Warwick Academy

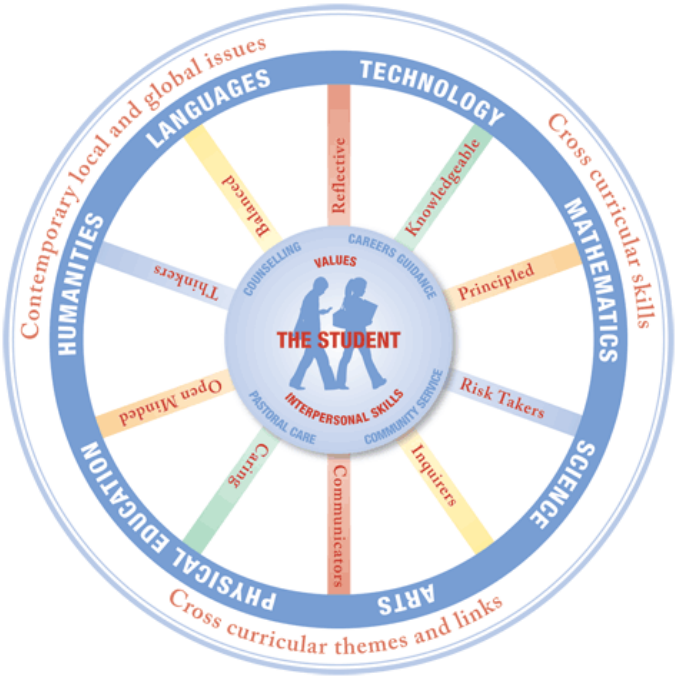
'so much more than a place to learn'

WA Secondary Assessment Policy

MISSION STATEMENT

Building on centuries of excellence, we provide an international educational environment designed for our diverse student body. Our innovative curriculum is delivered with a commitment to personalised pastoral care and enhanced by a dynamic co-curricular programme. We strive to create a culture of collaboration so that our students can become lifelong learners, global thinkers and successful leaders.

CURRICULUM MODEL



NOTES
Dated: May 2026
To be reviewed: 2028
Staff involved: SMT

1. Philosophy

Assessment is a continuous process that involves the gathering and analysis of information about student performance. It identifies what students know, understand, can do and reflect on at different stages in the learning process and provides a basis for decisions about students further learning needs.

Assessment is integral to all teaching and learning. It is central to the Warwick Academy philosophy, mission and vision to thoughtfully and effectively guide children through the essential elements of learning; the understanding of concepts; the acquisition of knowledge, the mastering of skills; the development of attitudes; the decision to take responsible action in a global society, the recognition of effort and the identification of individual developmental needs and learning styles.

Everyone concerned with assessment – students, teachers, parents and board members – must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method by which the assessment is made.

Both students and teachers should be actively engaged in assessing student progress as part of the development of their wider critical thinking and self – evaluation skills.
Teachers should also be concerned with evaluating the efficacy of the programme.

Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning. Assessment is therefore integral to the taught curriculum. It is the means by which we analyse student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child from Reception through the learning process to Year 13.

Why do we assess students' work?

A. Purposes

- To support the circular and philosophical goals of the IB Learner profile.
- To reflect international-mindedness and avoid cultural bias.
- To reinforce the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as fundamental cognitive skills (knowledge, understanding and application).
- To include a suitable range of tasks and components that ensure that all objectives of the curriculum are assessed.
- To allow the student to demonstrate what he/she knows, understands and can do.
- To develop the students understanding of what he/she needs to improve.
- To track the progress of individuals and groups in order to identify where support is required and challenge appropriate.

- To gather information for students, parents, colleagues and outside agencies on academic ability.
- To evaluate school performance and set targets for raising standards.
- To enable teachers to provide positive feedback or constructive criticism.
- To involve students in the learning intention for every lesson through lesson objectives.
- To allow students and teacher to identify and set success criteria.
- To give students the opportunity for self-evaluation and peer evaluation (target setting).
- To develop students active listening and questioning skills.
- To celebrate success and motivate-recognition of every students' achievement.

B. Principles

Quality Assessment should:

- Wherever appropriate involve the students as well as teacher.
- Be closely related to agreed learning objectives or success criteria or related to personal targets.
- In the case of assessment for learning - promote the students learning and develop their self-esteem and confidence.
- Be incorporated into planning, teaching and learning strategies and the review process throughout the school.
- Include moderation within departments throughout an academic year.
- Involve a predicted level that is made clear at the start of each academic year.
- Should enhance effective teaching and learning.
- Be recorded in a manner that allows teachers to identify particular trends in the students learning (short term and long term).
- Effectively assess the learning of students with specific learning needs (in line with the SEN policy).

What do we assess?

- Performance – Students best achieve, deep understanding through interpretation and construction of knowledge and skills by extending their existing knowledge structures.
- Aptitude/potential.
- Knowledge.
- Skills.
- Attitude.
- Effort.

When and how do we assess?

A. Types of assessment

The two assessment approaches interact and are mutually supportive.

- Summative (to determine the level of achievement of a pupil at the end of a course of study).
- Formative (on going - to provide continuous detailed feedback to teachers and pupils on the nature of the pupil's strengths and weaknesses and to help reinforce and develop the pupil's capabilities).

B. Assessment strategies

- Peer and self-assessment.
- Cooperative Learning Activities.
- Goal Setting.
- Questioning.
- Sharing success criteria with pupils and having them create the success criteria for tasks.
- Marking.
- Self-evaluation and target setting.
- Lesson objectives clearly displayed and explained each lesson.
- Teacher led examples of work: modeling and scaffolding.

C. Assessment tools

- Tests.
- Exam.
- Extended practical work and research assignments.
- Projects/coursework.
- Portfolio.
- Oral work and presentations.
- Homework.

How do we monitor and demonstrate improvement?

- HODs should check marking quality in Department meetings twice a term.
- HODs should standardize the teaching/assessment across a Department once a month during a Department meeting.
- Each Department should have marking policy/guideline.
- Meeting times will be designated for the moderation of coursework and assessments (where appropriate).
- Moderation will include collaborative marking of student work from throughout a cohort. If teachers' marks are shown to be out of tolerance, discussion and training will be used to reach consensus and bring the work within tolerance and inform further marking.
- Data should be used for accurate continual assessment.

2. Grading Scale

Key Stage 3

During Years 7, 8 and 9 we make use of four levels: emerging towards grade level expectations, approaching grade level expectations, meeting grade level expectations and exceeding grade level expectations to report on student progress across the year. In addition, eleven levels of attainment are used to measure student performance on key assessments (E-low; A high). In each subject, there are level descriptors which teachers make use of in their assessment. Each level is quite broad, so each one is divided into sub-levels, e.g. B+, B and B-.

Attainment levels and major assessment data are reported at the end of: Term 1, Term 2 and Term 3. Example of attainment level criteria can be found in the appendix.

KS3		
Year 7	**Year 8**	**Year 9**
A+	A+	A+
A	A	A
A-	A-	A-
B+	B+	B+
B	B	B
B-	B-	B-
C+	C+	C+
C	C	C
C-	C-	C-
D	D	D
E	E	E

	Exceeding Grade Level Expectations
	Meeting Grade Level Expectations
	Approaching Grade Level Expectations
	Emerging Towards Grade Level Expectations

Key Stage 4

Students in Years 10 and 11 receive grades ranging from A*-G (A*-highest).

GCSE exam system are in the first stages of reform which will mean that some students will study a variety of differently examined GCSE's. Some subjects will be assessed on the new grading scale; 9-1 (9-highest).

GCSE	
CIE	**Edexcel**
A*	9
A*	8
A	7
B	6
B/C	5
C	4
D	3
D/E	2
E/F	1

Sixth Form

a) IB Diploma Courses

In the Diploma and Individual Subjects Programme, students receive grades ranging from 1 to 7 (1 – lowest; 7 – highest) in each subject. This 7-point scale is used to assess termly and examination performance in the IB Diploma and IB Courses programs.

Subject-specific descriptors for each grade point are listed in the document Grade descriptors: For use from September 2014/January 2015, published by the IB. The IBDP Coordinator must ensure that a copy of this document is made available to all teachers in the program. These descriptors are used by subject teachers to determine student attainment in examinations as well as work completed during the semester.

b) Award of the IB Diploma

A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, with no failing conditions including successful completion of the three core programme (TOK, EE and CAS).

The additional requirements for the award of the diploma are as follows.

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

i) IB Diploma Core

A student will receive an A, B, C, D or E in TOK and Extended Essay. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.

		Theory of knowledge					
		Grade **A**	Grade **B**	Grade **C**	Grade **D**	Grade **E**	No grade **N**
Extended essay	Grade **A**	3	3	2	2	Failing condition	Failing condition
	Grade **B**	3	2	2	1	Failing condition	Failing condition
	Grade **C**	2	2	1	0	Failing condition	Failing condition
	Grade **D**	2	1	0	0	Failing condition	Failing condition
	Grade **E**	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade **N**	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

c) IB Careers Programme

The Diploma Programme subjects are graded in the same way as the Diploma courses above.

To be awarded the IB Career Certificate, students must:

- Achieve a minimum of grade 3 in 2 IB DP subjects.
- Pass the Career Related Study (BTEC) option.
- Achieve a minimum grade D in the Reflective Project.
- Satisfactorily complete the Language Development Portfolio.
- Satisfactorily complete the PPS course.
- Complete the requirements for Service Learning.
- The candidate has not received a penalty for academic misconduct from the final award committee.

i) The Reflective Project

Through a reflective project students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. The project can be submitted in different formats including an essay, web page or short film. The reflective project is graded from A (highest) to E (lowest). Students must achieve a minimum of a grade D in order to gain their CP certification. If they do not achieve a D grade, they fail to get certification, regardless of the results in all other aspects of the course. The reflective project will be internally assessed but externally moderated by IB.

ii) Language Development

Language development ensures that all CP students have access and are exposed to, a second language that will increase their understanding of the wider world. It has a focus on the career related vocational study, i.e. the hospitality industry. Students must present a portfolio of their work that is completed to a satisfactory level.

iii) Personal and Professional Skills

The PPS course aims to develop responsibility, practical problem-solving, good intellectual habits, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is on the development of skills needed to successfully navigate higher education, the workplace and society. Students must present a portfolio of their work that is completed to a satisfactory level.

iv) Career Related Study - BTEC

The Edexcel BTEC Level 3 Subsidiary Diploma is worth 60 credits. This 60-credit and 360-guided learning-hour (GLH) qualification consists of three to four mandatory units plus optional units that provide for a combined total of 60 credits.

How Are Students Assessed?

There are currently no exams on the BTEC courses. Instead, students are given assignment tasks for each unit that outline the activities that they must undertake and the evidence that they must produce.

Assessment evidence:

Each unit outlines a range of Pass, Merit and Distinction criteria that must be achieved. This is the evidence the student must produce to achieve a specific unit. All units are internally assessed based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria, which are used for grading purposes. Each unit will consist of a number of assignments (typically 2-3) which must be completed in order to achieve a final grade for the unit.

- In order to gain a PASS mark for a unit students must complete all of the Pass criteria to the required standard.

- In order to gain a MERIT mark for a unit students must complete all of the Pass criteria plus all of the Merit criteria to the required standard.
- In order to gain a DISTINCTION mark for a unit students must complete all of the Pass criteria, all of the Merit criteria plus all of the Distinction criteria to the required standard.

Students must produce the evidence stated in the assessment evidence. It must fulfil the requirements exactly as stated in the grade criteria. The criteria for merit and distinction focus on improving the quality of the evidence and demonstrating higher level skills, not producing more evidence.

Assessment:

Assessment is focused on the unit. Students will be given a short deadline in which to complete the grading criteria for each assignment. It is important that students meet this deadline and that the work they submit has been completed to the best of their ability. There is a possible opportunity for students to resubmit if particular criteria have not been met. However, this is at the discretion of the teacher who must determine whether the student has a realistic chance of improving his/her grade on the relevant resubmission. All units are assessed by the BTEC teachers.

Awarding Unit Grades

Each unit will be awarded a final grade of Pass, Merit or Distinction depending on which criteria have been successfully achieved. Each unit final grade is worth a number of points as follows:

Unit Final Grade	**Points per credit**			
	Pass	**Merit**	**Distinction**	**Distinction ***
BTEC Points	**3**	**5**	**6**	**7**

Awarding Overall Qualification

The BTEC points students have achieved for each of your units will be added together and this will determine their overall grade for the whole qualification. Students must achieve a minimum of a Pass grade on each unit in order to pass the course and achieve the full qualification.

Effort

Effort is reported using the 2 criteria: Readiness to Learn and Engagement in Learning. Readiness to learn focuses on the organization and homework of the student. Engagement encourages students to become active and resilient learners.

Notes on effort grades:

- The effort grade must be based on performance over the period covered by the report.
- A 'Rarely' effort grade should not be given on a report unless the Head of Key Stage and parents have been previously alerted to the cause for concern. 'Rarely' grades should not come as a surprise.
- Effort grades must be consistent with report comments.

Readiness to Learn

Always	**A student who always meets expectations. This is what all students should aim to achieve.** • Always has the books and equipment needed to support learning. • Hands homework in on time and it is completed to the best of their ability. • Always arrives to lessons on time and will have their materials out ready to go without being prompted. • Always catches up on any work missed.
Generally	**A student who generally meets expectations.** • Generally has the books and equipment needed to support learning • Has an incomplete homework record (no more than two late pieces) but it is generally completed to the best of their ability • Generally arrives to lessons on time and will occasionally have to be prompted to get their materials out • Generally catches up on any work missed.
Occasionally	**A student who falls short of expectations. Improvements are needed.** • A student who often does not have the books and equipment needed to support learning • Has an incomplete homework record (late and missing pieces of work) or it is not completed to a satisfactory standard • Occasionally can be late to class and often needs to be prompted to get their materials out. • Has made minimal effort to catch up on any work missed.

Engagement in Learning

Always	**This means being committed to getting the most out of all learning opportunities available. This is what all students should aim to achieve.** • Always an active and resilient learner • Always engaged in meaningful activities: listening carefully, contributing to class discussion and making a significant contribution towards the establishment of a positive ethos in the classroom • Always strives to improve and knows when to seek assistance from members of staff
Frequently	**This means being a responsible and hardworking student, who tries their best most of the time.** • Frequently an active learner who is willing to take academic risks • Frequently engaged in meaningful activities: listening carefully, contributing to class discussion and towards the establishment of a positive ethos in the classroom • Frequently motivated with a desire to improve learning
Sometimes	**This means that the student is probably doing most of what they are supposed to do, but is failing to push themselves or make the most of the opportunities available.** • Sometimes passive in their attitude to learning and content to be working in their comfort zone • Sometimes engaged in meaningful activities; they are inconsistent because their behaviour in class gives rise to some concern or because there are aspects of their work where they fail to participate fully • Sometimes motivated to improve but will sometimes also give up too easily
Rarely	**This means that the student needs support or intervention to become a more responsible learner.** • Rarely an active learner and will often give up easily • Rarely fully engaged in meaningful activities; student consistently fails to participate as fully as possible and hinders their own progress and others • Rarely motivated to improve and they do not seek help if they are struggling

3. Homework

At Warwick Academy we believe learning at home is an essential part of good education. Homework not only reinforces classroom learning, it also helps students to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation.

Homework is most effective when:

- tasks are structured and their purpose is clearly explained to pupils.
- there is consistent practice across the school.
- homework is given regularly so that everyone knows what to expect each week.
- homework is posted by the teacher on the VLE.
- pupils and parents/guardians are clear about what they need to do.
- there are high expectations.
- pupils receive clear feedback.
- homework policies are monitored and evaluated.
- it assesses the learning of students with specific learning needs (as per special needs policy).

For the Warwick Academy homework policy to be successful, it is expected that:

The school will….

- Provide diaries to all students.
- Give clear guidelines for teachers and students.
- Provide computer room and library access.
- Contact parents if students are not doing homework (through our merit/demerit system).
- Review the policy periodically to assess its effectiveness.

The teachers will….

- Communicate tests and assignment dates and details through the VLE.
- Set homework regularly according to the timetable and departmental policies.
- Clearly explain and write assignments on the board.
- Mark work promptly with appropriate feedback.
- Contact parents with problems.
- Give rewards and impose sanctions.
- Not assign major assessments for the week directly after the holiday or give homework during the holiday (KS3 only).

The pupils will…

- Check the VLE daily.
- Ensure they understand the task by asking the teachers.
- Organise sufficient time to do the work.
- Demonstrate a commitment to homework.
- Produce quality work.
- Hand completed work in on time.

Parents/guardians will….

- Provide a quiet place for homework to be done.
- Encourage students to complete quality homework.
- Monitor homework on the VLE.
- Contact teachers with any problems.

4. Marking, Recording & Testing

The school is committed to maintaining academic honesty throughout assessments, as outlined in the Academic Honesty Policy. Marking can be summative and/or formative.

1. The purposes of Marking

The marking of the students' work will serve one or more of the following purposes

- Ensure that class work/homework has been completed
- Ensure that content of written work is correct for revision purposes
- Assess knowledge, understanding and application of work covered
- Provide feedback on effectiveness of teaching and learning thus enabling target setting
- Provide feedback to students
- Motivate students

Marking must be of value and done in relation to the points above. Marking should be "targeted"; that is, it will not be expected that all written work is always checked in detail, sometimes only specific sections will be.

2. The correction of spelling

The correction of spelling will be dictated by individual Department policy and the school marking symbols.

Symbol	Correction	Possible Student Response
Sp	Spelling error. This could be a subject-specific term or a word that is frequently misspelt.	• Use a dictionary to find the correct spelling. • If the word has been corrected, write the correct word 3 times. • Write a sentence to show that you understand the word in context.
P	Punctuation error. In particular, full stops/capital letter errors, errors when using commas and apostrophes.	• Insert the correct punctuation (.,?! ” “ :;) • Write another sentence to show that you understand the punctuation error.
Gr	Grammar error. For example, errors in tenses, clause and sentence structure.	• Re-write the sentence. • Put an explanation in the margin or a * and an explanation at the end of the work.
//	New paragraph needed	• Explain why a new paragraph was needed.
▯	Missing word/letter/number	• Insert the correct word/letter/number. • Rewrite sentence with correct word.
?	Sentence/line unclear	• Rewrite.

3. The regularity of Marking

Teachers will aim to mark or comment on class/ homework within a week of it being handed in by students. When this is not practical the work is marked as soon as possible thereafter but this should not exceed a two-week period.
The regularity of setting homework will be determined by Department Policy and the timing by the School Homework Policy.

4. Marks

A student will generally have their class/homework marked with a comment. Comments should be positive as much as possible and set specific targets. However, for minor/smaller sections of work a grade/level/score will just be given.

The modelling of answers (students adding comments to their own work lead by the teacher) is an acceptable means of marking when used in the appropriate context.

5. Keeping of records

Teachers will keep accurate records of the following:

- Pupil attendance each lesson
- Marks allocated when work is assessed
- Test scores
- When work has not been completed

6. Conducting and marking of tests

- If absent, pupils are encouraged to do tests on their return.
- Some students are given help through the provision of extra time and/or support from a staff member (SEN Policy).
- Tests should be marked within a week and it should be reviewed with the class or individuals. This may involve going through the whole tests or those parts identified as being the most significant.
- Marks must be recorded.
- Students must have at least a week's notice of an upcoming test.

5. Reporting

Students at Warwick Academy are continually assessed throughout the year and reporting to parents takes place at both the Parent Teacher Conferences (PTC) and by written report.

	Term 1			Term 2		Term 3
	Parent Teacher Conference	**Mid Term 1 Progress Report**	**End of Term 1 Report**	**Parent Teacher Conference**	**End of Term 2 Report**	**End of Year Report**
Y7	Subject summary sheet	Effort	Effort, Level and HRT comment	Subject summary sheet	Effort & Level HRT comment	Comments, Effort & Final Level A/HOK comment
Y8	Subject summary sheet	Effort	Effort, Level and HRT comment	Subject summary sheet	Effort & Level HRT comment	Comments, Effort & Final Level A/HOK comment
Y9	Subject summary sheet	Effort	Effort, Level and HRT comment	Subject summary sheet	Effort & Level HRT comment	Comments, Effort & Final Level A/HOK comment
Y10	Initial Progress	Effort & Grade	Effort & Grade HRT comment	Progress	Effort & Grade HRT comment	Comments, Effort & EoY Exam Grade, Grade A/HOK comment
Y11	Progress	Effort & Grade	Effort & Grade HRT comment	Mock exam results	Effort & Grade HRT comment	Final Grade, A/HOK Comment *End of Apr.
Y12	Initial Progress	Effort & Grade	Effort & IB Grade HRT comment	Progress	Comment, Effort & IB Grade HRT comment	Comments, Effort & EoY Exam Grade, Grade A/HOK comment
Y13	Predicted Grades	Predicted IB	Comment, Effort & Grade HRT comment	Mock exam results	Mock Grade & Comments	Final Grade, Effort, Graduation Report HOK Comment *Mid Apr.

- **Honours** will be awarded at the end of the year (refer to Honours Award Policy).
- **Effort and Academic Improvement** will be recognised at the end of each term.

6. Teacher Training

Teachers should consult the appropriate IB subject guide. Mark schemes of previous exams are provided annually to guide teachers in evaluating their methodology, course content, and students' abilities. When required for in-depth review of marks awarded, an enquiry upon results is requested from IBO. This feedback, along with annual subject reports, provides further insight into IBO assessment standards.
The OCC is available to teachers and used regularly to evaluate instruction and to share best practices with colleagues around the world.

The IB Coordinator registers new teachers at the first available IB workshops.

7. Predicted Levels

Objective: *To best serve the needs of the student in predicting an IB level based on past performance and future potential.*

- Predictions are made at the end of October in a student's final year (Y13).
- The prediction is to be cautiously optimistic and indicate what the student is likely to achieve in their final examination in May.
- The predicted level needs to be formulated by using the following:
    1. The Y12 examination
    2. Draft coursework/internal assessment
    3. Tests
    4. Class work
    5. Home work
    6. Ability/potential
    7. Work ethic/effort
    8. Professional judgment
- It is a teacher's responsibility to give the predicted level and to justify it to the student.
- The student is within his rights to ask the teacher what can be done to achieve a higher level.
- The Head of Sixth form will communicate to the students their total points and University application procedure based on them.
- Once formulated a predicted level should not change.
- If a teacher is departing and a Y13 class is to be taught by a new member of staff then the prediction needs to be given by the departing staff member at the end of Y12.
- The predicted level is different to the Term 1 level which will indicate a student's performance at a point in time (the end of that term) and it should be the same or lower than the prediction.

8. Assessment Policy Implementation, Evaluation and Review

1. The programmes of study at Warwick Academy (IB, BTEC I/GCSE and National Curriculum) are not bound by any national (or district) requirements or influenced by the existence of other programmes.
2. This assessment policy must be read and understood alongside the schools Learning Enrichment (SEN), Academic Honesty and Admissions policies.

Implementation, evaluation, review and communication of this policy

- The Secondary Management Team is responsible for the review and establishment of this document.
- The Deputy Head: Curriculum is responsible for the implementation of the policy through the curriculum team.
- Heads of Subject Departments to implement in Departments and ensure that the policies and procedures are carried out.
- The document should be continually reviewed and evaluated as part of the schools continuous improvement policy. It has been agreed that this policy will be reviewed every three (3) years by the Reporting and Assessment Committee of that year. It will consist of the Principal; Deputy Head:Curriculum, and at least four (4) other members of staff.
- The document is communicated to the whole school community by:
    - Being placed in the Staff Handbook and referenced in Department Handbooks.
    - Parent/ Pupil access to the document through the schools virtual learning environment (FROG).

Appendix 1: Sample Attainment Criteria (KS3)

Warwick Academy

Key Stage 3 (Y8) Maths Attainment Criteria

Key: N – Number, A – Algebra, GM – Shape, Space & Measure, D – Data Handling, S - Skills

Exceeding Grade Level Expectations	
N	Apply order of operations to fractions
N	Calculate a reverse percentage
A	Solve fractional equations with variables on both sides.
A	Solve simple simultaneous equations (x+y=10 x-y=2)
A	State the equation of a line from the graph.
GM	Calculate the number of sides given the interior angle of a regular polygon.
GM	Calculate the area and perimeter of sectors and compound shapes involving semi-circles, trapeziums or triangles
D	Draw a line of best fit on a scatter diagram and describe fully the correlation.
D	Work out the mean from a grouped frequency table.
S	**Notice and explore relationships. Make and test conjectures about patterns.**

Meeting Grade Level Expectations	
N	interpret and compare numbers in standard form A x 10^n 1≤A
N	Calculate percent of number, percent increase (tax), percent decrease (discount)
N	Apply all four operations to fractions and mixed numbers
N	Solve problems using ratio by calculating the missing value or dividing an amount into a given ratio
A	Solve linear equations with unknowns on one or both sides of the equal sign.
A	Solve linear equations with negative x's and brackets and fractional solutions.
A	Substitute integers into formulae and expressions
A	Simplify expressions using indices laws. (including negative powers)
A	Graph a line from its linear equation using a table of values
A	Identify the gradient and y-intercept from a linear equation.
A	Plot graphs of real-life problems including the use of technology
GM	Calculate the missing interior and exteriors angles in any polygon.
GM	Describe transformations fully and transform shapes given descriptions: reflection, translation and rotation
GM	Calculate the area and perimeter/circumference of trapeziums and circles
GM	Apply Pythagorean Theorem to determine the length of the hypotenuse or shorter leg and prove that a triangle is right-angled.
GM	Use standard units of mass, length, time, money and other measures, including with decimal quantities
D	Find the modal group from a grouped frequency table
D	Work out the median from a grouped frequency table.
S	Communicate understanding of a problem by showing working, correct units and explaining their thinking
S	Understand a problem and carry out a strategy to solve it.
S	Apply content knowledge to solve real-life problems.
S	Reflect on work and make changes based on self, peer and teacher feedback (feedforward)

Approaching Grade Level Expectations	
N	Add and subtract mixed numbers with unlike denominators.
N	Convert between fractions, decimals and percentages
N	Simplify ratios and fractions
N	Calculate simple fraction or percent of a number
A	Plot coordinates in all four quadrants
GM	Know that angles in a triangle add to 180 degrees
GM	Calculate the area and perimeter of rectilinear shapes, triangles and parallelograms
GM	Identify the hypotenuse of a right-angled triangle
D	Calculate averages (mean, median and mode)
D	Calculate the probability of a single event or two events using a probability space.

Appendix 2: Sample Report cards

To be confirmed

Warwick Academy

Year 8 End of Year Progress Report 2023-2024

Student x
Street
Parish Postal Code

Homeroom Teacher: HRT
Head of Key Stage 3: Ms A. Ingham
Head of Year: HOY

		Mid-Term		Term 1			Term 2			End of Year				
		Readiness	Engagement	Readiness	Engagement	Attainment Level	Readiness	Engagement	Attainment Level	Readiness	Engagement	Attainment Level	Overall Assessment Grade	Overall Attainment Level
English	YYYYYYY	G	F	A	A	AE	A	A	ME	Always	Always	ME	B	ME/B+
Mathematics	zzzzzzzz	G	F	G	S	AE	G	F	AE	Always	Frequently	AE	C-	AE/C
Science		A	A	A	A		A	A		Always	Always			
Geography		A	F	A	F		A	A		Always	Always			
History		G	F	A	A		A	A		Always	Always			
Computing		A	A	A	A		A	A		Always	Always			
Drama		G	F	G	F		G	F		Generally	Frequently			
French		A	A	A	A		A	A		Always	Always			
Spanish		A	A	A	A		A	A		Always	Always			
Art		A	A	A	A		n/a	n/a		n/a	n/a			
Design Technology		n/a	n/a	n/a	n/a		A	A		n/a	n/a			
Food & Nutrition		n/a	n/a	n/a	n/a		n/a	n/a		Always	Always			
Music Performance		A	A	A	A		A	A		Always	Always			
Music		A	A	A	A		A	A		Always	Always			
Physical Education		A	F	A	F		A	F		Always	Always			
Well Being		n/a	n/a	A	A	n/a	A	A	n/a	Always	Always	n/a	n/a	n/a

Warwick Academy

Year 10 End of Year Progress Report 2018-2019

XXXXX

Homeroom Tutor:

Head of Year:

		Mid-Term			Term 1			Term 2			End of Year			
		Readiness	Engagement	Grade	Readiness	Engagement	Grade	Readiness	Engagement	Grade	**Readiness**	**Engagement**	**Grade**	**Exam Grade**
English	Mrs	A	S	B	A	F	B	A	S	B	Always	Sometimes	A	A
English Literature	Mrs	n/a	n/a	n/a	n/a	n/a	n/a	A	S	B	Always	Sometimes	B	n/a
Mathematics	Mr	G	F	7	A	A	6	G	F	7	Always	Frequently	8	8
Biology	Mr	A	F	6	A	F	7	A	F	7	Always	Frequently	8	8
Chemistry	Mr	A	F	6	A	F	7	A	F	7	Always	Always	7	6
Physics	Mr	A	A	7	A	A	7	A	A	7	Always	Always	8	8
Economics	Mr	G	F	B	G	F	A	A	F	A	Generally	Frequently	A	B
Computer Science	Mr	A	A	A	A	A	A	A	A	A	Always	Always	A	B
French	Ms	G	A	6	A	A	6	A	A	6	Always	Always	7	7
GCSE P.E.	Ms	A	A	6	G	F	6	A	A	6	Always	Always	7	7
Physical Education	Mr	G	F	n/a	G	F	n/a	G	F	n/a	Generally	Frequently	n/a	n/a
Well Being	Ms	n/a	n/a	n/a	G	F	n/a	A	F	n/a	Always	Frequently	n/a	n/a

Effort Levels

Readiness: **A** – Always **G** – Generally **O** – Occasionally

Engagement: **A** – Always **F** – Frequently **S** – Sometimes **R** – Rarely

Warwick Academy

Year 12 End of Year Progress Report 2018-2019

Homeroom Tutor: Ms S. Grace
Head of Year: Mr R. Woods

		Mid-Term			Term 1			Term 2			End of Year			
		Readiness	Engagement	Level	Readiness	Engagement	Level	Readiness	Engagement	Level	Readiness	Engagement	Level	Exam
English A1 HL	Mr B. Hassen	A	A	5	A	A	5	A	A	7	Always	Always	7	5
Mathematics SL	Mr H. Walter	A	A	7	A	A	6	A	A	7	Always	Always	7	7
Chemistry SL	Mr M. Thorpe	A	F	7	A	F	6	A	A	7	Always	Always	7	7
Business Mgmt. HL	Mrs S. Jackson	A	A	5	A	A	6	A	A	6	Always	Always	7	7
Economics HL	Mr M. Mitchell	A	A	5	A	A	6	A	A	6	Always	Always	7	7
French B SL	Ms N. Nubret	A	A	5	A	A	6	A	A	6	Always	Always	6	6
Extended Essay	Mrs S. Sinclair	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Always	Always	n/a	n/a
TOK	Mrs S. Sinclair	G	F	n/a	G	F	n/a	G	F	n/a	Generally	Frequently	A	n/a
CAS	Ms S. Grace	n/a	n/a	n/a	On Track			Excellent			Excellent		n/a	n/a

Effort Levels

Readiness: **A** – Always **G** – Generally **O** – Occasionally
Engagement: **A** – Always **F** – Frequently **S** – Sometimes **R** – Rarely

Warwick Academy

Year 13 Graduation Report 2018-2019

Homeroom Tutor: Ms S. Bowers

Head of Year: Mr R. Woods

		Mid-Term			Term 1			Mock Exam	End of Year
		Readiness	Engagement	Level	Readiness	Engagement	Level	Mock Exam Level	Final Level
English A1 HL	Mr B. Hassen	A	A	6	A	A	6	6	**6**
Mathematics SL	Ms R. Sully	G	F	5	G	F	5	5	**6**
Environments SL	Mrs J. Young	A	A	6	A	A	6	7	**6**
Economics HL	Mr M. Mitchell	A	F	5	A	F	6	6	**6**
Geography HL	Mr R. Woods	A	A	6	A	A	6	6	**6**
Spanish B SL	Ms S. Beckett	A	A	6	A	A	6	6	**6**
TOK	Mrs S. Kolia	A	A	A	A	A	A		**B**
							Extended Essay		**C**
							Bonus Points		**2**
							Total Points		**38**

Effort Levels

Readiness: **A** – Always **G** – Generally **O** – Occasionally

Engagement: **A** – Always **F** – Frequently **S** – Sometimes **R** – Rarely

Warwick Academy

Year 12 Sample End of Year Progress Report

Homeroom Tutor: / Head of Year:		Mid-Term			Term 1			Term 2			End of Year			
		Readiness	Engagement	Level	Readiness	Engagement	Level	Readiness	Engagement	Level	Readiness	Engagement	Level	Exam
Math Studies SL	Mr C. Lowery	G	A	7	G	A	6	A	A	6	Always	Always	7	7
Biology HL	Mr T. White	A	A	5	A	A	5	A	A	5	Always	Always	5	5
Chemistry HL	Mr M. Thorpe	A	F	5	A	F	5	A	F	5	Always	Frequently	5	5
BTEC Hospitality	Ms L. Knight	A	A	Distinction	A	A	Distinction	A	A	Distinction	Always	Always	Distinction	n/a
Language Development	Ms. Okanta	A	A	Pass	A	A	Pass	A	A	Pass	Always	Always	Pass	n/a
PPS	Ms S. Grace	A	A	Pass	A	A	Pass	A	A	Pass	Always	Always	Pass	n/a
Service Learning	Ms S. Grace	n/a	n/a	n/a	On Track			On Track			On Track		n/a	n/a
Reflective Project	Ms L. Knight	n/a	n/a	n/a	n/a			n/a			n/a		B	n/a

Effort Levels

Readiness: **A** – Always **G** – Generally **O** – Occasionally

Engagement: **A** – Always **F** – Frequently **S** – Sometimes **R** – Rarely