

Brentford School for Girls

Assessment Guide 2026/27



Assessment Overview

Assessment is an integral part of teaching and learning at Brentford School for Girls. We use assessment not only to measure progress but, more importantly, to identify what students know, understand and need to learn next.

Throughout every lesson, teachers regularly check students' understanding using a range of formative assessment strategies. These include retrieval practice, questioning, mini-whiteboards, hinge questions and classroom discussion. These approaches enable teachers to identify misconceptions quickly, adapt their teaching where necessary and ensure that all students are making progress.

Our approach is informed by the Education Endowment Foundation's guidance on *Embedding Formative Assessment*, which emphasises the importance of gathering evidence of learning during lessons and using it to inform teaching. Students also play an active role in the assessment process by responding to feedback, reflecting on their learning and improving their work.

At the end of each unit of study, students complete a summative assessment, such as an examination-style task, extended piece of writing or topic test. These assessments allow teachers to evaluate students' understanding of the curriculum and identify any areas requiring further support or challenge.

Assessment is used as an ongoing process to celebrate success, inform teaching and help every student achieve their full potential.

Target Setting - Key Stage 3 and 4

At Key Stage 3 and 4 acquisition of skills and knowledge will be marked with a GCSE grade (9-1)

Each student at Brentford School for Girls is set a GCSE target for each of their subjects based on Fischer Family Trust (FFT) estimates. FFT is a non-profit organisation commissioned by the Department for Education that estimates potential individual performance based on how students of similar ability on entry (at the end of Key Stage 2) perform nationally.

FFT provides estimates with varying degrees of challenge and we use FFT 20 as the basis of our Key Stage 4 targets which is based on the progress seen in the top 20% of schools nationally. Importantly – this serves as a minimum rather than ceiling targets with all students encouraged to exceed their targets in each of their subjects.

Target Setting - Key Stage 3 and 4

At Key Stage 3 and 4 acquisition of skills and knowledge will be marked with a GCSE grade (9-1)

Using SATs scores achieved at KS2, students are set targets for the end of their GCSEs (Year 11) based on the progress they are expected to make over the 5 years in line with national expectations.

We work back from Year 11 to provide us with a target for each academic year according to our assessment scale - ***see the next slide***. We expect one sublevel of progress in Year 7, two in Year 8 and three in Years 9-11. Due to English Literature being sat as an early entry in Year 10, we expect two sublevels of progress in Year 7 and 7 and four in Year 9-10.

Students who join the school from abroad or who have not sat their SATs exam will instead sit CATS tests. These tests then give us targets for students.

Target Setting - Key Stage 3 and 4

ENGLISH LIT

EOY 7 (2 s/l)	EOY 8 (2 s/l)	EOY 9 (4 s/l)	EOY 10 (4 s/l)
5+	6=	7+	9
5=	6-	7=	8+
5-	5+	7-	8=
4+	5=	6+	8-
4=	5-	6=	7+
4-	4+	6-	7=
3+	4=	5+	7-
3=	4-	5=	6+
3-	3+	5-	6=
2+	3=	4+	6-
2=	3-	4=	5+
2-	2+	4-	5=
1+	2=	3+	5-
1=	2-	3=	4+
1-	1+	3-	4=
1-	1=	2+	4-
1-	1-	2=	3+
1-	1-	2-	3=
1-	1-	1+	3-
1-	1-	1=	2+/-/-

ALL OTHER SUBJECTS

EOY 7 (1 s/l)	EOY 8 (2 s/l)	EOY 9 (3 s/l)	EOY 10 (3 s/l)	EOY 11 (3 s/l)
5+	6=	7=	8=	9
5=	6-	7-	8-	9
5-	5+	6+	7+	8+
4+	5=	6=	7=	8=
4=	5-	6-	7-	8-
4-	4+	5+	6+	7+
3+	4=	5=	6=	7=
3=	4-	5-	6-	7-
3-	3+	4+	5+	6+
2+	3=	4=	5=	6=
2=	3-	4-	5-	6-
2-	2+	3+	4+	5+
1+	2=	3=	4=	5=
1=	2-	3-	4-	5-
1-	1+	2+	3+	4+
1-	1=	2=	3=	4=
1-	1-	2-	3-	4-
1-	1-	1+	2+	3+
1-	1-	1=	2=	3=
1-	1-	1-	2-	3-

Target Setting - Key Stage 5

At Key Stage 5 acquisition of skills and knowledge will be marked with an A Level Grade (A*-U)

Utilising estimates generated by our partner Oxford Analytics - target setting for students in the 6th form considers all national outcomes for similar students (based on KS4 results), alongside both student and specific subject factors, to create an individual target for each student in each course. This benchmark grade is both aspirational and realistic.

By meeting / exceeding their minimum target grade(s) across their suite of subjects students will be able to apply for apposite post 18 courses – whether that be at university or in employment based training.

How to I monitor my child's progress?

At Key Stage 3 and 4 acquisition of skills and knowledge will be marked with a GCSE grade (9-1). At Key Stage 5 acquisition of skills and knowledge will be marked with an A Level Grade (A*-U).

Work is marked in line with the department's marking policy. In addition, each student will receive one piece of work that is marked in greater depth every half term. This detailed feedback helps identify strengths and areas for improvement. It is followed by a Focused Improvement Time (FIT) lesson, where students review their feedback, address any misconceptions, and improve or redraft parts of their assessment.

What do school reports look like for my child?

Please select your child's year group for more information on what and how we report.

Year 7/8

Year 9

Year 10/11

Year 12/13

How else do I find out how my child is doing?

Each year group will have one formal Parents' Evening each year. This provides parents and students with the opportunity to discuss learning progress and areas of improvement.

The dates of Parents' Evening can be found below:

Year 7 - Thursday 17th June

Year 8 - Thursday 22nd April

Year 9 - Thursday 12th November

Year 10 - Thursday 3rd December

Year 11 - Thursday 14th January

Sixth Form - Thursday 28th January

Assessment Schedule

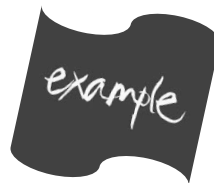
Year 7	Assessment week (wb 28th June)
Year 8	Assessment week (wb 8th March)
Year 9	Assessment week (wb 24th May)
Year 10	PPE (wb 21st June)
Year 11	PPE 1 (wb 30th November), PP2 (wb 8th February)
Year 12	Assessment week (wb 19th October)
Year 13	Baseline assessments (wb 14th September), PPE 1 (wb 2nd November), PPE 2 (wb 1st March)

Key Stage 3 (Year 7 & 8) - What is reported?

At **KS3 (Y7 and 8)** the following data is reported;

- Academic Progress - in relation to the intended curriculum
- Attitude to learning & Improvement Target (Outstanding, Good, Improvement needed, Cause for concern)

BRENTFORD SCHOOL FOR GIRLS
YEAR 7
DP2 INTERIM
MARCH 2026



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Subject	ATL	Improvement Target	Academic Progress
English	Outstanding		Working towards
Maths	Outstanding		Working towards
Science	Outstanding		Meeting
Art	Outstanding		Meeting
Drama	Good		Meeting
French	Outstanding		Exceeding
Geography	Outstanding		Exceeding
History	Outstanding		Meeting
Music	Outstanding		Exceeding
RE	Outstanding		Exceeding
Technology	Good		Meeting
PE	Good		Meeting

Academic Progress: Attainment in ongoing assessment indicates that they are making the following progress in relation to the intended curriculum in each of their subjects.	
Exceeding	Displaying advanced knowledge, skills and understanding for the given year group - demonstrating an excellent depth and breadth of understanding.
Meeting	Displaying the expected depth and breadth of knowledge, skills and understanding for the given year group in the subject.
Working toward	Is building the expected depth and breadth of knowledge, skills and understanding for the given year group in the subject.
Requires Improvement	Currently below the expected depth and breadth of knowledge, skills and understanding for the given year group in the subject.

Key Stage 4 (Year 9) - What is reported?

In **Year 9** the following data is reported. The reported data differs between DP1 and DP2/3 due to the relative newness of the GCSE course to students and their completion of a GCSE transition unit at the time of DP1 data collection.

Data Point 1:

- Academic Progress - in relation to the intended curriculum
- End of Year Target, Current Grade, Predicted Grade - English, Maths, Science only
- Attitude to learning & Improvement Target (Outstanding, Good, Improvement needed, Cause for concern)

Data Point 2 & 3:

- End of Year Target, Current Grade, Predicted Grade
- Attitude to learning & Improvement Target (Outstanding, Good, Improvement needed, Cause for concern)

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Key Stage 4 (Year 9) - What is reported?

BRENTFORD SCHOOL FOR GIRLS
YEAR 9
DP1 INTERIM
DECEMBER 2025



Subject	EOY Target	Current Grade	EOY Predicted Grade	ATL	Improvement Target	Academic Progress
English	6	5-	6	Outstanding		
Maths	5	4-	4	Good		
Double Science	5-5	3-3	4-3	Good		
French				Outstanding		Exceeding
Geography				Outstanding		Exceeding
GCSE PE				Outstanding		Meeting
RE				Outstanding		Meeting
PE				Outstanding		Meeting
PSE				Outstanding		



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Academic Progress: Attainment in ongoing assessment indicates that they are making the following progress in relation to the intended curriculum in each of their subjects.

Exceeding	Displaying advanced knowledge, skills and understanding for the given year group - demonstrating an excellent depth and breadth of understanding.
Meeting	Displaying the expected depth and breadth of knowledge, skills and understanding for the given year group in the subject.
Working toward	Is building the expected depth and breadth of knowledge, skills and understanding for the given year group in the subject.
Requires Improvement	Currently below the expected depth and breadth of knowledge, skills and understanding for the given year group in the subject.

BRENTFORD SCHOOL FOR GIRLS
YEAR 9
DP2 INTERIM
MARCH 2026



Subject	EOY Target	Current Grade	EOY Predicted Grade	ATL	Improvement Target
English	6	6-	7	Outstanding	
Maths	5	4	4+	Good	
Double Science	5-5	5-4	5-5-	Good	
French	5	5	5+	Outstanding	
Geography	6	7+	8-	Outstanding	
GCSE PE	5	9	7	Outstanding	
RE	6	5+	6-	Outstanding	
PE				Good	
PSE				Outstanding	

Key Stage 4 (Year 10-11) - What is reported?

At **KS4**, the following data is reported;

- End of Year Target
- Current Grade - grade students are currently working at
- Predicted Grade - grade students are expected to achieve by the end of the year
- Attitude to learning & Improvement Target (Outstanding, Good, Improvement needed, Cause for concern)
- Following PPEs, PPE grades are reported home

BRENTFORD SCHOOL FOR GIRLS
YEAR 10
DP2 INTERIM
MARCH 2026



Subject	EOY Target	Current Grade	EOY Predicted Grade	ATL	Improvement Target
English	9	8-	8	Good	
Maths	7	7	8-	Outstanding	
Biology	7	7-	7	Outstanding	
Chemistry		6	7-		
Physics		6+	7-		
Geography	8	8	8+	Outstanding	
Health & Social Care	L2D*	L2D+	L2D*	Outstanding	
RE	8	6+	7-	Outstanding	
Spanish	7	7	7+	Outstanding	
PE				Good	
PSE				Outstanding	

example

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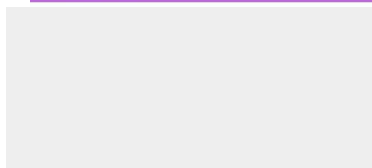
Key Stage 5 (Year 12 & 13) - What is reported?

At **KS5**, the following data is reported;

- MEG - Minimum expected grade
- Current Grade - grade students are currently working at
- Predicted Grade - grade students are expected to achieve by the end of the year
- Attitude to learning & Improvement Target (Outstanding, Good, Improvement needed, Cause for concern)
- Following PPEs, PPE grades are reported home



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BRENTFORD SCHOOL FOR GIRLS
YEAR 12
DP2 INTERIM
FEBRUARY 2026



Subject	MEG	Current Grade	EOY Predicted Grade	ATL	Improvement Target
Biology	A*	A	A-	Outstanding	
Chemistry	A*	A+	A+	Outstanding	
Maths	A*	A	A	Outstanding	

BRENTFORD SCHOOL FOR GIRLS

BRENTFORD 6 FORM



For any queries regarding data, please contact your child's Head of Year or class teacher.

Alternatively, please contact Ms Croft (Assistant Headteacher) at mcroft@brentford.hounslow.sch.uk