SHREWSBURY HOUSE SCHOOL
FOUNDED 1865

ASSESSMENT, MARKING AND FEEDBACK POLICY

Policy owner:	Deputy Head Academic
Approved by:	Executive Head
Date of last review:	September 2026
Next review:	September 2027

Introduction

The aim of this policy is to set out the expectations for assessment, feedback and reporting in the school, to guide new colleagues and to inform discussions, ensuring that there is consistency in application throughout the school. This policy gives guidance to staff on the purpose, types and frequency of marking, assessment and reporting that is required to support the delivery of the academic curriculum at Shrewsbury House School and contains examples of types of reporting.

This policy should be read in conjunction with the following documentation:

- SHS High Learning Potential (HLP) and More Able, Gifted and Talented Policy
- SHS Learning Enrichment Policy
- SHS EAL Policy
- SHS Curriculum Policy
- ISI Independent School Standards
- DfE Teacher Standards
- SHS High Learning Potential (HLP) and More Able Gifted and Talented Register

Principles of Marking and Constructive Feedback

Marking and feedback should be manageable, meaningful and motivated by pupil progress. Guided by current educational research (such as the Education Endowment Foundation), feedback focuses on closing the learning gap efficiently, prioritising actionable guidance over administrative volume.

- Live and Immediate Feedback: Feedback given in the moment during lessons is prioritised over retrospective written comments.
- Dedicated Improvement Time (DIRT): Feedback is only effective if pupils interact with it. Time is built into lessons for pupils to actively apply targets and improve their work rather than simply acknowledging teacher comments with initials or signatures.

- Targeted Marking: Teachers are not expected to correct every error in a piece of work. Marking focuses specifically on the stated Learning Objective (LO) and Success Criteria (SC).
- Selective Error Correction & Accessibility: Marking and feedback must be accessible to all pupils. For pupils with SEND, EAL, Dual and Multiple Exceptionality (DME), High Learning Potential (HLP) pupils, who also have SEND or EAL needs, written feedback is simplified, scaffolded or delivered verbally to ensure clear understanding and prevent barrier creation.

Our assessment provides information to support progression in learning and monitors attainment of individuals, groups and classes. It ensures continuity and progression for boys' learning within and across year groups and is also used to set boys appropriately so that progression for each boy is enhanced. Assessment is also used to identify special educational needs, raise standards of learning and, where appropriate, assist in informing decisions about future school options.

Assessment complements teaching and learning. It provides a framework within which the school can develop and enhance the learning of its boys.

Purposes of Marking

- To inform the teacher of a boy's progress and to aid future planning;
- To provide feedback to the boy about current work and progress;
- To require a response from the boy to the teacher's marking when appropriate;
- To encourage self-assessment where the boy can recognise his difficulties and mistakes and to promote the acceptance of help/guidance from others.

Types of Marking

- Marking should be relevant to the lesson objective e.g. presentation, spelling or content. It does not always require every aspect to be annotated. The boys must be made aware of the main focus for the marking before they undertake the task.

- Teachers' comments: positive comments can be shown in a number of ways. For example, a tick at the appropriate point, a comment in the margin or at the end of a piece of work. Written work, where appropriate, should have advice for improvement which will require a response or acknowledgement from the boy. In the Younger Years, stickers may be used to give immediate positive feedback and praise.

- Spellings: a balance between identifying errors and over-correcting should be achieved, as a piece of work covered by the teacher's pen can be counter-productive; especially, if the pupil in question has SEND. There is an expectation that high frequency words are spelt correctly; subject-specific vocabulary should be learned and used correctly.

- Peer and self-assessment: are valuable tools and can be undertaken at any level. They are most valuable with a clear rubric or guideline. Longer answers and essays can be assessed when boys are able to feel confident with this task

- Verbal feedback stamps/comments: can be used in conjunction with peer and self-assessment, to allow a brief comment from the teacher, of the marking which has taken place. The boys are

encouraged to write down the feedback or sign their initials to indicate their understanding, thereby owning the process.

- Criteria Grids: for essays are incredibly helpful and indicate current levels of attainment as well as descriptors for future targets.

- Assessment for Learning (AFL): can be best achieved with an LO stating the learning objective with accompanying success criteria which enables the learner to engage with their progress on the journey to achieving the lesson's goal (objective) by the end of the lesson. During the lesson, teachers can ask pupils to tick-off their success criteria if achieved or explain to them what they need to do if not achieved. Learning objectives can then be ticked once achieved and a comment added where appropriate. Completed work should not repeatedly be marked with just a tick as that is not useful or constructive feedback.

Frequency of Marking

- Marking is encouraged to take place during the lesson which allows for immediate feedback and the involvement of the boy in the process of review.

- Most work will be marked within a reasonable time-frame of that lesson - usually one week. However, in the case of a long-term project, it may not be finally marked until the completion of the project. In this case, ongoing feedback is essential.

Marks and Grades

The actual marks given for pieces of work must be consistent and comments/symbols must follow the School Marking Policy Codes (see appendix i) and the policy for the subject. Spelling corrections should be addressed sensitively, as previously mentioned, by all teaching staff

Work Sampling and Quality Assurance

Quality assurance at Shrewsbury House School is designed to foster professional dialogue, share best practice and ensure consistent standards without placing unnecessary surveillance or workload burdens on staff.

Collaborative Sampling Window: Work sampling occurs once per term within a designated quality assurance window. Heads of Department review a light-touch sample of books/files alongside staff to celebrate strengths and discuss developmental targets.

Proportional Monitoring: Central reviews by the Deputy Head Academic are aligned with departmental windows where possible to avoid duplicate or unannounced scrutinies.

Focus on Impact: Sampling evaluates pupil engagement and progress over time rather than compliance with surface-level presentation or pen-colour rules.

Moderation and Standardisation: Subject departments conduct regular internal moderation of work samples, tasks and exam scripts to ensure consistency of standards. Standardised benchmark assessments (CAT4, NGRT, NGST, PTE/PTM) are regularly moderated against teacher judgements.

Assessment Serves Several Purposes:

Formative - such assessment is an integral part of curriculum planning and should be used in mapping out the steps which boys follow in their learning. i.e. ongoing classwork. Many AFL opportunities.

Diagnostic - this provides a detailed picture of a boy's strengths and weaknesses

Summative - summative assessment provides a picture in time of a boy's development i.e. a summary of his progress (e.g. tests)

Assessment is a vital part of teaching and learning and should aid teachers in planning work, identifying problems and helping the boys to make progress. Follow-up should take place to ensure that the needs of individual boys can be addressed. It should form an important part in target setting for individuals.

Assessment is helpful in reporting to parents on their son's progress and in suggesting any consolidation or extension work which may be applicable.

Targeted / Statutory Tracking measures progress against specific targets set in EHC Plans, Individual Education Plans (IEPs), and, for Reception, the statutory EYFS Profile across all seven areas of learning.

Forms of Assessment

We assess in a variety of ways for a variety of purposes. These include the elements of assessment as outlined above. This should not solely rely on one piece of evidence but on a series of pieces of work or through tests. It should also take into account the processes involved in producing a piece of work and not just the finished result. Assessments may also take the form of discussion or observations as outlined below:

Observing the boys – this includes listening to how they describe their work and their reasoning. This can also include verbal feedback. In the Younger Years, photographs are taken of children's work to demonstrate their understanding, as well as observations to support the Early Years Framework.

Questioning – using a variety of types e.g. open and closed, to check and probe for understanding. Open questions, inspired by Bloom's Taxonomy, are more desirable and encourage critical thinking.

Setting tasks – in ways which require the boys to use and apply their knowledge, skills and understanding.

Asking the boys to demonstrate their thinking in other ways e.g. drawing, studying artefacts, actions, role-play and concept mapping, as well as writing.

Further ideas: essays, interviews, performance tasks, exhibitions and demonstrations, portfolios, Journals, teacher-created tests, rubrics, self- and peer-evaluation, assignment, individual project and group projects. In the Younger Years, Seesaw and photographic evidence record ongoing progress. In Reception, ongoing observational assessment is mapped directly against the EYFS statutory framework, culminating in the EYFS Profile assessment at the end of the academic year.

Codes, symbols and general expectations

While we expect each subject to set out work with a date, title and whether the assessment is class work or prep and the LO/SC is set, each subject will also have its own marking policy outlining in greater detail, the expectations of the subject. Alongside the whole-school marking codes, additional marking codes should appear in the subject policy for each subject and in each boy's exercise book / file.

Layout Standards: Pupils are encouraged to take pride in their work. Dates and titles should be clearly set out and underlined, but minor presentation errors should be addressed constructively without distracting from core learning.

Feedback Stamps & Symbols: Standardised symbols (see Appendix i) should be used efficiently. Where a 'Verbal Feedback' stamp is used, pupils demonstrate understanding through actionable corrections during DIRT time, removing the need for transactional sign-offs or teacher re-stamping.

Peer and Self-Assessment: Self- and peer-assessment are tools to build metacognition. Teachers acknowledge pupil self-marking during routine reviews without duplicating the marking efforts.

Assessment of Learning

It is through an effective tracking system that all boys' progress is monitored carefully to make sure that every boy is achieving his potential and to enable all needs to be met. Together with regular analysis of the boys' attainment, the curriculum is constantly reviewed and planning reflects the requirements of the boys. Boys' attainment is tracked through summative and formative assessment, as well as diagnostic.

Using our Virtual Learning Environment (Google Classroom) to assist with feedback for Years 3-8

<u>Collaboration</u>
Google Classroom's collaborative tools can be used to provide feedback and assess through the platform's marking and tracking system. The boys can 'accept' comments that teachers post to improve their work and react to 'next steps' set by the teacher.

<u>Self and peer-assessment</u>
Boys can work together on shared documents, spreadsheets and powerpoints present on Google Classroom. They are able to post constructive feedback to each other.

<u>Sharing and synthesising information</u>
Boys can use the full range of Google Classroom's functionality to respond to critical thinking challenges and the higher order thinking requirements required by the teaching staff.

<u>Communication with the boys</u>
Direct messaging can occur between teacher and pupil so that immediate feedback can be provided on a set task and any misconceptions addressed. However, pupils are not allowed to use the 'stream' as an open forum for comments in order to protect the needs of all pupils and deter any unnecessary and unrelated comments.

Methods of Assessment

The method of assessment will be different for each subject and for each year group. It is the Subject Head's responsibility to ensure that assessment is taking place in his/her subject across the year groups, consistently and throughout the school year and that this is monitored.

Boys should be given clear guidelines as to the purpose, nature and requirements of any task to enable them to perform to the best of their ability.

If an assessment requires boys to do some revision, the teacher should give very clear instructions and go through the work to be revised in class.

How will we show progression throughout the school?

- Boys will have a chance to reflect on what has been marked; this could be self- reflection, dedicated improvement time or it could be a discussion with the teacher and/or peers.
- Self and peer marking is introduced in Year 2 and used more regularly thereafter. Boys should use a different coloured pen/pencil to the teacher's, usually purple.
- Targets/next steps should be reviewed regularly and responded to by both boys and teachers. This is undertaken regularly in the mandatory target and evaluation sheets at the start of each term in the examined subject areas.
- Next Step targets are also provided through the individual pupil Progress Report. There is a culture of target-setting and self-improvement, as boys own their own learning and become independent learners.

How will we measure our success?

Our assessment is successful if our boys have a clear idea of their next steps and how to achieve them. If that is successful, boys will have more ownership of their learning and be more motivated during lessons, will take more risks and push themselves to achieve more. Boys will value teachers' marking more and it will be more meaningful to them. Boys' self-esteem will increase as they find it easier to achieve success.

Roles and Responsibilities
Governors

- To ensure that the school shares, implements and monitors this policy;
- To ensure that the policy is reviewed annually.

The Executive Head and Deputy Head Academic

- To ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on boys' learning;
- To monitor, through scheduled work sampling windows, that the policy has been implemented at all levels.

Heads of Department

- To ensure the effective implementation of this policy within their department and to include in

- their subject policies, more detailed marking applicable to that subject in particular;
- To monitor regularly the implementation and effectiveness of this policy through department work sampling;
- To provide feedback to the Deputy Head Academic when required.

Informal Reporting - This will occur at the request of either the parent or a member of staff and will take place at a time other than the official Parents' Evening. A record of the meeting is kept, notes are added to SchoolBase on the boys' profiles.

Parents' Consultations - These take place once a year for each different year group. The meeting is principally to discuss the academic and social progress of each individual boy. Parents have the opportunity to discuss their son's progress with each of his/her academic teachers. In the Younger Years, parents will have two consultations during the academic year, in person.

Written Reports - Over the course of the academic year, parents will receive four Progress Card and Report updates which incorporate: Behaviour for Learning grades (BFL) and Attainment Grades (ATG) as well as a 'Next Step' (NST) target for each subject area based on Shrewsbury House School standards. *(Please see Appendix iii).* In the Younger Years, parents receive two longer written reports per year, one at the end of the Autumn Term and one at the end of the Summer Term.

Parents also receive a full report, or for Year 8, a Valedictory report at the end of the academic year. *(Please see Appendix iv).*

Written reports include:
A comment from each subject teacher (except STEAM, Opening Minds, Foundation and Presentation Skills), the Form Tutor with a Head of Year and Executive Head signature, together with any relevant test/examination results.

The assessment schedule (please see Appendix v) will provide:
- CAT4 scores, enhancing verbal and non-verbal, spatial and quantitative reasoning to provide more detail;
- Spelling and reading ages through the NGRT and NGST GL Assessments;
- Diagnostic information from the above indicating strengths and weaknesses and giving national comparisons;
- Regular feedback from reports and other interventions;
- PASS Test (GL Assessment) analysis relating to the pupil's feelings about school and to learning.
- Mock ISEB pretest assessments in Year 5 and 6;
- GL Dyslexia Screener in Year 4;
- Mock Common Entrance and Scholarship Exams in Year 8;
- School Examinations from Year 3-7;
- PiRA tests in Year 1 and Year 2 help to assess a child's reading comprehension and understanding.

The assessment data is used to:
- Inform teaching;
- Monitor individuals especially those who may be struggling or those who need extension work;

- Track boys' progress from one year to the next and assess their performance against national norms;
- Tracks pupils identified on the High Learning Potential (HLP) / MAGT Register;
- Identify pupils with specific learning difficulties;
- Better inform parents about their son's progress;
- Assist in advising parents about possible future schools for their sons.

Spelling and Reading age tests help us in assessing and tracking boys. Any special educational needs are identified as early as possible so that an appropriate course of action can take place. Concerns are raised with our Learning Enrichment team, where applicable.

There are detailed policies to read alongside the assessment policy:

- Learning Enrichment Policy;
- High Learning Potential (HLP) and More Able, Gifted and Talented Policy (and register);
- English as an Additional Language.

It is the responsibility of the Executive Head, Deputy Head Academic and the Director of Scholarship, Reporting and Assessment to make sure that assessment procedures are working well (with staff sharing information with one another when appropriate), that data is submitted, analysis of data takes place and individual needs of boys are being met including, when required, in consultation with Learning Enrichment Co-ordinator (LEC) further assessment such as dyslexia screening and Educational Psychologists' assessments.

At Shrewsbury House School, parents are kept well informed about their son's progress both formally during Parents' Evenings and in written Reports as well as through other communications such as e-mail and telephonic conversations. Discussion takes place at pastoral meetings and with Heads of Year to discuss factors affecting boys' progress. Communication with parents is a vital part of the work of Shrewsbury House School and all parents are involved in their son's learning.

Marking Policy Key Codes (Appendix i)

SHS Whole-School Marking Symbols	
V	*Verbal Feedback*
+	*Plus*
Ind.	*Independent Work*
S	*Supported Work*
NS or EBI	*'Next Step' target / Even Better If*
?	*Not correct or clear – check/think again. Staff to underline the specific word or phrase alongside the '?'*
SC ✓	*Success Criteria Achieved (not ticked if not achieved)*
LO ✓	*Lesson Objective achieved (not ticked if not achieved)*
sp	*Spelling (no more than three per piece of work – may depend on child)*
Highlight	*Work that can be celebrated e.g. an impressive sentence, excellent vocabulary, strong working-out in maths, neat handwriting etc.*
CHIPS	***C*** *- Capital Letters* ***H*** *- Handwriting* ***I*** *- Interesting Words* ***P*** *- Punctuation* ***S*** *- Spelling* *This acronym is for pupil-driven proofreading to drive the checking and uplevelling of independent work*

Reporting and Feedback Overview (Appendix ii)

	Rec, Year 1, Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Aut 1		Progress Card	Progress Card	Progress Card	Parents' Evening – Tutor, Reasoning, Eng & Maths only Tues 13 Oct 2026 (5.30-8.30pm) Progress Card	Progress Card	Progress Card
Aut 2	Reception, Year 1 & Year 2 Parent Consultations - Tue 3 Nov 2026 (17:30-20:00)	Progress Card Year 3 Parents' Consultations - Tue 24 Nov 2026 (17:30-20:30) Progress Card	Progress Report	Progress Report	Progress Report	Progress Report	Year 8 **Pupils' & Parents'** Consultations - Tues 1 Dec 2026 & Thur 3 Dec 2026 (17:30-20:30) Progress Card
Spring 1			Year 4 Parents' Consultations - Tue 19 Jan & 21 Jan 2027 (17:30-20:30)		Year 6 Parents' Consultations (without: Eng, Ma, Rea) - Tue 26 Jan & Thur 28 Jan 2027 (17:30-20:30)	Year 7 **Pupils' & Parents'** Consultations - Tue 9 Feb & 11 Feb 2027 (17:30-20:30)	
Spring 2		Progress Report	Progress Card	Year 5 Parents' Consultations - Tue 9 Mar & Thur 11 Mar 2027 (17:30-20:30) Progress Card	Progress Card	Progress Card	Progress Report
Summer 1		Progress Card	Progress Card	Progress Card	Progress Card	Progress Card	Progress Card
Summer 2		Full Report	Full Report	Full Report	Full Report	Full Report	Valedictory Report

Progress Report Explanation and Template (Appendix iii)

Progress Reports are updated throughout the year for every pupil in each year group. They comprise Attainment Grades (ATG), Behaviour for Learning Grades (BFL) for all subjects. Next Step Targets (NST) are also added alongside the BFL and AG grades once a year. Parents will receive updates as follows:

Attainment Grades - (4 times a year)
Behaviour for Learning Grades - (4 times a year)
Next Step Targets - (once a year)

Only parents (and not future schools) receive the Progress Report; It is not routinely sent to senior schools. The Progress Report effort and attainment grades serve as a guide for parents, boys and teachers to manage boys' learning and work ethic in line with expectations and, essentially, to encourage Behaviour for Learning. *Please note that the first template below represents the Year 4-7 Progress Report Template which has the Next Step Targets at the end of the Autumn Term. The second template represents the Year 3 & 8 template and has the Next Step Targets at the end of the Spring Term.*

Progress Report 2026 27

SHS Values: Respect, Perseverance, Integrity, Compassion, Aspiration

Pupil	Pupil Number	Year Group	House	Tutor	Date

	Autumn Term					Spring Term		Summer Term	
Subject	Aut 1 BFL	Aut 1 AT	Aut 2 BFL	Aut 2 AT	Autumn 2 Targets	Spr 2 BFL	Spr 2 AT	Sum 1 BFL	Sum 1 AT
English									
Mathematics									
Science									
French									
French									
Art									
Computing, Coding & Robotics									
Drama									
Games									
Geography									
History									
Latin									
Music									
PE									
Reasoning									
Swimming									

Subject	Autumn Term					Spring Term		Summer Term	
	Aut 1 BFL	Aut 1 AT	Aut 2 BFL	Aut 2 AT	Autumn 2 Targets	Spr 2 BFL	Spr 2 AT	Sum 1 BFL	Sum 1 AT
Technology									
TPR									

Autumn 2 - Tutor Comments

Form Tutor: Mr M Males **Head of Year: Mr C Nicholas** **Executive Head: Mrs J Hubbard**

	Autumn 1		Autumn 2		Spring 2		Summer 1	
Absences / Lates								
Pluses & Minuses								

Attainment Grades

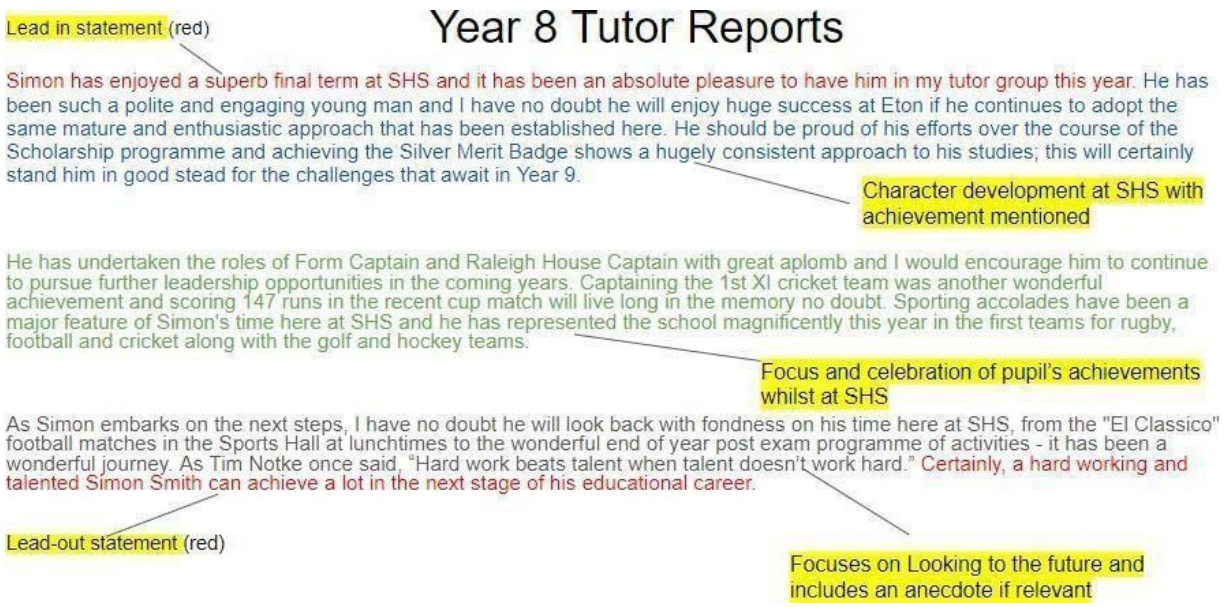
Band	Attainment	Sub Level	Explanation
Working Well Above Expected Level	1+	Exceeding	• Producing high quality work at this stage in relation to all SHS formative and summative assessments.
	1	Meeting	• Skill, knowledge or understanding is demonstrated and applied naturally and in context without any prompting or modelling.
	1-	Emerging	• Embraces academic challenge and displays a deep understanding of topics covered.
Working Above Expected Level	2+	Exceeding	• Producing work above the expected level at this stage in relation to all SHS formative and summative assessments.
	2	Meeting	• When a skill or objective is modelled/ taught the pupil fulfils all aspects of the criteria within their work, and is then able to apply the concepts independently and consistently.
	2-	Emerging	• Ready to deepen understanding with further academic challenges.
Working at Expected Level	3+	Exceeding	• Producing work in line with expectations at this stage in relation to all SHS formative and summative assessments. When a skill is modelled, the pupil can employ the skill.
	3	Meeting	• They are not yet fully independent at this stage and require continued practice to apply the skill which may be through the form of scaffolding or further modelling.
	3-	Emerging	• Responds appropriately to the academic challenge posed by staff and the curriculum.
Working Below Expected Level	4+	Exceeding	• Producing work that is not consistently in line with expectations at this stage in relation to all SHS formative and summative assessments.
	4	Meeting	• The skills, concept or body of knowledge taught is rarely shown or applied consistently or appropriately, without direct adult support.
	4-	Emerging	• Responds inconsistently to the academic challenge posed by staff and the curriculum.
Working Well Below Expected Level	5+	Exceeding	• Producing work that is regularly below the set expectations in relation to SHS formative and summative assessments and expectations.
	5	Meeting	• Significant support is required for the pupil to access the curriculum.
	5-	Emerging	• Struggles to commit to the academic challenge posed by staff and the curriculum.

Behaviour for Learning Grades

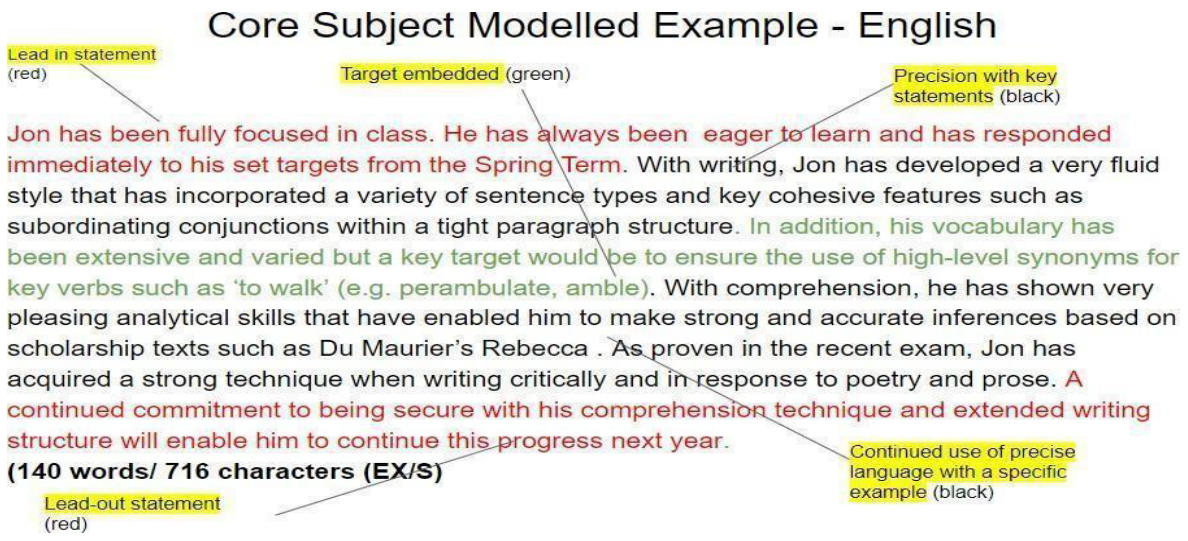
Band		Explanation
1	**Outstanding**	• Always organised and ready to learn. • Always having the correct equipment. • Always punctual to lessons, lining up in a focused and sensible manner. • Always listening carefully and attentively to teachers and other pupils. • Always committed to learning and making excellent and regular contributions to group work and class discussions. • Always acting on feedback and taking full ownership of set targets. • Always displaying exemplary behaviour throughout the lesson. • Always completing prep to an excellent level.
2	**Very Good**	• Most of the time being organised and ready to learn. • Most of the time having the correct equipment. • Most of the time being punctual to lessons, lining up in a focused and sensible manner. • Most of the time listening carefully and attentively to teachers and other pupils. • Most of the time being committed to learning and making excellent and regular contributions to group work and class discussions. • Most of the time acting on feedback and taking full ownership of set targets. • Most of the time displaying exemplary behaviour throughout the lesson. • Most of the time completing prep to an excellent level.
3	**Good**	• Frequently organised and ready to learn. • Frequently having the correct equipment. • Frequently punctual to lessons, lining up in a focused and sensible manner. • Frequently listening carefully and attentively to teachers and other pupils. • Frequently committed to learning and making excellent and regular contributions to group work and class discussions. • Frequently acting on feedback and taking full ownership of set targets. • Frequently displaying exemplary behaviour throughout the lesson. • Frequently completing prep to an excellent level.
4	**Inconsistent**	• Sometimes organised and ready to learn. • Sometimes having the correct equipment. • Sometimes punctual to lessons, lining up in a focused and sensible manner. • Sometimes listening carefully and attentively to teachers and other pupils. • Sometimes committed to learning and making excellent and regular contributions to group work and class discussions. • Sometimes acting on feedback and taking full ownership of set targets. • Sometimes displaying exemplary behaviour throughout the lesson. • Sometimes completing prep to an excellent level.
5	**Unsatisfactory**	• Rarely organised and ready to learn. • Rarely having the correct equipment. • Rarely punctual to lessons, lining up in a focused and sensible manner. • Rarely listening carefully and attentively to teachers and other pupils. • Rarely committed to learning and making excellent and regular contributions to group work and class discussions. • Rarely acting on feedback and taking full ownership of set targets. • Rarely displaying exemplary behaviour throughout the lesson. • Rarely completing prep to an excellent level.

Summer Term Full-Written Reports (examples) (Appendix iv)

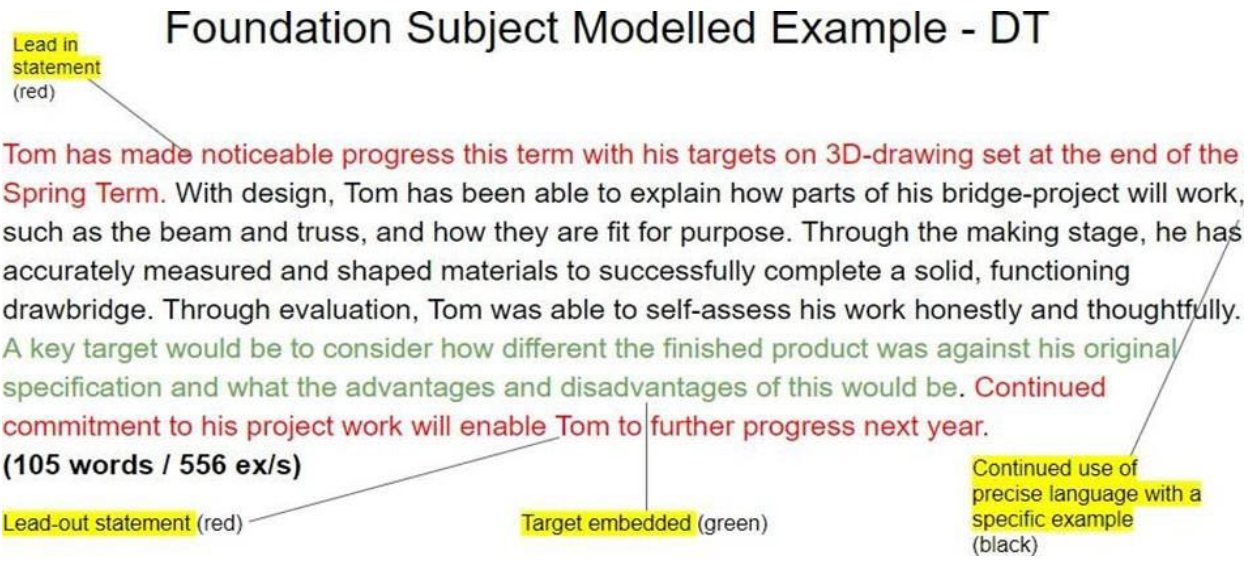
Year 8 Tutor Report



Year 3-7 Examined Subject End of Year Report



Year 3-7 Non-Examined Subject End of Year Report



Summer Term Full-Written Reports (examples) (Appendix v)

Shrewsbury House School Assessment Overview 2026-2027

- **ATOM Mock ISEB** - online exam practice for the ISEB Common Pre-Tests *(GL and CEM style)* and independent senior school assessments.
- **CAT4** - Cognitive Abilities Test
- **NGRT** - New Group Reading Test
- **NGST** - New Group Spelling Test
- **PTE/PTM**- GL Assessment Progress Tests in English, Maths
- **IPQ** - Independent Project Qualification

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Year 3	NGRT/NGST CAT4	PASS							NGRT/NGST PTE/PTM	School Exams
Year 4	NGRT/NGST CAT4	PASS			GL Dyslexia Screener				NGRT/NGST PTE/PTM	School Exams
Year 5	NGRT/NGST CAT4	PASS			ATOM Mock ISEB		ATOM Mock ISEB		ATOM Mock ISEB PTE/PTM	School Exams
Year 6	NGRT/NGST CAT4 ATOM Mock ISEB	ATOM Mock ISEB	ISEB Pre-Test	Senior School Pre-Tests	Senior School Pre-Tests				NGRT/NGST PTE/PTM	School Exams
Year 7 / 7S	NGRT/NGST CAT4	PASS							NGRT/NGST PTE/PTM	School Exams
Year 8	NGRT/NGST CAT4	PASS	CE Mocks			CE Mocks			NGRT/NGST PTE/PTM	CE Week
Year 8S	NGRT/NGST CAT4	PASS	Scholarship Mocks			Some External Scholarship Exams		Most External Scholarship Exams	NGRT/NGST PTE/PTM	IPQ