THE
KING'S SCHOOL
CANTERBURY

Assessment and Reporting Policy

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Contents

1. INTRODUCTION **..... 3**

3. EXAMINATION SCHEDULE **..... 5**

4. PRINCIPLES OF ASSESSMENT AND FEEDBACK AT THE KING'S SCHOOL, CANTERBURY **..... 6**

5. REPORTS AT THE KING'S SCHOOL, CANTERBURY **..... 7**

5.1 Progress Updates 7

5.2 Full Reports 7

5.3 Mock Reports 8

5.4 Valedictory Reports 8

5.4 Examination Grade Report 8

6. TYPES OF GRADE REPORTED **..... 8**

6.1 Fine Trajectory Grades (FTGs) 8

6.2 Approach to Learning (AtL) 9

6.3 Quality of Work (QoW) 10

7. GUIDANCE TO TEACHING STAFF **..... 11**

1. Introduction

1.1 Formal assessment at King's takes two main forms: public examinations and regular in-class assessments. Alongside this, ongoing formative assessment takes place continuously through class discussion, submitted work and assignments. Academic and pastoral systems work closely together, with regular communication between teachers, mentors, Housemasters/mistresses (HsMs), Heads of Section (Shell, Middle School and Sixth Form) and Heads of Department.

1.2 Progress is tracked through a cycle of *Progress Updates*, *Full Reports*, and *Examination Grades*, all published via the Parent and Pupil Portals. This system ensures timely, meaningful feedback, and supports communication with pupils, parents, HsMs, and guardians.

1.3 Oversight is provided by the Academic Review Group (ARG) and weekly meetings between the Deputy Head (Academic) and each of the three Heads of Section (Shell, Middle School and Sixth Form), who also monitor broader academic issues such as prep, pupil feedback, and sanctions. Academic work is regularly reviewed through a structured programme of Forum, Departmental Review and Work Scrutiny.

1.4 Parents are, of course, vital partners in their child's academic and personal development. Parents should feel welcome to communicate with their child's Mentor (tied to the House structure) who acts as the first point of contact, ensuring that parents' questions and concerns are responded to promptly, thoughtfully and in good time. The House structure and Head of House is also a vital channel for correspondence and communication in relation to pupil development. Aside from these channels, all pupils and parents will receive at least one formal Parent Consultation each year with each of their teachers across their subjects. These consultations are scheduled at key moments in the pupil journey – for example, when making GCSE or A-level subject choices. These consultations, held via SchoolCloud, provide a structured and purposeful opportunity for dialogue between parents and teachers.

Assessment and Reporting Schedule 2026–27

Term	6a	6b	Fifth Form	Remove	Shell
Start of Year: Meet the Mentor (all year groups)					
Autumn 1	Collections Progress Update	Progress Update	Progress Update	Baseline Progress Update	Baseline Progress Update
Autumn 2	Full Report	Autumn Exams Exam Grades to accompany Parents' Meetings	Full Report	Autumn Exams Exam Data to accompany Parents' Consultation	Autumn Exams
Lent 1	Progress Update	Progress Update	Mock Exams Mock Report to accompany Parents' Meeting	Progress Update	Parents' Meeting
Lent 2	Mock Exams Mock Report to accompany Parents' Meetings	Full Report	Progress Update	Full Report	Full Report
Summer 1	Mini Mocks Exam Grades	Internal Exams Exam Grades	n/a Study Leave (Public Exams)	Progress Update	Progress Update
Summer 2	Valedictory Report	Parents' Meeting	Valedictory Report	Internal Exams Exam Report	Internal Exams Exam Report

Key

- Progress Update
- Full / Valedictory Report
- Exams & Exam Grades (EG)
- Parent's Meeting

Parents' Meetings & Information Evenings 2026–27

Term	*Year Group*	*Event*	*Date*	*Time*
Autumn 1	*Remove*	*Parent Webinar: Introduction to the Year*	*Sun 6 Sep*	*12.00–12.30*
Autumn 1	*6b*	*Parent Webinar: Introduction to the Year*	*Sun 6 Sep*	*13.00–13.30*
Autumn 1	*6b*	*Parents' Higher Education Webinar*	*Sat 19 Sep*	*12.00–13.00*
Autumn 1	*All*	*Meet the Mentor (online)*	*Fri 25 Sep (Exeat)*	*—*
Autumn 1	*Fifths*	*Parent Webinar: Supporting Your Child Through GCSE*	*Sat 3 Oct*	*12.30–13.00*
Autumn 1	*6a*	*Parent Webinar: Supporting Your Child Through A-level*	*Sat 3 Oct*	*13.15–13.45*
Autumn 1	*6b*	*Parent Teacher Meetings (online + in person)*	*Wed 14 – Fri 16 Oct*	*See note*
Autumn 2	*Remove*	*Parent Teacher Meetings (online + in person)*	*Wed 18 – Fri 20 Nov*	*See note*
Autumn 2	*Fifths*	*Sixth Form Subject Choices Webinar*	*Sat 5 Dec*	*12.00–13.00*
Lent 1	*Shell*	*GCSE Options Webinar*	*Sat 16 Jan*	*12.00–13.00*
Lent 1	*Fifths*	*Parent Teacher Meetings (online + in person)*	*Wed 20 – Fri 22 Jan*	*See note*
Lent 1	*Shell*	*Parent Teacher Meetings (online + in person)*	*Wed 10 – Fri 12 Feb*	*See note*
Lent 2	*6a*	*Parent Teacher Meetings (online + in person)*	*Wed 10 – Fri 12 Mar*	*See note*

Summer 2	*6b*	*Parent Teacher Meetings (online)*	*Wed 16 – Fri 18 Jun*	*TBC*

Note: Parent teacher meeting windows run online 08.00–18.00 on the Wednesday and Thursday, online 08.00–13.00 on the Friday morning, and in person 14.00–16.00 on the Friday afternoon. Summer 6b times to be confirmed.

3. Examination Schedule

Term	6a	6b	5	R	S
Autumn 1	Collections				
Autumn 2		Autumn Exams		Autumn Exams (English, Mathematics and Science)	Autumn Exams (English, Mathematics and Science)
Lent 1			Mock Exams		
Lent 2	Mock Exams				
Summer 1	Mini Mocks	End of Year Exams			
Summer 2	Public Examinations		Public Examinations	End of Year Exams	End of Year Exams

Key:

Collections

Collections are internal assessments held early in the academic year, once sufficient teaching has taken place to review understanding. Collections are *formative* in nature, meaning they are designed to help pupils and teachers reflect on progress and identify/rectify areas for development, rather than produce final grades. They may not assess the full suite of academic courses studied at King's and might be targeted in specific subjects (English, Mathematics and Science, for instance).

End of Year Examinations

End of Year Examinations, occurring for pupils in those academic years that do not usually have public examinations (Shell, Remove and 6b), assess a broader range of content covered

across the academic year. Like Collections, they are formative, helping pupils consolidate their learning and prepare for more formal assessment in later years.

Mock Examinations
These are (usually) full-length practice examinations taken in the final years of GCSE and A-level courses. They mirror the format, content, and conditions of public examinations, giving pupils valuable experience and informing predicted grades and revision priorities.

Mini Mocks
A shorter version of the Mock exam, usually focusing on specific units or skills. These are used strategically to build confidence and assess progress during the lead-up to public exams.

Public Examinations
These are the formal, external qualifications – GCSEs, A-levels, and BTECs – sat by pupils at the end of Fifth Form and 6a. These are administered under nationally regulated conditions and determine official outcomes for university entrance or further study.

4. Principles of Assessment and Feedback at the King's School, Canterbury

Assessment is an ongoing process that shapes learning as much as it measures it. While exams and tests provide summative evidence, day-to-day feedback is formative and has the power to guide, encourage and inspire pupils. Marking should reflect the teacher–pupil relationship and be tailored to individual needs, but the following principles apply in most cases:

- Departmental Consistency: Each department must have a clear, consistently applied marking policy, addressing the needs of pupils on educational support, those with EAL, and the most able.

- Timeliness: Prep in Shells, Removes and Fifths should normally be returned in the next lesson; Sixth Form and longer pieces within one week.

- Standardisation: Internal exams and tests must be marked consistently within departments, with pupils made aware of criteria and expectations. Departments are expected to incorporate moderation and standardisation practices into their annual cycle.

- Collaboration: Teachers should share approaches and, where appropriate, use departmental mark books, particularly when teaching shared or parallel sets.

- Constructive Feedback: Criticism must be balanced with advice for improvement. Pupils should always understand the criteria by which work is judged.

- Modes of Feedback: Oral feedback is often as valuable as written. Annotations should be clear, legible, and constructive; alternative colours to red can sometimes help.

- Supporting Learning: Model answers, peer and self-assessment can be useful supplements but should not replace teacher assessment.
- Response and Action: Pupils should actively engage with their feedback, treating it as the basis for dialogue and improvement. Feedback must lead to a clear response or action, not simply be received and filed away.

Teachers should also be familiar with the Reporting Policy and engage with updates and guidance provided through the year.

5. Reports at The King's School, Canterbury

5.1 Progress Updates

Progress Updates are designed as a regular spot-check to monitor a pupil's attitude, effort and motivation alongside his/her overall attainment. The grades and their associated coloured bands are related to the pupil **in the context of his/her set**, not the year group as a whole.

They include:

- Grades for *Approach to Learning* (AtL), *Quality of Work* (QoW), and *Fine Trajectory Grades* (FTGs) for exam years
- Short teacher comments are only required where there is a concern.
    - Teachers are encouraged to use the comment box to signpost support and areas for development where it is clear that a pupil would benefit from this (or it is clear that performance is below generally expected standards).
    - As a general rule, if a pupil has a Fine Trajectory Grade below 5 (or a low Quality of Work grade) combined with low Approach to Learning scores, then a comment would be expected. When written, comments should be diagnostic in nature and highlight specific areas for improvement.
- A brief House Comment contextualising how the pupil is getting on from a broader pastoral/co-curricular perspective. They might find trends/patterns in academic work too. Might be completed by HsM, Mentor or Deputy HsM.
- FTGs are introduced at the end of Autumn 2 for Remove and 6b to support early academic guidance.

5.2 Full Reports

Full Reports provide a comprehensive picture of a pupil's academic and personal development. One Full Report is issued each academic year.

They include:

- Grades for *Approach to Learning* (AtL), *Quality of Work* (QoW), or *Fine Trajectory Grades* (FTGs) in exam years
- Extended teacher comments highlighting academic strengths, progress, and areas for improvement
- A detailed Mentor comment offering a combined academic and pastoral overview
- A final HsM comment focusing on the pupil's personal growth, contribution to House and School, and overall development

5.3 Mock Reports

At these particularly important assessment windows, a short report accompanies the Examination Grades of a mock examination. This includes the following:

- Examination Grades (%, Cohort % and Indicative Grade)
- Extended teacher comments highlighting academic strengths, progress, and areas for improvement

5.4 Valedictory Reports

Valedictory Reports are a special form of *Full Report* written by the pupils' Head of House at the end of Fifth Form and 6a to celebrate and mark the culmination of a significant stage in a pupil's journey at King's.

They offer a holistic reflection on the pupil's time in the school or section, capturing their academic progress, personal growth, and wider contribution to House and School life. Valedictory Reports are both retrospective and forward-looking - recognising achievements, charting development, and offering encouragement for the next stage.

5.4 Examination Grade Report

Examination Grade Reports are grade-based summaries typically tied to an internal assessment cycle such as Mock Examinations or Collections. They usually include:

- The pupil's *Examination Percentage*
- The *Cohort Average Percentage* for context

These reports are accompanied by a *Progress Update*, featuring a brief subject teacher comment summarising performance and key areas for improvement, followed by a mentor comment offering wider perspective and guidance.

6. Types of Grade Reported

6.1 Fine Trajectory Grades (FTGs)

FTGs are informed, professional predictions of the grade a pupil is most likely to achieve at the end of their GCSE or A-level course, based on all available evidence - recent and historic. They

are not 'working at' grades but forecast grades that reflect a pupil's overall academic trajectory at that point in time.

- **At A-level (6a/6b):** the scale runs from A* (highest) to below D (lowest), using fine increments such as A*-, A+, A, A-, etc.
- **At GCSE (Fifth/Remove):** the scale ranges from 9 (highest) to below 4, again with fine gradations like 9-, 8+, 8, 8-, etc.

FTGs are holistic judgements, incorporating baseline data, classwork, preps, exam technique, and broader teacher insight. They reflect not only what a pupil has achieved so far but also how they are likely to perform under real exam conditions, including consideration of factors like coursework, last-minute improvement, and experience with similar candidates. They are not solely based on individual pieces of work or recent tests.

FTGs are awarded during *Progress Updates* and *Full Reports*, and are intended to fluctuate slightly through the year to reflect current effort and performance. Small movements - up or down - help signal shifts in confidence or concern. To maintain stability and prevent overreaction to short-term performance, FTGs can change by no more than two sub-grades per reporting cycle, unless agreed by the Deputy Head (Academic).

Their purpose is threefold:

- To provide pupils and parents with a clear indication of where a pupil stands relative to their goals
- To offer early insight into likely UCAS predictions or post-16/18 options
- To support mentors, HsMs, and Heads of Year in planning timely academic interventions

In short, FTGs are not static judgements or mechanical outputs - they are responsive, carefully considered signals designed to motivate, inform, and guide each pupil's academic journey.

6.2 Approach to Learning (AtL)

AtL measures a pupil's overall attitude, engagement, and work ethic across a subject. It reflects how consistently they meet expectations for class participation, prep completion, organisation, and focus. AtL is not about raw attainment but about the mindset and behaviours that underpin effective learning. It helps identify pupils who are thriving, coasting, or in need of closer support or intervention.

Description	Grade	Guidance
Excellent	**E**	Excellent approach to learning. Written work goes above and beyond that expected; attention and participation in class is excellent; there is strong intellectual engagement.
Good	**G**	A sound and admirable approach to learning. Preps are on time and thoroughly completed. Class presence is very

		positive. Organisation is good. Pupils at this level are ready and keen to work efficiently in lessons.
Reasonable	**R**	A satisfactory approach to learning. Most work is complete and on time; class engagement is positive, and pupils are prepared for lessons -getting down to work reasonably well and without much prompt.
Concern	**C**	There is a concern about some unsatisfactory aspects of the approach to learning. Written work or Preps may not be thoroughly completed or submitted on time. There is often inattentiveness or less than acceptable levels of work or concentration in class. Areas of concern will be flagged by the mentor and might prompt wider intervention.
Poor	**P**	There are serious concerns about approach to learning, motivation and/or behaviour in lessons. It is likely that this will prompt immediate intervention.

6.3 Quality of Work (QoW)

QoW evaluates the standard, completeness, and depth of a pupil's output in a subject. It reflects how well the pupil is progressing through the curriculum, the accuracy and presentation of their work, and the extent to which they demonstrate understanding. This grade helps highlight whether a pupil is thriving, secure, coasting, or in need of intervention, and it plays a key role in identifying next steps for improvement.

This measure is used most frequently in the Shell year and early in Remove and 6b, as pupils transition to a new grade matrix and syllabus level. As pupils settle into exam courses, *Quality of Work* is gradually augmented—and eventually replaced—by *Fine Trajectory Grades*, which offer a more targeted forecast of likely final outcomes.

Description	Grade	Guidance
Excellent	**1**	**Excellent** quality and quantity of work demonstrates strong progress and, in some cases, mastery of the curriculum. Work is consistently of a high standard, showing depth of understanding, clarity of thought, and intellectual ambition.
Good	**2**	**Good** quality and quantity of work reflects consistent effort, clear progress, and a sound understanding of the curriculum. Work is generally well presented, complete, and shows a secure grasp of key concepts and skills.
Reasonable	**3**	**Reasonable/generally acceptable** quality and quantity of work indicates that some progress is being made and there is a basic level of understanding sufficient to move through the curriculum. However, improvement and greater consistency are needed to reach the next level. There may be signs of coasting or a lack of ambition that should be addressed.
Concern	**4**	**Concern** reflects that the quality and/or quantity of work is below expectations, with limited progress evident. There may be embedded misconceptions that are hindering

		understanding, and an element of coasting or lack of challenge is often present. This grade signals the need for closer monitoring, increased effort on the behalf of the pupil and targeted support.
Poor	**5**	**Unacceptable** quality of work indicates serious concerns about both the standard and amount of work being produced. Progress is poor, and there may be significant misconceptions or clear gaps in knowledge. In some cases, the issue may be attitudinal, with a lack of care or commitment to the subject. Immediate intervention is required to address and rectify the underlying causes.

7. Guidance to Teaching Staff

7.1Teachers at King's are encouraged to approach grading thoughtfully and individually, recognising both recent patterns and longer-term effort. To help parents interpret their child's Approach to Learning (AtL) and Quality of Work (QoW) grades, the following principles are important:

7.2 Certain grade combinations, such as Excellent for Approach to Learning and Unacceptable for Quality of Work (E5), or Poor for Approach to Learning and Excellent for Quality of Work (P1) are contradictory and not permitted. However, in very rare cases, other unusual combinations (such as C1, P2, G5 or E4) may be used, provided there is clear justification.

7.3 Teachers are advised not to default to the mid-grade R3 (Reasonable/Acceptable). Each pupil is considered individually, based on their progress over the past few weeks. High-achieving pupils may occasionally dip and need encouragement, while pupils who usually find things more difficult may deserve recognition for improved effort or consistency.

7.4 In our context, 3 (Acceptable) is often a realistic and fair grade for a pupil meeting expectations. A 2 (Good), however, should only be given when there is clear evidence of sustained progress and high-quality work - it is a grade to be earned rather than assumed.

7.5 Grades do not always need to match exactly between AtL and QoW. For example, a pupil might receive a Good for effort (G) and an Acceptable for output (3), or vice versa. Mixed grades can provide a more nuanced picture of how a pupil is doing.

7.6 If a pupil has missed recent deadlines without good reason, they should not receive higher than a Concern (C) for Approach to Learning. However, this does not automatically lower their Quality of Work grade if previous work has been of a high standard. In such cases, the Quality of Work may still be graded as a 2 or 3, depending on earlier performance.

7.7 Ultimately, our grading system aims to reflect effort, engagement, and progress fairly, offering both recognition and clear feedback, and supporting pupils as they grow into independent, reflective learners.