LCT Assessment Policy

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Contents

'Our assessment strategy is used to identify gaps in knowledge and understanding so that curriculum can be adapted in a way that best suits the needs of individuals and key cohorts at LCT secondary schools and academies'.

The Purpose of Assessment

To measure attainment and progress against the curriculum intent, students' effort and/or EHCP targets. Assessment of learning is the process of gathering and interpreting evidence about student learning to make decisions about instruction. Assessment is an integral part of the learning journey, not an isolated event at the end. This ongoing process informs our teaching and ensures that all learners can access, develop, and master the curriculum. Our explicit and well-defined curriculum provides a strong foundation for meaningful assessment, allowing teachers to deeply understand the content and identify areas where learners may need further support. By continuously focusing on knowledge gaps and addressing misconceptions, we empower both learners and teachers to achieve the highest possible level of language proficiency.

When undertaking assessment within schools, we should consider the following points:

- **Acknowledge limitations**: It's crucial to remember that no single assessment can fully reflect a student's true potential. To gain a more accurate picture of their progress, we must consider a range of evidence and 'multiple glances.'
- **Consider stakes**: high-stakes summative assessment inferences that teachers make should have high levels of validity and reliability. Lower-stakes formative assessments inferences do not need to have such high levels of validity and reliability.
- **Use multiple measures**: moderation and triangulation are important tools when making inferences based upon student assessment.
- **Forward-focused formative feedback**: Teachers must carefully plan for, gather, and analyse formative assessment data to accurately understand student learning. Furthermore, verbal and written feedback should be specifically designed to guide students towards the next steps in their learning journey, helping them deepen their understanding and address identified gaps.
- **Think teacher workload**: Assessment and feedback practices should balance student learning with teacher workload. Any practical application of this policy should also weigh up the benefit to cost ratio to support both students learning and teacher's workload.

Assessment and the curriculum

Every lesson is an opportunity to establish whether students are mastering the content of the curriculum and then responding to what is established. (Didau, 2025)

The **curriculum and assessment are explicitly linked**. In line with the LCT learning framework, all learning episodes should clearly identify their **learning objectives and success criteria**. This will be supported by generative and eliciting activities during the **Practice phase**. At the end of each learning episode, there needs to be a **review phase** including an **exit activity** where the teacher can establish what students have achieved against the success criteria. This process will be evident in all highly effective classrooms.

As a Trust, our pedagogical approach is firmly rooted in Rosenshine's principles of instruction, a framework that emphasises the crucial and intrinsic connection between how we teach and how we assess learning. We firmly believe that these two elements are not separate entities but rather deeply intertwined aspects of effective pedagogy. Our expert teachers understand that a key element of their practice involves the strategic and purposeful use of a varied toolkit of assessment methods.
Drawing upon Rosenshine's influential research, we recognise the significant impact of instructional quality on student outcomes. His findings indicate that in the most successful classrooms, students demonstrate understanding of at least 80% of the content delivered. This stands in stark contrast to the 72% understanding observed in less effective settings. These seemingly fine margins of difference powerfully highlight the crucial importance of both a meticulously designed, **high-quality curriculum** and the consistent delivery of **expert instruction**. Within an LCT classroom, these elements are paramount in ensuring that students make the expected substantial gains in their learning journey.

Formative Assessment

Formative assessment is an ongoing process of gathering information about student learning to inform and adjust teaching. It is the cornerstone of effective instruction, providing insights into student understanding, misconceptions, and progress.

Key characteristics of formative assessment:
- **Purposeful and frequent**: Formative assessment is embedded in daily classroom practice to monitor student learning continually.
- **Action-oriented**: Information gathered from formative assessment is used to make immediate adjustments to teaching and learning within or beyond the classroom.
- **Collaborative**: Students and staff are active participants in the assessment process, reflecting on learning and setting goals.
- **Varied**: Formative assessment employs a range of strategies, including questioning, observation, student self-assessment, and peer feedback.

Teachers' role:
Teachers will use a variety of formative assessment strategies to ensure student gaps are identified and closed as soon as possible.
- **LCT Learning framework** – Teachers will ensure *learning objectives* and **success criteria** are shared with learners. Alongside implementing activities that **elicit learning** and an **exit activity** that assessing students' progress towards the success criteria.
- **Checking for understanding: Retrieval practice –** Routine Knowledge checking and skill application to reduce forgetting.
- **Checking for listening/understanding: Whole class response (Show me) –** A technique used to quickly and visually check students' understanding. Instead of asking students to verbally explain their answers, teachers ask them to *show* their answers in a concrete way. This allows the teacher to assess the whole class's comprehension rapidly and identify misconceptions. Examples include Whiteboards, Hand signals, technology or other visual aids.
- **Checking for listening/understanding: Whole class response (Choral response) –** A collaborative teaching strategy, where the entire class responds verbally in unison to a question, prompt, or cue given by the teacher.
- **Checking for listening/understanding: Questioning (Cold calling) -** A technique where a teacher selects a student to answer a question, ensuring that all students are prepared and engaged. Question ...pause… name student to be more precise?
- **Checking for understanding: Questioning (Think, pair, share) -** A collaborative learning strategy where students think individually about a question, discuss their ideas with a partner, and then share their thoughts with the larger group when called on to do so by the teacher.
- **Checking for understanding: Questioning (Say it again better) -** A technique where teachers ask students to rephrase or elaborate on their answers to promote clarity and deeper understanding and practice the use of key vocabulary.
- **Live marking -** A real-time assessment technique where teachers provide immediate feedback on student work as it is being completed.

Middle leaders' role:
Subject leaders' role is to support teacher to ensure that they are using the LCT checking for understanding toolkit correctly following the LCT technical model.
- **Subject-Specific approach** – Clearly document the most important FA strategies for their subject.
- **Learning walk** – As part of their quality assurance, middle leaders will be checking the LCT learning framework and formative assessment toolkit is being implemented correctly or whether teachers need additional support.
- **Additional support** – The middle leader will provide additional support either through subject meetings or as part of the instructional coaching programme to support their team and ensure the appropriate technique is being used at the appropriate time. (Further detail to be found in the LCT quality assurance policy).

Senior leaders' role:
Senior leaders' role is to support teacher to ensure that they are using the LCT checking for understanding toolkit correctly following the LCT technical model.

- **Learning walk** – As part of their quality assurance, Senior leaders will be checking the LCT learning framework and formative assessment toolkit is being implemented correctly or whether teachers need additional support.
- **Additional support** – The senior leader will work with the middle leader to ensure the right additional support has been provided to support the teacher in executing the right technique at the right time in lessons. (Further detail to be found in the LCT quality assurance policy)

LCT Written Feedback Principles

Written feedback holds significant value in the learning process, serving as a crucial dialogue between teacher and student. It provides a tangible record of progress, highlights areas of strength, and pinpoints specific areas for development. As a Trust, we champion a consistent approach to written feedback to ensure our core principles of effective teaching and learning are being consistently applied across all classrooms. This unified strategy allows us to verify that students' work is being rigorously checked for student understanding. Furthermore, timely and targeted written feedback empowers students by offering clear guidance on how to improve, fostering a growth mindset and actively supporting their ongoing learning journey. By establishing a consistent framework, we aim to maximise the impact of feedback, ensuring it is a powerful tool for student progress and aligns with our commitment to high-quality instruction.

All written feedback should:
- be used to inform teachers next steps.
- address misconceptions with opportunities to practice the right response.
- should be given as soon as possible.
- be specific about the learning and avoid general comments.
- suggest concrete steps that the students can take to improve their work.
- used by the student to move their learning forward.

High Expectations of Books

PROUD
By consistently reviewing and providing feedback on student work, teachers can motivate students to uphold **PROUD** standards. When students know that their work is being valued and assessed, they are more likely to invest effort and produce high-quality work. This, in turn, fosters a culture of excellence and reinforces the importance of **PROUD** learning.

•**P**resentation – Always take pride in your work by writing **neatly and clearly**.
•**R**uler – Use a **ruler to draw straight lines**, underline titles, and create neat margins.
•**O**ops! – **Mistakes? Just put a single neat line through them**—no scribbling.
•**U**nderline – **Always underline dates and titles** with a ruler to keep work tidy.
•**D**raw – **All drawings and maths work should be done in pencil** for accuracy.

LCT Literacy codes
All work should be marked for SPAG, especially the spellings of key terminology. SPAG Marking should follow the SPAG Codes:

C	Check your use of capital letters.
P	Check for missing or incorrect punctuation.
SP	Check your spelling.
^	You have missed a word.
~~	There is a grammatical error here. Please rephrase.
/	A new sentence is needed here.
//	A new paragraph is needed here.
W	You have used the wrong word.

All student books will have the LCT guidelines on the book of the front cover.

Teachers' role in maintaining high expectations in books:

- Ensure students complete their work in **black** or **blue** pen
- Mark, feedback and provide scaffolded support in **red** / **green** pen.
- Ensure student reflection tasks to be completed in **purple/red** pen.
- Provide feedback in line with the subject curriculum map.
- Teachers should provide written feedback in the following ways and in line with the subject curriculum maps.
- Teachers to address any students not adhering to the **PROUD** principles and subject expectations.

Types of marking and feedback

- **Presentation compliance & literacy marking -** All work should be marked following the LCT PROUD principles and the LCT literacy code.
- **Live marking -** Live marking is a real-time assessment technique that is workload friendly and requires teachers to provide immediate feedback on student work as it is being completed. Teachers need to plan for opportunities in the learning episode when they can circulate the room and check student learning.
- **Whole class feedback -** Like live marking, this is a workload friendly technique that allows teachers to provide feedback to the entire class, rather than individually, on a specific piece of work or concept. This strategy can be used to identify common errors and celebrate exemplary work. By showcasing outstanding student work, teachers can highlight the standards of excellence expected in PROUD learning.
- **In-depth feedback marking -** Key assessment pieces identified in the curriculum map as in-depth marking pieces. These assessments provide opportunities to address misconceptions, identify clear next steps, and empower students to act on the feedback.
- **Knowledge retrieval marking -** This can be peer, self or teacher marked. The aim of this marking is to assess whether students are retrieving key knowledge from lessons. This may be key spellings in primary school or specific subject knowledge in secondary schools.

Middle leaders' role in maintaining high expectations in books:

- **Assessment points** – Middle leaders should ensure that appropriate written feedback opportunities are mapped into the curriculum.
- **Learning walks** - During learning walks, monitor the quality of student work, particularly the vulnerable cohorts and provide feedback and clear instructions to teachers to support the students to meet the minimum expectation of **PROUD** and follow the subject approach.
- **Quality assurance calendar** - In conjunction with the academy quality assurance calendar, produce a subject specific calendar to ensure books have met the minimum expectation of **PROUD** work and LCT written feedback principles.
- **Undertake quality assurance of student work (Book look):**
  Adherence to the curriculum map and intended curriculum – Ensuring that teachers are delivering the lessons in the sequence of learning intended, if there is deviation from the intended curriculum, the teacher has a rationale for deviation and follow the subject approach to feedback.
  Quality – The quality of the student's work is appropriate for the students age and stage.
  Effectiveness – E.G. are the key misconceptions being addressed in a timely manner, so that students are progressing and not repeating the same key misconception.
  Triangulation of assessment / Impact - Quality assurance can be used as part of a triangulation process to assess student progress. By examining student work, leaders can gain insights into how well students are progressing through the curriculum and identify any areas where additional support may be needed.

Senior leaders' role in maintaining high expectations in books:

- **Learning walks** - During learning walks, monitor the quality of students work, particularly the vulnerable cohorts and highlight to the middle leader if there are any students not meeting the minimum expectations of **PROUD** work and subject approach to feedback.
- Within the academy quality assurance calendar, ensure there are regular checks to ensure all books meet the **PROUD** expectations and follow the subject approach to feedback.
- Undertake quality assurance of student work
  - **Compliance to the assessment policy** - They can verify adherence to **PROUD** principles and LCT Literacy codes, ensuring that students' books reflect the desired standards of presentation and content.
  - **Adherence to the curriculum map and intended curriculum –** Ensuring that teachers are delivering the lessons in the sequence of learning intended. If there is deviation from the intended curriculum, the teacher has a rationale for deviation and follow the subject approach to feedback.
  - **Quality** – The quality of the student's work is appropriate for the students age and stage.
  - **Effectiveness** – E.G. are the key misconceptions being addressed in a timely manner, so that students are progressing and not repeating the same key misconception.
  - **Triangulation of assessment / Impact -** Quality assurance can be used as part of a triangulation process to assess student progress. By examining student work, leaders can gain insights into how well students are progressing through the curriculum and identify any areas where additional support may be needed.

*Further details of the quality assurance process can be found in the quality assurance policy.

Subject specific assessments

At LCT, we recognise that each subject has its own unique disciplinary demands and assessment priorities. Therefore, while we maintain a consistent framework for quality assurance and assessment principles across the Trust, we also empower subject teams to exercise their professional expertise in shaping assessment and feedback practices that are most appropriate for their curriculum.

Key Principles:
- **Professional Autonomy:** Subject leaders are trusted to design assessment models that reflect the core knowledge, skills, and concepts of their discipline.
- **Curriculum-Aligned Assessment:** Assessments should be mapped directly to the subject's curriculum intent, ensuring that they support progression and mastery over time.
- **Flexible Feedback Models:** Subjects may adopt a range of feedback strategies, including:
  - In-depth marking of **key concept assessments**
  - **End-of-topic or unit assessments** with diagnostic feedback
  - **Live marking** and **whole-class feedback** where appropriate
- **Consistency within Subjects:** While flexibility is encouraged, each subject team must ensure internal consistency in how assessments are administered and feedback is delivered.

This approach ensures that assessment is not only rigorous and purposeful but also meaningful within the context of each subject's pedagogical identity. It supports our commitment to high-quality teaching and learning while respecting the professional judgement of our subject specialists.

Common Mid-Year and EOY Assessments

Common assessments provide valuable snapshots of student, class, and cohort attainment at key points. They offer insights into students' understanding and application of knowledge, allowing for targeted instruction and informed decision-making.

Assessments must be:
- **Informative** – they must tell you something you don't already know and have the potential to surprise

- **Accurate** – we must be able to weigh the trustworthiness and precision of the data produced
- **Generalisable** – we should be able to make useful inferences about what students are likely to achieve in other circumstances
- **Replicable** – if data would be different at a different time or place then it tells us little of any use.

Common assessments measure students' overall learning at the end of a specific period, such as a mid-point or end of year.
- **Key Stage 3:** Students are assessed on their grasp of taught curriculum content and receive a percentage score.
- **Key Stage 4:** Student performance is evaluated against external exam standards, resulting in a grade determined by exam marks.

Key stage 3

Subjects will devise assessments that are relevant for their curriculum content and assessment structures. These knowledge and skills will be the key building blocks of the subject curriculum. All common assessments, both during the term (Mid-Year) and at the end of the year (EOY) will be marked and will receive a percentage score.

To ensure our common assessments have sufficient rigor and provide a decent coverage of the curriculum, while also supporting teacher workload with marking, we suggest that each assessment be designed to a total of at least 30 marks and no more than 50 marks. This range aims to strike a balance between comprehensive curriculum sampling and manageable marking demands.

Core subject assessments (Maths, English, Science, MFL, Geography, History, Religious Studies)

Cumulative assessments are designed to reinforce learning through repeated exposure to content over time, a concept known as the spacing effect. By regularly revisiting previously taught material, students strengthen their understanding and retention. The anticipation of cumulative assessments can positively influence student study habits, as research indicates that simply informing students about their occurrence can enhance learning outcomes. To ensure that the scope provides a retrieval of knowledge and skills over time, assessment should consist of core building blocks from the curriculum that are essential for students to learn as they are prior knowledge to other concepts further on in their learning journey. Cumulative assessments may be built up using core knowledge and/or skills from previous terms. There will not be scope to cover everything, so careful sampling of the most relevant curriculum content is needed to fit into the allotted time and format of the summative assessment.

Foundation subject assessments (Art, Computer Science, Dance, Drama, Physical Education, Technology, Music)

Subjects where alternative assessment methods better support student learning can assess students in ways that best suit their discipline. This might involve evaluating projects or using teacher assessments focused on various aspects of learning.

Key stage 4

Each subject will have summative assessments based on the Assessment Objectives assessed through the examination board specification. At the end of Key Stage 4, external examinations such as GCSEs, BTECs, or OCR qualifications determine students' progress and attainment.

Additional support: Students with SEND

It is the responsibility of middle leaders to proactively liaise with the SEND team to ensure that students entitled to additional support and time during assessments receive the appropriate accommodations. This crucial collaboration guarantees that the assessment conditions are equitable and allow all students to demonstrate their knowledge and skills effectively, ultimately maximising their opportunity to achieve their best and experience success.

Teachers' Role with common Assessments:

- **Preparation**: Deliver high-quality teaching to ensure students are well-prepared for their Subject Assessments (Mid-Year) and End-of-Year (EOY) common assessments.
- **Execution**: Collect and mark students' SA papers.
- **Analysis** (Class Level): Analyse the performance data of students within their specific classes.

Subject Leaders' Role in Common Assessments:
- **Assessment Development**: Seek professional development to enhance their ability to write effective Key Stage 3 assessments.
- **Provision of High-Quality Assessments**: Create and provide two summative assessments per year group each academic year.
- **Assessment Conditions**: Ensure that all common assessments are conducted under appropriate and standardised conditions.

- **SEND Considerations:** Verify that all necessary reasonable adjustments and examination concessions are in place for students with Special Educational Needs and Disabilities.
- **Curriculum Mapping**: Integrate all assessment opportunities (including Common assessments and key concept assessments) into the curriculum maps.
- **Development of Key Concept Assessments**: Develop and provide high-quality assessments focused on key concepts within the subject.
- **Data Analysis**: Analyse student performance data specifically from the key concept and Common assessments.

Senior Leaders' Role in Common Assessments:
- **Assessment Calendar**: Develop and publish the schedule for all common assessment series throughout the academic year.
- **Culture Promotion**: Foster a school-wide culture among all stakeholders (students, teachers, parents) that emphasises the importance of the common assessment windows and the necessary preparation for students to achieve their potential.
- **Quality Assurance** (Subject Summative Assessments): Ensure the quality and rigor of the summative assessments created by subject leaders.
- **Quality Assurance** (Key Concept Assessments): Ensure the quality and rigor of the key concept assessments developed by subject leaders.
- **Data Analysis**: Analyse student performance data specifically from the key concept assessments and common assessments.

Writing Common Assessments

Recognising the complexities involved in crafting high-quality assessments that effectively gauge students' understanding of the curriculum, we are committed to actively supporting our middle leaders in this crucial endeavour. To enhance their assessment design expertise, we will recommend valuable external professional development opportunities, such as the Evidence-Based Education Assessment Principles course, and provide access to relevant research, influential books, and insightful blogs from leading figures in the field of assessment. Furthermore, we have strategically scheduled regular subject network meetings to foster collaboration amongst middle leaders across the Trust. These sessions will provide a dedicated space for colleagues to work together, share best practices, and collectively ensure that assessments align with the specific assessment principles for their subject. Looking ahead, we will also explore further alignment within the Key Stage 3 curriculum to potentially develop shared common assessments. These could be centrally produced by subject experts, offering a valuable resource that can be utilised consistently across the Trust, thereby streamlining workload and ensuring a high standard of assessment quality.

*Please see Appendix 6 – LCT 2025/26 Shared Common Assessment Principles.

Outcomes and Data

Following the publication of national outcomes in August and after each subsequent data drop, each academy will receive a comprehensive report detailing their attainment and progress results. This report will include three-year trends and comparisons to trust and national averages where applicable. It will analyse performance in key progress measures, broken down by gender, SEND status, EAL status, CLA status, mobility status, disadvantage, and prior attainment.

Data collected at each data drop will be used to serve a number of purposes:
- Data will be reported to the LCT Exec team, trust board and the schools LGB.
- Data will be analysed centrally by the trust team with agreed actions for schools to address.
- Schools will use the data collected to conduct their own analysis and form their own intervention programmes.

Performance Dialogues
Start of academic year
Performance Dialogues are annual reviews conducted at the start of each academic year to assess academy performance against national standards and to set strategic direction. These meetings take place following the publication of the previous year's outcomes. Led by the Trust Directors with invitations to the CEO, these dialogues involve the academy Principal and academy performance lead and serve as a platform for open and

constructive dialogue between the Trust and academies, promoting shared accountability and a focus on continuous improvement.

The focus of these dialogues is on:

- Reviewing the academy's performance against national benchmarks and historical trends.
- Identifying areas of strength and areas requiring improvement, particularly at cohort, pupil group, and individual student levels.
- Developing strategies to address underperformance and remove barriers to student achievement.
- Setting clear performance targets and action plans for the upcoming academic year.

Following DD1 / DD2 / DD3

These meetings take place following data drop 1, 2 & 3.

Led by the Trust Directors with invitations to the CEO, these dialogues involve the academy Principal and academy performance lead.

The focus of these dialogues is on:

- Reviewing the academy's performance against national benchmarks and historical trends.
- Identifying areas of strength and areas requiring improvement, particularly at cohort, pupil group, and individual student levels.
- Developing strategies to address underperformance and remove barriers to student achievement.
- Setting clear performance targets and action plans for the upcoming academic year.

Academy Performance Reviews

Following on from the Trust Performance Dialogues, academies will have their own in-house meetings with relevant subject/phase leaders. This should take place following the summer results and after DD1,2,3. Whereas the Trust Performance Dialogue meetings focus on the headline data for each cohort, the focus of these meetings is to look at student level data.

*All agendas can be found in the appendix.

Intervention

Our Trust recognises the diverse needs of our students and the importance of providing targeted support to accelerate their progress. To this end, we employ a data-driven approach to intervention, informed by both summative and formative assessment data.

Key principles of our intervention strategy:
- **Early identification:** We strive to identify students who require additional support as early as possible through regular assessment and monitoring.
- **Targeted interventions:** Interventions are tailored to address specific learning needs and gaps, ensuring maximum impact.
- **Evidence-based practices:** We implement interventions that are supported by robust research and have demonstrated effectiveness.
- **Collaboration:** Close collaboration between teachers, support staff, and leaders is essential for successful intervention.
- **Progress monitoring:** Regular assessment of student progress is crucial to evaluate the effectiveness of interventions and make necessary adjustments.

Intervention process:
1. **Data analysis:** Summative and formative assessment data is analysed to identify students who are falling below expectations.
2. **Needs assessment:** Individual student needs are assessed to determine the most appropriate intervention.

3.   **Intervention planning:** Targeted interventions are developed and implemented, with clear goals and outcomes.
4.   **Monitor progress:** Student progress is tracked regularly to measure the impact of the intervention.
5.   **Evaluation and adjustment:** Intervention effectiveness is evaluated, and adjustments are made as needed.

By implementing a robust intervention strategy, we aim to close achievement gaps and ensure that all students have the opportunity to reach their full potential.

Waves of intervention:

Wave 1:
This should be the most used form of intervention. It is classroom based adaptive teaching ensuring all students are supported in their learning within the classroom.

Wave 2:
Specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations or to match their target. These may be as closing knowledge gap lessons or a specific whole-school additional intervention.

Wave 3:
Targeted individual support that is a whole-school adaptation for the student. This may include alternative curriculums or provision.

Pastoral interventions
Alongside academic interventions, it's crucial to recognise that students may also benefit from additional and differentiated pastoral support at any of the three waves of intervention. These tailored pastoral approaches are essential in addressing a range of potential barriers to learning, encompassing social, emotional, and behavioural needs. By providing timely and appropriate pastoral interventions, we aim to create a supportive and nurturing environment that enables all students to fully access their learning and thrive both academically and personally. This holistic approach acknowledges the interconnectedness of students' well-being and their capacity to engage with and succeed in their education.

Deeper learning opportunities
Following a summative assessment, some students will have demonstrated a robust capacity for knowledge retrieval and an ability to apply skills competently. For these learners, we will provide thoughtfully designed "deeper learning opportunities" across all three waves of intervention. At **Wave 1**, this will involve incorporating opportunities within regular lessons to think more deeply and critically about the content, encouraging higher-order questioning and challenging assumptions. At **Wave 2**, students may be offered additional subject-specific enrichment opportunities that allow them to explore concepts in greater depth and apply their skills in novel contexts. Finally, at **Wave 3**, we will provide avenues such as debating clubs, extended project qualifications, and other broader enrichment activities to further stretch those students who are demonstrating a strong understanding of the curriculum and a readiness for more advanced intellectual challenges. The intention is to not only consolidate their existing understanding but also to foster intellectual curiosity, promote a greater depth of insight, and encourage a lifelong love of learning by pushing the boundaries of their current capabilities.

Target setting

All students will be given a target at the start of the academic year this will be based on their KS2 performance and subsequent performance in EOY assessments. Students without KS2 data will be targeted a minimum of 40%, until further in-class assessment can provide a more accurate target. All LCT exercise books will have the students target and class targets on the inside of the book. See Appendix 1 for the staff guide and Appendix 5 for student target sticker.

Key stage 3
Drawing upon their Key Stage 2 SAT scores, a target of scoring 40% or higher will be established for each student's Common Key Stage 3 Assessments. To ensure equity and high expectations, all students will take the same common assessments. These targets sa a starting point, and we are committed to challenging and supporting all students to surpass them in their common assessments.

9	≥40%	41%-69%	≥ 70%
8	≥40%	41%-69%	≥ 70%
7	≥40%	41%-69%	≥ 70%
KS2 APS	LAP =Below 100	MAP = 100-109	HAP = Above 110

Ambition for all
Internally, to ensure every student is challenged to reach and exceed their potential, we will further subdivide each attainment range. This granular tracking will enable leaders to closely monitor the progress of specific student subgroups, proactively identifying and addressing any instances of underachievement or "cruising." Based on their Key Stage 2 Average Point Score (APS), students in Band C will have an expected attainment at the lower end of the designated range, while students in Band A will be expected to achieve towards the higher end. This differentiated approach allows us to set ambitious yet realistic targets for all learners and ensure that no student's progress stagnates.

KS2 APS	KS2 APS (Sub-category)	Key stage 3 target	Key stage 3 tracking
Below 100	0-30	≥40%	C
	31-64	≥40%	B
	65-99	≥40%	A
100 –109	100 -102	41%-69%	C
	103 -106	41%-69%	B
	107 -109	41%-69%	A
110+		≥ 70%	

Key stage 4
All students will be given a FFT 20 target based on KS2 data. This target may be increased if a student has a successful key stage 3 and a stronger KS3 SA average score.

Key stage 4 Academic target	4	5	6	7	8+
Key stage 4 Vocational target	Pass	Merit	Distinction	Distinction*	

Secondary Summative Assessment Schedule

	HT 1	HT2	HT3	HT4	HT5	HT6
Year 11		Mock 1 result + Predicted		Mock 2 result + Predicted	Year 11 Examinations	
Year 10				Mid-year SA		EOY10 SA
Year 9			Mid-Year SA (GL Assessment)		EOY9 SA	
Year 8	NGRT		Mid-Year SA		EOY8 SA	
Year 7	NGRT		Mid-Year SA			EOY7 SA

Data Drop 1 = End of term 1
Year 7 & 8 NGRT data
Year 11 Mock 1 exam grade + Vocational current working at grade. Also, EOY11 Predicted grades.

Data Drop 2a – End of half term 3
Mid-year SA Yr 7
Mid-year SA Yr 8
Mid-year SA Yr 9 – For English, Maths and Science, GL Progress tests will be used.

Data Drop 2b – End of half term 4
Year 11 Mock 2 exam grade + Vocational current working at grade. Also, EOY11 Predicted grades.
Year 10 SA exam grade + Vocational current working at grade. Also, EOY11 Predicted grade.

Data Drop 3 – End of term 3
EOY10 SA exam grade + Vocational current working at grade. Also, EOY 11 prediction grade.
EOY9 SA percentage/Percentile rank
EOY8 SA percentage/Percentile rank
EOY7 SA percentage/Percentile rank

Supporting teacher workload

As a Trust, we have made a conscious and deliberate effort to support teacher workload. To this end, we have strategically reduced the number of common assessment windows across all of Key Stage 3 and Key Stage 4 (including Year 11) from three times a year to just two. This significant change directly aims to alleviate the pressures associated with marking and the subsequent in-depth analysis of assessment data, allowing our teachers to dedicate more time and energy to high-quality teaching and targeted student support. Our preference is to utilise more frequent and effective low-stakes formative assessments to continuously monitor student understanding and address any emerging gaps at the earliest possible stages. The two common assessment windows will then serve as key checkpoints to ascertain where students are in their learning journey and to identify precisely where additional interventions at Wave 2 and Wave 3 are necessary to ensure all students remain on track for success.

Furthermore, we are actively exploring the implementation of centralised data systems across the Trust. We believe that a unified platform for student data will streamline various processes, including assessment analysis, and provide a more holistic view of student progress. In conjunction with this, we are also investigating the potential of Artificial Intelligence (AI) and other software solutions to further reduce the burden of marking and data analysis on our teachers. By leveraging these innovative technologies, we aim to free up valuable teacher time, allowing them to focus even more intently on delivering high-quality instruction

and providing targeted support to our students. Our commitment is to continually seek out and adopt strategies that enhance efficiency and effectiveness in all aspects of teaching and learning.

Reporting to Families

Maintaining a strong partnership with our families is paramount, as they play an integral role in supporting their child's education. To ensure this partnership is well-informed, it is vital that families receive timely and clear information regarding their child's academic progress. Our common reporting cycle will occur twice a year, strategically aligned with family consultation evenings (with two such evenings scheduled for Year 11). These key points in the academic year will serve as the primary opportunities for families to gain a comprehensive understanding of their child's attainment, progress, and overall engagement with their learning within the school environment.

This Key Stage 3 report provides families with an overview of their child's behaviour, attendance, and academic progress during Term 1. The following information is included:

Common assessment information:
The common assessment results are presented as a percentage for each subject studied: English, Maths, Science, Geography, History, Spanish, Computing, Art, Drama, DT, Music, Physical Education, and Religious Education. For each of these subjects, you will see your child's individual percentage score achieved in the common assessment, alongside the average percentage score for their class and the average percentage score for the entire year group. This allows you to see how your child performed in relation to their classmates and the broader cohort in each subject.

Behaviour and Conduct:
This section provides a summary of your child's behaviour and conduct within the school environment during this term. It includes the total number of positive points received, which recognise positive contributions and adherence to school expectations, as well as the total number of negative points recorded, which indicate areas where expectations were not met.

Attendance:
This section details your child's attendance record as a percentage of possible school days. This is presented alongside the school's target attendance of 98%, allowing you to easily see how your child's attendance compares to the school's overall expectation.

Effort and Homework (for each subject):
For each subject studied, you will find an indication of your child's general effort levels in lessons. This aims to provide a sense of their engagement and application within the classroom. Additionally, information regarding their homework completion and the quality of the work submitted will be included, offering insight into their commitment to learning outside of lesson time.

The key stage 4 report will be similar in terms of behaviour, attendance, effort and homework, but will differ slightly in terms of assessment.

Common Assessment Information (for each subject listed):
For each subject (e.g., English Language, Maths, Science, Option Subject 1, etc.), this section will provide the following information related to common assessments:
- **End of Course Target Grade:** This is the aspirational grade your child is working towards achieving by the end of the Key Stage 4 course in this subject, based on GCSE (9-1), OCR (various grading scales depending on the qualification), or BTEC (Pass, Merit, Distinction, Distinction*) criteria.
- **Current Working At Grade:** This reflects the grade your child is currently working at in this subject, based on their performance in common assessments completed to date. This will be presented using the relevant grading criteria (GCSE 9-1, OCR scale, or BTEC Pass/Merit/Distinction).
- **Predicted Grade:** This is the professional judgement of the teacher regarding the most likely grade your child will achieve by the end of the course, taking into account their current working at grade, progress, effort, and any other relevant factors. This will also be presented using the appropriate grading criteria.
- **Cohort Average Grade:** This indicates the average grade achieved by all Key Stage 4 students in the school who have taken the same common assessment in this specific subject. This will be presented using the relevant grading criteria to allow for comparison.

Monitoring and review

The trust's lead (R.Gummery) will monitor the implementation of this policy, including making sure that it is updated to reflect the needs and circumstances of the trust and the academies.

Appendix 1: One page staff guide to LCT Exercise Books

LCT EXERCISE BOOKS

An LCT student is **PROUD** of their work and have high expectations for what they can achieve.
•**P**resentation – Always take pride in your work by writing **neatly and clearly**.
•**R**uler – Use a **ruler to draw straight lines**, underline titles, and create neat margins.
•**O**ops! – **Mistakes? Just put a single neat line through them**—no scribbling.
•**U**nderline – **Always underline dates and titles** with a ruler to keep work tidy.
•**D**raw – **All drawings and maths work should be done in pencil** for accuracy.

FEEDBACK IS A GIFT

- **Know how well you're doing**: Feedback helps you understand what you're doing well and what areas you can improve on. It's like getting a roadmap to success on your assignments!
- **Do your best work**: When you know your teacher is looking at your work, it can motivate you to put in extra effort and create something you're proud of.
- **Learn from your mistakes**: Feedback isn't just about pointing out what's wrong. It's also about helping you understand why something might be wrong and how to fix it. This way, you can avoid making the same mistakes in the future.
- **Become a better learner**: By getting regular feedback, you'll learn how to take criticism and use it to improve your skills. This is an important skill that will help you succeed in school and beyond

WHAT WRITTEN FEEDBACK WILL YOUR TEACHER PROVIDE TO HELP YOU LEARN

In-depth Marking:
What it is: Your teacher will spend time looking at your work in detail to help spot things you did well and any misconceptions or errors.
Why it helps you:
- Find out what you're missing: Your teacher will carefully look at your work and point out where you might have some misunderstandings.
- Get a plan for improvement: They'll give you clear steps on how to get better, so you know exactly what to work on next.
- Take control of your learning: You'll understand what you need to do to improve, and you can work on it yourself.

Live Marking:
What it is: Your teacher gives you feedback while you're working.
Why it helps you:
- Catch mistakes quickly: If you make a mistake, your teacher can spot it right away and help you fix it then and there.
- Learn as you go: You can learn and improve as you work, instead of waiting until later to find out what you did wrong.
- Get better faster: This helps you learn faster because you're fixing problems as they happen.

Whole-Class Feedback:
What it is: Instead of marking every single piece of work, your teacher gives feedback to the whole class about a common task or idea.
Why it helps you:
- See common mistakes: You can learn from the mistakes that other students made, so you can avoid them yourself.
- See awesome examples: Your teacher can show you the best work from the class, which gives you a great example of what excellent work looks like.

SPAG Marking:
What it is: Your teacher focuses on your spelling, punctuation, and grammar (SPAG).
Why it helps you:
- Become a better writer: You'll learn the rules of English and how to use them correctly in your writing.

- **Write with confidence:** You'll feel more confident in your writing because you know you're using the correct spelling and grammar.
- **Improve your communication:** Clear and accurate writing is important for communicating your ideas effectively.

MARKING CODES

All work should be marked for SPAG, especially the spellings of key terminology. SPAG Marking should follow the SPAG Codes:

C	Check your use of capital letters.
P	Check for missing or incorrect punctuation.
SP	Check your spelling.
^	You have missed a word.
~~	There is a grammatical error here. Please rephrase.
/	A new sentence is needed here.
//	A new paragraph is needed here.
W	You have used the wrong word.

Appendix 2: Summative Assessment Conditions

These are high quality assessments that:
- use a clear Summative Assessment front page.
- are proportionate to curriculum allocation on timetable.
- are completed in the designated assessment week/s.
- are completed in exam conditions (in classrooms or examination space)
- contain unseen questions which are never disclosed to students prior to the assessment.
- are marked with high quality, subject specific appropriate feedback to all students.
- marking of the summative assessment is moderated.
- students who are entitled for additional time must still being given that time.
- Where appropriate, an agreed mark scheme with grade boundaries must be produced centrally and shared with those marking the assessments.

Students should be given adequate preparation time for the summative assessment. Teacher must communicate that the assessment is part of the learning process and that the learning from each learning episode must be completed well to support their retrieval of knowledge and skills in the summative assessment.

PERFORMANCE DIALOGUE MEETINGS – Review academic 24/25

Agenda:
- Reviewing the academy's performance against national benchmarks and historical trends.
- Identifying areas of strength and areas requiring improvement, particularly at cohort, pupil group, and individual student levels.
- Developing strategies to address underperformance and remove barriers to student achievement.
- Setting clear performance targets and action plans for the upcoming academic year.

Headlines:

Measure	National Average	22/23	23/24	24/25 predicted	24/25 Final result
P8					
A8					
Eng/Maths 7+					
Eng/Maths 5+					
Eng/Maths 4+					

Commentary:

Successes:

Next steps for improvement:

PP vs Non-PP:

Measure	22/23		23/24		24/25 predicted		24/25 Final result	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
P8								
A8								
Eng/Maths 7+								
Eng/Maths 5+								
Eng/Maths 4+								

Commentary:

Successes:

Next steps for improvement:

SEND:

Measure	22/23			23/24			24/25 predicted			24/25 Final result		
	Non-SEND	SEND (E)	SEND (K)	Non-SEND	SEND (E)	SEND (K)	Non-SEND	SEND (E)	SEND (K)	Non-SEND	SEND (E)	SEND (K)
P8												
A8												
Eng/Maths 7+												
Eng/Maths 5+												
Eng/Maths 4+												

Commentary:

Successes:

Next steps for improvement:

Subjects:

Subject	No.	22/23			23/24			24/25 predicted			24/25 Final result		
		A8	4+(%)	5+(%)	A8	4+(%)	5+(%)	A8	4+(%)	5+(%)	A8	4+(%)	5+(%)
English													
Maths													
Com. Science													
Biology													
Chemistry													
Geography													
History													
Languages													

Commentary:

Successes:

Next steps for improvement:

Appendix 4: Academy performance review

Academy performance review
Agenda: • Reviewing the subject's performance against national benchmarks and historical trends. • Identifying areas of strength and areas requiring improvement, particularly at cohort, pupil group, and individual student levels. • Developing strategies to address underperformance and remove barriers to student achievement. • Setting clear performance targets and action plans for the upcoming academic year.

Headlines:

Class	No. of students	25/26 DD1 (Working At)			25/26 DD1 (Prediction)			No. of student targeted for intervention		
		A8	4+(%)	5+(%)	A8	4+(%)	5+(%)	Wave 1	Wave 2	Wave 3

Intervention Plan

Students	Class	Intervention wave	Current Working At	Predicted

Wave 1 (What is being done additional and different to support targeted students?)

Wave 2 (What intervention sessions are taking place? What additional homework has been put in place? Parental contact? Intervention attendance tracking?)

Wave 3 (What can we do a whole school level to support?)

Appendix 5 – Student books – Targets

LCT EXERCISE BOOKS			
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FEEDBACK IS A GIFT			
Know how well you're doing **Do your best work** **Learn from your mistakes** **Become a better learner**			
TARGET SETTING			
Students name:			
Target percentage range:	≤40%	41 – 69%	≥ 70%

Appendix 6 – LCT 2025/26 Shared Common Assessment Principles.

LCT Key Stage 3 Common Assessment Principles – 2025/26

As part of our commitment to high-quality, curriculum-aligned assessment, subject leaders across the Trust collaborated to develop the principles underpinning our LCT Common Assessments. This collaborative process brought together subject expertise, curriculum intent, and assessment design to ensure that our Mid-Year and End-of-Year assessments are both rigorous and meaningful. The resulting framework reflects a shared understanding of what constitutes effective assessment in each discipline, while maintaining consistency across the Trust. This work exemplifies the power of professional collaboration in shaping assessment practices that support student progress, teacher workload, and curriculum coherence.

MATHS

Time: 45-50 mins
Total marks: 40 marks

Year group	Mid-Year	End of year
7	Sparx Mid-Year	Sparx End of Year
8	Sparx Mid-Year	Sparx End of Year
9	GL Progress test	Sparx End of Year

ENGLISH*

Time: 45-50 mins
Total marks:

Year group	Mid-Year	End of year
7	Writing?	GL Progress test?
8	Writing?	GL Progress test?
9	GL Progress test	Writing?

*No shared principles or weighting at the moment, Academies should be working towards shared principles.

SCIENCE

TBC

HISTORY

Time: 45-50 mins
Total marks: 40 marks

Year group	Mid-Year		End of year	
	Knowledge and second order concepts	Sources and interpretations	Knowledge and second order concepts	Sources and interpretations
7	70%	30% just source	70%	30% just source
8	70%	30% just interpretation	70%	30% Both

9	70%	30% Both	GCSE Ready	

GEOGRAPHY

Time: 55-60 mins
Total marks - 50 marks

	Mid-Year (50 marks)	End of Year (50 marks)
Year 7	MCQ/Short answer = 11 marks 2/3/4-mark questions = 22 marks A02/A03: 6/9 mark question = 12 marks A04 = 5 marks	MCQ/Short answer = 11 marks 2/3/4-mark questions = 22 marks A02/A03: 6/9 mark question = 12 marks A04 = 5 marks
Year 8	MCQ/Short answer = 11 marks 2/3/4-mark questions = 22 marks A02/A03: 6/9 mark question = 12 marks A04 = 5 marks	MCQ/Short answer = 11 marks 2/3/4-mark questions = 22 marks A02/A03: 6/9 mark question = 12 marks A04 = 5 marks
Year 9	**End of KS3 Curriculum** MCQ/Short answer = 11 marks 2/3/4-mark questions = 15 marks A02/A03: 6/9 mark question = 19 marks A04 = 5 marks	**GCSE-READY assessment**

LANGUAGES

Time: 45-50 mins
Total marks: 36 marks per paper

4 skills to be assessed and reported for both mid-year and end of year.

Year group	HT1	HT2 Mid Year	HT3 Mid Year	HT4	HT5 End of Year	HT6 End of Year
7		Writing Reading	Speaking Listening		Reading Writing	Listening Speaking
8		Writing Reading	Speaking Listening		Reading Writing	Listening Speaking
9		Writing Reading	Speaking Listening		Reading Writing	Listening Speaking

End of Year Assessment

Writing – 25%
Total marks = 18 (13 AO2 – content, 5 AO3 – linguistic knowledge and accuracy)
4 bullet points in English – total words 40 Y7, 60 Y8, Y9

Reading – 25%
Total marks 18 marks (12-mark comprehension – 6-mark translation)

Listening – 25%
Total marks 18 marks (12-mark comprehension – 6-mark dictation)

Speaking – 25%
Total marks 18 (12-mark question and answer – 6 mark speaking allowed Y7 & Y8 , Photocard Y9)

If student misses 2 of the assessment, then teachers double the scores they have missed.
If student misses 1 assessment, then the % is still out of 4
Catch up sessions to be available

RELIGIOUS STUDIES

Time: 45-50 mins
Total marks: 40 marks

Y7 and Y8

Section		Marks
1	Define/match	12
2	MCQ	12
3	Give a quote or teaching	4
4	Evaluation (Y7 and Y8 mid topic only broken down)	12

Y9

Section		Marks
1	Define/match	10
2	MCQ	10
3	Give a quote or teaching	8
4	Evaluation	12

COMPUTING

Two parts:
- Project work
- Summative assessment of core knowledge

Mid-year assessment (Data collection around February)
50% - Project work
40-45 marks

This will be the overall % from project 1 (If you are doing one project per term) or average of project 1 and 2 (If you are doing two projects per term)

50% - Summative Assessment
This will be cumulative knowledge from the first half of the academic year.
Summative assessment
Time: 45-50 mins
Total marks: 40 - 45 marks

Section		Year 7	Year 8	Year 9
1	Digital Literacy	20	15	15
2	Information Technology	10	15	15
3	Computer Science	10	15	15

End of year assessment (Data collection around July)
50% - Project work
40 - 45 marks

This will be the overall % from project 2 (If you are doing one project per term) or average of project 3 and 4 (If you are doing two projects per term)
50% - Summative Assessment

This will be cumulative knowledge from the whole academic year.
Summative assessment
Time: 45-50 mins
Total marks: 40 - 45 marks

Section		Year 7	Year 8	Year 9
1	Digital Literacy	20	15	15
2	Information Technology	10	15	15
3	Computer Science	10	15	15

ART

Time: 45-50 mins
Total marks: 45 marks

Section		%	Marks
1	Artist/Theme - Critical understanding	20	9
2	Using materials / techniques	20	9
3	Developing ideas	20	9
4	Producing - Drawing/Photography/painting	20	9
5	Final piece / Overall conclusion	20	9

Mid-year assessment
This will be the overall % from project 1 (Term 1)

End of year assessment
This will be the overall % from project 2 (Term 2)

DANCE

Total marks: 60 marks

Section		%	Marks
1	Appreciation	20	12
2	Performance	50	30
3	Creativity	30	18

DRAMA

Time: 45-50 mins
Total marks: 40 marks

Section		%	Marks
1	Knowledge	25	10
2	Creating & Developing	25	10
3	Performance – On-stage **OR** Back stage	25	10
4	Evaluative	25	10

Mid-year assessment (Data collection around February)
This will be the overall % from project 1 (If you are doing one project per term) or average of project 1 and 2 (If you are doing two projects per term)
Assessment will be a Devise piece (Term 1)

End of year assessment (Data collection around July)
This will be the overall % from project 2 (If you are doing one project per term) or average of project 3 and 4 (If you are doing two projects per term)
Assessment will be a Script piece (Term 2)

MUSIC

Time: 45-50 mins
Total marks: 40 marks

Section		%	Marks
1	Performance or composing	60	20
2	Listening & understanding Musical elements	40	20

Mid-year assessment (Data collection around February)
Section 1: This will be the average % from project 1 (If you are doing one project per term) or average of project 1 and 2 (If you are doing two projects per term)
The assessment will be either a performance or composing or a combination of the two (Term 1)
Section 2 – This will be a written assessment and a mark out of 20 given.

End of year assessment (Data collection around July)
Section 1: This will be the average % from project 1 (If you are doing one project per term) or average of project 1 and 2 (If you are doing two projects per term)
Section 2 – This will be a written assessment and a mark out of 20 given.

PHYSICAL EDUCATION

Time: 45-50 mins

Section		%
1	Motor competency	50
2	Rules & tactics	30
3	Healthy and/or Attributes	20

Mid-year assessment
- This will be the average % from activities in Term 1.

End of year assessment
- This will be the average % from activities in Term 2.

TECHNOLOGY

Data given at Data Drops will be an average of projects.
Each project will be marked using the same criteria.

Section		%
1	Research / Investigation	25
2	Design	25
3	Make	25
4	Evaluate	25

Mid-year assessment
- This will be the average % up until the DD point.

End of year assessment
- This will be the average % up until the DD point.