

Southend High School for Girls



A Guide to Summative Assessment Reporting and Recording

The aim of summative assessment is to evaluate student learning at the end of the learning process by measuring it against an agreed benchmark, in turn enabling subject teachers, subject leaders, students and parents to understand students' progress in their learning. Unlike formative assessment, summative assessment is often high stakes.

At Southend High School for Girls we do not set artificially created targets for students. The expectation is that all students will aim for the highest outcomes as their target.

Reporting

We report formally on student progress and attainment at three points in the academic year for Years 7 to 12 and twice for Year 13 via the following :

- a parents' consultation evening. (Years 7-13)
- a short progress report (Years 7-12. NB for Year 11 this is a report detailing a most likely grade).
- a full report detailing examinations results and an extra narrative provided by the form tutor. (Years 7-13)

(Please see Appendix 1 for the Assessment Reporting and Recording Schedule for 2025-26.)

As well as including information about students' academic progress, both short and full reports also contain an Attitude to Learning grade (ATL). This grade is used to describe a student's attitude towards their learning and will consider such aspects as the student's level of task commitment, class participation, quality and quantity of work, timely completion of class and homework assignments and organisation. A 'best fit' approach is taken when giving these grades. (Please see Appendix 2 for grade descriptors.

Where a student is working below the expected level for their year group and/or displaying an attitude toward their learning that requires improvement an appropriate target will be set by relevant subject teachers.

Lower School (Years 7-9)

In Lower School we assess students' abilities to demonstrate knowledge, skills and understanding against a core set of learning objectives in each subject; these are rooted in the National Curriculum Plus and the three pathways of the Trivium, Grammar, Dialectic and Rhetoric.

At appropriate points in each subject's programme of study, students' progress against these core learning objectives will be assessed via internal subject assessment tasks, which are often cumulative in nature and determined by the head of subject; this is also supported through day-to-day formative assessment. At the end of the academic year, progress is assessed through a summative end-of-year examination.

When reporting to parents, students' progress will be determined by the quality of work being produced **at that point** within each subject **given the context of this selective grammar school**. Progress will be reported according to the following standards:

- **Working beyond expected year standard**
- **Working at expected year standard** (this is the expected standard for the vast majority of students; it is anticipated that a small number of students will exceed this standard)
- **Working towards expected year standard**

The full report at the end of the year will also contain the results of the end-of-year examinations reported as a percentage and a quartile ranking; quartile 4 reflecting those students in the top 25% of the year group for that year group for each subject according to examination results, working down sequentially to quartile 1.

(Please see Appendix 3 for an example of a short progress report and an example of a long report)

Middle School (Years 10 and 11)

In Middle School we assess students against the core content and assessment objectives as outlined by the relevant GCSE examination board specifications.

At appropriate points in each subject's programme of study, students' progress against the core content and assessment objectives of each subject will be assessed via common assessed tasks, which are often cumulative in nature and determined by the head of subject; this is also supported through day-to-day formative assessment.

Students in KS4 have FFT 20 targets set, against which, most likely grades are compared on reports. The FFT predictions are used for internal purposes only and not reported home. Please note the 2025-26 Year 11 cohort does not have FFT targets as KS2 SATs were not sat due to the pandemic.

In Year 10 students will receive a short progress report at the end of the autumn term. This report is designed to simply provide an indication of whether the student is making the expected progress for the early stages of their GCSE courses and whether they are exhibiting the right attitudes towards learning. Most likely grades are not reported at this point as it is too early to do so. Progress will be reported according to the following standards:

- **Working beyond expected standard**
- **Working at expected standard**
- **Working towards expected standard**

In Year 10 students will complete a knowledge test in the first week of November. This short assessment is designed to assess how well students are retaining key knowledge and skills for the beginning of GCSE Level study.

The results of the students' November tests will be included on the autumn term short progress report and expressed as a percentage.

In Year 10 all students will undertake PPEs (Pre Public Examinations) at the beginning of the summer term. These examinations will reflect the length, style, content and structure of the GCSE examinations, but be adapted as necessary for that point in the course. The results of these examinations will be reported as a percentage and a GCSE grade on the student's full report and also include a quartile ranking. In addition, a Most Likely GCSE grade (MLG) will be given at this point (a teacher predicted grade), along with an Attitude to Learning Grade and an extra narrative provided by the form tutor.

In Year 11, students will receive a short report containing their predicted grades (MLGs) and an Attitude to Learning grade at the beginning of December.

In Year 11, all students will undertake PPEs in the first two weeks of January. These examinations will reflect the length, style, content and structure of the GCSE examinations. The results of these examinations will be reported as a percentage and a GCSE grade on the student's full report and also include a quartile ranking. In addition, a final predicted GCSE grade (MLG) will be given at this point, along with an Attitude to Learning Grade and an extra narrative provided by the form tutor.

(Please see Appendix 4 for an example of a full report for middle school report)

Upper School (Years 12 and 13)

In Upper School we assess students against the core content and assessment objectives as outlined by the relevant A Level examination board specifications.

At appropriate points in each subject's programme of study, students' progress against the core content and assessment objectives of each subject will be assessed via common assessed tasks, which are often cumulative in nature and determined by the head of subject; this is also supported through day-to-day formative assessment.

Students in KS5 have FFT targets set, against which, most likely grades are compared on reports. The FFT predictions are used for internal purposes only and not reported home.

In Year 12 students will complete a knowledge test in the first week of November. This short assessment is designed to assess how well students are retaining key knowledge and skills for the beginning of A Level study.

Year 12 students will receive a short progress report at the end of the autumn term. This report is designed to simply provide an indication of whether the student is making the expected progress for the early stages of their A Level courses and whether they are exhibiting the right attitudes towards learning. Most Likely Grades (teacher predicted grades) are not reported at this point as it is too early to do so. This report will also include

the results of the knowledge tests expressed as a percentage. Progress will be reported according to the following standards:

- **Working beyond expected standard**
- **Working at expected standard**
- **Working towards expected standard**

In Year 12 all students will undertake PPEs (Pre Public Examinations) at the beginning of the summer term. These examinations will reflect the length, style, content and structure of the A Level examinations, but be adapted as necessary for that point in the course. The results of these examinations will be reported as a percentage and an A Level grade on the student's full report. In addition, a Most likely Grade (MLG) will be given at this point, along with an Attitude to Learning Grade and an extra narrative provided by the form tutor

In Year 13 students will have their UCAS grades confirmed at the beginning of September. Staff will be required to input this data into their SIMs teacher assessment sheets first.

In Year 13 all students will undertake PPEs in the first two weeks of January. These examinations will reflect the length, style, content and structure of the A Level examinations. The results of these examinations will be reported as a percentage and an A level grade on the student's full report. In addition, a final A Level predicted grade (MLG) will be given at this point, along with an Attitude to Learning Grade and an extra narrative provided by the form tutor.

(Please see Appendix 5 for an example of a middle school short progress report and full report)

Recording

Progress levels for KS3 short and long reports are recorded in SIMs and SISRA as well as progress levels for Year 10 and 12 short reports.

The results of end-of year examinations and PPEs are marked and recorded on SIMS. Results for PPEs in Middle School and Upper School are also transferred onto SISRA for further analysis.

It is the individual subject teacher's responsibility to ensure that they meet the deadline for data entry. It is the Director of Faculty's and/or Head of Subject's responsibility to ensure that all their team have inputted data accurately by the expected deadline.

These formal assessments are sat in examination conditions so that all students sit the same paper in the same conditions so that results between students can be compared providing more reliable data.

Feedback from summative assessments, monitoring and review

Feedback from summative assessments can be used formatively by both students and departments/faculties to guide students' efforts and activities in subsequent learning. From reviewing summative assessments, teachers and departments/faculties are able to identify where there may be gaps in learning and plan to address these in future teaching.

It is expected that a review at department/faculty level takes place after summative assessments to analyse trends and identify whether particular skills or topics may need to be revisited or retaught for the whole cohort or parts of the cohort. Question Level Analysis spreadsheets are a useful tool to support the identification of core areas which need addressing.

Each subject must have in place agreed procedures for feeding back the results of summative assessment in a formative way. Suggestions of good practice are, but not limited to the following:

- share examples of high level responses.
- highlight common misconceptions.
- model how to respond to questions.
- share mark schemes.
- provide opportunities for students to redraft and improve their answers.

In addition, Heads of Subject/ Directors of Faculty are required to review results of summative assessments with their SLT link in line management meetings and Heads of Year review progress of their year cohort with their SLT links as per the following :

SLT with HoDs / DoFs in line management

SISRA based discussion for whole school data:

- Headline data (actual grades / predicted grades / target grades / value added/ comparison to previous cohort).
- Comparison of DA/PP / SEND / ethnicity / gender in sixth form.
- Causes for concern and actions agreed.
- Students to celebrate and actions agreed.

SLT with HoYs in line management

- Headline figures : % of actual grades v predicted (GCSE / A Level)/ % of ATL grades
- Students to be celebrated for attainment /achievement –postcard home
- Students to be celebrated for ATL– all 1s– postcard home
- Students to be celebrated – students who have made most progress/improvement since previous data drop in terms of attainment and/ or attitude to learning – postcard home
 - Cause for concern / underachievement - agree supportive interventions with date for review e.g. subject specific interventions / academic report / 121s / peer mentoring / teacher mentoring / contact home.
 - Cause for concern – poor attitude to learning – agree supportive intervention as above with review date e.g. report / contact home

Appendix 1

Year Group	Parents' evening	Short Report	Full report	Year examinations
7	<p>Tutor / Parent consultation evening 25th Sept 2025</p> <p>Parents' Evening 22nd Jan 2026</p>	<p>Short Progress report 12th Dec 2025.</p> <p>Attitude to Learning Grade 4-1</p> <p>Current progress reported as : -Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p> <p>Target to be given for 'working towards ...' and ATL grade 2 and 1</p>	<p>10th July 2026</p> <p>Exam % Quartile ranking Attitude to Learning Grade 4-1 Form tutor comment Reading age scores</p> <p>Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p> <p>Target to be given for 'working towards ...' and ATL grade 2 and 1</p>	<p>End-of year examinations 1st June-5th June 2026</p> <p>Exam papers will:</p> <p>-reflect key content and skills covered during the academic year.</p> <p>Examinations to last 50 mins</p>
8	<p>Parents' Evening 19th Mar 2026</p>	<p>Short Progress report 12th Dec 2025.</p> <p>Attitude to Learning Grade 4-1</p> <p>Current progress reported as : -Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p>	<p>10th July 2026</p> <p>Exam % Quartile ranking Attitude to Learning Grade 4-1 Form tutor comment</p> <p>Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p>	<p>End-of year examinations 1st June-5th June 2026</p> <p>As per Year 7 but provide an opportunity to recall and use knowledge and understanding from Year 7 too.</p> <p>Examinations to last 50 mins</p>

		Target to be given for 'working towards ...' and ATL grade 2 and 1	Target to be given for 'working towards ...' and ATL grade 2 and 1	
9	Parents' Evening 5 th March 2026	<p>Short Progress report 12th Dec 2025.</p> <p>Attitude to Learning Grade 4-1</p> <p>Current progress reported as : -Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p> <p>Target to be given for 'working towards ...' and ATL grade 2 and 1</p>	<p>10th July 2026</p> <p>Exam % Quartile ranking Attitude to Learning Grade 4-1 Form tutor comment</p> <p>Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p> <p>Target to be given for 'working towards ...' and ATL grade 2 and 1</p>	<p>End-of year examinations 1st June-5th June 2026</p> <p>As per Year 7 / 8 but provide an opportunity to recall and use knowledge and understanding from Year 7 and 8 too.</p> <p>Examinations to last 50 mins 2 papers for maths</p>
10	Parents' Evening 11 th Jun 2026	<p>Short Progress report 12th Dec 2025.</p> <p>Attitude to Learning Grade 4-1</p> <p>Current progress reported as : -Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p> <p>Target to be given for 'working towards ...' and ATL grade 2 and 1</p> <p>November test %</p>	<p>5th June 2026</p> <p>Exam % GCSE Grade Quartile ranking Most Likely Grade (MLG) Attitude to Learning Grade 4-1 Form tutor comment</p> <p>Target to be given for Most Likely Grades (MLGs) of grade 6 and below and ATL grade 2 and 1</p>	<p>PPEs 13th April-24th April 2026</p> <p>Year 10 MFL PPEs are scheduled 23rd Mar -26th Mar Year 10 Art PPE 19th & 20th Mar Examination papers will reflect the length, style, content and structure of GCSE paper(s) .</p>

11	Parents' Evening 4th Dec 2025	<p>Short report – Most Likely Grades (predicted grades) 28th Nov 2025</p> <p>Current Most likely Grades (MLGs)</p> <p>Attitude to Learning grade 4-1</p> <p>Target to be given for MLGS of grade 6 and below and ATL grade 2 and 1</p>	<p>27th February 2026</p> <p>Exam % GCSE grade Quartile ranking Most Likely Grade (Predicted Grade) Attitude to Learning Grade 4-1 Form tutor comment Target to be given for ATL grade 2 and 1 and Most Likely Grades (MLGs) of 6 and below</p>	<p>PPEs 5th Jan-23rd Jan 2026 Art PPE 1st-2nd Dec 2025 MFL Speaking PPEs 8th-23th Dec 2025</p> <p>Examination papers must reflect the length, style, content and structure of GCSE paper(s).</p>
12	<p>Tutor/Parent consultation evening 2nd Oct 2025</p> <p>Parents' Evening 12th Feb 2025</p>	<p>Short Progress report 12th Dec 2025</p> <p>Attitude to Learning Grade 4-1</p> <p>Current progress reported as : -Working beyond expected standard -Working at expected standard -Working towards expected year standard</p> <p>November test % Target to be given for 'working towards ...' and ATL grade 3 and 4</p>	<p>5th June 2026</p> <p>Exam % A Level Grade Most Likely Grade (teacher prediction) Attitude to Learning Grade 4-1 Form tutor comment</p> <p>Target to be given for ATL grade 2 and 1 and Most Likely Grades (MLGs) 2 below FFT targets</p>	<p>PPEs 13th April-24th April 2026 ART PPE is scheduled 23rd Mar – 225th Mar MFL Speaking PPEs 16th & 18th Mar</p> <p>Examination papers must reflect the length, style, content and structure of A Level paper(s) including:</p>
13	Parents' Evening 20th Nov 2025	<p>Final UCAS predicted grades inputted onto SIMs 10th Sept – published by 19th Sept to students</p>	<p>27th February 2026</p> <p>Exam % A Level Grade Most Likely Grade (Predicted Grade) Attitude to Learning Grade 4-1</p>	<p>PPEs 5th Jan-23rd Jan 2026 Art PPE scheduled 21st Jan-23rd Jan MFL PPE speaking 15th and 16th Dec</p>

			Form tutor comment Target to be given for ATL grade 2 and 1 and two below ALPs MEGs.	Examination papers must reflect the length, style, content and structure of A Level paper(s) including:
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Appendix 2

Attitude to learning (ATL) grade descriptors

An ATL grade describes the student's level of task commitment, class participation, quality and quantity of work, timely completion of class and homework assignments, vision, organisation and general attitude towards their learning. These grades should be awarded as a 'best fit.'

4 - Outstanding	<p>A student whose attitude to learning is outstanding:</p> <ul style="list-style-type: none">• shows dedication and enthusiasm for learning at all times.• is fully prepared and actively engaged in every lesson, participating to the best of their ability.• always produces work of a high quality regularly going beyond the requirements of the task.• volunteers constructive contributions in class, asking questions which challenge their thinking and/or that of their teachers.• demonstrates resilience when faced with challenging tasks and will persevere using a range of strategies to support them until the task is completed.• actively seeks and responds to feedback on how to improve the quality of their work.• shows great determination and perseverance; views setbacks and mistakes as opportunities to learn and grow.• manages their time and work efficiently and is an excellent role model who is highly disciplined.• uses their initiative in a range of situations without always having to be told what to do.• uses a range of strategies to support their learning.• completes all HW on time to the best of their ability.• uses a range of highly effective systems for organising, revising and learning work that require active participation.• is goal orientated; often sets themselves personal bests against which they then measure themselves.
3 - Good	<p>A student whose attitude to learning is good:</p> <ul style="list-style-type: none">• shows a good interest in their learning and is attentive and focused.• often produces good quality work which goes beyond the requirements of the task.• responds well to and acts on feedback and targets, completing work to the expected standard.• frequently asks questions to seek clarification and help.• at times, may also ask questions, which challenge their own thinking.• shows determination and will persevere when work is challenging.• takes responsibility for their work and is well-organised.• willingly does all that is asked of them and sometimes more.

	<ul style="list-style-type: none"> • accepts mistakes as being an opportunity to progress their learning but may need guidance on how to apply appropriate strategies to act on them. • uses a range of systems for organising, revising and learning work that require active participation. • completes homework on time to a good standard, appropriate to their ability. • is able to set appropriate targets against which to measure themselves.
2 Requires improvement	<p>A student whose attitude to learning requires improvement:</p> <ul style="list-style-type: none"> • produces work that does not always meet expectations. • usually engages in the lesson but needs reminding to stay on task. • may be prone to distraction. • may make a good level of effort some of the time but this is not consistent. • may be willing and ready to learn but is sometimes unprepared e.g. forgets books / equipment. • may not have effective systems for organising and managing their work and requires regular intervention from the teacher to support them. • is not proactive in their learning e.g. does not readily seek help, clarification, feedback or ask questions. • may not try hard enough to improve their work after feedback, having to be directed to do so by the teacher with very clear guidelines. • gives up when tasks are challenging. • may not complete HW on time and / or rush HW, not completing it to the required standard. • is rather passive with revision relying mainly on reading and highlighting notes, focussing largely on work they already know. • may lack confidence. • may not have a clear sense of purpose; may, therefore, resent setting goals and targets.
1 Unsatisfactory	<p>A student who attitude to learning is unsatisfactory:</p> <ul style="list-style-type: none"> • makes little effort to be involved in the lesson and may disrupt the learning of others instead. • produces work which does not meet expectations in terms of quality of content and length. • may need frequent reminders to stay on task. • is frequently unprepared, e.g. forgets books and equipment. • does not have effective systems for organising work. • fails to act on feedback provided and as a result may not make much progress. • does not seek feedback, clarification or support. • is not interested in being challenged and will give up without really trying. • spends an inadequate amount of time on tasks and may produce poor work as a result. • takes little or no responsibility for their own learning or behaviour. • completes less than the minimum requirements of tasks and is not engaged in their learning.

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| | <ul style="list-style-type: none">• rarely completes HW on time and to the required standard.• has difficulty managing their time and prioritising; frequently misses deadlines.• does not engage with revision on a regular basis and in a structured and targeted manner.• has no clear sense of purpose; resents target setting |
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Appendix 3



SOUTHEND HIGH SCHOOL FOR GIRLS

Year 7 Progress Report December 2025

Name: <<Forename>> <<Surname>>

 Form: <<req>>

Subject	Current Progress Level	ATL	Target For Improvement	Teacher
Art				
Biology				
Chemistry				
Classics				
Computer Science				
Drama				
English				
French				
German				
Geography				
History				
Mathematics				
Music				
Physics				
Physical Education-Hands				
Physical Education-Head				
Physical Education-Heart				
Spanish				
Religious Studies				
Technology				
Reading Age				

Authorised Absences	Unauthorised Absences	Lates	Achievement Points	Behaviour Points



SOUTHEND HIGH SCHOOL FOR GIRLS

Year 7 Full Report July 2026

Name: <<Forename>> <<Surname>>

House: <<House>>

Form Tutor Feedback	
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Subject	Exam %	Quartile	ATL	Current Progress Level	Target for Improvement
Art					
Biology					
Chemistry					
Classics					
Drama					
English					
French					
Geography					
German					
History					
Mathematics					
Music					
Physics					
Physical Education					
Religious Studies					
Spanish					
Technology					

Reading Age	Autumn Term	Spring Term	Summer Term

Achievement Points	
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Behaviour Points	
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Attendance %	
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Unauthorised Absences	
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Lates	
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Subject	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile
Art				
Biology				
Chemistry				
German				
Drama				
English				
French				
Geography				
History				
Maths				
Music				
Physics				
Religious Studies				
Spanish				
Technology				

Appendix 4

Year 10 short progress reports



SOUTHEND HIGH SCHOOL FOR GIRLS

Year 10 Progress Report December 2025

Name: <<Forename>> <<Surname>> _____

Form: <<reg>>

Subject	November Tests %	Current Progress Level	ATL	Target For Improvement	Teacher
English Literature					
English Language					
Mathematics					
Biology					
Chemistry					
Physics					
Art					
Business Studies					
Computer Science					
Classics					
Drama					
French					
Food Technology					
Geography					
German					
Graphics					
History					
Music					
Media Studies					
Physical Education					
Religious Studies					
Spanish					
Textiles					

Authorised Absences	Unauthorised Absences	Lates	Achievement Points	Behaviour Points



SOUTHEND HIGH SCHOOL FOR GIRLS
Year 10 Full Report

Name: <<Forename>> <<Surname>> **Form:** <<reg>>

Subject	PPE %	PPE Grade	Quartile	Most Likely Grade	ATL	Target
Art						
Biology						
Chemistry						
Classics						
English Language						
English Literature						
French						
Geography						
History						
Mathematics						
Physics						

Form Tutor Feedback	
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SOUTHEND HIGH SCHOOL FOR GIRLS

Year 11 Autumn Report

Name: <<Forename>> <<Surname>> Form: <<reg>> <<Class Teacher: Tutorial
(GCSEF) - Title Initial and Surname>>

Subject	Most Likely Grade	Target for Improvement	Attitude to Learning	Teacher
Art				
Biology				
Chemistry				
Computer Science				
Double Science				
English Language				
English Literature				
French				
Geography				
German				
Mathematics				
Physical Education				
Physics				
Religious Studies				
Spanish				
Textiles				

Authorised absences	Unauthorised absences	Lates	Achievement points	Behaviour points
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Appendix 5



SOUTHEND HIGH SCHOOL FOR GIRLS Year 12 Progress Report December 2025

Name: <<Forename>> <<Surname>> _____

Form: <<reg>>

Subject	November Test %	Current Progress Level	ATL	Target For Improvement	Teacher
English Literature					
English Language					
Mathematics					
Biology					

Authorised Absences	Unauthorised Absences	Lates	Achievement Points	Behaviour Points



SOUTHEND HIGH SCHOOL FOR GIRLS Year 13 Full Report

Name: <<Forename>> <<Surname>> Form: <<reg>>

Subject	PPE Grade	PPE %	Most Likely Grade	Attitude to Learning	Target for Improvement
Art <<ClassTeacher.Art (GCEA) - Title Initial and Surname>>					
Biology <<ClassTeacher.Biology (GCEA) - Title Initial and Surname>>					
Business Studies <<ClassTeacher.Business Studies (GCEA) - Title Initial and Surname>>					
Chemistry <<ClassTeacher.Chemistry (GCEA) - Title Initial and Surname>>					

Class Teacher: Tutorial

Authorised Absences	Unauthorised Absences	Lates	Achievement Points	Behaviour Points

