Assessment, Recording and Reporting at QEHS

Assessment is an important aspect of our curriculum at QEHS. It can seem complicated but this document seeks to give parents an overview of what we do and why we do it.

The aim of our curriculum:
Our curriculum aims to:

- develop superb disciplinary knowledge;
- maximise progress;
- develop cultural capital and skills for life.

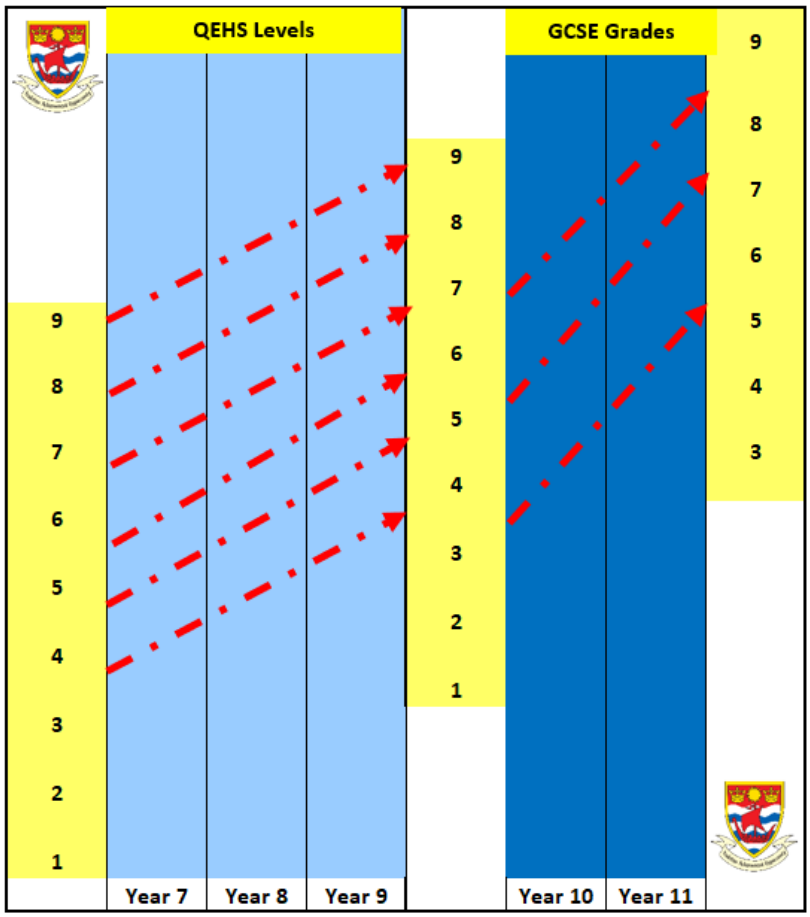
Key dates:
The reporting calendar is at the end of this document.

The Learner Standards:
We award every student a grade, every term in every subject, based on the criteria in the Learner Standards. The Learner Standards also provide strategies for improvement in each subject. They can be found in your child's exercise books. The whole school Learner Standards are at the end of this document.

Current Performance Grades

All work is assessed using the GCSE 1 - scale of marks, 9 being the highest grade that is achievable. In years 7 – 9 student scores are ranked and grades are allocated according to the percentage scale shown on the QEHS flight path. In years 10 and 11 assessed student work is criteria marked against GCSE grading criteria, which does result in a slight drop in performance grades at the initial stages of Key Stage 4 learning:

The QEHS Flightpath



Grade boundaries:

Grade	% of students
8 - 9	35
6 - 7	35
4 - 5	28
1 - 3	2

Parent/Student Calendar of Recording and Reporting 2026-27

QUEEN ELIZABETH'S HIGH SCHOOL
Year 7 Grade Card

Form 7C

Percentage Attendance	Authorised Absence	Unauthorised Absence	Possible Sessions
100.0%	0	0	138

		Term 2			Term 4			Term 6		
Subject	KS3 Projection	Current Performance	Progress Learning to Learn	Behaviour for Learning	Current Performance	Progress Learning to Learn	Behaviour for Learning	Current Performance	Progress Learning to Learn	Behaviour for Learning
Art	6	5	#	+						
Biology	7	8	*	*						
Chemistry	6	6	+	*						
Citizenship				+						
Computing	6	7	*	+						
Drama	6		+	*						
English	6	Rdg: 6 Wri: 5	Rdg: + Wri: #	+	Rdg: Wri:	Rdg: Wri:		Rdg: Wri:	Rdg: Wri:	
Geography	7	8	*	*						
History	6	6	+	*						
Mathematics	7	8	*	*						
Music	5	5	+	*						
PE				*						
Physics	6	5	#	*						
PSHE			+	*						

Parent/Student Calendar of Recording and Reporting 2026-27

Wk	W/C	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
TERM 1								
1	31-Aug							
2	07-Sep							
1	14-Sep							
2	21-Sep						Pastoral Workshop Thurs 24 Sep	
1	28-Sep							
2	05-Oct	Pastoral Workshop Thur 08 Oct Tutor Parents' eve Thur 08 Oct						
1	12-Oct							
2	19-Oct					Parents' Evening Tues 20 & Thu 22 Oct		
TERM 2								
1	02-Nov							
2	09-Nov					Sixth Form Open Evening Thur 12 Nov		
1	16-Nov						Parents' Evening Tues 17 Nov	
2	23-Nov							Parents' Evening Thur 26 Nov
1	30-Nov							
2	07-Dec							
1	14-Dec							
TERM 3								
2	04-Jan							
1	11-Jan							
2	18-Jan			Options Eve Thurs 21 Jan				
1	25-Jan			Parents' Eve Tues 26 & Thur 28 Jan				
2	01-Feb							
1	08-Feb		Parents Eve Tues 09 & Thur 11 Feb					
TERM 4								
2	22-Feb							
1	01-Mar							
2	08-Mar							
1	15-Mar							
2	22-Mar							
TERM 5								
1	12-Apr							

2	19-Apr							
1	26-Apr							
2	03-May				Parents' Eve Tue 04 & Thur 06 May			
1	10-May							
2	17-May							
1	24-May							
TERM 6								
2	07-Jun							
1	14-Jun							
2	21-Jun	Tues 22 & Thur 24 Jun						
1	28-Jun							
2	05-Jul							
1	12-Jul							
2	19-Jul							

Key

	Learner standard grades
	Current performance (CP) and learner standard grades
	Exams
	Reports released during this week; includes CP and learner standard grades
	Open/Options Evening
Date	Parents' Evening
Date	Pastoral Workshop

QEHS LEARNER STANDARDS

	Learner Standard/Grade Card Symbol	* Exceeding expectations	+ Meeting expectations	# Below expectation	- Cause for concern
1	**Behaviour for Learning - Attitudes** *What do we mean?* *The student understands that learning is a skill that can be developed. They consistently complete classwork and homework to the best of their ability. The student also understands that how they behave affects their progress and that of others. The student meets our high expectations and behaves in a way that allows themselves and others to learn.*	**Exceptional attitude to learning, behaviour is exceptionally mature and appropriate**	**Attitude to learning and classroom behaviour are meeting expectations**	**Attitude to learning, homework and/or classroom behaviour are below expectation**	**Attitude to learning, homework and/or classroom behaviour are inappropriate and of concern**
2	**Learning to Learn - Progress** *What do we mean?* *The student understands how to learn and they learn successfully. They achieve academic progress as a result.*	**Welcomes challenge and is making exceptional academic progress**	**Academic progress is as expected**	**Academic progress is below expectation**	**Academic progress is a cause for concern**
3	**Leadership for Learning - Participation** *What do we mean?* *Our curriculum offers a huge variety of opportunities for students to develop leadership and to develop the cultural capital and skills for life that they will need to allow them to participate fully in and contribute positively to their communities.*	**Takes a highly active role in house and school events and is a strong contributor to the school community**	**Is a good participant in house and school events and is a positive and productive member of the school community**	**Is reluctant to participate in house and school events and is reluctant to make a positive contribution to the school community**	**Unwilling to participate, rarely contributes to the school community**
	Strategies for improvement *What can parents and students do?* *(Student actions are in light type,* ***parental support is in bold type).*** *NB: The strategies are not completely mutually exclusive re each grade symbol but they do progressively build positive behaviour, attitudes and resilience from – to * .*	➢ Seek out more challenging options for your work, (including homework). ➢ Push yourself out of your comfort zone! Take some risks with your learning. ➢ Read and research topics even before they are taught. ➢ Take an active role in a subject club or help other students develop their learning. ➢ Investigate subject areas on the W: drive/Google Drive and use the extra resources there to help you. ➢ Learn the command words examiners use. ➢ Fully engage in lessons by volunteering to ask and answer questions.	➢ Work positively and engage fully in all tasks and activities, (including homework). ➢ Take pride in your work and learning and embrace your strengths. ➢ Reflect on your skills and the subject content and set targets for improvement. ➢ Try different learning and revision strategies. ➢ Look for opportunities to develop / extend your subject skills and knowledge independently (eg join a subject club, read more widely, help other students). ➢ Ask when you are unsure. ➢ Revise using active techniques such as spider diagrams, flash cards and past papers.	➢ Contribute orally in class and always complete work to the best of your ability. ➢ Ask for help and clarification when you need it, including support in 'subject drop in' and through mentoring. ➢ Record homework carefully and complete it to the best of your ability. ➢ Use subject textbooks, the school library and online learning platforms to help you with your work. ➢ Organise your school books and ensure that you have all of the correct equipment. ➢ Seek advice from your teachers, subject ambassadors or friends about things that you are struggling with.	➢ Arrive on time to lessons. ➢ Listen carefully to instructions and guidance. ➢ Ask for help and clarification when you need it, including support in 'subject drop in' and through mentoring. ➢ Record homework carefully and complete it to the best of your ability. ➢ Listen to the teacher and do your very best to complete classwork. ➢ Regularly attend a departmental drop in session to receive help from a subject ambassador or teacher. ➢ Ask your parents to support you with your learning at home.

		➢ **Ask your child about their work and chat to them about the material. Challenge them with interesting questions and debates.** ➢ **Support your child's interest by helping them explore subject material independently OR encourage them to join (or start) a subject club, write an article for the school newsletter.**	➢ Reinforce your learning, particularly of things that you get wrong or find difficult, using online learning platforms, revision guides or by asking your teacher. ➢ **Ask your child about their work and chat to them about the material.** ➢ **Help your child with revision and homework and ask them how they are hoping to improve their work. Make sure you notice things that are going well too!** ➢ **Support your child's interest by helping them explore subject material independently OR encourage them to join a subject club**	➢ Practise things that you find difficult using subject textbooks and online learning platforms. ➢ Ask your parents or friends to help you with your learning or to test you on things that you are revising. ➢ Attend subject catch up sessions or ask your teacher for guidance on how to improve. ➢ **Ask your child about their work and chat to them about the material.** ➢ **Help your child with revision and homework and help them to spend sufficient time studying at home.** ➢ **Help to build resilience by focusing on things that are going well.**	➢ **Help your child to be organised** ➢ **Ask your child about their work and chat to them about the material.** ➢ **Make sure your child has a quiet place to work and encourage strongly them to do so.** ➢ **Help to build resilience by focusing on things that are going well.**