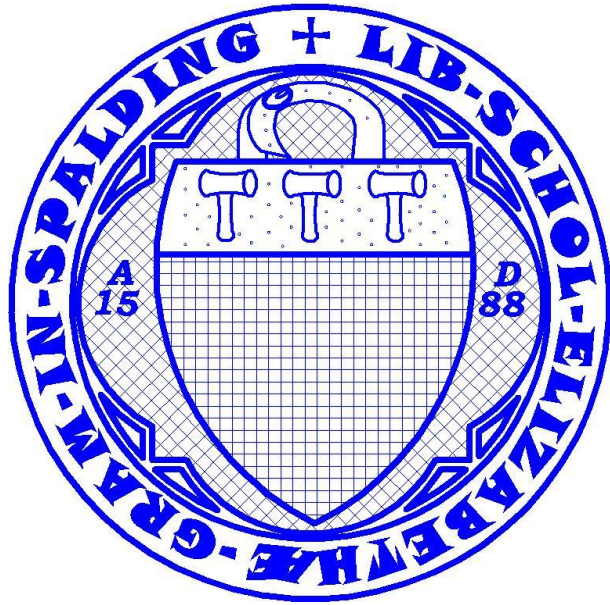


Spalding Grammar School



Assessment, Monitoring and Reporting Policy

Author:	EJD
Ratified by:	Headteacher
Review Cycle:	Annually
Next Review Date:	September 2026

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Statement of intent

Spalding Grammar School recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of pupils.

We believe that to facilitate teaching and learning, a comprehensive assessment strategy is central to helping pupils progress and fulfil their potential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART:
 - **S**pecific
 - **M**easurable
 - **A**chievable
 - **R**ealistic/relevant
 - **T**ime bound
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all.

Adoption of this policy will ensure that assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning identified at pupil, group, class, and whole-school level.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- DfE (2020) Headteachers' Standards
- DfE (2021) Teachers' Standards
- Equality Act 2010
- DfE (2024) 'Secondary accountability measures'
- DfE and STA (2024) 'School reports on pupil performance: guide for headteachers'
- DfE (2014) 'The national curriculum in England'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Access to Fair Assessment Statement
- Accessibility Policy
- Assessment and Examination Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Marking and Feedback Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Teaching and Learning Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Monitoring the success of this policy.
- Ensuring that this policy does not discriminate on any grounds, in accordance with the school's Pupil Equality, Equity, Diversity and Inclusion Policy.
- Reviewing this policy on an annual basis, in conjunction with relevant members of staff.
- Taking action where areas for improvement have been identified.
-

The Headteacher will be responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Establishing and sustaining high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills, and values that will be taught.

- Establishing effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensuring valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
- Ensuring effective use is made of formative assessment.
- Ensuring the School holds ambitious expectations for all pupils, including those with additional needs.
- Ensuring staff have access to high-quality, sustained professional development opportunities.
- Establishing and overseeing systems, processes and policies that enable the School to operate effectively and efficiently.
- Ensuring this policy is adhered to consistently across the School.
- Ensuring staff are supported and appropriately trained to undertake assessment activities.

Subject Leaders will be responsible for:

- Reviewing annually the department protocol for Assessment, Monitoring and Reporting ensuring it remains fit for purpose.
- Monitoring the implementation of the department protocol for Assessment, Monitoring and Reporting supporting and challenging colleagues as appropriate.
- Monitoring the progress of pupils, classes and key groups of pupils within their department using Go4Schools and conducting departmental meetings to aid this.
- Maintaining records of assessments to identify trends and patterns in department attainment and achievement.
- Meeting regularly with their leadership links to discuss the attainment and progress of pupils, recent tracking data and the intervention in place within the department.
- Meeting at least once a year with the Head of School and Leadership link to discuss the results of external examinations.
- Checking marking of pupil work is completed in line with the agreed departmental protocol, by conducting department work scrutiny.
- By looking at pupils' work during lesson observations.
- During other department quality assurance activities.
- Ensuring that the department has a coherent and consistent approach to marking and feedback and that it is applied by all department members.
- Creating planned opportunities to moderate and standardise key assessments to ensure departmental consistency.
- Ensuring the whole school marking and assessment protocol and policy are fully implemented, and address any issues where necessary.

Teachers will be responsible for:

- Setting high expectations which inspire, motivate, and challenge pupils.
- Promoting good progress and outcomes by pupils.
- Demonstrating good subject and curriculum knowledge.
- Planning and teaching well-structured lessons.
- Making accurate and productive use of assessment.

- Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Making use of formative and summative assessment to secure pupils' progress.
- Using relevant data to monitor progress, set targets, and plan subsequent lessons.
- Amend target grades as appropriate to maintain challenge and aspirations.
- Implementing the departmental protocol for Assessment, Monitoring and Reporting.
- Keeping records of all tests and assessments (in Go4Schools marksheets) to enable tracking, identification and reporting of progress and attainments for groups and individuals.
- Inputting pathways and grades into Go4Schools at tracking points throughout the year.
- Inputting effort grades at the same time. Effort grades allow parents, tutors, Heads of Year and the senior team to monitor pupil's focus, participation and commitment to their learning.
- Using appropriate intervention when a pupil's progress falls below expectations.
- Recognising levels of progress in a lesson and use school systems to reward and celebrate that progress.
- Preparing for and attending departmental meetings as per the meeting calendar to discuss the progress of pupils against their estimated and target grades.
- Attending parents' evenings, to give parents the opportunity to discuss their child's progress.
- Providing verbal and written feedback regarding progress and attainment using whole school assessment systems (and avoiding the use of any alternative non whole-school assessment scales/codes or attainment/effort grades).
 - Key Stage 3: Assessment pathways
 - Key Stages 4 and 5: GCSE and A level grades
 - All Key Stages: Effort grades in line with reporting values
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

The SENCO will be responsible for:

- Taking day-to-day responsibility for the operation of the school's SEND policy.
- Co-ordinating specific provision made to support individual pupils with SEND.
- Providing professional guidance to colleagues.
- Working closely with staff, parents, and other agencies.
- Advising on the graduated approach to providing support to pupils with SEND.

Form Tutors will be responsible for:

- Discussing current progress and targets with each pupil in Progress Review meetings.

Heads of Year will be responsible for:

- Organising progress reviews to enable pupil reflection, praise and tutor interviews.
- Rewarding pupil progress in reward's assemblies, through progress letters and in progress reviews.

- Conducting progress meetings with parents where needed.

3. Equal opportunities

When planning and implementing assessment activities, the School will have due regard to the Equality Act 2010 and will ensure that the chosen assessment frameworks are free from bias, stereotyping, generalisation and discrimination.

Care will be taken within all schemes of work to ensure that all pupils have access to the required curriculum content, alongside appropriate assessment strategies and activities that comply with the requirements of the School's Pupil Equality, Equity, Diversity and Inclusion Policy and the Access to Fair Assessment Statement.

4. Assessment aims and principles

The process of assessment is central to helping pupils progress and fulfil their potential. It provides a framework for the setting of learning objectives to inform lesson planning, resources, and support.

There are three broad overarching forms of assessment in schools, each with a different purpose. These are:

- **Day-to-day formative assessment** – to inform teaching on an ongoing basis.
- **In-school summative assessment** – to understand pupil performance at the end of a period of teaching.
- **Statutory summative assessment** – to understand pupil performance in relation to national expectations and comparisons.

The School will use the following definitions for the purposes of this policy:

Assessment: Activities undertaken by pupils to assess their skills and knowledge, which:

- Provides information to use as feedback.
- Enables modification of teaching and learning activities to improve achievement.
- Leads to formative or summative feedback regarding a pupil's academic progress.

Diagnostic assessment: Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

Formative assessment: Any activity which assesses progress throughout the School term and guides teachers in how to modify their teaching to help their pupils achieve.

Summative assessment: Activities and examinations which formally assess final achievement at the end of the year or key stage.

Feedback: A strategy whereby information is given to the learner about their performance relative to learning goals or outcomes. It should aim to, and be capable of producing, improvement in pupils' learning.

Statutory summative assessment

The main purpose of statutory summative assessment is to:

- Ascertain what pupils have achieved in relation to the areas of the national curriculum.
- Hold schools accountable for the attainment and progress made by their pupils.
- Inform parents and secondary schools about the performance of individual pupils.
- Enable benchmarking between schools, as well as monitoring performance locally and nationally.

The School is aware that the duty to ensure that all eligible pupils undertake national curriculum and other statutory summative assessments is enforced through the academy trust's funding agreement.

The School is aware that there is no statutory duty on parents to ensure that their children participate in tests and assessments; however, the School will, where necessary and appropriate, exercise its legal powers to ensure children attend school regularly, in accordance with its Attendance Policy.

5. Assessment practices

Assessment will be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning are identified at a pupil, group, class and whole-school level.

Regular reviews will take place and plans will be communicated and actioned at all levels to ensure a successful assessment process.

The School's assessment procedures will take account of pupils' additional needs and SEND, and the progress of different cohorts of pupils will be analysed to ensure that the needs of individuals and specific groups are met.

Assessment at the School will take place in a range of different ways for different subjects; however, all assessments will embrace the principles outlined in this policy.

Formative assessment

Formative assessment, also often referred to as Assessment for Learning (AfL), refers to any assessment activities undertaken by teachers and pupils that provides feedback that can subsequently be used to adapt teaching methods to meet pupil needs and improve learning outcomes.

It creates a positive learning environment where pupils can see the steps necessary for their own success and is a powerful way of raising pupils' achievement, based on the principle that pupils will improve most if they understand the aims of their learning, and their progress towards it.

Formative assessments will be used to:

- Identify pupils' strengths and gaps in their skills and knowledge.
- Identify the next steps for learning.
- Provide information on the effectiveness of teaching and learning strategies.

- Inform future teaching and learning plans, strategies, and programmes.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track pupils' rate of progress.
- Identify individuals and groups for specific intervention support.

Formative assessment is not intended to be punitive; it will be used to guide teaching and learning, and help pupils achieve their targets. It will not be used to judge a teacher's performance.

Teachers will provide regular opportunities for pupils to assess their own learning and the output of their peers. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement. Self-assessments and peer assessments may include the following:

- Peer marking
- Question and answer sessions
- Cold calling
- Quizzes
- Self-assessment

Teachers will use a range of assessment tools and materials, such as:

- Analysis of pupils' work in books.
- Reading records.
- The results of class tests and published tests.
- On-going marking.
- Making notes on pupil observations.

Summative assessment

The use of summative assessment is important for schools to be able to gain accurate information about a pupil's attainment and performance and inform parents and teachers about pupil progress.

Summative assessments will be used to:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the School will be judged.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Determine a pupil's final grade.
- Inform teachers' performance management outcomes.
- Monitor the progress of individuals and groups of pupils.

Methods of summative assessment will include:

- End of year exams.
- Projects which contribute to a final grade.

- External examinations, such as the national curriculum tests and statutory examinations.

The results of published tests will be used to contribute to overall teacher assessments.

Marking and feedback

Pupils' learning will be marked in line with the Marking and Feedback Policy. Marking and feedback will directly relate to subject-specific assessment criteria and individual learning targets. Teachers will use findings from their marking to address knowledge gaps.

Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements and corrections to work. Feedback will take a variety of forms depending on the age of the pupil, the activity undertaken, and the teacher's judgement.

Marking and feedback strategies at the school will include the following:

- Verbal feedback
- In-depth teacher marking
- Peer assessment
- Self-assessment

Achievement will be rewarded using Go4Schools positive points. Headteacher's Commendation certificates for exceptional attainment or progress will also be awarded on a termly basis.

Schemes of assessment

Schemes of assessment will inform whole-school objectives and training.

The following scheme of assessment will be implemented at the School:

Departments will produce an assessment calendar which will outline the scheme of assessment for the year. This will include a minimum of two summative or high-stakes assessments for each year group in Key Stage 4 and three summative assessments per year for Key Stages 4 and 5. There should also be further opportunities for formative assessment throughout the year. Feedback frequency should be in line with the Marking and Feedback Policy.

Summative assessments will be used to:

- Assess what a pupil can do at a particular point in their learning journey.
- Measure their performance against age-related expectations.

6. Assessment in KS3

As there are no statutory summative assessments during KS3, nor any DfE-prescribed models for in-school assessment, the School has the freedom to choose their own approach to formative and in-school summative assessment, according to what best suits their pupils, curriculum, and staff.

For pupils in KS3, the School will follow the principles and practices of assessment as laid outlined within this policy.

The School will ensure that curriculum, assessment, and pedagogy are inextricably linked, and assessment of pupils' attainment and progress will be directly linked to the curriculum followed by the School.

Baseline assessment

Pupils joining the School will receive a baseline assessment when they start.

Strategies for baseline assessment will include:

- Use of past national curriculum tests.
- Use of the 11+ test results
- Cognitive ability tests which test verbal reasoning, non-verbal reasoning, and quantitative reasoning, rather than national curriculum content.
- Reading age assessments

Curriculum content

In line with national guidance, the School will always have due regard to the national curriculum. Please see the School Curriculum Policy for more information. Pupils will choose their subjects for their GCSEs at KS4 in Year 9.

In order to measure progress, the School will assess pupils against the programmes of study and attainment targets set out within the statutory curriculum framework for KS3 and KS4. Pupils in Key Stage 3 will follow assessment pathways for all of their subjects that carry assessment. These assessment pathways are aligned with possible GCSE outcomes as follows:

Potential GCSE Grades with continued progress	
Pathway	GCSE Grade
Emerging	1 - 3
Developing	4 – 5
Secure	6 – 7
Greater depth	8 – 9

Each pathway relates directly to subject assessment criteria which enables judgements to be made about pupil progress. A banded approach is helpful at Key Stage 3 because pupils often work at a range of levels and they often develop their skills and understanding at different rates: progress is rarely linear.

Within the Key Stage 3, individual curriculum pathways will provide pupils with the key skills and knowledge which will be delivered coherently and sequentially providing the firm basis for enjoyment and success should the pupil pursue this subject in Key Stage 4 and beyond.

7. Assessment in KS4 and KS5

Qualifications

In KS4, although pupils can choose the GCSE courses they study, there are some compulsory GCSE subjects that **all** pupils must take:

- English – English literature and English language or a single English GCSE.
- Maths.
- Science – combined science or individual sciences.

Optional subjects available to pupils vary, however, in line with national guidance the School will offer pupils the opportunity to obtain an approved qualification in one, or all, of the following four groups of subjects, known as 'KS4 entitlement areas':

- The arts – comprising art and design, music and media arts
- D&T
- The humanities – comprising geography and history
- MFL

GCSEs will be the main qualifications undertaken by pupils in KS4 - Year 10 and Year 11. A Levels will be the main qualifications undertaken by pupils in KS5 – Year 12 and Year 13.

Where appropriate, the School will offer vocational and technical qualifications (VTQs) alongside GCSEs or A Levels - the most commonly available being BTEC qualifications and OCR Cambridge Nationals at the appropriate level.

Pupils in Year 9 and Year 11 will be provided with adequate guidance when choosing their GCSE, VTQ or A Level options in preparation for the next Key Stage and will be encouraged to choose subjects that challenge and interest them.

Beyond the requirements outlined above, schools have the freedom to offer a range of GCSE and A Level subjects. When selecting qualifications, the School will consult and examine the subject content documents published by the DfE for all accredited GCSEs and A Levels, as well as the course specifications outlined by the various examining boards offering these courses.

The selection and assessment of GCSE, VTQ and A Level subjects will be undertaken in line with the School's relevant policies on curriculum and assessment.

At KS4 and KS5, pupils will move from being assessed against the KS3 pathways to being assessed against the relevant, subject specific, assessment criteria and grade descriptors. At least one of the formal assessments conducted each year will take place during the School's scheduled Trial Examinations for the year group. These trial examinations are designed to inform interventions, support pupils in their application for Further or Higher Education and will allow teachers, and pupils, to gain a picture of the depth of understanding, to identify misconceptions and learning gaps, which need to be addressed in class, and to identify any underachieving pupils who require intervention and support.

The School is also aware that approval by an exam board for the School to deliver a qualification signals the start of a contractual relationship. The School will conduct examinations and assessments in accordance with the JCQ's 'General Regulations for Approved Centres' and the related JCQ publications.

8. Supporting pupils with SEND

The curriculum is designed to provide access and opportunity for all pupils who attend the School.

Where required, pupils with SEND will receive the additional support they require, academically and personally, in line with the School's SEND Policy. This may include:

- Working with TAs in smaller groups to work on topics covered in lessons to ensure they do not fall behind their peers.
- Taking measures to ensure pupils with SEND are not discriminated against in any way.
- Teachers monitoring the progress of pupils with SEND and reporting this to the SENCO.
- Adopting a close working relationship between the SENCO and teachers to help them break down any barriers pupils with SEND have to education.

9. Staff training and development

Teachers and classroom support staff will be provided with a copy of this policy as part of their induction and will be informed in the event of any changes.

All teachers and classroom support staff will be trained to identify pupils potentially at risk of not meeting their expected targets so that appropriate support can be put in place for these pupils.

All teaching staff will have access to high-quality, sustained professional development opportunities as part of their continuing professional development.

10. Tracking and reviewing progress

Formative and summative assessment milestones will be recorded electronically using Go4Schools. National curriculum objectives will only be recorded as 'achieved' when a pupil has 'mastered' them.

In order to master an objective, pupils will need to demonstrate that they have:

- Learnt the skill and/or concept.
- Practiced the skill and/or concept.
- Applied the skill and/or concept.
- Applied the skills and/or concept in a different context.

Pupils will be given the opportunity to review their progress through feedback which will be scheduled into lesson time following an assessment.

To assist in guiding each pupil's learning journey, data snapshots will be taken at class, phase, and subject level, twice a year for Key Stage 3 and three times a year for Key Stages 4 and 5, as detailed in the Assessment and Reporting Calendar (see [Appendix A](#)).

Pupil progress meetings for each year group will be scheduled in department and pastoral teams twice a year for Key Stage 3 and three times a year for Key Stage 4 and 5 and focus on:

- Reviewing the progress of all pupils.
- Identifying and monitoring cohorts of pupils that are underperforming.
- Continuously reviewing collective and individual learning targets.
- Identifying barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.
- Selecting intervention strategies to implement as a team to tackle barriers to learning.
- Keeping an up-to-date record of all strategies and reviews that have been implemented.
- Creating an action plan for each class – including factors affecting underachieving pupils and the steps that will be taken to combat this.

Target setting

Where available, prior attainment data will be used to inform long-term national curriculum-based learning goals. Cognitive ability tests will be used to provide baseline data for pupils who have not taken Key Stage 2 SATs.

Pupils with SEND may follow national curriculum objectives from a younger year group's curriculum, depending on their need and ability. Pupils will then be assessed using the associated criteria.

Stepped, short-term, and medium-term targets that lead to the long-term learning goals will be agreed with pupils in age-appropriate language via planners.

11. Moderation and quality assurance

The process of moderation is an essential part of the assessment system and teachers will meet periodically with department colleagues to analyse pupils' work against curriculum requirements.

Moderation of levelling will take place for all summative assessment to ensure consistency.

Teachers will be involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues.
- Partnership with colleagues from other schools within the local area.
- Attendance at exam board standardisation meetings.
- Attendance at LA sessions to ensure judgements are in line with other schools.

Portfolios of moderated work will be kept securely by subject leaders.

12. Reporting

A written report for each pupil will be sent to parents twice a year for Key Stage 3 and three times a year for Key Stage 4 and 5. Reports will promote:

- Positive home-school relationships.
- Information for parents.
- Opportunities for discussion with parents/carers.
- Targets for pupils.
-

Parents will be invited to attend parents' evenings to discuss the progress of their child with teachers once a year.

Reports will be provided in line with the Assessment and Reporting Calendar to ensure that that parents are fully informed of their child's progress, as well as any issues surrounding their attendance and behaviour.

Class teachers or the Headteacher may invite parents for discussions regarding unsatisfactory aspects, such as behaviour or progress, of pupils if required.

The Assistant Headteacher with responsibility for Data and Examinations will report progress to the governing board on an annual basis, following the publication of external examination results in August.

- Where appropriate and agreed, assessment information will be shared with partnership agencies.

Reports for pupils will include:

- **Current level of assessment**
 - An assessment pathway for KS3 or a projected grade for KS4/5
 - Projected grades will be captured for pupils at all assessment capture points in KS4/5. This is data which is entered showing the grade that, to the best of the teacher's professional judgement, the pupil will achieve at the end of the Key Stage.
- **Attitude to Learning and concern codes (where appropriate)**
 - Attitude to learning grades will be assigned as follows:

Attitude to learning	Descriptor
1	Exceptional levels of effort
2	Good levels of effort
3	Can work well but sometimes not to full potential
4	Inconsistent effort – often lacks enthusiasm and commitment

5	Makes little or no effort
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- For an attitude to learning score of 4 or 5, there must also be evidence of this behaviour recorded on Go4Schools.
- Individual attainment data and progress data.
- Attendance data.
- Any exam results.

13. Records and record keeping

Teachers will use progress records to review pupils' progress, set appropriate targets for the future, and form the basis of communication with parents. Records will be kept in the following formats:

- Pupils' work
- Lesson planning
- Mark books
- Go4Schools

Summative assessment records, such as GCSE examination results, will be kept electronically and held for six years after the year of the examination.

Formative assessment records, such as pupils' work, will be held for one year.

14. Monitoring and review

This policy will be reviewed by the governing board, Headteacher and Examinations Officer on an annual basis.

The scheduled review for this policy is September 2026

APPENDIX A: ASSESSMENT & REPORTING CALENDAR

SGS Assessment Calendar 2025-2026

SPALDING GRAMMAR SCHOOL CALENDAR 2025 - 2026												
W/C	WK	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13				
01/09/2025	1											
08/09/2025	2											
15/09/2025	1						Y12 Welcome Evening 18/09/25					
22/09/2025	2				Y10 Welcome Evening 25/09/25							
29/09/2025	1	Y7 Welcome Evening 02/10/25										
06/10/2025	2		Y8 Welcome Evening 09/10/25									
13/10/2025	1					Y11 Revision Evening 16/10/25						
20/10/2025	2											
HALF TERM												
03/11/2025	1		KS3 Moderation 06/11/25									
10/11/2025	2			Y9 Reporting Point 1 12/11/25								Y13 Reporting Point 1 17/11/25
17/11/2025	1			Y8 Reporting Point 1 19/11/25		Y13 Art Trial Exams 17/11/25 - 21/11/25 Y11 Reporting Point 1 17/11/25						Y13 Reporting Point 1 17/11/25
24/11/2025	2	Y7 Reporting Point 1 26/11/25										Y13 Art Trial Exams 26/11/25 - 28/11/25 Y13 Trial Exams Start 01/12/25
01/12/2025	1					Y11 Trial Exams Start 01/12/25						Y13 Trial Exams Start 01/12/25
08/12/2025	2					Y11 Trial Exams End 12/12/25						Y13 Trial Exams End 12/12/25
15/12/2025	1											
CHRISTMAS HOLIDAY												
05/01/2026	2					Y11 MFL Speaking Trial Exams Start 06/01/26						Y13 MFL Speaking Trial Exams Start 06/01/26
12/01/2026	1					Moderation meeting 13/01/26 Y11 MFL Speaking Trial Exams End 16/01/26 Y11 Trial Exams Reporting Point 16/01/26						Moderation meeting 13/01/26 Y13 MFL Speaking Trial Exams End 16/01/26 Y13 Trial Exams Reporting Point 16/01/26
19/01/2026	2											Y13 Progress Evening 22/01/26
26/01/2026	1					Y11 Reporting Point 2 28/01/26						Y13 Reporting Point 2 28/01/26
02/02/2026	2					Y11 Progress Evening 05/02/26						
09/02/2026	1											Y9 Progress Evening 12/02/26

Key
Welcome events
Progress Evenings
Reporting Point Deadlines
Commendation Assemblies
Examinations

SGS Assessment Calendar 2025-2026

HALF TERM							
23/02/2026	2			Y10 Reporting Point 2 25/02/26		Y12 Reporting Point 2 04/03/26	
02/03/2026	1			Y10 Art Trial Exams 11/03/26 - 12/03/26		Y12 Art Trial Exam 13/03/26	
09/03/2026	2					Y12 Progress Evening 19/03/26	
16/03/2026	1					Y12 MFL Speaking Trial Exams 23/03/26 - 27/03/26	
23/03/2026	2	Y7 Progress Evening 26/03/26		Y10 MFL Speaking Trial Exams 23/03/26 - 27/03/26		Headteacher's Commendation Assembly 01/04/26	
30/03/2026	1						
EASTER HOLIDAY							
20/04/2026	2			Y10 Trial Exams Start 21/04/26	Y11 Reporting Point 3 22/04/26	Y12 Trial Exams Start 21/04/26	Y13 Reporting Point 3 23/04/26
27/04/2026	1			Y10 Trial Exams End 01/05/26	GCSSE MFL Speaking Exams Start 27/04/26	Y12 Trial Exams End 01/05/26	A Level Art Practical Exams 05/05/26 - 08/05/26
04/05/2026	2				GCSSE Art Practical Exams 05/05/26 - 08/05/26	UCAS Subject References Open 05/05/26	
					GCSSE MFL Speaking Exams End 08/05/26		
11/05/2026	1				GCSSE Exams Start 11/05/26	Y12 Exam Reporting Point 13/05/26	A Level Exams Start 11/05/26
18/05/2026	2			Y10 Exam Reporting Point 22/05/26			
HALF TERM							
01/06/2026	1			Y10 Reporting Point 3 03/06/26			
08/06/2026	2			Y10 Progress Evening 11/06/26			
15/06/2026	1	Y7 Reporting Point 2 17/06/26			GCSSE Exams End 16/06/26		A Level Exams End 17/06/26
22/06/2026	2			Y9 Reporting Point 2 24/06/26	Exam Contingency Day 24/06/26		Exam Contingency Day 24/06/26
29/06/2026	1			Y8 Reporting Point 2 01/07/26		UCAS Subject Reference Deadline 02/07/26	
06/07/2026	2					Y12 Reporting Point 3 08/07/26	
13/07/2026	1						
20/07/2026	2					Headteacher's Commendation Assembly 20/07/26	
SUMMER HOLIDAY							
10/08/2026							A LEVEL RESULTS DAY 19/08/26
17/08/2026					GCSSE RESULTS DAY 20/08/26		