



Assessment and Reporting

St. Julie's Catholic High School
September 2026-27
Information for Parent and Carers



St. Julie's Catholic High School – Assessment

We are committed to providing a broad and balanced curriculum for students such that they can learn widely, gain a greater depth of knowledge, and prepare for the world of work and lifelong learning. We are also committed to ensuring that the curriculum provides statutory opportunities for students and access to the most beneficial qualifications that will allow students to make excellent progress and also prepare them for further education and employment. In response to curriculum and assessment changes we continually review how we can best support our students. This booklet outlines how we assess students and support their progression through the curriculum.

How do we monitor knowledge and skills to ensure that students master foundational concepts?

St Julie's Catholic High School have taken part in a two-year programme called Embedding Formative Assessment (EFA), in collaboration with Schools, Students and Teachers Network (SSAT) and evidence-based research from the Education Endowment Foundation (EEF).

During this programme all teachers at St Julie's spent time developing their assessment and feedback techniques across all KS3-5 classes. Subject teachers provide feedback to students which focuses on the key principles of effective assessment such as moving learning forward and targeting the specific learning gaps that students may exhibit. This may take the form of written or verbal feedback. The EEF recommendations state that the method of giving feedback is less important than ensuring the key principles of effective feedback are followed. As such, your daughter may receive less written feedback, however your daughter will be receiving more continuous feedback throughout lessons.

What is formative assessment?

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student

understanding of intended disciplinary learning outcomes and support students to become self-directed learners. This type of assessment is constant, responsive to individual student's needs, supports decision-making during the lesson and enables the teacher to modify their plans to support progress in the lesson.

St. Julie's formative assessment includes:

- Reflection and consolidation tasks to support prior knowledge, support retrieval and build students' long-term memory store.
- Low stakes and diagnostic questioning to unpick common misconceptions
- Chunk and scaffold learning to ensure that students' schema is built incrementally and securely
- Peer and self-assessment
- In-class live marking by the teacher
- Automated homework will support ongoing formative assessment using in-house school systems, eg Sparxmaths, Reading Plus.

Summative assessments - the goal of summative assessment is to evaluate students' learning at the end of a topic by comparing it against a standard or benchmark. During the academic year, your daughter will complete a minimum of three summative assessments.

The importance of assessment - valid and reliable assessment will inform teachers how well students in their class have learnt a particular topic and whether any adaptations will be needed to their planning or curriculum design. Well-designed assessment should allow students to show how well they have learnt the knowledge and skills taught. Students need to have learnt curriculum content sufficiently well in order to make progress.

What happens as a result of the assessment?

Assessment data will inform teachers and pupils about strengths in their understanding and gaps in their knowledge. This will allow both teacher and pupil to focus on areas for improvement.

Curriculum Progression Sheets - alongside the above assessment methods, we introduced curriculum progression sheets in September 2022 for each topic or unit of work. Each student has a copy of this information in their exercise book and

can be used as a resource to build schema incrementally as well as support retention and retrieval techniques for learning. Please see below two examples.

Year 7 Art – half-term 1

CURRICULUM PROGRESSION SHEET – YEAR 7 – EVERYDAY OBJECTS 1 - DRAWING

You will discover how artists portray their identity through their artwork, focusing on Art with a message and current social issues in the media. You will recall your knowledge of collage, print and composition and use these to create powerful pieces of artwork. You will be introduced to how artists combine imagery and words within art, developing their use of typography and lettering.

Formal Elements: Line, Tone, Space

Observational drawing

Jim Dine, Van Gogh, Pop Art, Abstract Expressionism

Skills

Using tone to show form

Use of unconventional drawing tools

Mark making to add texture

ART HISTORY

Abstract Expressionism 1940's - Abstract art developed by American painters such as Jackson Pollock characterised by gestural brush-strokes or mark-making.

Pop Art - An art movement that emerged in the 1950s in America and Britain, drawing inspiration from sources in popular and commercial culture.

Jim Dine - is a contemporary American artist who creates work based on everyday objects, including tools. Dine has been linked to Abstract Expressionism (the expressive marks in his paintings) and Pop Art (due to everyday objects being the subject of his work).

VOCABULARY

Observational	Drawing objects that are in front of you
Consumerism	The belief that it is good for people to spend a lot of money on goods and services
Contemporary	Art produced or artists who work in the present day.
Pop Art	An art movement based on popular culture and the mass media. Includes imagery from advertising, comic books and mass-produced objects.
Continuous Line Drawing	A drawing made from a single, unbroken line.
Expressive Line	The way lines are created can be used to express emotions and to create mood.
Highlights	A bright or reflective area in a painting, picture or design.

Books/Articles to Read:

TV and Films

JIM DINE TOOLS

<https://youtu.be/CxEliaV0Bfo>

Useful websites

<https://www.tate.org.uk/art/artists/jim-dine-1009>

Graphic Designer – Aries Moross

Set Designer – Es Devlin, Stephenie McMillan

Concertina Book

Line and linear drawing

ABCDEF G
HIJKLMN
OPQRSTU
VWXYZ

1 Consider how and why artists use everyday objects as subject matter. Make connections between consumer culture and art. Introduction to the formal elements: Line, Tone, Shape & Form

2 Recognise the work of Jim Dine and understand his connection to the Pop Art movement. Create accurate observational drawings.

3 Recall knowledge of tone and understand how marks can be used to create different textures within a drawing.

4 Apply mark making to your drawing making sure to layer marks to create different tones

5 Understand why and how artists use different types of line within their work. Understand how to create a continuous line drawing.

6 Understand how artists use positive and negative space. Apply this knowledge to create an ink study.

7 Understand how artists can use line to express mood and emotion. Recognise the work of Abstract Expressionists.

8 Refine their concertina books to improve their presentation.

9 Use your presentation skills to create an artist research page on Jim Dine. Explore interesting ways to display their information using typography & illustration.

10 Express your opinions on the work of artists and justify their opinions with reasoning.

Year 10 Chemistry – half-term 2

Chemistry 1: Atomic Structure and the Periodic Table

Section 1: Key Terms

1 Atom	The smallest part of an element that can exist. All substances are made of atoms. No overall electrical charge. Very small, radius of 0.1nm.
2 Element	An element contains only one type of atom. Found on the Periodic Table. There are about 100 elements.
3 Compound	Two or more elements chemically bonded with each other. Can only be separated into the elements through chemical reactions.
4 Mixture	Contains two or more elements or compounds not chemically bonded. Can be separated using physical methods e.g. by filtration, crystallisation, distillation and chromatography.
5 Filtration	A process that separates mixtures of insoluble solids and liquids.
6 Crystallisation	A process that separates dissolved solids from liquids by evaporating the liquid to leave crystals.
7 Distillation	A process that separates a mixture of liquids based on their boiling points.
8 Chromatography	A process that separates mixtures by how quickly they move through a stationary phase (e.g. paper)
9 Isotope	An atom of the same element with different numbers of neutrons.
10 Relative atomic mass	An average value of mass that takes account of the abundance of the isotopes of the element.

Section 2: Development of Atomic Model

11 Plum Pudding	The plum pudding model shows that the atom is a ball of positive charge with negative electrons embedded in it. Was incorrect.		
12 Nuclear Model	Rutherford's scattering experiment found a central area of positive charge. The nuclear model has a positive nucleus and electrons in shells. Chadwick later discovered neutrons. Bohr discovered the arrangement of electrons in shells.		
13 Proton	1	+1	Nucleus
14 Neutron	1	0	Nucleus
15 Electron	Very small	-1	Orbiting in shells

Section 3: Properties of Sub-Atomic Particles

16 Mass number – the total number of protons and neutrons

17 Atomic number – the number of protons (the number of electrons is the same in an atom)

18 Electron configuration – Electrons fill the first energy level (shell) first. Maximum electrons: 2 in first shell 8 electrons in other shells

Section 4: Periodic Table

16 Group	Elements in the same vertical column are in the same group. Elements in the same group have the same number of electrons in their outer shell, and therefore similar properties.
17 Period	Elements in the same horizontal row. The atomic number increases by one moving across the period.
18 Metal	Elements that react to form positive ions (except Hydrogen). Left and centre of periodic table.
19 Non-Metal	Elements that react to form negative ions. Right of periodic table.
20 Mendeleev	Was able to make a relatively accurate periodic table by leaving gaps for undiscovered elements and re-arranging some elements (Mendeleev could only measure relative atomic mass, not atomic number).

Section 3: Groups of the Periodic Table

Sub-atomic particle	Properties	Trends	Reactions
24 Group 0 (Noble Gases)	Unreactive and do not form molecules.	Boiling point increases going down the group.	Very unreactive as they have full outer shells.
25 Group 1 (Alkali Metals)	Reactive because they can easily lose one electron.	Reactivity increases going down the group.	With water: Metal + water → Metal hydroxide and hydrogen With oxygen: Metal + oxygen → Metal oxide With chlorine: Metal + chlorine → Metal chloride
26 Group 7 (Halogens)	Non-metals Form molecules	Reactivity decreases going down the group. Boiling point and melting point increase going down the group.	A more reactive halogen can displace a less reactive halogen from a solution of its salt.

Reporting to parents – understanding your daughter’s academic and pastoral report

Your daughter will receive three academic reports during the year. Her third academic report will include a detailed end-of-year statutory written report regarding her progress. Please see below a brief explanation of the report:

Effort grades – what do the numbers mean?

Grade	Meaning
1	Outstanding effort - actively demonstrates the Notre Dame values of St. Julie each day. - is always well organised and arrives at lessons ready to learn. - fully engages in all tasks and completes work to the best of her ability. - works well with her peers and makes a positive contribution to lessons. - always submits work on time
2	Good effort - regularly demonstrates the Notre Dame values of St. Julie. - is usually well organised and arrives at lessons ready to learn. - usually engages in all tasks and often completes work to the best of her ability. - contributes constructively when working with her peers. - usually submits work when required.
3	Satisfactory effort - occasionally demonstrates the Notre Dame values of St. Julie. - often fails to prepare and arrives to lessons not ready to learn. - rarely engages with tasks or completes work to the best of her ability. - needs encouragement to stay on task when working with her peers and can distract others. - rarely submits work when required.
4	Inadequate effort - rarely demonstrates the Notre Dame values of St. Julie. - regularly fails to attend lessons prepared and ready to learn. - regularly fails to engage in tasks or to complete work. - rarely works effectively with peers and can frequently distract others. - regularly fails to submit work when required.

Summative assessments

Your daughter will complete three summative assessments during the academic year and build on her knowledge at each assessment point, for example, at summative assessment point 3 (DP03), she will answer questions covering topics and knowledge from half-term 1 to 6.

Following each summative assessment both you and your daughter will receive detailed feedback across all subject areas. This feedback will highlight areas of strength and areas for development.

The information from each assessment will be collated over the course of your daughter’s key stage and will allow her teachers to monitor her progress and provide relevant in-class support.

Academic reporting

In your daughter’s report you will see her summative assessment result presented as a grade in KS4/5 or as a percentage score compared against the average percentage score from pupils of a similar prior attainment level in KS3.

The on-track mark (Y or N) will indicate if we have any progress concerns. If this states N (not on track), this will signpost the member of staff to address the gaps in your daughter’s knowledge by adapting their lessons and planning. We use question level analysis to determine strengths and weaknesses in knowledge and understanding.

The similar prior-attaining group average score (at KS3) provides a benchmark as a performance indicator. This percentage may vary across subject areas due to the different disciplines and topics taught. Alongside this, subject teachers will have rank order data for their classes, band and year group so that they can put the appropriate in-class intervention in place.

Example KS3 Report:

	Effort	Result (%)	On Track	Average %*
Art Miss H Hughes	2	60	Y	64
Dance Miss E Evans	4	38	N	64
Design Technology Miss H Hughes	2	68	E	58
Drama Miss R Bright	2	61	Y	68
English Language Mrs N Ashcroft	2	58	Y	54
Geography Miss B Brown	2	38	N	64

* Average % is calculated from a cohort of students who performed similarly at Key Stage 2

Attendance reporting

In your daughter's report you will see her attendance for the current academic year to date. This attendance will be compared against the minimum expected attendance of 97%. The report will also highlight the number of lessons your daughter has missed in the current academic year.

Example:

97.0	98.2	12
Min. Expected Attendance	Your Attendance	Lessons Missed

Pastoral reporting

This part of the report highlights your daughter's achievements, commendations, merits and sanctions in relation to the average number gained by pupils across the year group. This information is also regularly shared via the My Child At School app should you wish to monitor your daughter's accomplishments on a daily basis.

Example:

Achievement Summary	
Achievements 54 Year Group Average	84 Your Points
Commendations 07 Year Group Average	07 Your Count
Merits 42 Year Group Average	70 Your Count
Negative Events 12 Year Group Average	07 Your Count

Reading reporting

Finally, this part of the report includes your daughter's reading age compared against her chronological age. Reading tests take place during the academic year, and we have a whole-school approach to reading across all key stages. Improved reading scores means that students can access the curriculum and progress at an improved rate. Your daughter's report will also include a copy of her merits, commendations, achievements and behaviour logs alongside her attendance and punctuality report.

Example:

Latest Reading Age Test Result
17Y 0M (Age at test: 13Y 4M)

Assessment windows 2025-26

Formal assessments for each year group take place by the following times (further details will be communicated directly by curriculum leaders):

Year group	Summative assessment 1 (DP01)	Summative assessment 2 (DP02)	Summative assessment 3 (DP03)
7 and 8	16/11/26	01/03/27	05/07/27

Year group	Summative assessment 1 (DP01)	Summative assessment 2 (DP02)	Summative assessment 3 (DP03)
9	16/11/26	25/03/27	05/07/27

Year group	Summative assessment 1 (DP01)	Summative assessment 2 (DP02)	Mocks & Summative assessment 3 (DP03)
10	05/10/26	01/02/27	21/06/27 – 05/07/27

Year group	Summative assessment 1 (DP01)	Mocks & Summative assessment 2 (DP02)	Summative assessment 3 (DP03)
11	05/10/26	23/11/26 – 07/12/26	25/03/26

Year group	Summative assessment 1 (DP01)	Summative assessment 2 (DP02)	Summative assessment 3 (DP03)
12	23/11/26	15/03/27	05/07/27

Year group	Summative assessment 1 (DP01)	Mocks & Summative assessment 2 (DP02)	Summative assessment 3 (DP02)
13	05/10/26	11/01/27 – 25/01/27	25/03/26

How can my child extend their learning?

Curriculum Summary Booklets are available for all key stages on the school website:

<https://www.stjulies.org.uk/curriculum.html>

Approved online learning materials also include:

<https://www.spaxmaths.com>

<https://www.sparxscience.com>

<https://student.readingplus.com/seereader/api/sec/login>

Each department will also provide wider reading materials and links to podcasts and resources.

A copy of the school's assessment policy can be found on our website or by using the QR code below.

