ASSESSMENT GUIDANCE

FAMILIES & STUDENTS GUIDE

UPDATED: SEPTEMBER 2026

FOR FAMILIES

ASSESSMENT ON ARRIVAL

When your child joins The Wren, whether that is in Year 7 or at another point, they will complete CATs (Cognitive Abilities Tests) and NGRT (New Age Reading Test). Any student who attended Key Stage 2 (KS2) in the UK system will typically arrive with KS2 outcomes in Writing, Reading and Maths.

TARGET SETTING

Minimum Expected Outcomes

The Wren uses the term **Minimum Expected Outcome (MEO)** for a student's target. The MEO is the lowest anticipated outcome that your child should achieve. It is informed by data and based on your child's previous attainment. As we are ambitious for our students, we are clear that this is a **minimum** expectation and not a limitation on their future outcomes.

Key Stage 3

At Key Stage 3 (KS3), which is year 7, 8 and 9, The Wren uses numerous pieces of data to generate targets, this includes KS2 or primary school outcomes, CATS outcomes and NGRT outcomes to determine if a child is a High Prior Attainer, Mid Prior Attainer or Low Prior Attainer. Based on this all students receive a target from the below three-point MEO model. This is known as a **Minimum Expected Outcome (MEO)**.

THE THREE POINT MEO MODEL AT KEY STAGE 3	
Prior Attainment *Based on KS2 outcomes, CATs & NGRT*	**Minimum Expected Outcome** *in relation to curriculum expectations*
High Prior Attainers	Above
Mid Prior Attainers	Within
Low Prior Attainers	Towards

Key Stage 4 and Key Stage 5

Schools in Excalibur Academies Trust use FFT20 when setting targets. FFT, which stands for Fischer Family Trust uses student data, including their prior attainment at KS2 or primary school and CATs data alongside other information, such as their gender and their month of birth to produce personalised and ambitious targets. FFT20 is a benchmark that expects higher than average progress; it expects progress in the 20th percentile. These are known as the **Minimum Expected Outcome (MEO)** at The Wren.

At Key Stage 4 (KS4) and Key Stage 5 (KS5) students receive a **Forecast** grade. A Forecast grade is the grade which, using experience and professional judgement, the teacher predicts that your child is likely to achieve at the end of the course if effort, work ethic and attendance remain the same. Forecast grades are first shared in the Full Report in Year 10 at KS4 and Y12 at KS5. These are updated at each reporting point thereafter.

Alternative Resourced Provision (ARP)

If your child is enrolled in our Alternative Resourced Provision (ARP), The POD, the assessment model is bespoke. Students enrolled in The Wren's ARP will receive a bespoke **Minimum Expected Outcome (MEO)**; this information will be shared in line with your child's wider year group.

Sharing Targets and Data at all Key Stages

- KS2 outcomes are shared with students by their primary school in Year 6.
- CATs and NGRTs completed upon arrival at The Wren are shared within a term of joining our community.
- Any updated outcomes from onward NGRT assessments are shared post assessment.
- The MEO is shared with students and families in their first academic update report within each Key Stage. This is shared in term 2.

ASSESSMENT MODELS

Key Stage 3

At KS3 The Wren's assessment model ensures that your child can make progress in relation to their MEO. To support this, your child is set one of three minimum expected outcomes, either 'Towards', 'Within' or 'Above'. To ensure that every child, regardless of their MEO, can demonstrate progress, any in-class assessment will be assessed against five levels, these are 'Below', 'Towards', 'Within', 'Above' or 'Well Above'.

KEY STAGE 3 & ARP ASSESSMENT MODEL		
Prior Attainment *Based on KS2 outcomes, CATs & NGRT*	**Minimum Expected Outcome** *in relation to curriculum expectations*	**Assessment model for attainment**
		Well Above
High Prior Attainers	Above	Above
Mid Prior Attainers	Within	Within
Low Prior Attainers	Towards	Towards
		Below

Alternative Resourced Provision

In our ARP, The Wren's assessment model is the same as the model at KS3 (above). The key difference for students who learn within our ARP is that the expected working level is Year 4 and therefore a student who is 'Within' curriculum expectations will be working in line with a typical Year 4 student. If a student graduates into the mainstream for any given subject they will then be assessed in line with their peers under the Key Stage 3 assessment model. In these situations, they will be given a new MEO for this subject.

Key Stage 4

At KS4 The Wren's assessment model is based upon the National model for assessment. Students will receive both a MEO and Forecast grade against the standard outcomes achieved at these stages of education.

KEY STAGE 4 ASSESSMENT MODEL		
GCSE Qualifications	**Vocational Qualifications**	**Alternative Qualifications**
9	Level 2 Distinction*	
8	Level 2 Distinction	
7		
6	Level 2 Merit	
5		
4	Level 2 Pass	Level 2 Pass
3	Level 1 Distinction	Level 1 Pass
2	Level 1 Merit	
1	Level 1 Pass	
U (Unclassified)	U (Unclassified)	U (Unclassified)

Key Stage 5

As with KS4, at KS5 The Wren's assessment model is based upon the National model for assessment. Students will receive both a MEO and Forecast grade against the standard outcomes achieved at these stages of education.

KEY STAGE 5 ASSESSMENT MODEL	
A Level Qualifications	**Vocational Qualifications**
A*	Level 3 Distinction*
A	Level 3 Distinction
B	
C	Level 3 Merit
D	
E	Level 3 Pass
U (Unclassified)	U (Unclassified)

IN CLASS ASSESSMENT

Success Criteria at Key Stage 3 and the Alterative Resourced Provision

Every department has success criteria to support the taught content in their curriculum. This will be shared with your child explicitly, so they know what is expected of them. As experts, Curriculum Leaders know how to best share this information with their students, this may be termly, by unit or by the most appropriate means. A copy of this is added to their book or booklet; for some subjects, it may be kept within a folder. The success criteria are based upon our Key Stage Assessment Models.

Success Criteria at Key Stage 4 and Key Stage 5

For examined subjects at KS4 and KS5 the success criteria are provided by the exam board and work alongside the course syllabus. This is typically in the form of Assessment Objectives (AOs); AOs are the specific skills and abilities that coursework, Non-Examined Assessments (NEA) and exams and marked against. These AOs will be shared with your child explicitly. They are most commonly:

AO1	Demonstrating knowledge
AO2	Applying knowledge
AO3	Analysing knowledge
AO4	Evaluating knowledge

These AOs accrue marks through assessment, which can support your child to understand what is required to perform at or above their MEO.

What informs assessment outcomes at Key Stage 3, 4 and 5 and within the Alternative Resourced Provision?

Classwork & Homework

The knowledge and skills demonstrated consistently in both classwork and homework will be considered in assessment outcomes and at reporting points. This includes the quality of written work and verbal responses to questions or any other activity that students undertake in learning. Homework is not always marked by the teacher, however it will either be auto-marked, self-marked, teacher-marked or used in the lesson; it is always of value.

Low Stakes Assessment

Within each subject's curriculum model, each unit of work will include at least one Low Stakes Assessment (LSA). The LSA is a type of assessment that is used to inform overall outcomes. An LSA is a short assessment which assess' your child's knowledge of the current unit of work only and is typically 20-30 minutes in duration. These are often marked immediately in the class. As Culture is a non-examined subject, it is not expected to deliver LSAs. This is also true for KS4 core PE.

Learning Over Time Assessment

Departments deliver a minimum of three Learning Over Time Assessments (LOTA) throughout the academic year. These assessments are designed to assess how well your child remembers information over extended periods of time; the typical expectation is that these assessments will cover two terms of work or more. LOTAs are another aspect of assessment which is used to inform overall outcomes for your child, like LSAs. In Key Stage 4 and Key Stage 5, mock assessments will be considered as one of the LOTAs. In Year 9, the end of Year 9 assessments in English, Maths and Science will also be one of the LOTAs; for English this is often a Speaking & Listening Assessment. As with LSA's, Culture is a non-examined subject therefore it is not expected to deliver LSAs. This is also true for KS4 core PE.

FEEDBACK

Your child receives feedback every lesson. This is because feedback is in many forms, both verbal and written. Departments know the most suitable feedback style for each assessment within their subject, and they know their students and classes best. For consistency and to support your child to understand their progress, there will be a whole class feedback aspect to the lesson following each Learning Over Time Assessment (LOTA). This may take all or part of the lesson and it will allow for whole class feedback upon common errors and misconceptions followed by personalised feedback for each child allowing time for students to develop and improve answers based upon feedback received.

The in-class assessment model ensures that all students can narrate:

- How well they are currently achieving; this means that students can narrate what grade they are currently working at, in relation to their MEO, at all key stages.
- What they need to continue doing, i.e. their strengths.
- What they need to do next to be better, i.e. their areas for improvement or next steps

Your child will have an assessment record on the inside cover of their exercise book or their learning booklet; this is always accessible in their most up-to-date exercise book, booklet or folder. In this, they will record the outcome of their Learning Over Time Assessments (LOTAs) and their next steps; this can be seen in *appendix one.*

OUR REPORTING COMMITMENT

The Wren communicates regularly with families about how their child is performing at school.

REPORT TYPE	INFORMATION SHARED	INPUT RESPONSIBILITY	REGULARITY	SHARED WITH
Data Update	Attendance Punctuality Praise Points Consequences	Automatic Data Manager	Three times a year Term 1, 3 & 5	Families
Academic Update	Attendance Punctuality CAT & NGRT outcome MEO Current Working Grade Progress	Automatic *via teacher maintained formative marksheets* Data Manager	Three times a year Term 2, 4 & 6	Families
ARP Full Report *Issued in line with the student's chronological year group*	Attendance Punctuality CAT & NGRT outcome Values MEO Current Working Grade Progress Next steps Teacher *Variance with ARP lessons and mainstream lessons is clearly reported*	Teacher Curriculum Leader Data Manager	Once a year	Families
KS3 Full Report	Attendance Punctuality CAT & NGRT outcome Values MEO Current Working Grade Progress Next steps Teacher	Teacher Curriculum Leader Data Manager	One a year	Families
KS4 Full Report	Attendance Punctuality CAT & NGRT outcome Values, including Wren Six Values MEO Current Working Grade Progress Forecast Next steps Teacher	Teacher Curriculum Leader Data Manager	Once a year	Families
KS5 Full Report	Attendance Punctuality CAT & NGRT outcome Values MEO Current Working Grade Progress Forecast Next steps Teacher	Teacher Curriculum Leader Data Manager	Once a year	Families Students
Mock Results & Forecast Updates	MEO Level Exam board Specification code Mock Grade Forecast Grade	Teacher Curriculum Leader Data Manager	Once a year	Families Students Excalibur Academies Trust
CATs & NGRT Outcome Reports	CAT outcome NGRT outcome	Exams Officer Data Manager	Post testing series	Families Excalibur Academies Trust
Progress Evening	Progress Values Next steps Key information	Teacher	Once a year	Families Students

FOR STUDENTS

ASSESSMENT ON ARRIVAL

When you join our school, in Year 7 or at any other time, you will complete CATs (Cognitive Abilities Tests) and NGRT (New Age Reading Test). If you went to primary school in the UK system, you will most likely join us with KS2 outcomes in Writing, Reading and Maths.

TARGET SETTING

Minimum Expected Outcomes

The Wren uses the term **Minimum Expected Outcome (MEO)** for your target. The MEO is the lowest anticipated outcome that you should achieve. It is informed by data and based on your previous attainment. As we are ambitious for all of our students, be clear that this is a **minimum** expectation and not a limitation on your future outcomes.

Key Stage 3

At Key Stage 3 (KS3), which is year 7, 8 and 9, The Wren uses numerous pieces of data to generate targets, this includes KS2 or primary school outcomes, CATS outcomes and NGRT outcomes to determine if you are a High Prior Attainer, Mid Prior Attainer or Low Prior Attainer. Based on this, you receive a target from the below three-point MEO model. This is known as your **Minimum Expected Outcome (MEO)**.

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At Key Stage 4 (KS4) and Key Stage 5 (KS5) you receive a **Forecast** grade. A Forecast grade is the grade which, using experience and professional judgement, the teacher predicts that you are likely to achieve at the end of the course if your effort, work ethic and attendance remain the same. Forecast grades are first shared in your Full Report in Year 10 at KS4 and Y12 at KS5. These are updated at each reporting point thereafter.

Alternative Resourced Provision (ARP)

If you are enrolled in our Alternative Resourced Provision (ARP), The POD, your assessment model is bespoke and you will receive a bespoke **Minimum Expected Outcome (MEO)**; this information will be shared in your report.

Sharing Targets and Data at all Key Stages

- KS2 outcomes are shared with you and your family by your primary school in Year 6.
- CATs and NGRTs completed upon arrival at The Wren are shared with your family within a term of joining our community.
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ASSESSMENT MODELS

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At KS3 The Wren's assessment model ensures that you can make progress in relation to your MEO. To support this, you are set one of three minimum expected outcomes, either 'Towards', 'Within' or 'Above'. To ensure that you can demonstrate progress, your in-class assessment will be assessed against five levels, these are 'Below', 'Towards', 'Within', 'Above' or 'Well Above'.

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KEY STAGE 5 ASSESSMENT MODEL	
A Level Qualifications	**Vocational Qualifications**
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- What you need to continue doing, i.e. your strengths.
- What you need to do next to be better, i.e. your areas for improvement or next steps

You will have an assessment record on the inside cover of your exercise book or learning booklet; this is always accessible in your most up-to-date exercise book, booklet or folder. In this, you will record the outcome of your Learning Over Time Assessments (LOTAs) and your next steps; this can be seen in *appendix one.*

OUR REPORTING COMMITMENT

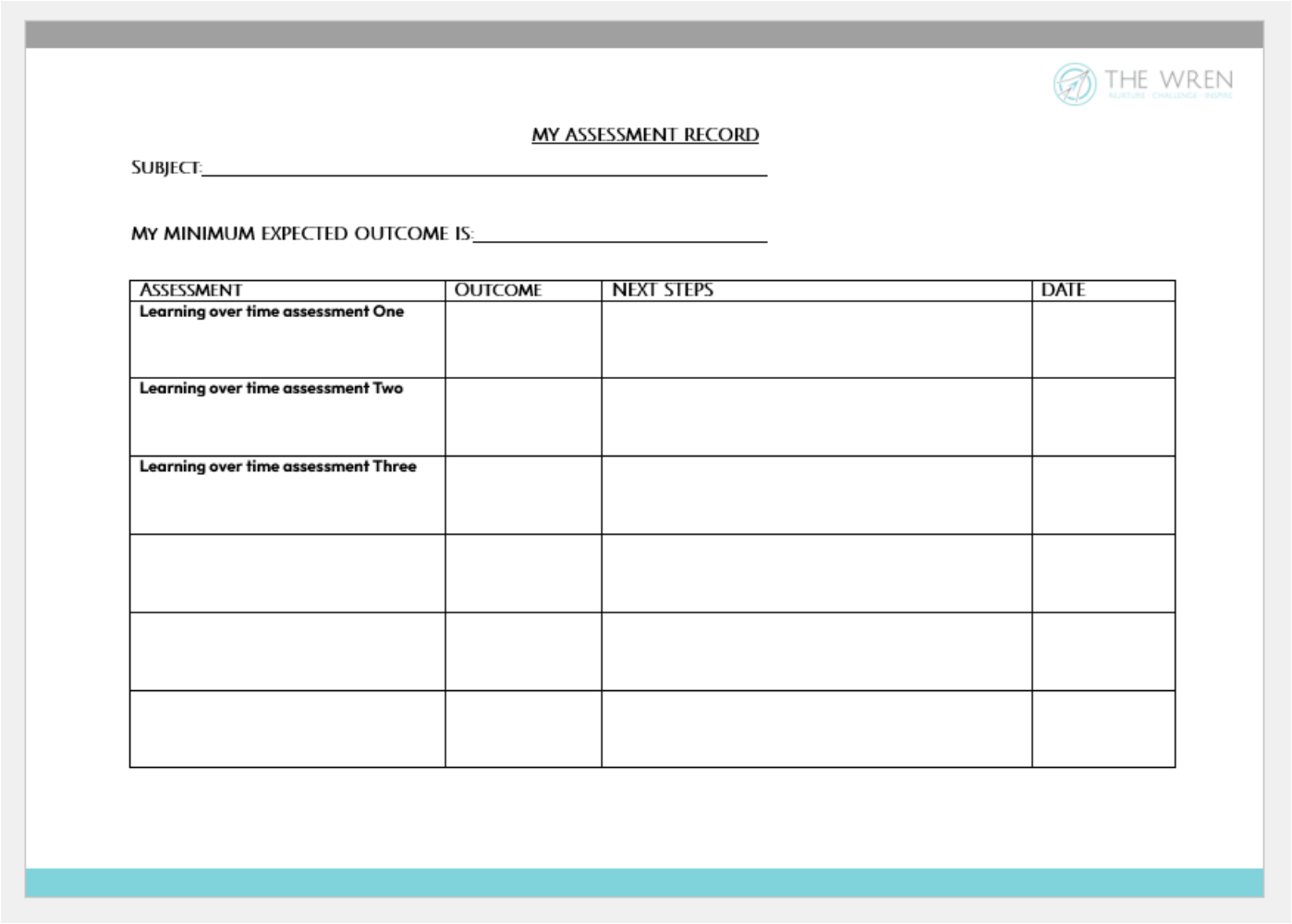
The Wren communicates regularly with you and your family about how you are performing at school.

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CATs & NGRT Outcome Reports	CAT outcome NGRT outcome	Exams Officer Data Manager	Post testing series	Families Excalibur Academies Trust
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APPENDICES FOR FAMILIES & STUDENTS

APPENDICES

Appendix One – Assessment Record



THE WREN

MY ASSESSMENT RECORD

SUBJECT:_____

MY MINIMUM EXPECTED OUTCOME IS:_____

ASSESSMENT	OUTCOME	NEXT STEPS	DATE
Learning over time assessment One			
Learning over time assessment Two			
Learning over time assessment Three			

Appendix Two – Key Stage 3, 4 & 5 Values Descriptors

Values	Be respectful and kind	Be ambitious
Exceptional (E)	• Always polite, kind and helpful to others; • Contributes positively to the learning environment; • Respects the environment around them including resources; • Respects others' values, opinions and beliefs; • Always follows staff instructions.	• Effort is consistently above and beyond; • Starts tasks quickly and independently; • Always engages proactively on feedback; • Consistently does homework to a good or exceptional standard; • Always punctual; • Reliably brings in the key equipment items.
Good (G)	• Polite and kind to others; • Respects others' values, opinions and beliefs; • Respects the environment around them including resources; • Always follows staff instructions.	• Starts most tasks independently; • Engages with feedback; • Does homework and to a good standard; • Reliably brings in the key equipment items; • Punctual.
Requires Improvement (RI)	• Usually polite and kind to others; • Will tidy up after themselves but might need a prompt; • Sometimes needs to be reminded to respect others' values, opinions and beliefs; • Sometimes does not follow staff instructions first time.	• Requires regular teacher reminders to start a task; • Needs encouragement to engage with feedback; • Sometimes does homework, but to an unacceptable standard; • Brings equipment to lessons but may forget on occasion; • Usually on time.
Cause for Concern (CC)	• Often not polite or kind to their peers or staff; • Does not respect the environment around them; • Rarely follow staff instructions first time; • Requires a lot of prompting to make the right decisions.	• Effort is detrimental to their achievement; • Occasionally, or very rarely, contributes positively to the learning environment; • Rarely, if ever, completes homework; • Does not, or rarely, brings the correct equipment; • Often late to lesson.

Appendix Three – Wren Six (Key Stage 5) Additional Values Descriptors

	Folder Quality	Independent Learning
Exceptional (E)	Folder or equivalent meets all criteria for good, additionally: • Materials are very well-presented demonstrating care has been taken. • Folder (or similar) includes examples of wider reading or research supporting the subject. • Additional learning and wider reading, which is above and beyond work set, is evident in their folder.	Independent learning is: • Always completed on time • Always completed to an exceptional standard • Consistently used to support in class learning, as a reference point and narrative for contributions. • There is evidence that additional wider learning is completed, beyond that set by the teacher.
Good (G)	Folder or equivalent exists with logical methods of organisation, described as: • Resources are safely stored. • Resources are easily accessible. • Resources are appropriately sequenced. • File dividers in place to clearly separate topics, if applicable.	Independent learning is: • Consistently completed on time. • Completed to the expected standard. • Often used to support in class learning, as a reference point and narrative for contributions.
Requires Improvement (RI)	Folder or equivalent exists, but there is a lack of organisation, which might include: • Missing lessons or topics. • Loose resources. • Resources not easily accessible. • Lack of logic in storage, e.g. poorly sequenced resources.	Independent learning may be: • Occasionally incomplete. • Occasionally complete to a poor standard • Occasionally handed in late.
Cause for concern (CC)	Folder or equivalent may or may not exist. Where it does exist, it might: • Lack contents. • Have no clear method for organising materials.	Independent learning is most often not submitted, incomplete or not completed to the expected standard.

GLOSSARY

In alphabetical order

TERM	ACCRONYM	MEANING
Assessment Objectives	AO	The specific skills and abilities that coursework, Non-Examined Assessments and exams and marked against.
Alternative Resourced Provision	ARP	This is specialist setting within The Wren.
Department for Education	DfE	DfE primarily stands for the UK's Department for Education, responsible for England's children's services, schools, skills, and higher education.
Education Health and Care Plan	EHCP	An Education, Health and Care Plan is a legal document for UK children and young people (aged 0–25) with special educational needs (SEN) or disabilities who require more support than is available through SEN support.
Fischer Family Trust	FFT	A non-profit organisation who supports schools nationally with data and outcome predictions, comparisons and analysis.
Forecast		Using experience and professional judgement, this is the grade their teacher predicts that the student is likely to achieve at the end of the course if effort, work ethic and attendance remain the same.
Key Stage 2	KS2	Year 3, 4, 5 and 6 in the UK system
Key Stage 3	KS3	Year 7, 8 and 9 in the UK system
Key Stage 4	KS4	Year 10 and 11 in the UK system
Key Stage 5	KS5	Year 12 and 13 in the UK system
Management Information System	MIS	The software used to securely manage school data; accessible to staff, families and students.
Minimum Expected Outcome	MEO	The lowest result a student is expected to achieve in assessments.
Non-Examined Assessment	NEA	A form of assessment which is commonly completed under supervised conditions over a set number of hours. There are not typically terminal and can be assessed throughout the course of study.
Pre Forecast		The pre forecast grade is only utilised for the Academic Update Report in term 2 and 4 of Year 10 **and** Year 12. As the first forecast has not been made, it is written as 'grade 'X' or better. As with the forecast, using experience and professional judgement, this is the lowest grade their teacher predicts that the student is likely to achieve at the end of the course if effort, work ethic and attendance remain the same.