Secondary
National Strategy
for school improvement

Tracking for success in English

department for
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Contents

About this guide

This booklet is an English subject version of *Tracking for success*, a guide to help school leaders develop and refine whole-school pupil tracking procedures to ensure that pupils' progress is systematically monitored and reviewed and that findings are acted upon. Monitoring and tracking pupils' progress are fundamental to raising standards through school improvement. This booklet supports English subject leaders' contribution to that process. The examples provided may be used to support your self-evaluation and identify areas for further development. This guide:

• sets out some underlying principles and describes ways of tracking pupils' progress in English;

• sets out the responsibilities of senior leaders, middle leaders and teachers and gives examples of some elements of an English tracking system;

• provides guidance on curricular target setting.

Introduction

Setting appropriately challenging targets through the analysis of pupil performance data and establishing rigorous monitoring and tracking systems are the critical first steps towards ensuring that the learning needs of all pupils are met.

It is important to recognise that monitoring and tracking that does not initiate specific actions by teachers and pupils will not help to raise standards. Consequently, within the booklet *Tracking for success* the assumption is made that taking necessary action to address the identified learning needs of pupils and bring about improvements is an integral part of the tracking process.

As a head of English you can ensure that appropriately challenging targets are set by analysing pupils' performance against national benchmarks of attainment and progress. These numerical targets must be turned into curricular targets, which in turn inform learning objectives and outcomes. Diagnostic analysis identifies the strengths and weaknesses in the performance of individual pupils and groups to inform lesson planning and the use of intervention programmes.

Principles

- Pupils' progress is monitored and tracked across time using a range of performance measures including teacher assessments and test results.
- All staff work collaboratively to gather, share and use information about pupils' progress. Identification of pupils' underperformance is early, rapid and accurate.
- Data are collected and shared with the pupils and all staff involved in teaching the pupils. Pupils' achievements are benchmarked against local and national data.
- Pupils have regular opportunities to discuss progress. Teachers involve pupils in setting their own targets; annual and key stage targets are shared with teachers and support staff.
- Teaching, intervention and revision programmes are informed by regular monitoring of progress and adjusted in the light of pupils' needs.
- Parents and carers are informed of and engaged in supporting pupils' achievements.
- Performance data are managed through a school-wide system, teachers have ready access to data they need, and new data can be entered and processed easily.

Tracking pupils' progress in English

Effective tracking of pupils' progress is essential in promoting achievement. It ensures that pupils make good progress throughout their school career and, where progress slows or stalls, difficulties can be picked up quickly and appropriate action taken.

Pupils' progress should be tracked regularly and systematically through a whole-school system involving all staff. It is a cyclical process of data gathering and analysis which informs target setting, reviews of teaching and the use of intervention, booster and revision programmes.

Pupils' progress should be reviewed regularly, for example, twice yearly in the spring and summer terms. Assessment data to inform these reviews should be gathered systematically. Ongoing assessment should be the basis of tracking, supplemented by discrete assessment tasks and tests as appropriate.

Analysis of assessment data should be used to inform discussions with pupils to review their performance and progress towards their targets. It can be used in setting or revising pupils' National Curriculum level or GCSE grade targets and their curricular targets. Curricular targets are the link between pupils' long-term targets (e.g. end-of-key stage National Curriculum levels or end-of-course GCSE grades) and the next steps in their learning, described in lesson learning objectives. Schemes of work and teaching are adjusted in response to the curricular targets, and intervention strategies considered for use either as part of a lesson or as a specific programme. Analysis will also determine the nature of Year 9 booster and Year 11 revision programmes.

Regular internal reporting will enable English subject leaders and teachers to monitor progress of groups and cohorts of pupils towards targets. Reports to parents and carers will be provided annually with statutory reporting at the end of Year 9 and Year 11.

Making tracking manageable for English departments

When English departments are developing or refining their approaches to tracking pupils' progress, some useful guiding principles can be applied.

- The English subject leader has a key strategic role in establishing a manageable yet robust approach to teacher assessment.
- Tracking processes need to be integrated with everyday teaching and learning.
- It is not possible to assess every English objective that is taught – instead it is necessary to identify those that are the key indicators of pupils' progress.
- The key indicators of progression in English can be related to crucial level borderlines, e.g. between levels 3 and 4, between D and C grades.
- Ongoing assessment of reading, writing, speaking and listening should be the basis of tracking, with use made of specific activities or probing questions to refine judgements.
- Where appropriate, the focus can be on pupils whose attainment is difficult to determine with confidence.

Recording systems can be simple, keeping note of only the information necessary.

It is vital that the information is used formatively and that any necessary modifications are made to the teaching programme.

It is important to involve pupils in the process – this helps secure the learning and pupils can see for themselves that they are making progress.

An English department has been involved in the piloting of the Assessing Pupil Progress Project, a project jointly managed and developed by QCA and the Secondary National Strategy to support and strengthen teacher assessment.

Towards the end of each term the teachers involved in the pilot use their pupils' ongoing work in reading and writing to make judgements against the associated assessment focuses. After considering performance across a range of assessment focuses, the teachers make an overall level judgement for reading and writing for each pupil. Alongside this process the teachers select one task for reading and one for writing, chosen from a bank of standardised tasks, and use them as part of the normal teaching and learning process to provide additional evidence of each pupil's attainment. Evidence from these two different sources, ongoing and task, is then used to provide an overall judgement on pupil attainment.

The department is continuing to develop this approach and has extended it from the two teachers involved in the pilot to all the English teachers in the department. In addition, teachers are experimenting with the use of the tasks as 'tie breakers', using them only when the evidence from the ongoing work is inconclusive.

In an English department the teachers established a set of key indicators associated with levels 3–7 and highlighted where these key indicators featured in their Key Stages 3 and 4 schemes of work. They selected the best opportunities for focusing on the key indicators, choosing specific lessons from their normal teaching programme.

When assessing a key indicator, the teachers reflect on what they already know about the whole group of pupils and then identify those pupils they are unsure about. They use an agreed set of probing questions within the main part of the lesson to start a dialogue with the targeted pupils. Teachers use a class record sheet to note those pupils who do not satisfy the requirements of the key indicator.
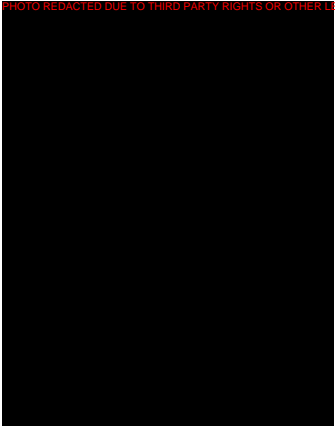
Teachers use the identified areas of weakness to inform curricular targets for individual pupils and groups of pupils. They review future planning to address the targets and use teaching assistants to provide individual and group support.

Key resources

How to get more pupils from level 3 to level 5 in English (DfES 0380-2004 G) – the key marker charts

Subject leader development materials (DfES 1518-2005FLR-EN) – 11–16 progression charts

Increasing pupils' rates of progress in English (DfES 0462-2004 G) – the matrices

Contributing to a whole-school tracking system

English subject leaders will need to contribute to school assessment processes by:

- ensuring a secure English contribution to a continuous school-wide focus on pupils' achievements using benchmark and comparative data, e.g. item-level data from PAT and Fischer Family Trust data, to monitor the progress of every pupil;

- supporting a whole-school tracking system to gather pupil performance data regularly and systematically and to inform this system to maximise pupil progress in English;

- drawing up a timetable for the regular reviewing of pupils' performance in English to identify pupils who are exceeding expectations, those who are falling behind and those whose performance is a cause for concern;

- establishing a system to ensure that the outcomes of English reviews are acted on quickly and that provision is adjusted as necessary.

Table 1 – Tracking pupils' progress sets out a number of questions and tasks for senior leaders, middle leaders and teachers.

Table 2 – Strategies for peer- and self-assessment is Handout 5.4 from the *Assessment for learning: English subject development materials* (DfES 0043-2004 G).

Table 3 – Evidence bases for Key Stages 3 and 4 presents the range of information-gathering and assessment processes used by schools.

Table 1 – Tracking pupils' progress

	Questions	Tasks
Senior leaders	• Is pupils' achievement across all subjects in line with expectations? • Are pupils making good progress towards their targets? • What is the variation in attainment and attendance between subjects and what are the possible explanations? What is being done to address in-school variation? • Who are the pupils or groups of pupils who are exceeding expectations? What are the factors that are contributing to this success and are we sharing the good practice across the school? • Which pupils or groups of pupils are achieving in line with expectations within each subject? • Are there pupils or groups of pupils who are achieving below expectations? What are we doing to address this? What intervention strategies are being used to offer support to these pupils? • Have behaviour and attendance issues been considered in relation to pupils' ability and confidence to learn and achieve? • Have we built in opportunities to review individual pupil progress across subjects? How is information gathered and shared?	• Work with subject leaders to ensure that teachers understand the nature of progression across the levels and that they plan accordingly, setting curricular targets for pupils. • Work with subject leaders to review and report on pupils' progress towards their targets. Provide challenge for middle leaders and teachers as necessary. • Work with subject leaders to monitor and support adjustments to teaching programmes in response to review findings. • Work with year leaders to ensure that pupils' effort and progress are systematically reviewed and that findings are acted on. • Work with middle leaders to ensure that special booster and intervention programmes are set up and that individual pupils receive appropriate and coherent support and are not overwhelmed by too many intervention programmes. • Ensure that all staff work together to share and use information effectively.

	Questions	Tasks
English subject leaders	• Are attainment and attendance in English in line with expectations and with other subjects in your school? • In comparison with other subject areas in the school, are there individual pupils or groups of pupils who are achieving less well in English? • What range of evidence is being used to monitor pupils' progress? • What does the analysis of assessment information tell you about pupil learning in English? Are any strengths or weaknesses revealed? • Do English programmes give opportunities to address all the areas of weakness identified? If not, how will your department address this? • Do reviews highlight particular individuals or groups of pupils who are achieving above or below expectations? What actions are being taken to support and challenge these pupils? • What intervention strategies are being used to support pupils who are achieving below expectations? e.g. in class, extra programmes like LPUs, Reading and Writing Challenges, Year 8 mentoring? • Where there are strengths, have you identified good practice and provided opportunities to share that good practice? • Can weaknesses be addressed through cross-curricular links with other subjects? Can literacy across the curriculum links help? • Do your English team meetings allow time to discuss ways in which information on pupils' progress can be used to improve teaching and learning and ensure pupil progress? • How are pupils' effort and progress in English reviewed?	• Work with teachers to ensure they understand the nature of progression across levels in medium- and short-term plans, e.g. use matrices to link key objectives to teaching strategies and pupil targets. • Work with your team to develop a shared understanding of National Curriculum levels and GCSE grade criteria. • Monitor pupils' progress towards targets regularly. Identify pupils who are exceeding expectations or falling behind. Use comparative data, e.g. Fischer Family Trust , conversion and PAT data, work scrutiny and team discussions. • Use the review findings to identify weaker aspects of planning, teaching and learning and adjust programmes as necessary. Provide support and training for teachers where necessary. • Work with teachers to provide intervention, booster or revision programmes where pupils are falling behind. • Work with senior leaders and your team to provide intervention, booster or revision programmes where pupils' needs cannot be met in normal lessons. • Support and deploy mentors and teaching assistants to help pupils. • Liaise with other subject leaders and year leaders to share and use information. Encourage your team to do the same where appropriate. • Work collectively and with tutor teams to review pupils' progress. Identify pupils making good progress as well as targeting pupils in need of additional support. • Provide regular opportunities for pupils to discuss their progress with their English teacher; support the process with form tutors or year leaders. • Lead the team in developing and embedding strategies to encourage peer- and self-assessment.

	Questions	Tasks
English teachers	• What is the range of attainment in English and attendance in each class you teach? • Are you aware of each pupil's prior attainment in English, and also in other subjects? How do you use this information? • Do you set and review curricular and layered targets with your pupils? • Do you use the outcomes of monitoring to adjust your teaching plans as necessary? • What specific intervention strategies do you use to support pupils who are falling behind? Are these used as part of the lessons or as a special programme, e.g. guided group work, modelling, targeted questioning, Reading Challenge? • Do you identify small steps or layered targets that represent English progression, sharing them with pupils so they know what to do to make progress? • How do you maintain an overview of pupils' progress, discussing their progress and identifying those in need of additional support? • How do you encourage and develop pupil and peer self-assessment?	• Set and review curricular targets with pupils which focus on specific aspects of knowledge, understanding or skills in the subject to secure progression, e.g. the matrices provide key objectives and suggested pupil targets. • Involve pupils in regular discussions of their progress and use National Curriculum level descriptions or GCSE grade criteria to demonstrate what they need to do to improve and attain higher standards. • Share learning objectives with pupils so that they are aware of what they need to learn and why, e.g. the matrices provide suggested pupil targets. • Provide high-quality oral and written feedback on pupils' work and opportunities for pupils to engage in self-evaluation and peer review, e.g. use units 6 and 7 in the AfL English materials. • Use review outcomes to inform the use of inclusion and intervention strategies in lessons and adjustment of planning where necessary, e.g. use the matrices and key objectives banks to explore teaching strategies. • Liaise with your team leader and other middle and senior leaders to ensure that pupils who need them have access to additional intervention, booster or revision programmes, e.g. LPUs, Reading and Writing Challenges, Year 9 booster, C/D borderline mentoring, targeted one-to-one academic tutoring.

Curricular target setting

Curricular targets are the link between pupils' long-term National Curriculum numerical targets and the next steps in their learning, described in lesson learning objectives.

The matrices for reading, writing, speaking and listening provide support for English teachers in linking assessment focuses to teaching objectives, indicating a range of specific teaching strategies that best address these objectives. They also provide suggested pupil targets which support pupils in understanding their learning and their next steps. These are available in *Increasing pupils' rates of progress in English* (DfES 0462-2004 G).

Guidance on curricular target setting is included in the Key Stage 3 Strategy's *Assessment for learning materials* (DfES 0043-2004 G). Unit 6 helps schools to establish a target-setting framework. The unit shows how to get beyond numerical targets to specific targets for learning. A summary of the key messages of the unit is given below. A curricular target expresses in words, not numbers, a specific aspect of the curriculum as a focus for improvement. It can be for a whole class, a group or individual pupil and can relate to the long term (e.g. a term or year), medium term (e.g. a few weeks) or short term (e.g. a few lessons).

- A curricular target should relate to specific cohorts, classes, groups or individual pupils who need more effective provision, intervention, support or monitoring in order to make better progress.

- Curricular targets provide a focus for teaching. Teaching objectives in medium-term plans or schemes of work need to directly address the curricular targets. These will be further refined in learning objectives for lessons to ensure that the target is being addressed. A target may be revisited several times in a unit, in a year and across the key stage to ensure that there is progression and achievement towards the target.

- Curricular targets are established through an analysis of available information about what has and has not been learned. An appropriate target ensures that pupils' prior attainment and achievements are built on throughout the key stage. It should focus teaching on areas of underperformance and so support improved learning outcomes for pupils.

Specific guidance on and examples of curricular and layered targets in English can be found in the following:

Leading improvement in the second year of the Strategy (DfES 0307-2002)

Improving writing (DfES 0316-2003)

Increasing pupils' rates of progress (DfES 0462-2004 G)

How to get more pupils from level 3 to level 5 in English (DfES 0264-2004 G)

Improving reading – a department handbook (DfES 1523-2005FLR-EN)

Key Stage 4 subject network follow-up booklet: autumn 2004 (DfES 0818-2004 G)

Assessment for learning: guidance for senior leaders (DfES 0043-2004 G)

Assessment for learning: English subject development materials (DfES 0043-2004 G)

– Developing objective led lessons in English (Unit 3)

– Developing oral feedback in English (Unit 4.1)

– Developing written feedback in English (Unit 4.2)

– Developing peer- and self-assessment in English (Unit 5)

– Developing curricular target setting in English (Unit 6.1)

– Securing progression in English (Unit 6.2)

– Developing questioning and dialogue in English (Unit 7)

Table 2 – Strategies for peer- and self-assessment

Strategies for peer- or self-assessment	Key benefit(s)	Examples of how and where it could be used in a lesson
1. Encourage pupils to listen to each other's responses to questions and presentations made in class and to ask questions on points that they do not understand.	• Pupils think about what they have not understood. • Pupils publicly acknowledge that they can, and want to, learn from each other. • Promotes the idea of collaborative working – 'many brains better than just one'. • Can help establish 'working together' protocols.	• Have whole-class discussion, comparing and interpreting two poems on a similar theme. Pupils respond using whiteboards followed by episodes during which successive pupils add to or take issue with interpretations. • Pupils compose alternative arguments to prepare for a debate and make short presentations to the rest of the class to test out the effectiveness of their argument and its justification. The teacher acts as chair and takes questions from the rest of the class, feeding them to an appropriate pupil on the presentation team.
2. Use examples of work from anonymous pupils and ask their peers to suggest possible ways of improving the work and how they would meet the learning outcomes.	• Pupils see what success looks like and explicitly identify the features that make for a good piece of work. • Helps moderate shared understanding of standards. • Sets benchmarks for target setting.	• Pupils are given an example of writing from a particular viewpoint and asked to evaluate the effectiveness of the vocabulary, language use and text structures chosen, to identify weaknesses and make suggestions for improvement. • Pupils are given some background and information from a report or investigation and invited to provide an introduction or conclusion. Before writing their own, pupils are shown examples written by other pupils and discuss which is more effective and why. • The teacher shows a piece of work that is not perfect but is about the standard that the pupils might achieve. Pupils work in groups, using the criteria to agree the level.
3. Ask pupils to use the expected outcome to comment on strengths of each other's work and to identify areas for improvement.	• Pupils identify their own strengths and areas for development. • Pupils are sometimes more receptive to constructive criticism from peers than from the teacher. • Helps moderate shared understanding of standards.	• The whole class evaluate and revise an anonymous written draft explanation interpreting information from a variety of different sources. They then work in pairs and fours to draft, evaluate and jointly revise similar explanations drawing on a similar range of sources on another topic or text.
4. Ask pupils to 'mark' each other's work but without giving them the answers. Instead, ask them to find the correct answers from available resources.	• Helps pupils distinguish between learning objectives and learning outcomes (and how to 'come up with the goods'). • Helps pupils recognise a range of alternative appropriate responses. • Promotes research and independent learning.	• Pupils are reminded of the objectives for a sequence of lessons on writing descriptions, some generic features of descriptive writing and some examples of effective writing but in a different context or on a contrasting subject. They evaluate and comment on the effectiveness of each other's work and establish together some assessment criteria for marking the work, to be used for peer assessment by the whole class.

Strategies for peer- or self-assessment	Key benefit(s)	Examples of how and where it could be used in a lesson
5. Ask pupils to write their own questions on a topic to match the expected learning outcomes and, in addition, provide answers to others' questions.	• Helps pupils distinguish between learning objectives and learning outcomes (and how to 'come up with the goods'). • Helps pupils recognise a range of alternative appropriate responses.	• At the end of studying a class reader together, the class generates its own 'test', with mark scheme, relating the activities they design to key objectives from the unit of work covered and an appropriate range of assessment focuses.
6. Ask pupils in groups to write five questions and, following whole-class discussion, identify the best two from each group (to generate 10–12 questions, e.g. for homework).	• Pupils gain confidence as they create their own questions and answers. • Helps pupils recognise a range of alternative appropriate responses.	• Pupils discuss and decide on an enjoyable 'checking progress activity' which can be provided at the end of an important section of work on a text or topic.
7. Ask pupils to analyse mark schemes and devise their own for a specified task.	• Pupils are able to reflect on what the key aspects or ideas in a unit of work or task are, and refine their own interpretations of requirements and possible pitfalls. • Helps pupils recognise a range of alternative appropriate responses.	• The whole class evaluate short responses to three questions on a text being studied. Each response focuses on a different key objective or assessment focus for reading. Pupils make a judgement as to which responses would gain maximum marks against previously agreed criteria. • The teacher sets homework which covers similar key objectives and assessment focuses, then asks the class what the success criteria will be. Following completion, the work is peer-marked.
8. Ask pupils to decide whether they think an answer is reasonable, whether they can add to the answer, or whether they would have given another answer.	• Pupils can evaluate the validity of statements and generalisations and discuss common mistakes and misconceptions. • Helps moderate shared understanding of standards.	• Ask pupils, in groups, to provide on OHT a set of possible answers to a specific question about a text or programme. Show all the answers and invite pupils to arrange them in order of merit in relation to a particular mark scheme. Choose one of the lower-rated answers and see if groups can suggest improvements, then repeat that process with one of the best answers.
9. Encourage pupils to develop assessment criteria for periodic assessment tasks.	• Helps pupils focus on what they need to produce or demonstrate to have their achievement recognised.	• As a starting point for a new sequence of lessons, having found out what pupils already know, ask them to identify what they want to learn during the coming lessons and how they will know if they have succeeded.
10. Ask pupils for their level of confidence with a particular piece of work.	• Pupils can identify productive areas on which to focus their efforts and develop mastery of particular concepts and skills.	• The teacher asks pupils to 'traffic light' the key objectives and their curricular targets before and after a particular piece of work. (Green is 'happy'; amber is 'not quite sure'; and red is 'very unsure'.)

Table 3 – Evidence bases (Key Stage 3)

	Uses and features
Key Stage 2 marks for reading, writing, spelling, and sub-levels	• Produce results that are standardised to national levels and form the basis for national value-added judgements. • Support early identification of pupils for focused intervention programmes based on analysis of raw marks. • Identify strengths and weaknesses, e.g. differences between reading and writing; the contribution of spelling to the overall writing level.
Pupil Achievement Tracker	• Takes in the information from above and provides a detailed breakdown of item level data by assessment focus in graph and diagram form. • Provides benchmark for value-added and expected progress and makes possible predictions of future achievement as in the autumn package, i.e. based on prior attainment in English. • Provides information for curricular and personal targets.
Years 7 and 8 optional tests and test base analyses	• Offer diagnostic/formative assessment at assessment focus and individual pupil level. • Measure progress towards target level at individual, group, class or year level and inform future planning and teaching as per Key Stage 2 and Key Stage 3 data analysis. • Diagnose weaknesses and strengths at all levels and can provide analysis by question type. • Provide clear staging posts between key stage tests.
Year 7 progress tests	• Can be used to help evaluate curriculum and intervention plans through analysing evidence of the impact of teaching and intervention delivery on test performance. • Can give raw scores for the aspects for diagnostic/formative assessment as per Key Stage 2 mark sheets. • Produce level thresholds for each attainment target which can inform future planning and support arrangements.
Reading test results	• Provide standardised reading ages but the upper ceiling may not differentiate in high-achieving cohorts. • Are mainly vocabulary based, and are not a reflection of range of strengths and weaknesses across the curriculum.
Work scrutiny and moderation	• Can reveal the impact of schemes of work, or specific focuses, or changes to them, on pupil attainment and progress over time. • Show whether there is a range of work as demanded by the National Curriculum. • Reveal pupil attainment and what needs to happen next. • Demonstrate whether agreed marking and assessment procedures are being implemented. • Indicate whether targets are being set, monitored and attained. • Can be the basis of agreed, shared, consistent understanding of what constitutes a particular level. • Show whether a range of work is being done to enable all assessment focuses to be addressed.

	Uses and features
Individual's accumulated portfolio of work	• Contributes to teacher and self-assessment of progress and attainment over time. • Can show whether individual targets are being set, monitored and attained. • Supports agreed, shared, consistent understanding by pupils of what constitutes a particular level. • Reveals whether the range of work is being done to enable all assessment focuses to be addressed.
End of term/unit examinations or assessments	• Measure progress and attainment against term or unit teaching objectives in timed or unaided conditions. • Contribute to future planning based on diagnostic and formative assessments against the objectives. • Are not nationally standardised, and will reflect rather than reveal any imbalance in the curriculum.
CATs data	• Provide quantitative, non-verbal scores and averages. • Are designed to give broad predictions for future performance based on potential identified through the tests. • Reveal discrepancies in performance, e.g. verbal and non-verbal. • Take no account of prior attainment and do not identify what pupils can or cannot do, or factor in teaching. • Should only be used to identify possible underachievement and to challenge upwards.
Day-to-day marking and assessment	• Offer evidence of work in progress and towards targets. • Provide support in closing the learning gap. • Are task-specific and objective-referenced. • Inform short-term planning. • Reflect school marking/assessment policy. • May be more subjective, but can be made consistent through internal moderation.
Peer- and self-assessment	• Build pupils' self-esteem. • Involve pupils in their own learning. • Encourage greater pupil responsibility. • May be pupil subjective. • Require training for pupils. • Require planning into schemes of work.

Table 3 – Evidence bases (Key Stage 4)

	Uses and features
Key Stage 3 tests	• Can, through item level analysis, give a detailed picture of strengths and weaknesses in terms of assessment focuses, which identifies curricular targets and informs future planning for Year 10. • Are the basis for predictions of future achievement as in the autumn package, i.e. based on prior attainment in English. • Provide benchmark levels for value-added and expected progress during Key Stage 4.
Day-to-day marking and assessment (including monitoring attendance)	• Give evidence of progress towards curricular and attendance targets. • Provide support in closing the learning gap. • Are task-specific and objective-referenced. • Inform short-term planning. • Reflect school marking or assessment policy. • Relate to the criteria for GCSE grades. • Incorporate the department's experience of internal moderation.
Peer- and self-assessment	• Build pupils' self-esteem. • Involve pupils in their own learning and in the setting of personal targets for achievement and attendance. • Encourage greater pupil responsibility for themselves and for others. • Require training for pupils since they need to be informed by an understanding of what is required for different grades at GCSE. • Require planning into schemes of work and need the teacher's confirmation of judgements.
End of term/unit assessments	• Involve measuring progress and attainment against term or unit teaching objectives in timed examinations or unaided conditions. • Support assessment for learning and planned intervention based on diagnostic and formative assessments against the objectives. • Contribute to the picture of individual progress with coursework judged against grade criteria, particularly when internally moderated. • Can inform planning by contributing to mid-term reviews of the progress of targeted pupils.
Mock examinations	• Can offer diagnostic/formative assessment at assessment objective and individual pupil level, particularly when taken early enough. • Measure progress towards target grades at individual, group, class or year level and inform future planning and teaching. • Diagnose weaknesses and strengths at all levels and identify future priorities.
Coursework	• Offers in each unit additional information on skill development in relation to the assessment objectives. • Provides opportunities for pupils to be given the grade criteria by which coursework units are judged.
GCSE results	• Provide opportunities to analyse the moderator's report, marks for each paper, final results and, if requested, examination scripts. • Support reviews of the curriculum as appropriate.

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