



TEACHING & LEARNING, ASSESSMENT & REPORTING POLICY

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AIM

To promote consistently high standards of teaching and learning, underpinned by the latest research into educational practice, to create independent, lifelong learners who take ownership of their learning and enjoy it. We aim to develop a supportive, stimulating, and inclusive environment for learning, designed to maximise student achievement and attainment. Integral to this is the provision of a stimulating, individualised programme of Continuing Professional Development (CPD) for teachers, so that they continue to develop their subject knowledge and pedagogy, which will then be translated into a creative and engaging learning environment for their students.

The aim of this policy is to ensure that all academic staff, as well as students and parents, clearly understand how to ensure the provision of a high quality, enriched learning experience at the school.

PURPOSE

The policy is designed to:

- Ensure students develop independent thinking and learning skills to maximise their potential during their studies in the school, and for their future lives
- Improve Curriculum planning to ensure quality teaching and learning
- Promote a whole-school approach to teaching and learning, underpinned by our key priorities and development goals
- Ensure that students receive a range of teaching and learning experiences
- Maximise student attainment and achievement via high quality teaching, which includes the provision of regular, formative, and summative student feedback

To ensure that this policy becomes the standard for creating a quality teaching and learning experience for all students at the school, it is important that the following occurs:

All academic staff will:

- Be made fully aware of the content of this policy
- Implement the policy while planning their lessons and providing student feedback
- Recognise that quality teaching and learning is not an accident but rather the result of careful planning and reflection
- Be aware of all the professional development opportunities on offer at Worthgate, but also encouraged to identify individual, bespoke CPD where appropriate

To be successful, we need:

- Creative teaching and learning strategies which increase subject understanding and develop academic, English language and subject literacy skills
- Teachers who promote motivation and self-confidence, with high expectations of all learners
- Student ownership of learning and celebration of student voice

- An effective partnership between the school, the student, and the student's home, which recognises and promotes the value of responsible learning

PRACTICE

Planning

Curriculum Directors (CDs), House Pastoral Directors (HPDs) and individual teaching staff will be responsible for planning the curriculum in consultation with this policy, overseen by the Assistant Principal Academic (APA).

Curriculum Directors are to ensure staff follow policy consistently and should endeavour to establish links with other curriculum areas to help co-ordinate the Curriculum and promote transferable skills. They also need to align the curriculum to meet the requirements of the Independent School Standards.

Good teaching and learning occur when:

- Teachers are organised and incorporate clear learning intentions into their planning and delivery and have explicit means to evaluate the outcomes of those intentions
- Planning takes into consideration the needs of every student, and teachers recognise that all students progress at different rates
- The teacher uses available data to assess prior attainment and, with the student, establishes clear targets for students to follow. Deeper data scrutiny occurs in departments during each assessment cycle in order to plan interventions, activities to support all students making equitable progress
- Homework / Flipped learning / AfL (Assessment for Learning) preparation are incorporated into planning, delivery, and assessment of all learning activities
- Student feedback is regular and formative

The Senior Leadership Team (SLT) should ensure that the school has clear and understandable systems which promote excellence across the whole school. SLT are responsible for the clear strategic direction of the school's Development Plan. In conjunction with the school's Development Plan, the Professional Development Lead should provide a clear, inclusive programme to address the academic staff's CPD needs.

The Assistant Principal Academic and Curriculum Directors are responsible for the inclusion of the whole school's strategic Teaching and Learning (T&L) planning into their curriculum areas. Strategic direction of the school should be reflected in all Department Reviews.

The Curriculum Directors should ensure that Schemes of Work are developed and shared within their teams. Schemes of Work should provide sufficient detail to secure student progress through the relevant key stage. However, individual lessons may still contain flexibility for professional interpretation.

The primary role of Curriculum Directors is to ensure high quality teaching and learning within their teams. All teaching staff are responsible for the quality of delivery of the curriculum in their subject specialism.

Curriculum Directors and teachers should endeavour to establish links with other curriculum areas to help co-ordinate the curriculum and promote transferable skills and enrichment opportunities.

The Curriculum in all areas must be appropriate to ages, aptitudes and equip students for their future lives, and it must incorporate an effective assessment framework. It must also not undermine Fundamental British Values.

The essential aspect of every lesson is that they incorporate planned progression and student-centered activity, and that there is a good understanding of the aptitudes, needs. The prior attainment of the students must be considered. A range of resources should be used as appropriate, and lessons will demonstrate appropriate knowledge and understanding of the subject matter being taught including relevant subject literacy, numeracy, and oracy.

Learning objectives and intentions should be drawn from an appropriate source and reflect the needs of the students to make progress. Evaluation of lesson outcomes should be made based on those learning intentions to inform future planning. Sources of information could be subject guidelines, Government recommended work, and exam board syllabi. Learning objectives and intentions should be incorporated into teacher planning and delivery but there is no single expected format.

Teachers should ensure they cater for the learning needs of all students across a lesson and series of lessons, considering additional learning needs, including those of high or low achievers. Every lesson should ensure differentiation is planned to maximise students' learning, and the provision is also able to be adapted during lessons to accommodate the needs of all the students. Lessons must incorporate AfL opportunities to enable judgements to take place regarding pace and content to adjust as appropriate. All lessons should demonstrate opportunities for scaffolding, recall, retrieval, consolidation, and challenge. A series of lessons should provide different learning activities designed to enfranchise students. Students should be encouraged to be independent learners and thinkers, through the careful structuring of appropriate tasks during the lesson and for homework.

Teachers should be fully aware of the latest ISI criteria on the quality of teaching and learning and should be aware of and compliant with the DfE's Teachers' Standards and CGS Teaching Standards.

THE LEARNING ENVIRONMENT

- The classroom should be a place conducive to learning where the student desires to learn and is motivated by their surroundings
- The classroom teacher is responsible for maintaining an environment that fosters students' interest in their subject.
- Classroom displays should be appropriate and updated on a regular basis

Ethos and Values

- Lessons will encourage respect for other people paying regard to the protected characteristics set out in the 2010 Equalities Act
- Students should receive an effective preparation for the opportunities, responsibilities, and experiences of life in British Society
- Students will be taught in way which does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Lessons will be underpinned by the school's *Key Values (Inspire, Empower, Achieve)* and strive to promote the *Worthgate Characteristics (Caring, Communicators, Open-Minded, Resilient, Critical Thinkers)*

A Typical Lesson

- Objectives and Intentions are planned and reinforced during each lesson, with measurable outcomes to evaluate the success of those intentions
- There are clear expectations of a prompt arrival and good behavior of all students.
- Mobile phones should not be used (or visible during the lesson), unless required for a specific task that cannot be completed via student devices (laptops and tablets)
- The lesson starts promptly (with a task prepared for the students to complete immediately upon entry), and latecomers are challenged appropriately
- Students are consistently engaged
- Students are required to explain their thinking
- Differentiation and/or adaptive teaching practice should be evident in every lesson and facilitate appropriate learning for students' differing needs which may include those relating to linguistic ability, academic ability and additional educational needs and cultural backgrounds
- English must always be encouraged by students and academic staff (except in language-specific subjects, i.e., MFL), although there are times when explanations in native language can be helpful (paper dictionaries should be encouraged rather than electronic translators)
- Subject literacy - key vocabulary and terminology should be reinforced and supported using glossaries etc. throughout the lesson (or a sequence of lessons) as well as high expectations for the development of subject literacy skills (reading, writing, speaking, listening)
- Lessons should explicitly develop students' higher-level thinking and learning skills.
- Teachers should regularly check students' understanding of lesson content and student progress in the class
- Independent learning should be expected, encouraged, and enabled

Cover Lessons

Please refer to the Teacher Cover Procedure for specific details (re. MS Teams: Worthgate Teams Staffroom "Cover" Channel).

Staff are expected to check their e-mails and MS Teams regularly every day (and throughout the day, when convenient), in case they are required to take Cover Lessons.

Staff unable to attend and deliver their lessons need to follow the cover procedure, ensuring they have communicated their absence with the Cover Manager (Lorraine Whittaker-Francis) 07740 237038 cover@worthgateschool.com between the hours of 7.00am and 8.00am. They also need to provide Cover information and Lesson Work to Lorraine and their Line Manager via MS Teams (Worthgate Teams Staffroom "Cover" Channel). Cover Work should be appropriate and clear for students and the staff delivering the cover lesson (the cover teacher is not responsible for identifying / amending resources for cover lessons).

On-line Tuition

Families / students are told during induction / pre-arrivals / as situations arise (i) we do not recommend arranging private online tuition; (ii) the risks of arranging private online tuition and (iii) that they must make the school aware of any arrangements, so we can risk assess this arrangement (with respect to safeguarding that child and others). However, with the IBDP, we are aware that is necessary for private tuition for those students who have to self-study Language A (since we only offer English, French and Spanish).

There is an On-line and Private Tutoring Agreement that must be signed by student / parent / tutor to ensure student safety. Parents / Guardians will have to provide the tutor's details (address and passport identification) and declare these to be authentic and additionally that they take responsibility for this arrangement.

Families / students are told that the tutor will have to communicate via the student's school account (so we are able to monitor / track if concerns are raised) and the family will have to provide our Safeguarding Policy to them – having them confirm the tutor has understood our expectations and their duty of care.

There are student zones / identified rooms set up for students to participate in the online session in a public area (with headphones) should they choose to. Boarding staff patrol these areas as part of their duties. Students are briefed to have the camera facing a wall as supposed to other parts of a room where other students can be in sight. It is rare students access online tutoring in the study hub as students prefer to complete the sessions in private in the safety of their rooms in boarding. Students have access to the EDM (Emergency Duty Manager phone number), so they can call for assistance at any time.

Students are briefed to end any call they deem to cause them distress, harm or if they have a concern. They are also briefed to report any safeguarding concerns to a member of the Safeguarding

Team. If the Safeguarding Team are not immediately available, they should report their concern to the nearest member of staff.

Subject Literacy (English in lessons):

- During lessons it is expected that under normal circumstances (i.e., not MFL classes), students will speak in English
- Students are rewarded for speaking English in school with Griffin points which are recognised at whole school assemblies
- Following initial testing, an estimated IELTS/ Cambridge score will go onto Shackleton to inform academic staff about English levels of students in their group (this information will inform Class Profiles)
- Students can be referred for screening and / or assessment of a learning need and teachers are expected to utilise the guidance from individual Student Learner Profile regarding inclusion strategies for students with additional learning needs (refer to the Additional Learning Support (ALS) policy)
- Subject specific terminology and literacy requirements must be embedded and explicitly developed in lessons – cross-curriculum initiatives should be followed to drive improvement, as directed by the APA and CD for English

Homework (Independent Study)

- Should be relevant
- Should be regular, according to programme of study
- Should extend work that has gone on in the lesson; prepare students for the next lesson and/or target longer-term knowledge/skill retrieval
- Should be flexible and differentiated
- Should not usually be used to finish incomplete lessons
- Should be completed in a professional manner and stored for future reference using MS Teams where possible
- Where students do not engage with their homework (regarding both quality and deadlines), initially they will be required to attend department detentions in order to complete their work. A note should also be put on Shackleton and if these behaviours continue, the student should undergo the IAP process with the teacher and / or HPD (if lack of compliance in more than one subject)

STUDENT FEEDBACK

Formative Feedback

Evidence of formative feedback will be available in student folders (hard copy or digital) demonstrating both teacher comments and evidence of student involvement in assessment and feedback. Other marking / feedback may be the outcome of self- or peer-assessment, whole class, or verbal feedback, as we aim for a variety of ways to feed back to our students.

Expectations of Marking

Staff are expected to provide feedback on student work regularly with detailed comments and targets set for improvement at least twice every half term. Student work will clearly be assessed far more frequently than this, but feedback can be verbal, online, self- or peer-assessed and use the wide variety of other approaches which are available to us.

- Marking is regular and thorough enough to spot errors and inaccuracies both in subject knowledge and skills and English language
- For clarity, teacher marking should be in red/pink and student marking and responses (self- or peer-) should be in green
- Marking needs to be simple, positive and student friendly. Staff should always advise students what they need to do 'to improve' often using the approach of WWW / EBI (what went well / even better if)
- Written comments and verbal feedback communicate clearly to individual students and their parents the student's strengths / areas for improvement, level of performance, suggested strategies for improving their knowledge, understanding and skills, and goals to be achieved. This can help parents who take an active role in their child's education
- Teachers should not accept inaccurate or inadequate responses to written, verbal or practical challenges
- Positive steps are taken to act on missing, incomplete, or poorly presented work.
- Students receive verbal feedback every lesson (where appropriate) and written work is returned to students with teacher feedback within two weeks

Tracking of Students

Tracking of students takes place after each assessment period to monitor their academic progress and analyse their performance against CEM (Alis / Yellis) predictions. Students achieving assessment grades two or more below Alis / Yellis are identified as underachieving and teachers / PTs are expected to monitor and intervene appropriately. This process will also trigger action by CDs, HPDs or SLT as appropriate and a variety of support interventions including additional support classes, academic reports and individual learning plans are deployed as required. Records are kept of action taken and targets set within Teacher Class Profiles.

Grading (refer to Appendix for more details)

Common grading principles are used throughout the school.

Assessments carried out during designated assessment weeks will always receive a grade. Otherwise, it is at the discretion of the teacher to decide which work is graded and which may simply have a comment or be fed back on in another way (verbal feedback, self- or peer-assessment, etc.). Where a teacher grades a piece of work, grades will be applied in accordance with this policy and will follow examination body criteria and guidelines where possible. All students have the right to fair and equal access to accurate assessments in accordance with this policy. The school conforms to all relevant areas of the GDPR.

Appeal Against Results

Students may appeal their internally assessed marks as per the Exams Policy, specific awarding body policies and procedures and UFP Quality Assurance Handbook. If they remain unsatisfied, they can raise a complaint via the Complaints Policy.

Plagiarism

Students are warned about the dangers of this by subject staff and via information provided by the Librarian. Where plagiarism has occurred (including via the inappropriate use of AI), students will receive a Stage Discipline according to the severity of their offence. They will additionally be interviewed by the Teacher / CD and/or HPD / APA to establish the severity of the offence, with details recorded on Shackleton. An Academic Honesty course has evolved from a previous Plagiarism Awareness course, which students have to attend if they receive a disciplinary stage. The course is delivered by the Librarian to educate students on the need to demonstrate integrity.

If there is evidence of plagiarism for coursework and/or assessment, the student will automatically receive a U Grade. If this occurs in their final examinations, the plagiarism must be reported to the Examination Board and it is likely that the student's work will be disqualified, thereby jeopardising their overall qualification. (Refer to the school Academic Honesty Policy for more details).

ASSESSMENTS

Students are given oral or written assessment tests in each of their academic subjects twice per term. An assessment is usually designed to last for 50 minutes (or longer, since most external examinations are significantly longer than 1 hour) and contains questions based on recently taught work and questions of a synoptic nature, intended to revise work learnt earlier on in the course. The questions set are made to resemble those set in final examinations and grading will be aligned with examination board criteria where possible.

Teachers will collaborate with their CD and department team members to standardise and moderate all cycle assessments to ensure consistent QA, and there should be evidence of these processes on department data tracking documents.

STUDENT REPORTS

Twice per term, teachers populate student reports that are addressed to students' parents / guardians to provide information on Academic Achievement, Attitude to Learning (AtL), and Attendance. Copies of these reports are available to students and form the basis of discussions between Subject Teachers, Personal Tutors and students during the academic reflection weeks. Teachers should endeavour to use SMART individualised targets for students and should check they have used the correct student name / pronoun and employed spelling / grammar checks as part of their individual quality control checks before submitting reports for subsequent quality checks by CDs / HPDs / APA / VP.

Subject teachers are responsible for discussing progress, setting targets, and providing individual study plans via student achievement diaries as part of the reporting / assessment cycle.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

This policy incorporates guidelines and strategies contained in the following IB Assessment documentation: [Assessment principles and practices - quality assessments in a digital age](#).

IB students can demonstrate consolidation of their learning through the completion of all elements of the IB Diploma Programme, including the Core of CAS, EE and ToK. All IB students are encouraged to engage with their homework as set by their individual teachers, where there is an onus on significant independent learning. IB students are assessed in relation to identified levels of attainment, rather than in relation to the work of other students.

SCRUTINY OF WORK AND LESSON OBSERVATION

Curriculum Directors and the SLT will scrutinise students' work as part of the school's commitment to continuous improvement. Scrutiny will focus on the organisation and quality of students' work, the quality of teacher feedback (plus student response to feedback) and check that whole-school T&L strategies are being reinforced in classrooms.

Departmental teams should receive feedback on the outcomes of this scrutiny of work, with recommendations, as appropriate.

Learning walks/drop-ins will occur on a regular basis (i) to ensure good practice is occurring; (ii) to help academic staff develop their teaching; (iii) as part of any active research projects and (iv) as a strategy to monitor the effectiveness of ALS strategies and provision.

Such learning walks/drop-ins will be conducted typically by MLT and SLT, using the school's Observation Proformas on the BlueSky platform to record observations and feedback. Additionally all staff are actively encouraged to engage with peer-observations, to inform their teaching practice and to create a whole-school culture of active pedagogical dialogue.

N.B. In exceptional circumstances (or upon an individual's request), more formal observations may be required (e.g. as part of performance management or Early Careers support).

USE OF ICT

Schemes of Work and planning should refer to ICT opportunities.

Members of staff should, where possible, use new technology to enhance the delivery of their Curriculum. Staff are required to use Microsoft Teams as an interface with students: a repository for

lesson presentations, resources, lesson and/or homework assignments. It is also to be used for students to submit work for teachers to monitor and provide feedback.

Use of laptops and other similar electronic devices in class, should be monitored to ensure they are used effectively and appropriately by students.

PROFESSIONAL DEVELOPMENT

Teachers and Curriculum Directors can request academic CPD opportunities through conversation with Curriculum Directors and SLT, and via their Performance Management platform (BlueSky). The approval of CPD?SLT should be based on identified needs of staff, as documented during performance management, observations, or professional conversations.

Academic staff can expect a minimum of 32 hours INSET per academic year, to include local, national, and international CPD opportunities as relevant to their teaching contexts.

The school provides a T&L calendar of events which incorporates a mixture of compulsory and optional opportunities for professional development. Academic staff members are welcome to request specific workshops and are encouraged to deliver their own. Staff are expected to engage with the cross-college networking opportunities provided throughout the year.

Academic staff are expected to document and reflect on their CPD each academic year using their performance management platform (BlueSky) and are expected to share their learnings with their colleagues regarding individual CPD (where appropriate).

RELATED POLICIES

- Curriculum
- Appraisal
- ALS
- E-safety ICT
- Exams
- Student Behaviour
- Academic Honesty

APPENDIX: GUIDE TO REPORTING GRADES

A Guide to Attendance

- Attendance including authorised absence
- This is how often you have been in lessons, but also includes where lessons have been missed for approved reasons (illness certified by the Nurse, agreed college trips, etc.) over the year to date

- Actual attendance in lessons
- This is the actual percentage of time you have spent in lessons over the year to date

A Guide to Grades

- Current Grade – this is a cumulative grade which reflects your professional judgement as to the student’s current performance in the subject. Your decision will be informed by their performance to date in assessments, class participation, skills and knowledge demonstration and homework evidence
- Teacher Predicted Grade – this is a forward projection grade which reflects your professional opinion on what the student has the potential to achieve in their final grade based on their current performance
- Attitude to Learning – this value is based on a scale of 1-4 with 1 being high and 4 low. This should reflect the way student’s approach their learning in your subject based upon their participation in class, completion and standard of homework/assignments, coursework, meeting deadlines, attendance and punctuality
- Minimum Target Grade – this is obtained from a CEM baseline test and is the lowest grade we would expect a student to achieve. Students are expected to work towards grades higher than this

Attitude to Learning Descriptors

A numerical value is awarded per subject:

1	Excellent – Consistently shows these skills and standards
2	Good – Frequently shows these skills / standards
3	Requires Improvement – Inconsistently shows these skills / standards
4	Poor – Rarely shows these skills / standards

We would expect our students to strive for excellence. Therefore, students should be securing a value of 1 or 2 for Attitude to Learning (AtL). However, please note: the numerical value is a ‘best fit’.

1 Excellent

- Always focused and actively participates in lessons. In addition, positively contributes to each lesson and works effectively both independently and collaboratively
- Work produced is of an excellent standard. Responds positively to constructive feedback, to include targets set
- Homework is of an excellent quality and submitted punctually. Homework clearly demonstrates extension of learning in the classroom
- Excellent at managing own learning and using initiative

2 Good

- Maintains focus and participates in lessons. In addition, can positively contribute to each lesson as directed and can work effectively both independently and collaboratively
- Work produced is of a good standard. Responds positively to feedback
- Homework is of a good quality and frequently submitted on time. Homework demonstrates some extension of learning in the classroom
- Good at managing own learning and using initiative

3 Requires Improvement

- Focused on learning, although can get distracted. Consequently, active participation in lessons is inconsistent and collaborative work may not be productive
- Work produced is of a varied standard. Reflects on targets set, although actions are not prioritised
- Homework is of varying quality and can appear rushed. Homework unlikely to be completed on time
- Unlikely to manage own learning effectively nor use initiative

4 Poor

- Chooses not to / or is unable to engage in the learning and is rarely focused. Will rely on others for support and motivation
- Work produced is of a poor standard. Minimal tasks attempted. Targets appear to be ignored
- Homework appears rushed and may be incomplete. It is not submitted on time or may not be attempted
- Unable to manage own learning nor use initiative

In addition, teachers will set SMART targets each term, which will be reviewed during the following reporting cycle. Students will be expected to action their termly targets, which will be documented during one-to-one meetings with Personal Tutors.

A-LEVEL, UFP, GCSE, PRE AND PRE-GCSE STUDENT GRADING

A-level and UFP Students can be awarded grades ranging from A*-E, or U.

PRE, AEM, IGCSE and PRE-GCSE Students can be awarded grades ranging from 9 – 1 (or A*-G or U in some IGCSE subjects).

Grade	Quick Description	Student action
A* 9	Highly distinctive work	The student is encouraged to maintain this standard of work and stretch themselves beyond the curriculum via extension work.
A 8	Excellent work	The student should try to maintain this standard of work and understand what improvements are necessary to achieve an A*.

B 7-6	Very good work	The work is of a high quality. Certain specific improvements can be made. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
C 5-4	Good work	The work has been done well, however, points may have been missed or there may be some other clear problems with the piece. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
D 3	Fair work	The work is of pass standard, but there are some serious errors or omissions. The student should seek advice from their teacher and have specific targets to work on areas identified for improvement.
E/F/G 2-1	Basic work	The work has just achieved a pass standard. The student should discuss the work with the teacher, and if appropriate, attempt the piece again applying advice given to improve.
U 0	Unsatisfactory work	The work has not been done to the required standard. The student must discuss the work with the teacher, and attempt the piece again where appropriate, support strategies/ academic counselling must be requested.

IB COURSE GRADING

Students can be awarded grades ranging from 7 to 1:

Grade	Quick Description	Student action
7 A (Extended Essay and ToK)	Highly distinctive work	The student is encouraged to maintain this standard of work and stretch themselves beyond the curriculum via extension work.
6 B (Extended Essay and ToK)	Excellent work	The work is of a high quality. Certain specific improvements can be made. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
5 B (Extended Essay and ToK)	Very good work	The work is of a high quality. Certain specific improvements can be made. The student should read any comments carefully, redraft work and apply feedback to future work to improve.

4 C (Extended Essay and ToK)	Good work	The work has been done well, however, points may have been missed or there may be some other clear problems with the piece. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
3 C (Extended Essay and ToK)	Fair work	The work is of pass standard, but there are some serious errors or omissions. The student should seek advice from their teacher and have specific targets to work on areas identified for improvement.
2 D (Extended Essay and ToK)	Basic work	The work has just achieved a pass standard. The student should discuss the work with the teacher, and if appropriate, attempt the piece again applying advice given to improve.
1 E (Extended Essay and ToK)	Unsatisfactory work	The work has not been done to the required standard. The student must discuss the work with the teacher, and attempt the piece again where appropriate, support strategies/ academic counselling must be requested.

CAMBRIDGE ENGLISH/ IELTS COURSES

Students can be awarded grades ranging from 9.0 to 0, although in practice the range of grades for students at Worthgate ranges from 3.5 - 8.5 with most between 4.5 - 7.0.

Work should be awarded .5 scores where the standard is approaching a higher band, including writing and speaking assessments. Students, however, should be made aware that writing and speaking are assessed only in terms of .0 scores in the official IELTS marking system.

Score	Quick Description	Student action
CP 8.0 / 8.5 / 9.0	Expert/ Very Good User	The student is encouraged to maintain this standard of English and stretch themselves beyond the IELTS requirements via extension work or academic skills development.
CAE 7.0 / 7.5	Good User	The student's English work is of a high quality. Certain minor improvements can be made. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
CAE/FCE 6.5	Competent User	The work has been done well, but points may have been missed, or there may be some other clear problems with

		the piece. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
FCE 6.0	Competent User	The work is of minimum pass standard, but there are some serious errors or omissions. The student should look at, for example, any essay correction again, and make sure that all substantial points have been understood and are addressed in future work.
FCE 5.5	Modest User	The work has almost achieved a pass standard. The student should seek advice from their teacher and have specific targets to work on areas identified for improvement.
PET 5.0	Modest User	The student has language problems which should be addressed and may need to discuss a programme of extra work in the weakest areas, e.g grammar, vocabulary, with the teacher, if necessary, purchasing extra course books, e.g. Grammar in Use.
PET/KEY 4.5 / 4.0 or below	Limited User/ Extremely limited user	The student has serious language problems and should discuss a programme of extra work in the weakest areas, e.g. grammar, vocabulary, with the teacher, if necessary, purchasing extra course books, e.g. Grammar in Use. Additional English support classes should be requested.