final outcomes based on trajectory, engagement, and potential.
- **Predicted Grade (PRE):** The grade the teacher predicts the pupil is most likely to achieve at the end of the course, taking into account their current performance, trajectory, engagement, and potential for improvement. Predictions must be professional, evidence-informed, and realistic, based on a clear body of evidence.

Fine Grading:

All grades must be reported using a fine grading system to ensure greater precision and clarity:

- **Grade + (Plus):**
Strong and secure performance at that grade, close to achieving the grade above.
- **Grade = (On):**
Securely on the grade, meeting grade expectations with consistency.
- **Grade - (Minus):**
Insecure at the grade, performing just within the threshold and at risk of dropping to the grade below without further consolidation.

Targets

Individual pupil targets or minimum expected grades should not be used in key stage 3. There is considerable evidence of the negative impact of target setting on pupils' achievement and expectations of

themselves, as well as teachers' expectations. Targets at a pupil level often lack validity and reliability and are sometimes derived from the inappropriate use of baseline measures.

At key stage 4, pupils should be given individual targets or minimum expected grades based on examination grades. Targets should only be set once a great deal is known about pupils' prior learning and potential. For example, targets may be set for pupils at the beginning of Year 10, based on FFT estimates and teachers' knowledge of pupils' prior learning. Any such targets set should reflect high expectations of all pupils. The use of individual (and cohort) targets must not distort or unduly narrow the focus of the curriculum or teaching

Schools should still set end-of-key stage 4 cohort targets for each subject. Such targets are much less affected by statistical unreliability and other sources of uncertainty. These targets remain a useful tool for school self-evaluation, improvement planning and accountability.

Key Stage 4 Target Setting

STOCCAT schools are committed to achieving ambitious KS4 outcomes that reflect our high expectations for all pupils. Target setting is a crucial part of this process, underpinning our drive for excellence, equity, and accountability. While there are shared Trust-wide principles, schools own the target-setting process, exercising their professional intelligence to refine centrally generated data in line with their unique context.

In the first instance, Key Stage 4 targets are set using FFT50 benchmark data, providing a consistent and aspirational baseline across all schools. These benchmarks must then be intelligently refined at school level, taking into account the local context, pupil needs, and the professional judgement of school leaders. Targets must only be set for the subjects that pupils are actually studying – there should be no flood-filling or blanket assigning of grades. Where pupils do not have sufficient prior attainment data to generate an FFT estimate, schools must use subject-level class data and professional judgement to determine an appropriate and challenging target grade.

Target grades should be shared with pupils to provide clarity and focus, but they must be communicated as a minimum expectation – not a ceiling. This ensures that pupils understand they are expected to meet or exceed their targets through sustained effort, effective support, and high-quality teaching.

Target refinements are made with the following principles in mind:

- To close the disadvantage gap by ensuring that targets for disadvantaged pupils are both ambitious and realistic, contributing to improved outcomes over time.
- to recognise high-performing departments by increasing the ambition and stretch in subject areas with a strong track record of success.
- To reflect individual pupil context, using professional judgement to ensure that targets appropriately challenge high-achieving pupils, support those with SEND, and take into account the needs of pupils with Adverse Childhood Experiences (ACEs).
- To engage subject and middle leaders in the process so that departmental teams have ownership of their targets and a clear line of accountability for pupil outcomes.

In schools or subjects where progress is currently below average, the target dataset must show a clear and sustained pattern of improvement over time.

All target datasets must adhere to the following key Trust parameters:

- The proportion of pupils targeted to achieve a Grade 5 or higher in English and maths should be at least in line with FFT50 projections.

- The overall aggregated target data must reflect positive progress, or equivalent indicators where Progress 8 is not applicable.
- Targets must demonstrate a clear trajectory of improvement for disadvantaged pupils, contributing to the Trust's long-term aim of closing the attainment gap.

Target setting is not a static or isolated event. It is reviewed regularly in line with assessment data, pupil tracking, and evaluation of curriculum impact. Through this ongoing process, our schools remain focused on delivering ambitious, inclusive, and evidence-informed targets that empower all pupils to achieve their full potential.

The deadline for finalising KS4 targets is **Friday 14th November 2025**. Once finalised, if schools require assistance in entering this data into Arbor, a ticket must be raised with the Trust Data Team.

Benchmarking

- School leaders will continue to use FFT estimates to benchmark their performance against similar schools nationally.
- There should be a single end-of-year assessment for all subjects, where appropriate. The end-of-year assessments should cover the curriculum content taught over that and previous academic years within the key stage.
 - The end of year assessments for English, Maths and Science will be sourced externally via the trust, via GL Assessment. This will ensure consistency and comparability across STOCCAT Secondary schools.
 - Schools are free to devise assessments for all other subjects, or to draw on assessments from other sources. PLN work for 2025-26 will focus on exploring the feasibility of creating a Trust-wide Y9 assessment that can be used across all Trust schools.
- A key purpose of this assessment is to check the 'reasonableness' and consistency of in-year teacher assessments (using the four-point scale in KS3 above, GCSE grades at KS4). Internal moderation of the end-of-year assessments should be undertaken using an appropriate sampling method. Reporting of end-of-year assessments should still make use of the four-point scale above (and the standardised measure from the external assessments for English, Maths and Science). Reporting of end-of-year assessments in KS3 should use the four-point scale in section 5, above. In Year 10, reporting should use the appropriate public examination scale
- Results from past examination series should be used to judge the effectiveness and reliability of summative assessments used in-year

Rationale for Standardised Assessment

Standardised assessments are a vital component of STOCCAT's strategy to secure equity, excellence, and efficiency across its schools. These assessments ensure that pupils are evaluated against shared benchmarks, providing leaders, teachers, governors, and families with consistent insights into pupil progress.

Why Standardised Assessment Matters:

- **Equity and Consistency:** Pupils across all schools and phases are assessed using common, rigorous standards. GL Assessments in KS3/4 offer reliable attainment diagnostics.

- **Data-Driven Improvement:** Trust-wide assessment data highlights trends at cohort, school, and Trust levels. This evidence informs planning, intervention, and curriculum design.
- **Strategic Accountability:** The Trust Board and senior leaders use assessment outcomes to monitor progress against KPIs and school improvement goals.
- **External Assurance:** Assessments provide validated evidence of attainment and progress for Ofsted inspections and stakeholder reporting.

Intended Impact:

- Earlier identification of learning gaps across phases, especially in reading and core mathematical concepts.
- Improved teaching through data-informed CPD and subject-specific coaching.
- Enhanced pupil outcomes from EYFS GLD to GCSE Attainment 8.
- Greater transparency, parental confidence, and alignment with national frameworks.

Costs and Investment:

- Includes purchase of GL Assessment Progress Tests, associated software licences, and staff training.
- Returns include early intervention savings, reduced admin workload, and more accurate target setting.

SECTION 2: DELIVERY OF PAPER AND DIGITAL ASSESSMENTS

Trust Wide Assessments

As part of our commitment to raising standards and improving outcomes for all pupils, a series of Trust-wide assessments are undertaken each year to provide consistent, high-quality information about pupil achievement, attitudes, and areas for development. These assessments ensure a shared understanding of pupil progress across schools and enable targeted intervention to support learning and personal development.

- **Reading Age Tests (NGRT):** All pupils in Years 7 to 11 undertake the New Group Reading Test (NGRT) at the start of the academic year to establish a robust reading baseline. Pupils with a standardised score below 85 retake the NGRT in the Spring Term to measure progress and identify any further intervention. At the end of the academic year, pupils in Years 7 to 10 are reassessed to evaluate reading development over time. Schools are expected to analyse reading age information to inform planning, curriculum design and intervention strategies. Tailored, evidence-informed intervention programmes are implemented for struggling readers, with progress reviewed regularly through pre- and post- assessment data. Pupils requiring significant support are closely monitored, and families are kept fully informed and involved in the support process. Transition points between key stages, particularly primary to secondary, are managed carefully, with reading data shared to ensure continuity and early intervention.
- **PASS Survey:** The Pupil Attitude to Self and School (PASS) survey is completed twice a year to gather valuable insight into pupils' attitudes towards school, learning, and themselves. It is undertaken in HT2 for all pupils in Year 7 to 11, and in HT6 for pupils in Years 7 to 10. The survey

identifies pupils' levels of self-esteem, motivation, attitude to teachers, feelings about school, and other key indicators that can affect academic progress and wellbeing. Schools analyse PASS outcomes at both whole-school and individual pupil level to identify emerging patterns or concerns. Results inform pastoral planning, interventions, and wider school improvement work, ensuring that pupils' emotional and social needs are recognised and addressed. Schools are expected to plan appropriate support where concerns are identified, and to monitor the impact of this support carefully over time.

- **Progress Tests:** Towards the end of each academic year, pupils in Years 7 to 9 sit the GL Progress Tests in English and Maths. GL Progress Tests in Science are taken at the start of Year 7 and end of Year 9. These nationally benchmarked assessments provide a robust measure of pupil attainment and progress across key subjects, giving a clear view of how pupils are performing against national standards. Schools use Progress Tests data to evaluate the effectiveness of curriculum delivery, identify strengths and areas for development, and inform strategic planning. Individual pupil results are analysed to identify gaps in knowledge and inform planning for the next academic year. Results are also used diagnostically to ensure targeted support is provided for pupils who require additional help to make strong progress across the core curriculum.

STOCCAT adopts a flexible but standardised approach to delivery:

- **Paper-Based Assessments:** GL Assessment Progress Tests – Maths, English, Science
- **Digital Assessments:** GL Assessment Progress Tests – Maths, English, Science; NGRT; Pass Survey.
- **Hybrid Flexibility:** Schools may use either paper-based assessments or digital assessments for GL Assessment Progress Tests, depending on infrastructure and cohort needs. All assessments follow the same content, mark schemes, and Trust-wide data protocols.

SECTION 3: WORKLOAD IMPLICATIONS AND SYSTEMS SUPPORT

The successful delivery of the standardised assessment process depends on well-defined support structures and streamlined systems that reduce unnecessary workload and increase consistency across the Trust. This section sets out the key operational supports required from both the central Data Team and the Regional Improvement Officer (RIO).

Working in Partnership with the Data Team

- Streamline the management of increasing data volumes
As assessments are introduced across multiple phases and from various providers, there will be a sharp increase in the volume and complexity of pupil performance data. The Data Team will play a central role in managing this workload to ensure systems remain efficient and staff time is protected.
- Automate data uploads and analysis wherever possible
Tools such as Arbor, SMID, or other Trust-approved platforms will be used to automate the collection, upload, and analysis of assessment data. This will reduce manual input, minimise errors, and allow for near real-time tracking of performance at class, school, and Trust level.
- Develop and implement consistent data submission templates
To maintain accuracy and consistency, the Data Team will establish clear and user-friendly templates

for assessment submissions. These templates will be aligned to Trust expectations and shared termly to support planning and clarity for school leaders and assessment coordinators.

- Introduce a termly data-check schedule

A structured calendar of key data submission points and validation checks will be introduced. This schedule will include submission deadlines, review windows, and error correction periods to ensure the reliability of the assessment dataset and to avoid unnecessary last-minute workload pressures.

Operational Support from Regional Improvement Officer (RIO)

- Provide hands-on support to headteachers

the RIO (Secondary) will work closely with headteachers to ensure the assessment framework is implemented consistently across all schools. This will include clarification of expectations and support in developing school-specific action plans if required.

- Distribute standardised assessment schedules and expectations

A clear assessment calendar will be provided to all schools at the start of each term, detailing key dates, delivery windows, and submission expectations. The RIOs will ensure that school leaders fully understand the expectations for their phase and context.

- Conduct Quality Assurance (QA) visits

During each assessment window, the RIO will conduct QA visits to schools. These will be used to observe implementation, offer real-time feedback, and identify any immediate issues that require central support.

- Provide responsive, real-time support

In addition to QA visits, the RIOs will be available to offer on-the-ground or remote support during assessment weeks. This includes troubleshooting practical issues, clarifying technical processes, and signposting additional help through the Data Team where appropriate.

This approach ensures that both system-level structures and hands-on leadership support are in place to make standardised assessment a sustainable and meaningful part of Trust improvement work, without overburdening staff or compromising quality.

SECTION 4: POST ASSESSMENT ACTIONS

The period following each assessment window is critical for ensuring that the data collected translates into meaningful improvement in teaching, learning, and pupil outcomes. This section outlines the structured actions to be taken post-assessment, along with the monitoring and support roles of senior leaders and networks.

Headteachers: Translating Data into Targeted Action

- Develop school-specific post-assessment action plans

Following each assessment window, headteachers are responsible for leading the analysis of pupil-level and cohort-level data to identify patterns, strengths, and gaps. This data should directly inform the creation of an action plan which outlines specific interventions, curriculum adjustments, and teaching strategies aimed at raising attainment and progress.

- Ensure data drives decisions at all levels

These plans should be clearly rooted in evidence from assessment outcomes and reviewed with senior and subject leaders to ensure alignment with whole-school priorities. Focus should be placed on disadvantaged pupils, underachieving groups, and individuals requiring urgent intervention.

RIO: Monitoring and Supporting Effective Follow-Up

- Conduct assurance checks on the quality and ambition of school action plans

The RIO will review submitted post-assessment action plans to ensure they are high-quality, realistic, and sufficiently ambitious. Where gaps or inconsistencies are identified, the RIO will provide constructive feedback and follow-up.

- Engage in coaching-style conversations with headteachers and leaders

In addition to reviewing documentation, the RIO will hold supportive, reflective discussions with school leaders. These conversations will focus on understanding the rationale behind actions, clarifying implementation steps, and removing barriers to effective delivery.

- Track the implementation of interventions

The RIO will revisit schools throughout the term, depending on ASR categorisation, to follow up on the progress of planned interventions, offering challenge and support as needed to ensure that intended actions are being delivered with fidelity.

Targeted, Measurable Interventions

- Implement interventions that are timely, evidence-informed, and measurable

Interventions must be introduced promptly following assessment analysis. They should be tailored to the needs of individual pupils or groups, based on what the data reveals, and include clearly defined success criteria. Progress should be tracked over time using formative checks and pupil feedback where appropriate.

- Evaluate impact to inform future practice

Schools must assess the effectiveness of each intervention, using pupil outcomes and staff reflection to determine what worked, what didn't, and why. This learning should inform subsequent planning and continuous improvement.

Collaborative Professional Learning Networks (PLNs)

- Facilitate cross-school collaboration and knowledge-sharing

Trust-wide PLNs provide a platform for leaders and teachers to share effective strategies that have had demonstrable impact following assessment. This peer-led approach helps surface best practice and reduces duplication of effort.

- Focus on strategies proven to raise outcomes

The RIO will support PLN leads in curating high-impact examples and case studies that can be disseminated across the Trust. These shared insights strengthen collective expertise and build a culture of continuous professional learning and improvement.

This structured and collaborative approach to post-assessment ensures that data is not only collected but actively used to drive improvement. The cycle of analysis, action, and reflection becomes embedded in school culture, with Trust-level support ensuring consistency, rigour, and professional growth.

SECTION 5: TRUST WIDE FRAMEWORKS

To ensure consistency, comparability, and coherence in assessment practice across all phases, the Trust has established comprehensive frameworks for both primary and secondary schools. These frameworks underpin the use of formative and summative assessments, define expectations for data interpretation, and promote standardised approaches to moderation and benchmarking.

Secondary Phase (KS3 to KS4): Structured by the Trust's Secondary Assessment Framework

- Use of a consistent 4-point judgement scale at KS3
This scale (e.g., Mastering – Secure – Developing – Emerging) helps to assess and report pupil progress in relation to age-related expectations. It provides clarity for teachers, pupils, and parents while supporting transition between key stages.
- Structured assessment routines at KS4 through WAG/PRE
At Key Stage 4, the framework defines the use of *Working at Grade* (WAG) and *Predicted Result Estimate* (PRE) to ensure accurate forecasting, intervention planning, and reporting to pupils and families. This system enhances alignment with national grading and provides early warning for underperformance.

Cross-Phase Expectations: Common Elements Across Frameworks

- Inclusion of multiple-choice questions (MCQs) and synoptic tasks
Both frameworks require the use of MCQs to test breadth of curriculum knowledge and low-stakes retrieval. Synoptic tasks are embedded to assess pupils' ability to connect knowledge across topics and apply it to unfamiliar contexts.
- Trust-wide moderation ensures reliability and comparability
Moderation processes are embedded in both phases. These include internal moderation within schools and cross-school moderation across the Trust. Clear criteria and exemplars ensure that judgements are consistent and equitable across settings.

These frameworks create a common language and shared practice around assessment, supporting both teacher development and pupil outcomes. Their consistent application is key to driving trust-wide improvement, enabling effective collaboration, and ensuring every pupil is assessed fairly and rigorously, regardless of their setting.

SECTION 6: ASSESSMENT LOGISTICS AND SUPPLIER CO-ORDINATION

Efficient delivery of standardised assessments relies on meticulous logistical planning and strong coordination with external suppliers. Whether assessments are paper-based or digital, schools must be fully prepared to manage the operational demands without disruption to learning. This section outlines how the Trust ensures smooth administration through clear communication, technical readiness, and structured support.

Coordination with External Assessment Providers (GL Assessment)

- Proactive communication ensures timely and accurate delivery
The Trust maintains scheduled communication with suppliers such as GL Assessment to confirm order volumes, delivery timelines, and assessment formats well in advance of assessment windows. This reduces the risk of late deliveries or incorrect materials and allows for contingency planning.
- Alignment checks ensure assessment compatibility with Trust systems
Compatibility with Trust-approved digital platforms (e.g., Arbor, SMID, internal dashboards) is verified in advance. This ensures data outputs can be seamlessly integrated and analysed, avoiding additional workload for school staff.

Guidance and Support for School-Level Logistics

- Schools receive clear, phased guidance for both paper-based and digital formats
Each school will be issued a detailed logistics guide covering timelines for test receipt, storage, distribution, completion, and return. For digital formats, this includes information on user access, login procedures, and troubleshooting.
- Support materials include proformas, checklists, and contact points
Templates and planning tools are shared to help assessment leads and admin staff manage the logistical requirements smoothly. A dedicated contact at the Trust central team is available to resolve issues rapidly and provide practical support.

Digital Assessment Readiness

- Schools must ensure digital infrastructure is in place and functional
For online assessments, schools are responsible for ensuring that they have a sufficient number of functioning devices available, that devices are charged and updated, and that stable internet access is guaranteed during assessment sessions.
- Trust support available for digital trial runs and troubleshooting
Where digital assessments are new or have been updated, the Trust will offer optional dry-run opportunities and technical support to ensure familiarity with the system and minimise disruption on the day of delivery.

A coordinated, well-communicated approach to logistics helps to maintain the integrity of the assessment process and reduces pressure on school staff. By providing timely guidance, establishing clear expectations, and ensuring digital readiness, the Trust ensures that every assessment window is delivered with confidence and consistency.

SECTION 7: REPORTING GUIDANCE

Effective assessment reporting is essential to driving improvement, informing strategy, and supporting accountability across the Trust. At the heart of our reporting approach is a fundamental principle: all reports must be drawn from a single, verified dataset – our shared source of truth. This ensures that every individual, from classroom teacher to Trust Board member, is working from the same consistent evidence base.

A Single Source of Truth: The Foundation of Trust-Wide Reporting

The Trust's commitment to a unified dataset underpins every aspect of our reporting strategy. This single source of truth enables alignment in conversations, decisions, and interventions. It eliminates the confusion

and inefficiencies that arise when multiple data sources are used, and it ensures that our interpretation of performance is consistent, fair, and transparent across all phases.

By centralising the assessment data and applying robust validation processes, the Trust provides confidence that what is being reported is accurate, meaningful, and timely. Leaders at all levels can trust the data and use it to drive action, knowing it reflects a shared understanding of what pupils know and can do.

Trust Board: Strategic Oversight and Accountability

At Trust Board level, reporting is designed to support strategic decision-making and oversight. Reports focus on Trust-wide and regional performance, with particular attention paid to trends over time, gaps between pupil groups, and progress against key performance indicators (KPIs).

These reports, always drawn from the central dataset, provide a high-level summary of strengths and risks. They also highlight where central support, resourcing, or intervention may be needed, allowing the Board to take a proactive approach to sustaining and improving standards.

Local Governing Bodies: Holding Schools to Account

Local Governing Bodies (LGBs) receive school-specific reports that enable them to discharge their monitoring responsibilities effectively. These reports include benchmarked data that situates the school's performance within both a Trust-wide and national context.

Data provided to governors focuses on key groups, including disadvantaged pupils and those with SEND, and is supplemented with contextual narrative. It outlines localised improvement targets and intervention strategies, supporting governors in holding school leaders to account for outcomes and actions.

Headteachers: Driving Improvement Through Insight

For headteachers, the reporting system provides detailed, actionable insights that can inform both strategic and operational decision-making. Reports include a full breakdown of assessment outcomes by class, subject, pupil group, and individual pupil, allowing leaders to identify trends and target support precisely.

These reports are central to school improvement planning, enabling headteachers to evaluate the effectiveness of current practice, identify areas for development, and direct resources accordingly. Because the data is aligned with that used at Trust and LGB levels, it supports consistent messaging and informed dialogue across all tiers of leadership.

Teachers: Informing Day-to-Day Practice

Classroom teachers are provided with simplified reports that distil pupil performance data into practical insights for teaching and learning. These include identification of learning gaps, group performance trends, and recommendations for targeted support or instructional adjustment.

By receiving data from the same source used by senior leaders, teachers are empowered to engage meaningfully in discussions about pupil progress, curriculum delivery, and intervention planning. This consistency strengthens professional dialogue and supports a coherent whole-school approach.

Reporting Formats: Tailored for Purpose, Consistent in Source

The Trust uses a range of formats to ensure data is both accessible and useful for its intended audience:

- Digital dashboards allow executive leaders to interrogate live data through dynamic, filterable interfaces.

- Executive summaries offer concise, strategic narratives for Boards and governors.
- RAG-rated summaries provide rapid overviews of performance against expectations.
- In-depth annotated reports offer detailed commentary for headteachers and teachers, drawing directly from the central dataset.
- Printed or simplified classroom reports are made available for teachers as required.

All of these formats are powered by the same core data, ensuring alignment across levels and roles.

Distribution Channels: Secure and Streamlined

Reports are distributed via secure, access-controlled platforms to protect data integrity and ensure ease of access:

- Trust dashboards provide live access to executive and regional leaders.
- The Secure Trust Portal hosts formal reports for headteachers and LGBs.
- Internal school systems or print formats are used for classroom-level summaries, depending on local need and infrastructure.

By anchoring our reporting in a single, trusted dataset, the Trust creates the conditions for coherent action, aligned priorities, and confident leadership. Everyone – whether in the classroom, the staffroom, the head’s office, or the boardroom – is working from the same evidence, enabling truly joined-up improvement planning and more effective outcomes for all pupils.

SECTION 8: ANNUAL ASSESSMENT CALENDAR



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SECONDARY SCHOOL ASSESSMENT CALENDAR

Assessment Window in School	Assessment Window Opens	Assessment Window Closes	Year 7	Year 8	Year 9	Year 10	Year 11	Data Team - check in with school (1)	Data Team - check in with school (2)	School Submission Date	Analysis Start (depends on numbers of submissions in period)	Report Available (depends on complexity of report and additional factors)
NGRT (GL Assessments)	01/09/2025	03/10/2025	✓	✓	✓	✓	✓	MON 22/09/2025	FRI 26/09/2025	03/10/2025	27/10/2025	29/10/2025
Science Progress (GL Assessments)	01/09/2025	03/10/2025	✓					MON 22/09/2025	FRI 26/09/2025	03/10/2025	30/10/2025	03/11/2025
Yr 11 Mocks / PPE (AP1)	03/11/2025	14/11/2025					✓	THU 20/11/2025	THU 27/11/2025	28/11/2025	01/12/2025	05/12/2025
TAGs (classroom based) (AP1)	03/11/2025	21/11/2025	✓	✓	✓	✓		THU 27/11/2025	THU 04/12/2025	05/12/2025	22/12/2025	02/01/2026
PASS (GL Assessments)	03/11/2025	12/12/2025	✓	✓	✓	✓	✓	THU 04/12/2025	THU 11/12/2025	12/12/2025	13/01/2026	19/01/2026
NGRT Resits (GL Assessments)	05/01/2026	13/02/2026	✓	✓	✓	✓	✓	THU 05/02/2026	THU 12/02/2026	13/02/2026	09/03/2026	11/03/2026
Yr 11 Mocks / PPE (AP2)	23/02/2026	06/03/2026					✓	THU 12/03/2026	THU 19/03/2026	20/03/2026	23/03/2026	27/03/2026
TAGs (classroom based) (AP2)	23/02/2026	13/03/2026	✓	✓	✓	✓		THU 19/03/2026	THU 26/03/2026	27/03/2026	07/04/2026	15/04/2026
Yr 11 Forecast (AP3)	20/04/2026	01/05/2026					✓	THU 23/04/2026	THU 30/04/2026	01/05/2026	15/05/2026	21/05/2026
English & Maths (Yr 7/8/9), Science Progress Assessments (GL Assessments)	20/04/2026	08/05/2026	✓	✓	✓			THU 28/05/2026	THU 04/06/2026	08/05/2026	01/06/2026	05/06/2026
TAGs (classroom based) (AP3)	15/06/2026	03/07/2026	✓	✓	✓			THU 25/06/2026	THU 02/07/2026	03/07/2026	06/07/2026	10/07/2026
Y10 Mocks / PPE (AP3)	15/06/2026	03/07/2026				✓		THU 02/07/2026	THU 09/07/2026	10/07/2026	13/07/2026	17/07/2026
PASS (GL Assessments)	15/06/2026	03/07/2026	✓	✓	✓	✓		THU 25/06/2026	THU 02/07/2026	03/07/2026	27/07/2026	31/07/2026
NGRT (GL Assessments)	15/06/2026	03/07/2026	✓	✓	✓	✓		THU 25/06/2026	THU 02/07/2026	03/07/2026	03/08/2026	05/08/2026

Trust schools ensure that assessment materials and judgements are subject to regular standardisation and moderation processes.

SECTION 9: ASSESSMENT DELIVERY PROTOCOLS

Ensuring the integrity, fairness, and consistency of assessment administration is vital to maintaining the credibility of outcomes across the Trust. While delivery may vary slightly between phases, a set of core principles applies universally to all schools. This section outlines expectations for assessment conduct, classroom set-up, and adjustments for pupils with SEND, with specific guidance for primary and secondary settings.

Assessment Conditions: Trust-Wide Expectations

Across all schools and phases, assessments must be delivered in a manner that reflects formal examination conditions, where age-appropriate. This approach ensures that pupils are assessed fairly and comparably, that results are meaningful, and that schools meet both Trust and national standards for data quality.

All assessments should be supervised with a clear understanding of roles and responsibilities. Pupils must work independently and silently, and any materials not explicitly permitted should be removed prior to the session.

Teachers and support staff must not coach, prompt, or rehearse assessment content with pupils, either prior to or during the assessment. This includes avoiding the use of similar questions in the immediate run-up to the test or pre-teaching expected content. Breaches of this expectation risk undermining the assessment's purpose and data integrity.

SEND Adjustments: Consistent, Compliant Provision

All pupils with identified Special Educational Needs and Disabilities (SEND) must be provided with access arrangements that reflect their usual way of working and align with national guidelines, such as those published by JCQ or DfE. These may include:

- Additional time.
- Use of a reader or scribe.
- Prompting or rest breaks.
- Access to sensory or movement supports.

All adjustments must be logged and communicated in advance, with staff briefed on implementation. The aim is to provide equity of access while maintaining the validity of the assessment process.

Secondary Phase Protocols: Aligning with National Exam Expectations

In secondary schools, assessments from KS3 onward—particularly formal mid-year, end-of-year, and mock exams—must be conducted in line with formal GCSE-style expectations. These include:

- Exam Conditions: Silence throughout the session, independent work, and no unauthorised materials at desks. Clear signage and invigilator presence reinforce the seriousness of the session.
- Room Layout: Desks should be set up in single rows, with spacing that minimises the risk of distraction or malpractice. Desks should be clearly numbered, and pupils assigned in advance.
- Seating Plans and Registers: A formal seating plan must be completed and retained for each assessment. This includes notations for SEND adjustments and any absences.

- SEND and EAL Access: Pupils entitled to support must receive this in line with JCQ standards. Rooms and staffing must be pre-planned to ensure consistency and legal compliance.
- Behaviour Expectations: Pupils should be reminded of behavioural expectations prior to entry. Any incidents of misconduct should be logged and reported in line with the school's assessment conduct policy.

All pupils deserve a fair, respectful, and well-managed assessment experience. By applying clear protocols across phases, and embedding high standards of delivery, the Trust ensures that assessments truly reflect what pupils know and can do—and that those outcomes can be trusted.

SECTION 10: POST-ASSESSMENT INTERVENTION PROTOCOLS

- Schools hold progress meetings within 10 working days of data release.
- Action plans include named staff, targets, review dates.
- Interventions span academic, pastoral, and attendance strategies.

Appendix 1: Assessment Delivery Protocols Checklist

This checklist supports the implementation of Section 9: Assessment Delivery Protocols across both primary and secondary phases. It ensures consistent, fair, and well-managed assessment delivery aligned with Trust expectations.

General Protocols

- ☐ All assessments scheduled and communicated to staff and pupils
- ☐ Formal exam conditions enforced where appropriate
- ☐ Pupils work independently and in silence
- ☐ Teachers/support staff briefed on conduct expectations (no coaching or rehearsal)
- ☐ Non-essential materials removed from desks/room
- ☐ Room signage in place ('Assessment in Progress')

Secondary Phase Protocols

- ☐ Desks arranged in single rows with sufficient spacing
- ☐ Numbered desks with assigned pupil seating
- ☐ Formal seating plans completed and stored securely
- ☐ SEND/EAL access arrangements delivered in line with JCQ/DfE guidance
- ☐ Behaviour expectations re-stated to all pupils pre-assessment
- ☐ Invigilators/staff briefed and present throughout

SEND and Access Arrangements

- ☐ Pupil access needs reviewed and documented prior to assessment
- ☐ Additional time, readers/scribes, and prompts prepared
- ☐ SEND support rooms/locations pre-assigned and staffed
- ☐ All arrangements reflect pupils' usual way of working

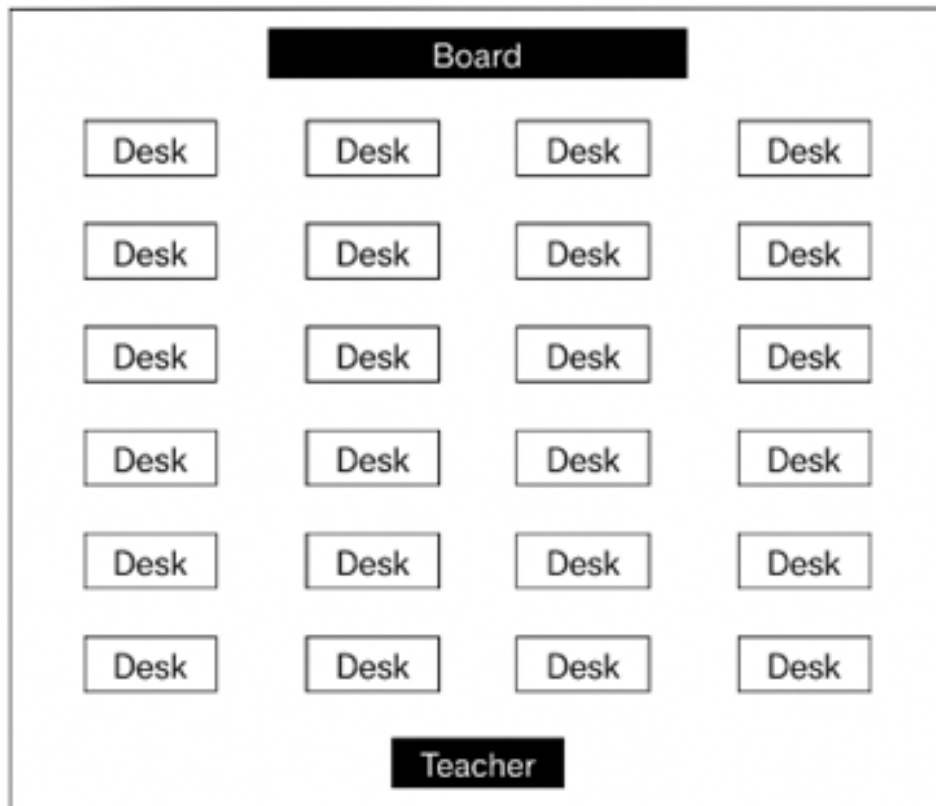
Post-Assessment Procedures

- ☐ Completed tests collected and securely stored
- ☐ Any incidents of concern recorded and reported
- ☐ Feedback logged on logistics or pupil conduct for AAR review

Appendix 2: Example Seating Plan

- A visual layout for typical assessment arrangements (single row spacing, desk numbering).

Example Class Layout for Assessments



Appendix 3: Summary of GL Assessment Tests

NGRT

- Y7-Y11: 01/09/25 – 03/10/25
- Y7-Y11: 05/01/26 – 13/02/26 (Resit students only)
- Y7-Y10: 15/06/26 – 03/07/26

PASS Survey

- Y7-Y11: 03/11/25 – 12/12/25
- Y7-Y10: 15/06/26 – 03/07/26

GL Assessment Progress Tests (English, Maths)

- Y7-Y9: 20/04/26 – 08/05/26

GL Assessment Progress Tests (Science)

- Y7: 01/09/25 – 03/10/25
- Y9: 20/04/26 – 08/05/26

Appendix 4: Template Intervention Planning Form

This template is used for planning and recording interventions based on assessment outcomes. Each entry should be completed by the responsible staff member and reviewed regularly to monitor impact and inform future planning.

Pupil Name & Identifier	Identified Need from Data	Type of Intervention	Staff Responsible	Review Date

Appendix 5: Roles and Responsibilities of Support Staff

This appendix outlines the key roles and responsibilities of support staff before, during, and after assessment periods. Support staff play a critical role in ensuring assessments are conducted fairly, consistently, and in line with Trust protocols.

During Assessments

Support staff must:

- Ensure correct access arrangements are in place for pupils entitled to SEND or EAL support.
- Maintain a silent and vigilant environment throughout the assessment to support concentration and integrity.
- Record and report any incidents, anomalies, or breaches of protocol to the assessment lead immediately.

Pre/Post-Assessment

Support staff may:

- Assist in preparing pupils for the assessment environment and format (e.g., timing, layout), without teaching or rehearsing specific content.
- Support with logistical tasks such as setting up the room, distributing materials, and collecting papers, as directed by the assessment lead.

Appendix 6: Summary of Timeframe and Reporting

Assessment information will be gathered and reported to the trust as shown in the table below:

Subject(s)	Key stage(s)	Frequency	Format for reporting (all stakeholders)
All subjects taught for the equivalent of one hour/week, or more	KS3 and KS4	End of Autumn and Spring terms and end-of-year	KS3: Proportions of pupils in each subject at 1, 2, 3 or 4 on four-point scale in section 5. KS4: Proportions of pupils estimated to attain each grade by the end of the key stage
English, Maths and Science	KS3	End of year	Standardised measure based on external GL progress test assessments
All subjects taught on carousel or rotation, and/or for less than the equivalent of one hour/week	KS3 and KS4	End-of-year only	KS3: Proportions of pupils in each subject at 1, 2, 3 or 4 on four-point scale in section 5 KS4: Proportions of pupils estimated to attain each grade by the end of the key stage

Notes:

1. The table above sets out the expectations on academies to report assessment information to the trust. Academies may gather assessment information as they wish, as long as their approaches are justified in terms of impact on learning and do not drive excessive staff workload or distort the curriculum or teaching
2. Reporting to parents should take place in line with academies usual reporting timeframes
3. There is no expectation that pupils undertake assessments in 'formal' conditions, or that teachers make use of test or examination-style papers. In KS4, it is likely that teachers will make increasing use of past series of external examination papers
4. Academies will be expected to have procedures in place to identify and support pupils that are not on track to achieve their FFT estimates, this will form part of the existing review structures.

Appendix 7: A suggested model for consistent assessment 'best fit approach'

	1	2	3	4
Curriculum Progress Descriptors	Successfully learning all or nearly all of the curriculum , demonstrating a strong understanding of the knowledge and skills expected.	Successfully learning most of the curriculum , demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps .	Successfully learning some of the curriculum , demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps .	Not successfully learning the curriculum , with significant gaps in the skills and knowledge expected.
Weighing of evidence to reach judgement				
Synoptic Assessment Scores	75% and above	51% - 74%	36% - 50%	35% or below
Knowledge Retrieval Assessments	Consistently scoring 4 or 5 in the knowledge retrieval starter. Development points (if any) are always addressed.	Consistently scoring 3 in the knowledge retrieval starter. Development points are consistently addressed.	Consistently scoring 2 in the knowledge retrieval starter. Development points are not always addressed.	Consistently scoring 0 or 1 in the knowledge retrieval starter. Development points are not addressed.
Classwork/ Questioning	Completes all tasks and demonstrates a strong understanding of all content. Regularly completes the challenge task.	Completes all tasks and demonstrates a good understanding of the content. Sometimes completes challenge tasks.	Completes all tasks, however the students understanding of content is superficial. Rarely completes challenge tasks	The student often does not complete the tasks given to them, despite the scaffolding and support provided, and therefore significant gaps in their knowledge develop. Challenge tasks are not completed
Arriving at an Overall Judgement	75% and above	51% - 74%	36% - 50%	35% or below

