

Educational Strategy Team

Outcomes Policy 2026-27

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Date	Version No	Brief detail of change
01.09.26	3	Updated dates and requirements for EYFS data collection
01.09.26	3	Updated Y2 and Y6 data entry requirements (SATs not PiXL)
01.09.26	3	Updated statutory data flow map to include 2026/27 dates

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Why do we have this policy?

This policy outlines expectations for the implementation of assessment procedures for primary schools with year groups from Year R, up to and including Year 6. For secondary schools, it outlines expectations for the implementation of assessment procedures for year groups from Year 7, up to and including Year 11. The policy also refers to Years 12 and 13, for schools with a Sixth Form provision.

- Schools are expected to achieve attainment and progress at least in line with national performance for GLD, phonics, MTC and KS2 SATs.
- Schools are expected to achieve attainment and progress at least in line with national performance for KS4 outcomes and, where relevant, KS5 outcomes.
- Schools are expected to achieve attainment and progress at least in line with national performance for different groups e.g. Pupil Premium and non-Pupil Premium performance.
- School performance will be considered against a variety of local and national indicators to ensure pupils are attaining and progressing in line with their peers locally and nationally.
- There will also be consideration of results over time.
- Schools are expected to have robust tracking and monitoring systems, which allows for effective quality assurance of assessment, in place for year groups with no statutory testing.
- All schools' published outcomes will be reviewed annually.
- Assessment and outcomes data will be reviewed by the Quality of Education Committee three times a year.

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Our Trust's Policy

For 2026-27, the Thinking Schools Academy Trust's appropriate data analysis software for primary schools is Insight, and for secondary schools is 4Matrix.

All TSAT schools will:

- Have high ambition for all pupils.
- Adopt a coherent reading strategy which actively promotes frequent and independent reading and reading for pleasure. The reading strategy will be designed to ensure that all pupils can access the curriculum and experience success, with monitoring and targeted support for those at the earliest stages of reading and pupils who require intervention to secure foundational reading skills.
- Meet the needs of all pupils, regardless of prior attainment or other categorisation, through an ambitious, broad and balanced curriculum to ensure that there is no discernible difference between advantaged and disadvantaged pupils' outcomes and opportunities.
- Follow the National Curriculum and it is expected that schools have an agreed assessment system for tracking pupils' progress against the end of Key Stage defined end points for foundation subjects.

Assessment Principles

The Trust uses an appropriate range of assessment strategies to inform pupil progress and attainment. These are divided into two key types of assessments:

- School based assessment – this will be developed by curriculum, phase or senior leaders to assess pupil attainment in relation to specific bodies of learning delivered in accordance with the sequencing of the subject curriculum.
- National assessments – this will predominantly be past assessment material produced by examining bodies to award nationally recognised qualifications such as MTC, SATs, GCSEs, BTECs and A Levels.

All TSAT schools will have a clear assessment policy which contains the following aspects:

- How leaders assess the curriculum and address any gaps in learning to inform future teaching
- Use assessment as a tool to inform future teaching
- How leaders feedback to pupils and what the intended impact is on their learning over time
- How assessment for learning is thought out to skillfully identify misconceptions and support knowledge acquisition using a variety of strategies appropriate to the school and context
- How assessments are cumulative in their approach to secure long-term memory of knowledge and skills
- How reading is assessed for pupils in all year groups, and the intervention used to support pupils with reading ages below their chronological age (see Related Documentation)
- Either:
 - Clear guidance for how pupils are assessed at Key Stage 1 and how this supports pupils as they move to Key Stage 2 and beyond (Primary schools); or
 - Clear guidance for how pupils are assessed at Key Stage 3 and how this supports pupils as they move to Key Stage 4 and beyond (Secondary schools)
- Robust processes for school leaders to follow to analyse progress for pupils in all year groups which is broken down into prior attainment, if applicable, and pupil groups (eg PP, SEND, EAL), including moderation expectations

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Using the principles and processes of assessment, the school's aims are to:

- Monitor progress, identify gaps in skills and knowledge and inform future lesson planning/support/intervention. In addition, it may be necessary to adjust the curriculum to reflect gaps in skills and knowledge.
- Celebrate the achievements of pupils and identify areas for development.
- Comprise both formative and summative elements of assessment
- Ensure that assessments are fit for purpose and judgements made by teachers in the Trust are accurate and reliable
- Comply with statutory requirements

All primary schools will:

- Use The Trust's appropriate data analysis software to record all summative assessment and PiXL will be used to benchmark our pupils against other pupils within the PiXL schools.
- Undertake assessments within defined windows and upload QLA data to both The Trust's appropriate data analysis software and PiXL by the published deadlines. It is the responsibility of the Headteacher to ensure that systems and structures are in place within their school to administer the assessments in accordance with this policy, and the timely and accurate upload of data to both The Trust's appropriate data analysis software and PiXL.
- Ensure that the pupil data transferred to The Trust's appropriate data analysis software is accurate to enable effective analysis of performance of all pupils and groups of pupils. This will lead to meaningful data analysis both at school level and Trust level.
- Use agreed PiXL language E1, E2 etc for Teacher assessment. Schools are expected to use The Trust's appropriate data analysis software as their Teacher Assessment system for the writing and science. These are to be updated in line with PiXL assessment to provide further information about our pupils' progress and attainment.
- Teachers should use the National Curriculum to support making professional judgements about the pupils' ability to consistently demonstrate their skills and knowledge in core subjects, including Science.
- Moderation activities must take place at least once during Autumn term (T1 and T2), Spring term (T3 and T4) and Summer term (T5 and T6), both within schools and across schools to ensure accurate judgements.
- Schools have the flexibility to add other assessments to the data analysis platform that are used at a school level and not considered a statutory outcome. These may include reading and/or spelling ages, book bands, speech and language assessments etc. All can be defined or used at a school level and do not form part of the Trust wide accountability framework.
- Following data entry points, 'Pupil Progress Meetings' will take place at least twice a year by Headteachers and their school leaders. Headteachers or Regional Directors may request peer support or cross-regional moderation following 'Pupil Progress Meetings' if appropriate.

All secondary schools will:

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- Ensure that pupils will have access to the EBacc curriculum appropriately as part of their ambitious curriculum to Transform Life Chances (for example this could be at least accessing a Humanities subject if not a Modern Foreign Language)
- Have a clear home learning policy to ensure that pupils extend and consolidate their learning beyond the classroom
- Undertake assessments within defined windows and upload reading, Key Stage 4 and 5 data to the appropriate data analysis software by the published deadlines. It is the responsibility of the Headteacher to ensure that systems and structures are in place within their school to administer the assessments in accordance with this policy, and the timely and accurate upload of data to the designated data analysis software in use by the Trust.
- Following KS4 and KS5 data entry points, 'Raising Standards Meetings' will take place at least twice a year by Headteachers and their school leaders with subject leaders. Headteachers or Regional Directors may request peer support following 'Raising Standards Meetings' if appropriate.

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National Assessments

Schools will participate in all National Assessments as defined by the timeframes published by the Department of Education. Schools are expected to read, understand and implement the Assessment Reporting Arrangements, as published each year and work collaboratively within each region and Local Authority to support the implementation.

Schools must upload statutory outcomes to Arbor as well as the Trust's appropriate data analysis software.

Schools may choose to continue to upload Statutory outcomes to their MIS as well as appropriate data analysis software and this can be determined by the school. However, it is expected that all Statutory outcomes will be uploaded to the Trust designated data analysis software as soon as they are available.

All TSAT schools will:

- Participate in all National Assessments as defined by the timeframes published by the Department of Education. Schools are expected to read, understand and implement the Assessment Reporting Arrangements, as published each year and work collaboratively within each region and Local Authority to support the implementation
- Abide by the regulations outlined by the Joint Council for Qualifications
- Engage appropriately with DfE checking exercises
- Provide pupils with a clear examination and revision support schedule (appropriate to Key Stage)

National assessments include:

RBA, GLD, Phonics, MTC and KS2 SATs, GCSEs, BTECs, A Levels

Publication of Data

KS2 data must be published on school websites by the end of that academic year. KS4 and KS5 data must be published on school websites within 6 weeks of the results' dates.

Primary Testing and Examination

Test Administration

Tests should be administered in a manner that is appropriate to the age group and needs of the pupils being tested. This may involve whole class testing, individuals using quiet spaces to complete the tests, having readers/scribes/extra time/enlarged text etc. as appropriate.

Unless unavoidable, the Trust requires that all tests should be administered by a teacher. It is good practice to routinely administer tests that incorporate any pupil adjustments, so that they can be considered as standard practice for any statutory assessments that are undertaken.

In KS1, the Trust advocates tests being administered in small groups, supported by the teacher/other qualified or trained individual.

Where past statutory papers are used, schools should apply their professional judgement to ensure that pupils are comfortable when being assessed and are not put under undue pressure where they may not have yet secured the knowledge being assessed,

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For all statutory assessments, refer to relevant DFE administration guidance.

[Key stage 2 test administration guidance - GOV.UK](#)

Secondary Testing and Examination

Assessment Administration

Assessments should be administered in a manner that is appropriate to the year group and needs of the pupils being tested. This may involve whole class testing, having readers/scribes/extra time/enlarged text etc. as appropriate.

The Trust requires that all tests are administered by suitably qualified members of staff, for example teachers, exam invigilators, trained cover supervisors etc.

Throughout KS3, it is good practice to routinely administer tests that incorporate any pupil access arrangement adjustments, so that they can be considered as standard practice for any statutory assessments that are undertaken in KS4 and KS5.

[Access Arrangements, Reasonable Adjustments and Special Consideration – Joint Council for Qualifications](#)

For all statutory assessments, refer to guideline documents as presented by the Joint Council for Qualifications (JCQ).

JCQ regulations:

[Gen regs approved centres 25-26 FINAL-1.pdf](#)

Instructions for conducting examinations:

[Print-version-JCQ-Instructions-for-conducting-examinations-2025 6 FINAL.pdf](#)

NEA:

[Coursework ICC 25-26 FINAL.pdf](#)

Malpractice:

[Malpractice Sep24 FINAL.pdf](#)

AI Use in Assessments:

[AI-Use-in-Assessments Apr25 FINAL.pdf](#)

Mock Examinations – Suggested Principles for Best Practice

Where possible, the administration of mock exams will include the following considerations:

- Mock exams are taken place in the same environment that formal exams will be undertaken, with a seating plan, malpractice log and any access arrangements made available.
- Mock exams should be based on previously used papers, as opposed to assessment written by staff. It should only assess content that has been covered to date.
- Papers should be adapted to reflect the stage of the learning journey and knowledge acquired by pupils according to the curriculum plan at that time. They should also be cumulative.
- Revision lists may be provided in advance; the lists may be content specific or may outline what areas are not covered in the papers, to support pupil independence and promote revision habits over time.
- Assessments should be moderated by departments before entering WAG and/or MEG grades and these grades should proportionate reflect what has been assessed according to the learning journey.

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Data should then be sense checked by curriculum leaders and/or SLT before publishing as a final data set in the Trust data analysis platform.

- Where pupils have missed mock exams, every effort should be made to provide the pupil with the opportunity to complete them.
- The school may wish to conduct resits for pupils who have demonstrated poor effort or not engaged properly with the mock exam period.
- Malpractice should be reported to the Exams Officer and treated as per JCQ guidelines as though the exam was conducted as the real exam series.

KS3 Assessment Guiding Principles

The KS3 assessment policy should contain reference to the following:

- A clear structure for expected frequency of different assessment types, which must be appropriately linked to the amount of curriculum time allocated per subject area across Years 7-9
- A clear rationale for what data is collected, why, and how it is used to improve, not prove
- The meaning of data that is shared with pupils, so that pupils can use this data to articulate their progress and how it supports them with their learning
- How the assessment data is recorded at the school, for example subject specific markbooks, using software such as PowerBI, etc
- The expectation of action(s) following assessment data collection and what this looks like at subject level or whole school data collection level. *For example:*
 - A pupil response should be issued following T2, T4 and T6 data collection in foundation subjects (with between 2 and 5 hours of curriculum time per fortnight). It is expected that teachers follow up by closing the loop on this pupil response to ensure that suitable progress has been made following teacher feedback.
 - Progress data will be collected for core subject areas T1, T3 and T5. Subject battle plans will then be written and discussed during line management, and reviewed for impact in T2, T4 and T6.
- When and how data is reported back to parents, and what the data means in relation to their child's progress/learning journey through each subject area

Potential useful appendices to school policy:

- Definitions of data that is collected, for all stakeholders
- Data analysis documentations
- Pupil feedback exemplars eg DIRT task
- Data analysis templates eg battle plans
- Assessment calendar
- WAGOLLS

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Moderation

Moderation is a quality assurance process that ensures consistency and appropriate standards of feedback. It is a process for ensuring that marks or grades are awarded appropriately and consistently. It involves checking and reviewing assessment schemes, items and assessor judgments. Successful moderation enables teachers within a school/across our Trust to develop and apply a consistent and precise language of assessment which can be used by teachers, support staff and leaders to describe and discuss pupil learning.

Moderation is the practice of professionals sharing and developing their understanding of what learning looks like by examining examples of different types and quality of pupil work and comparing these with statements in the National Curriculum, sample papers, examiner feedback and mark schemes. It should be used as a technique that strengthens other assessment practices. It provides a structure and process for teaching teams, teachers, classes and individual pupils to develop a shared and deep understanding of learning intentions, success criteria and the curriculum standards on which assessment is based.

The practice gives teachers and pupils the collaborative structure and processes to look closely at evidence to establish:

- What is to be learned?
- How is learning progressing?
- What will be learned next?

Moderation enables discussion about:

- What pupils need to learn to meet standards
- What success looks like.

For Primary schools, it is outlined within the Trust expectations that moderation activities must take place at least once per full term (HT1-2, HT3-4 and HT5-6). Moderation practices must feature within each school's assessment policy.

It is expected at the very least there will be regional moderation in the following areas at primary:

- EYFS (Early Years Foundation Stage) baseline and end of year assessments
- Year 1 assessment (in the absence of PiXL resources)
- Writing across all year groups

For Secondary schools, it is expected that Headteachers will define the frequency of moderation within their own schools and this will form part of the school-based Assessment policy e.g. after a mock examination. Curriculum Leaders should make best use of the network of curriculum leaders across the Trust to support with moderation and standardisation of coursework and assessment when appropriate. If beneficial, this could be regionally and in person and would cover common papers for a wider data set.

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Target Setting

All primary schools must set year group cohort targets for the following:

- GLD (By end of term 2)
- Phonics – Year 1 and Year 2
- MTC
- Years 1-6:
 - Reading
 - Writing
 - Maths
 - Combined

All secondary schools must set Year 10 and Year 11 group cohort targets for the following:

- Progress 8 (P8)
- Attainment 8 (A8)
- EBacc Average Point Score (APS)
- % grades 4+
- % grades 5+
- % grades 7+
- % English and Maths combined grade 4+
- % English and Maths combined grade 5+

Schools with Sixth Forms must set Year 12 and Year 13 group cohort targets for the following:

- Value Added (VA)
- % grades A*-A
- % grades A*-B
- % grades A*-C
- % grades A*-E

Individual schools must set their own realistic but challenging targets used established methodology and tools outlined as best practice Illuminators. The cohort's prior attainment, as well as the National average, will be the starting point for all target setting. It is reasonable to expect that all schools should be aiming for at least the National data sets for all areas of data and any targets that are set below this minimum standard will need to be explored in detail with the Regional Director before they are shared and agreed by Governors.

Once set, target figures will be agreed in discussion with their Regional Directors. Schools must clearly define the rationale for decisions made around how targets are set, which should feature as part of the school assessment policy. Targets must be agreed and uploaded to the appropriate data analysis software, as their own specific data set, by the end of September of any academic year.

As part of target setting practices, schools should consider a range of factors, including:

- Trends in performance by the school over previous years
- The prior attainment of each year group
- Baseline testing, where applicable that has taken place as part of Key Stage transition
- The context within which the school is operating and how it compares to schools in similar circumstances
- The National average data for statistically similar schools

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Progress

For 2026-27, progress measures will be as outlined by the DfE for end of Key Stage 2.

[Information for schools and parents: primary school progress measures](#)

All schools are expected to track progress of individual pupils in all year groups. This must include in-year progress and progress across a Key Stage. As a Trust, TSAT will use PiXL comparisons to benchmark the progress of our cohorts. As part of the data analysis cycle, Headteachers and Regional Directors will identify cohorts who are making slower progress when compared to PiXL schools. This will likely lead to a more forensic review of the school's processes for Pupil Progress Meetings and how staff are held to account for quality of education and outcomes.

It will be possible to produce Progress 8 in 2026/27, as KS2 prior attainment will be available for this cohort.

[Secondary accountability measures: 2025 guidance for maintained secondary schools, academies and free schools - GOV.UK](#)

As outlined already in the policy, all schools are expected to track progress of individual pupils in all year groups, and this will be defined within a school's assessment policy.

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Data Collection Terminology

Data will be collected from all schools at least twice per academic year. For the purposes of conversations with school leaders, AGBs and committees, and data collection in Arbor/the Trust's appropriate data analysis software, the following terminology will be used:

- End of Key Stage target – the grade which has been calculated for a pupil to achieve as a minimum to secure good or better progress from the pupil's starting point as per national expectations. This can be adjusted up depending on progress made through the Key Stage.
- Working at Grade (WAG) – the grade, or level, at which a pupil is working at the point of data capture, usually based on mock examination grades that are calculated by using exam board assessment objectives and success criteria, but not strictly limited to this
- Predicted Grade (PG) – the grade, or score, a pupil is expected to achieve by the end of the academic year that they are in, according to a range of assessment data which informs a robust and reliable indication of the pupil's attainment and progress relative to the point of their course of study

For secondary schools, 'Attitude to Learning' and 'Home Learning' grading descriptors must be defined at school level, but should follow the following number and naming:

1	Excellent
2	Consistently good
3	Requires improvement
4	Cause for concern

It is acknowledged that this terminology may differ from language that is used in school assessment policies and with local stakeholders. Schools may also wish to collect data additionally to the table below, but this will not be used for Trust reporting purposes.

Year 6 Data

As Year 6 testing will use previous KS2 papers in PiXL, data will be recorded in SATs language. This will be for all uses; test results, predictions and targets. Teacher Assessment will be collected at the same time as SATs papers, to allow for combined RWM monitoring. Entering raw scores for SATs papers will be optional.

Reading: scaled score (based on 2019 weighting)

Writing: Teacher Assessment, using WTS/EXS/GDS notation

Maths: scaled score (based on 2019 weighting)

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Primary Assessment and Data Collection Schedule

‘Data Upload’ refers to the Trust’s appropriate data analysis software, and if the assessment is a PiXL assessment, the PiXL QLA platform.

Autumn Term

Year	Data Capture Name	Assessment Window	Data Upload Deadline
EYFS	DfE (Reception Baseline Assessment)	Completed within 6 weeks of pupil starting	RBA Assessment Tool
	Aut 1 Prime Areas	T1	WAG on Insight – 12/10/26
	Aut 2 Specific and Prime Areas	T2	GLD Targets – 04/12/26 WAG on Insight – 11/12/26
1	Aut 2 Teacher Assessment	T2	RWM on Insight – 11/12/26
2	Aut1 SATs (2026)	28/09/26-12/10/26	RWM on Insight – 16/10/26
3	Aut1 PiXL	28/09/26-12/10/26	RWM on Insight – 16/10/26 PiXL QLA – 28/10/26
4	Aut 1 PiXL	28/09/26-12/10/26	RWM on Insight – 16/10/26 PiXL QLA – 28/10/26
	Aut 2 MTC	09/11/26-13/11/26	Insight – 20/11/26 Predictions – 03/12/26
5	Aut 1 PiXL	28/09/26-12/10/26	RWM on Insight – 16/10/26 PiXL QLA – 28/10/26
6	Aut 1 SAT Scaled Score \ TA [2025 paper]	09/09/26-11/09/26	RWM on Insight – 18/09/26 PiXL QLA – 30/09/26
	Aut 2 SAT Scaled Score \ TA [2023 paper]	09/11/26-13/11/26	RWM on Insight – 20/11/26 PiXL QLA – 25/11/26 Predictions – 03/12/26

Spring Term

Year	Data Capture Name	Assessment Window	Data Upload Deadline
EYFS	Spr 2 Specific and Prime Areas	T3-T4	Insight – 25/03/27
1	Spr 1 Phonics (2025)	11/01/27-15/01/27	Insight – 22/01/27 Predictions – 04/02/27
	Spr 2 Phonics (2026)	01/03/27-05/03/27	Insight – 12/03/27
	Spr 2 Teacher Assessment	T4	RWM on Insight – 25/03/27
2	Spr 1 SATs (2023)	01/02/27-12/02/27	RWM on Insight – 25/02/27 PiXL QLA – 03/03/27
3	Spr 1 PiXL	01/02/27-12/02/27	RWM on Insight – 25/02/27 PiXL QLA – 03/03/27
4	Spr 1 MTC	11/01/27-15/01/27	Insight – 22/01/27 Predictions – 04/02/27
	Spr 1 PiXL	01/02/27-12/02/27	RWM on Insight – 25/02/27 PiXL QLA – 03/03/27
	Spr 2 MTC	01/03/27-05/03/27	Insight – 12/03/27
5	Spr 1 PiXL	01/02/27-12/02/27	RWM on Insight – 26/02/27

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			PiXL QLA – 03/03/27
6	Spr 1 SAT Scaled Score \ TA [2024 paper]	11/01/27-15/01/27	RWM on Insight – 22/01/27 PiXL QLA – 03/02/27 Predictions – 04/02/27
	Spr 2 SAT Scaled Score \ TA [2026 paper]	01/03/27-05/03/27	RWM on Insight – 12/03/27 PiXL QLA – 17/03/27 Predictions – 18/03/27

Summer Term

Year	Data Capture Name	Assessment Window	Data Upload Deadline
EYFS	Sum 2 GLD reporting on all areas of the curriculum	T5-T6	Data to LA – 25/06/27 GLD on Insight – 09/07/27
	Sum 2 Phonics Check (2027)	05/07/27-09/07/27	
1	Sum 2 Phonics [Statutory]	14/06/27-18/06/27	
	Sum 2 Teacher Assessment	T5-T6	RWM on Insight – 09/07/27
2	Sum 2 SATs (2027)	07/06/27-18/06/27	RWM on Insight – 09/07/27
	Sum 2 Phonics [Statutory]	14/06/27-18/06/27	
3	Sum 2 PiXL	07/06/27-18/06/27	RWM on Insight – 09/07/27 PiXL QLA – 23/06/27
	Sum 2 MTC	07/06/27-11/06/27	Insight – 18/06/27
4	Sum 2 PiXL	07/06/27-18/06/27	RWM on Insight – 09/07/27 PiXL QLA – 23/06/27
	Sum 2 MTC [Statutory]	07/06/27-11/06/27	
5	Sum 2 PiXL	07/06/27-18/06/27	RWM on Insight – 09/07/27 PiXL QLA – 23/06/27
6	Sum 2 SATs week [Statutory]	10/05/27-14/05/27	

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Secondary Assessment and Data Collection Schedule

Autumn Term

Year	Data Capture Name	Assessment Window	Deadline
7	Reading Age (Arbor)	September	30/9/26
10	KS4 targets	Moderated and agreed by HTs/RDs by 2/10/26	09/10/26
11	T2 WAG, T2 PG ATL1 and HL1	End of T1 or start of T2	11/12/26
12	KS5 targets	Moderated and agreed by HTs/RDs by 2/10/26	09/10/26
13	T2 WAG, T2 PG ATL1 and HL1	End of T1 or start of T2	11/12/26

Spring Term

Year	Data Capture Name	Assessment Window	Deadline
10	T4 WAG ATL1 and HL1	T3-T4	25/03/27
11	T4 WAG, T4 PG ATL2 and HL2	End of T3 or start of T4	12/03/27
12	T4 WAG ATL1 and HL1	T3	25/03/27
13	T4 WAG, T4 PG ATL2 and HL2	End of T3 or start of T4	12/03/27

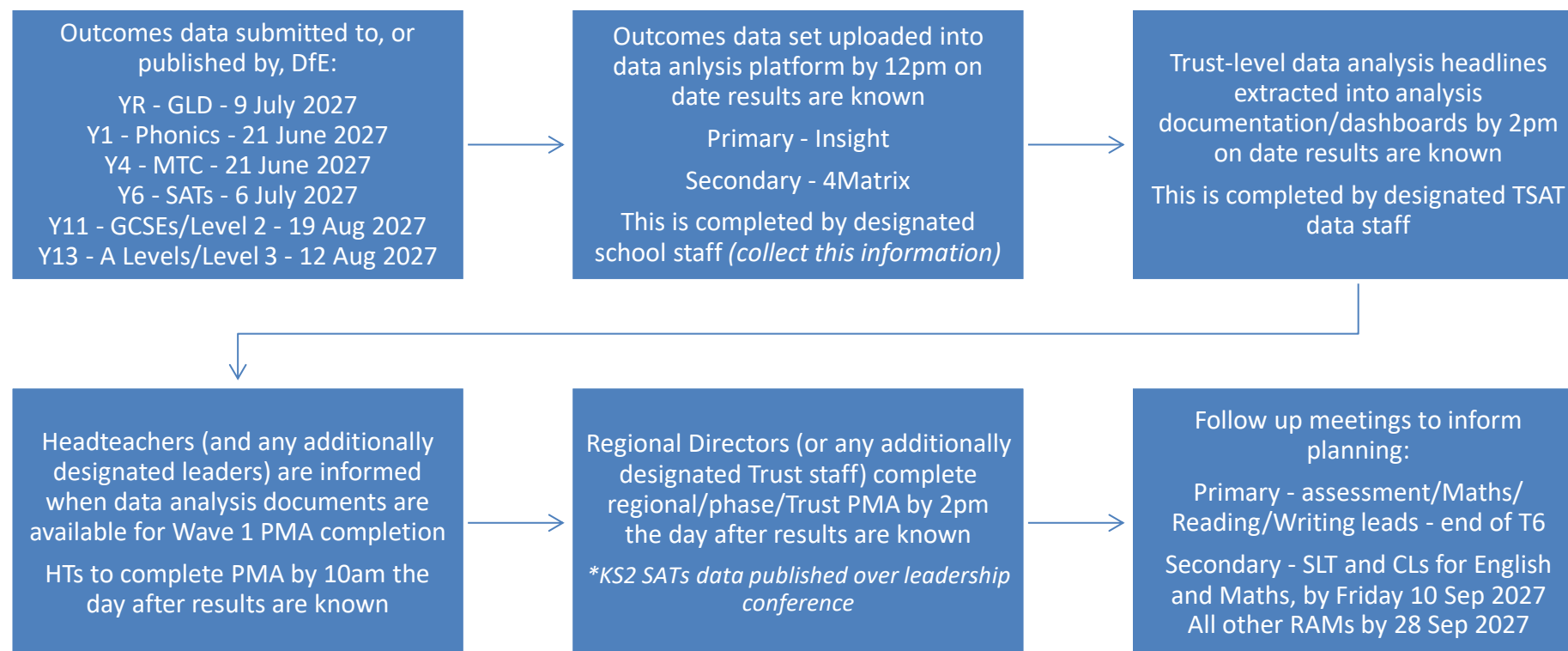
Summer Term

Year	Data Capture	Assessment Window	Deadline
10	T6 WAG and PG ATL2 and HL2	End of T5 or start of T6	25/06/27
11	T5 PG	Based on T4 data sets, a final prediction for the grade the pupil will achieve based on progress made since final mock exams	7/5/27
12	T6 WAG and PG ATL2 and HL2	End of T5 or start of T6	25/6/27
13	T5 PG	Based on T4 data sets, a final prediction for the grade the pupil will achieve based on progress made since final mock exams	7/5/27

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Management and Analysis Expectations when Statutory Data is Published



(Intended dates which may be slightly subject to change depending on national dates as they are published)

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Responsibilities

To enable the effective implementation of this policy and to support leaders to understand the accountability framework, below are a list of responsibilities. Whilst this list isn't exhaustive, leaders may choose to use this list to support the implementation of any individual school assessment's procedures.

The effective use of data is crucial for data to be meaningful. Analysis of the data tells us what is going well and where there are areas for improvement. What data doesn't tell us is the reasons why cohorts, groups or individuals have performed how they have, or how the school is going to improve the data where there is an identified concern or area of improvement.

Therefore, analysis of the data on the Trust's appropriate data analysis software and PiXL will be explored by tiers of leadership within the Trust. However, all data will be analysed through the performance of the cohort within year groups, as well as pupil groups, such as those who are disadvantaged and pupils with SEND (Special Educational Needs and Disabilities); this is irrelevant of the tier where the analysis takes place.

A summary of any meetings which capture data analysis, and an overview of next steps will be shared with the Executive team and the Quality of Education Committee 3 times a year.

Leadership Responsibilities

Headteachers are responsible for:

- Managing the effectiveness of the policy within their school
- Establishing effective communication and collaboration within their school and region
- Working with their teams to establish local principles for effective delivery of the policy.
- Effective implementation, monitoring and evaluation of the impact of the policy within their school
- Ensuring all staff are clear on expectations of this policy and the school's principles.

Regional Directors/Deputy Regional Directors are responsible for:

- Providing challenge, support and intervention to schools where assessment practice/judgements are not yet entirely robust, and will coordinate moderation at regional level. Regional Directors will use the school-based data to quality assure data that has been presented at AGB level to inform the Regional Assurance Board (RAB). Where appropriate, they will report to the Board and Trustees on schools' end of year targets and in-year data and will keep this policy under review.

The Education Strategy Team are responsible for:

- Supporting Regional Directors/Deputy Regional Directors with challenge, support and intervention as appropriate or required, particularly with regards to Reading, Writing and Maths (primary) and English and Maths (secondary) statutory outcomes
- Providing structures for data collection and analysis
- Providing support or training for any data collection systems used within our Trust

Governors are responsible for:

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- Supporting and challenging the school leadership by scrutinising in-year progress/attainment data including for different year groups and groups of pupils, and by triangulating this data with other evidence

School Level Leadership and Wider Stakeholder Responsibilities

School Leaders are responsible for:

- Ensuring the curriculum is appropriate and meets the needs of all pupils to allow them to make at least good progress from their starting points, particularly those classed as vulnerable (e.g. SEND, PP, LAC or previously known to care etc)
- Supporting and challenging teaching staff in their assessment practices and judgements, including through regular training, school to school and Local Authority moderation
- Ensuring all required data is uploaded by the deadline and in the correct place in The Trust's appropriate data analysis software (including subscriptions such as PiXL)
- Preparation for and engagement with Pupil Progress/Raising Standards Meetings (or equivalent name), ensuring that impact can clearly be evidenced and is positively contributing towards improving pupil outcomes.
- Ensuring deadlines are met for data to be submitted to the Local Authority of Primary Assessment Gateway
- Ensuring staff are given training to be able to use the appropriate data analysis software (or other data analysis software such as PowerBI and other platforms) effectively and to understand the requirements of this policy
- Analysing the data from across the school, holding progress meetings with staff to celebrate success as well as creating plans to ensure that, where needed, the data improves over time.
- Ensuring the data analysis is used to drive standards and inform teaching and learning
- Ensuring parents and carers are informed of which statutory assessments their child(ren) will be undertaking and what these entail
- Ensuring transition arrangements between year groups is robust and set expectations that pupil attainment and progress is a key part of discussions.
- Using the data to inform the basis of their Academy Governing Board (AGB) report, as determined by the Trust. Headteachers will ensure that the commentary provided to the AGB is strategic and provides detailed analysis of successes and what the school plans to implement to ensure that where data is not at the expected standard, there are carefully considered plans to address this.

Educational Strategy Team

Outcomes Policy 2026-27

Teachers are responsible for:

- Actively engaging with training, support and moderation for assessment in order to be assessing pupils' achievements accurately and with confidence;
- Using the strategies outlined in this policy to support pupils appropriately to achieve their best.
- Setting Professional Growth targets appropriately to develop their skills and knowledge in delivering outcomes for pupils.
- Ensuring parents are given regular and accurate information about their child's progress and how that compares to national benchmarks/expectations
- Ensuring that both formative and summative assessment is used to inform teaching and learning, making sure that pupils know more and can do more over time.
- Engaging fully in the school's transition arrangements, both in-school and beyond, so that relevant data (and analysis) is passed to the next year groups/key stage leads for the next teacher(s)
- Engaging fully with the use of the Trust's appropriate data analysis software, or additional school-specific software (for example PiXL), using Trust support for training where needed.
- Remaining curious about data and being aware of targets and benchmarks both nationally (including PiXL measures) and within the Trust to understand how pupils they teach are performing.

Pupils are responsible for:

- Remaining committed to being their best selves and focusing on their learning and feedback responses

Parents and carers are responsible for:

- Supporting their child(ren)'s learning and engaging with their class teacher or phase leader on achievements so far and next steps to progress further;

The assessment cycle is published in the Summer term ready for the next academic year.

Educational Strategy Team

Outcomes Policy 2026-27

Development Resources

- Quality Assurance Handbook
- Strategic and Tactical Groups formed through the Thinking EDGE Framework
- Data Analysis Documentation

Specialist QA support

- Curriculum review
- Assessment review
- SEND review
- PD review
- EYFS review

Equality Statement and Assessment

We are committed to being an inclusive employer enabling all staff to feel a sense of belonging.

We commit to ensuring our policies are inclusive by nature, are of benefit, accessible and understood by all staff. As a minimum we ensure our policies and practices comply with the Equality Act 2010 but we are committed to go beyond our minimum requirement of equality legislation.

Our policies aim to reduce and remove inequalities and barriers and create opportunities to maximise positive impacts on our staff, fostering greater social cohesion and greater participation in public life.

Through our actions we recognise, appreciate and value difference treating everyone fairly and seeking to embed a culture of equality, diversity and inclusion across our Trust which delivers the best outcomes for the diverse society in which and for whom we work. We are committed to undertake an equality impact assessment on all relevant policies.

Related Documentation

The policy should be read in conjunction with the following related policies and TEPs (Trust Expectations and Principles):

- Thinking, Teaching and Learning TEP
- Literacy TEP
- Reading TEP
- Writing TEP
- SEND Policy