



ASSESSMENT POLICY

Policy Number	0055		Policy Author	E Cahill & S Szuszkiewicz
Date of Last Review	Sept 2026		Policy Ownership	Data Management
Agreed by Governors	June 2019		Policy Updated by	E Cahill & S Szuszkiewicz
Reviewed by Trust Board	Feb 2026		Date of Next Review	Sept 2027

Introduction

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

KS4 & 5

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

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

At Key Stage 4, students complete two formal Assessment Points during the academic year alongside regular formative assessment and subject-specific checks for understanding. In addition, students undertake Pre-Public Examinations (PPEs) in Y11 under formal examination conditions to assess progress against GCSE specifications and prepare students for external examinations. Practical Assessment Weeks are also incorporated to provide robust assessment opportunities within vocational, creative and other option subjects where practical performance forms a significant component of the curriculum. Formal examination series enables departments to monitor attainment, identify areas for intervention, and evaluate readiness for final GCSE examinations. Assessment outcomes are used to inform reporting, curriculum planning, intervention strategies and target setting.

At Key Stage 5, students follow either an Advanced Pathway or a Foundation Pathway. Assessment on both pathways is ongoing and designed to monitor progress, identify areas for development and inform intervention strategies. Students on the Foundation Pathway, including those studying GCSE English and/or Mathematics resit qualifications and Functional Skills courses, participate in regular formative and summative assessments throughout the year. Functional Skills qualifications provide multiple examination opportunities across the academic year, enabling students to demonstrate progress and achieve their qualification when ready. GCSE resit students have the opportunity to sit external examinations in the November examination series, where applicable, as well as the summer examination series. Students on the Advanced Pathway complete regular assessment activities, including coursework, practical assessments, essays, topic tests and Pre-Public Examinations (PPEs), to monitor progress towards their qualifications. Final attainment is determined through the summer examination series and any non-examination assessment components required by the specification. Assessment outcomes across both pathways are used to inform reporting, target setting, intervention strategies, curriculum planning and progression opportunities.

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

KS3 Assessment

Type	Purpose	Examples / Methods
Formative & Ongoing	Monitor learning during instruction, inform teaching adjustments	Quizzes, exit tickets, questioning, mini whiteboards, in-class tasks, peer/self-assessment
Formative Checks	Check knowledge/skills across classes/sets mid-unit	Department/planned fortnightly checks, checkpoint quizzes
Summative /End-of-unit	Evaluate learning after a unit, provide data for reporting	Unit test, project, extended writing, practical assessment
Assessment Points	Whole-school common assessments administered at set points	Biannual assessment windows- Assessment Points
Baseline & Standardised Tests	Compare across cohorts or nationally & Identify students' starting points, potential gaps	Using external assessments (SPARX)

CAT4 Testing

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

The 4 key reasoning areas are:

Verbal reasoning (thinking with words)

Quantitative reasoning (thinking with numbers)

Non-verbal reasoning (thinking with shapes/figures)

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

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

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

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

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

SPARX Testing

Sparx Reader testing is administered biannually for all students. The assessment is used to monitor reading comprehension and vocabulary development, identify strengths and gaps in reading ability, and track progress over time.

Outcomes from Sparx Reader, alongside other assessment information, are used to inform intervention strategies and decisions regarding class groupings and class changes. The platform provides regular formative assessment through comprehension questions linked to reading texts, enabling staff to identify gaps in understanding, track progress and provide targeted support where required

Model of Assessment

A new assessment model has been implemented to showcase a consistent Key Stage 3 progression pathway across Years 7 to 9, aligned to the standards and expectations required for success at Key Stage 4.

The framework categorises attainment into six bands, from Band E (Emerging) to *Band A (Exceeding)** , providing a clear measure of students' progress towards GCSE readiness.

This enables leaders to track achievement consistently over time, identify students requiring additional support or stretch, and ensure that all learners are making appropriate progress towards strong GCSE outcome.

KS2 Scaled Score	Band	Performance	Colour
120	Band A*	Exceeding	Purple
115-119	Band A	Mastering	Blue
108-114	Band B	Advancing	Green

100-107	Band C	Securing	Yellow
93-99	Band D	Developing	Orange
80-92	Band E	Emerging	Red

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

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

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

Mastery Skills

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

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

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

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

MASTERY SKILLS: ART

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

MASTERY SKILLS: CATERING

Understand the principles of nutrition and health.	Apply the principles of nutrition and health.
Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.	Cook a repertoire of predominantly savoury dishes from scratch so that they are able to feed themselves and others a healthy and varied diet.
Investigate a range of cooking techniques and equipment.	Understand how to use nutritional information and allergy advice panels on food labels to help make informed food choices.
Understand the source, seasonality and characteristics of a broad range of ingredients.	Understand how to adapt and produce a dish using own recipes.
Understand basic kitchen food safety.	Evaluate different types of kitchen hazards including biological, chemical and physical.
Understand basic kitchen health and safety.	Understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.
Understand how to evaluate a dish using awareness of taste, texture and smell.	Critically evaluate a dish using awareness of taste, texture and smell.

Understand the basics of 'farm to fork' and the source of food.	Investigate and analyse 'farm to fork' and the source of food.
Investigate the importance of a healthy and varied diet as depicted in the 'eat well' plate and eight tips for healthy eating.	Be able to modify recipes and cook dishes that promote current healthy eating messages.
Safely apply limited skills to some equipment and ingredients to plan, prepare and present simple dishes.	Safely and effectively apply competent technical skills to a range of equipment and ingredients to plan, prepare and present dishes with some degree of complexity.

MASTERY SKILLS: COMPUTING

Use two or more programming languages.	Use two or more programming languages.
Understand simple Boolean logic [for example, AND, OR and NOT].	Understand simple Boolean logic [for example, AND, OR and NOT].
Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.	Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.
Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.
Understand a range of ways to use technology safely, respectfully, responsibly and securely.	Understand a range of ways to use technology safely, respectfully, responsibly and securely.
Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers.	Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers.
Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.	Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.
Understand several key algorithms that reflect computational thinking use logical reasoning to compare the utility of alternative algorithms for the same problem.	Understand several key algorithms that reflect computational thinking use logical reasoning to compare the utility of alternative algorithms for the same problem.
Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.	Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.
Understand how people can protect their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.	Understand how people can protect their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

MASTERY SKILLS: DT

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

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

Understand how to structure a scene	Understand the format and conventions of a script
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MASTERY SKILLS: English Language Writing	
W1 - Sentence demarcation is mostly secure and mostly accurate	W1 - Sentence demarcation is consistently secure and consistently accurate
W2 - Range of punctuation is used, mostly with success	W2 - Wide range of punctuation is used with a high level of accuracy
W3 - Uses a variety of sentence forms for effect	W3 - Uses a full range of appropriate sentence forms for effect
W4 - Mostly uses Standard English appropriately with mostly controlled grammatical structures	W4 - Uses Standard English consistently and appropriately with secure control of complex grammatical structures
W5 - Generally accurate spelling, including complex and irregular words	W5 - High level of accuracy in spelling, including ambitious vocabulary
W6 - Increasingly sophisticated use of vocabulary	W6 - Extensive and ambitious use of vocabulary
MASTERY SKILLS: English Language Reading	
Fiction	
R1 - Summarise simple explicit ideas within fictional texts	R1 – Clearly summarise explicit ideas within fictional texts
R2 – Interpret simple implicit ideas within fictional texts	R2 – Clearly interpret implicit ideas within fictional texts
R3 - Show awareness of audience, purpose and context of fictional writing	R3 – Show understanding of audience, purpose and context of fictional writing
R4 – Show awareness of how writers use language, structure and form to achieve effects in fictional writing	R4 – Analyse how writers use language, structure and form to achieve effects in fictional writing
R5 - Begin to evaluate fictional texts critically	R5 – Evaluate fictional texts critically
R6 - Make simple connections within fictional texts	R6 – Make clear connections within fictional texts
R7 - Give a personal response to fictional texts, using textual reference for support	R7 - Give an informed personal response to fictional texts, using textual reference for support
MASTERY SKILLS: English Language Reading	
Non-Fiction	
R1 - Summarise simple explicit ideas within non-fiction texts	R1 – Clearly summarise explicit ideas within non-fiction texts
R2 – Interpret simple implicit ideas within non-fiction texts	R2 – Interpret increasingly complex implicit ideas within non-fiction texts
R3 - Show awareness of audience, purpose and context of non-fiction writing	R3 – Show understanding of audience, purpose and context of non-fiction writing
R4 – Show awareness of how writers use language, structure and form to achieve effects in non-fiction writing	R4 – Analyse how writers use language, structure and form to achieve effects in non-fiction writing
R5 - Begin to evaluate non-fiction texts critically	R5 – Evaluate non-fiction texts critically

R6 - Make simple connections within non-fiction texts	R6 – Make clear connections within non-fiction texts
R7 - Give a personal response to non-fiction texts, using textual reference for support	R7 - Give an informed personal response to non-fiction texts, using textual reference for support

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

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

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

MASTERY SKILLS: MATHS						
Number	Algebra	Number	Algebra	Ratio and Proportion	Geometry and Measure	Statistics and Probability
Apply the four operations, +ve and -ve, understand place value	Simplify algebraic expressions	Order +ve and -ve integers, decimals and fractions.	Factorise using brackets	Use scale Factors, scale diagrams.	Use conventional terms and notation: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles	Record describe and analyse the frequency of outcomes of probability experiments
Use concepts and vocabulary to show full understanding.	Collect like terms	Use relationships between operations, including	Plot graphs of simple formulae	Express one quantity as a fraction of another	Apply angle facts linked to triangles quadrilaterals	Apply ideas of randomness, fairness and

		inverse operations and BODMAS			and straight lines.	equally likely events.
Interpret fractions and percentages as operators	Multiply single term with a bracket	Calculate exactly with fractions and multiples of Pi.	Fully understand the difference between equations and an identity	Use ratio notation, including reduction to simplest form	Identify and apply circle definitions and properties.	
Use standard units of metric measurements, mm, cm, M, KM.....	Use standard mathematical formulae. Rearrange standard mathematical formulae.	Work with fractions in ratio problems	Understand gradient and intercepts using the form $y=mx+c$	Understand and use proportion as equality of ratios		
Use a calculator to support working out including indices and standard form	Solve linear equations	Fully understand how to estimate by rounding.	Interpret simple expressions as functions with inputs and outputs			

MASTERY SKILLS: MUSIC

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

MASTERY SKILLS: PE

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

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

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

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

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

Assessment in RSHE (Relationships, Sex & Health Education)

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

The main principles of assessment in RSHE are outlined below:

Academic expectations

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

Baseline assessments

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

Scenario assessments

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

Reflective practice

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

Teacher's professional judgement

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

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