CALTHORPE
PARK SCHOOL

Parent Guide to Assessment, Reporting & Feedback 2026-2027

INSPIRE MINDS SHAPE CHARACTERS NURTURE FUTURES

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Assessment, Marking & Feedback

During each term, students will be assessed in the respective subject areas against a set of criteria. These criteria identify the key knowledge and skills students need in order to be successful in KS4 courses. Departmental systems of assessment are predicated on Year 11 end points and assessments are mapped backwards accordingly to ensure that all students will be 'GCSE Ready' in terms of both the acquisition of knowledge and skills.

Students will be assessed in a variety of ways in subject areas. They will undertake termly assessments and students in Years 7-11 will sit internal exams as a mechanism for not only measuring their progress, but also to ensure they are equipped and prepared to undertake terminal assessments at the end of their school career.

In addition, teachers will be using other forms of assessment to gauge student progress. These will include, but will not be limited to, peer and self-assessment, verbal contributions and where appropriate the demonstration of practical skills.

Student work will be marked regularly and students will be given a mixture of both written and verbal feedback. Students will be expected to critically evaluate their own performance and will be expected to formulate targets for improvement based on shared success criteria. Furthermore, we would expect students to engage with teacher feedback and they should be able to articulate what they need to do to improve.

GCSE Reform

In 2017 the Government began to change the GCSE grading system from A*-G with English and Maths being the first subjects to change to a 9-1 grading system. All GCSE grades are now awarded with the 9-1 system. Please see the table below for an example of how the 9-1 grade equates to the former grading structure.

New grading structure	Former grading structure
9 8 7	A* A
6 5 4	B C
3 2 1 U	D E F G U

Student Progress

Ordinarily, on entry to Year 7, all students complete Cognitive Ability Tests and Reading Tests. These assessments generate data which is then used in conjunction with KS2 Scaled Scores for triangulation purposes. This data is used as a baseline and allows staff to ascertain whether a student is making sufficient progress.

The aim of every student is to make as much progress as possible. There are no ceilings or limits on achievement and we would encourage students to strive for improvement at every available opportunity.

Student Progress Reviews

Parents will receive regular Progress Reviews and these are issued in a range of formats according to the schedule outlined below:

	Autumn		Spring		Summer	
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2
Year 7	Settling In Check & Meet the Tutor		Parents Consultation			Progress Review
Year 8				Progress Review & Parents Consultation		
Year 9			Progress Review			Progress Review & Parents Consultation
Year 10			Progress Review		Progress Review & Parents Consultation	
Year 11		Statement of Results/Progress Review	Parents Consultation		Progress Review	

Progress Reviews report a range of data including:

On-Track for Grade

This numerical grade reflects the grade that a student is currently working at in any given subject and suggests the GCSE grade that a student should achieve at the end of the course if they continue to work in the same fashion.

Effort Grade

The effort grade reflects the attitude displayed by a student to learning in the stated subject area. They are graded as follows: -

Exceptional
Very Good
Good
Usually good but inconsistent
Satisfactory
Usually satisfactory but inconsistent
Minimal
Unacceptable

Exam / Assessment Grade

This grade reflects the attainment of a student in the formally assessed annual examinations. Where non examined assessment components exist within certain subjects, an exam grade will comprise performance in the formal assessment combined with an assessment of other skills/aspects. The exam grade is denoted by a numerical GCSE grade or BTEC/NCFE/CNC level as appropriate.

Key Strategy for Improvement

This suggests a crucial strategy that your child could implement that would be the single biggest driver of improvement in the stated subject area.

English Reading Words per Minute and Reading Accuracy

Every year students will be assessed on reading fluency and reading accuracy. These scores can also be found on student progress reviews and form part of our literacy strategy. Statistical evidence demonstrates that students require a reading age of 15.4 years to enjoy success in Year 11 GCSE assessments. We welcome parental support in promoting literacy and positive reading habits at home.

Progress Measures

Parents will also receive a guide, like the one detailed below, that illustrates the progress that their child should make by the end of their learning journey based on the scores they attained in formal assessments in English Reading and Mathematics at the end of their primary education.

On Track For Grades should be cross-referenced with our Calthorpe Park School Expectations to ascertain whether students are making exceptional progress, good progress or below expected progress. Where students are underperforming, it is imperative that parents and staff encourage students to act on feedback given to ensure they make progress commensurate with their KS2 starting points.

KS2 Scaled Score (Years 7 - 11)	CPS Minimum Expected Grade
Below 102	4+
102-106	5+
107-110	6+
111-114	7+
Above 115	8 or 9

Schools are judged by the Department for Education on the progress and attainment that students make relative to the progress made nationally by similar students with identical average scores attained in Year 6 formal assessments in English reading and Mathematics. Key accountability measures are 'Progress 8' and 'Attainment 8'.

'Attainment 8' measures a student's average grade across their best eight subjects.

'Progress 8' is a measure of the progress that students make between the end of primary school and the end of secondary school. The score is calculated by comparing each student's 'Attainment 8' scores to national average scores of other students who obtained identical KS2 results in English reading and Mathematics. The higher the Progress 8 score, the greater the progress.

Please click here to view the Department for Education's data dashboard for Calthorpe Park School.

Progress Review example:

CALTHORPE PARK SCHOOL

Year 10 Progress Review
Spring Term 2026

Example Student A02

Core Subject	Effort	Jasmine's Key Strategies for Improvement are:	Assessment Grade	On Track for Grade
English Language Mrs N. Skarzynski	Exceptional	Think carefully about the purpose and audience for writing, adapting vocabulary, style and format.	7	7
English Literature Mrs N. Skarzynski		Develop understanding of contextual factors relating to relevant texts; link meanings to context.	7	7
Maths Mr L. Scott	Good	Continue working on your independent revision and key skills using Dr Frost Maths	6	8
Science Mrs K. Hinds Scott	Good	Practice exam techniques using Kerboodle resources and mark schemes	6-6	7-6

Subject	Effort	Jasmine's Key Strategies for Improvement are:	Assessment Grade	On Track for Grade
Spanish Mrs E. Kavvadias	Very good	Adapt & extend classroom texts to include more complexity eg subordinate clauses & modal verbs	8	8
Business Mr P. Toovey	Very good	Increase your use of subject specific vocabulary	6	7
Drama Mrs K. Shackell	Exceptional	Develop a full understanding of 'Blood Brothers' in its entirety when answering exam questions.	7	7
Music Mr R. Walker	Exceptional	Improve composing skills by extending melodic, harmonic and rhythmic patterns.	8	9
Physical Education - Core Miss K. Neville	Very good	N/A	N/A	N/A

Achievement Points	Behaviour Points	Attendance	Authorised Absences	Unauthorised Absences
16	0	100.0	0	0

Average KS2 Scaled Score	111

Settling In Check example:

CALTHORPE PARK SCHOOL

Year 7 Report
Autumn Term 2026

Example Student S04

Core Subject	Comment
English Mr M. Moore	Positive transition from primary school.
Maths Mrs V. Pictor	Positive transition from primary school.
Science Mr S. Pasupuleti	Positive transition from primary school.

Subject	Comment
Computer Science Mr J. Stacey	Positive transition from primary school.
Geography Mr R. Varley	Positive transition from primary school.
History Mr J. Pickett	Positive transition from primary school.
Spanish Mrs E. Kavvadias	Positive transition from primary school.
Art and Design Ms M. Brophy	Positive transition from primary school.
Drama Mr G. Marshall-James	Positive transition from primary school.
Music Miss S. Kearns	Positive transition from primary school.
Physical Education Mrs S. Gorton	Chatty and distracts others.
PSHE Mrs K. Al-Dabagh	Positive transition from primary school.
Religious Education Mr J. Bishop	Positive transition from primary school.
Technology Mr A. Darmanin	Positive transition from primary school.

Percentage Attendance	Authorised Absences	Unauthorised Absences
100%	0	0