Assessment Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

It will be monitored and reviewed as listed below:

The implementation of this policy will be monitored by:

This policy should be read in conjunction with the following documents:

- Marking Policy
- Teaching and Learning Policy

This policy will be reviewed as appropriate by the subject co-ordinator and members of the Senior Leadership Team.

Policy Created:	April 2018			
First Presented to Governors for approval:	April 2018			
Proposed Review Cycle/Next Date:	3 Year		September 2024	
Approved by (Headteacher)			**Approved by (Governor)**	
Date:			**Date:**	
Policy Review History				
Date: April 2018		**Date:** May 2021	**Date:**	
Key Changes: •		**Key Changes:** *highlighted* • *Amendments to the Early Years section (introduction of baseline assessment)* • *Updated Whole School Assessment Tracking System details (appendices)*	Key Changes:	
Presented to Governors: Curriculum Committee 27/4/2018		**Presented to Governors:** Curriculum Committee 09/06/2021	Presented to Governors:	

Ryelands Primary and Nursery School – Mission Statement

> ***Imagine believe achieve***
>
> *In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.*
> *We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.*
> *We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.*

1. Aims

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents which enables them to support their child's learning;
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school

2. Subject Statement

At Ryelands, we believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment **for** learning and assessment **of** learning.

Assessment **for** learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. At Ryelands, assessment for learning is based on four principles:

- Making the learning objective (L.O.) clear and using success criteria
- Peer/self evaluation
- Pupil feedback
- Effective questioning

We give our children regular feedback on their learning so that they understand what it is that they need to do to get better. The main aim of any feedback to pupils is for it have impact on their learning.

Assessment **of** learning (summative assessment) involves judging pupils' performance against national standards. Teachers make these judgements at the end of a unit of work, the end of a term, or at the end of a key stage. At Ryelands, we have a termly summative assessment system, called KLIPS (Key Learning Indicators of Performance) so that we can track individual's progress and facilitate interventions when necessary. This summative assessment should confirm the on-going formative teacher assessments.

3. Planning for Assessment

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the learning objective (L.O.) with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective (how?), and the success criteria (remember to) against which the work will be judged.

We make a note of those individual children who do not achieve the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

4. Assessment in Early Years Foundation Stage

Please note this aspect is subject to further change from September 2021 due to statutory changes in assessment

From September 2021, all children on entry to Reception will undertake a statutory Baseline Assessment. The purpose of this is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

Aside from this, on entry to Nursery and Reception, our pupils are assessed and that information is inputted onto the school tracking system. Results are used to inform planning, set targets and aid early identification of special needs.

During Reception, children will be assessed using the Early Years Foundation Stage Profile which is based on the teacher's on-going observations and assessments in the three **prime** and four **specific** areas. Each term, every child's developments and achievements are tracked and recorded on the school's tracking system.

Termly pupil progress meetings give an opportunity for teachers to identify any children who are exceeding, or below expectations and then arrange interventions where necessary. Online learning journeys also record assessments and development across the stages.

5. Assessment in KS1 and KS2

Children will be assessed in the Autumn Term using the Key Learning Indicators of Performance (KLIPs) Children are expected to enter the Year at the age appropriate level (Entering) Within the three terms, they are expected to reach Secure for their age group.

IDEAL SCENARIO
Autumn : Entering
Spring: Developing
Summer: Secure

Not all children may reach Secure at the end of each year. Those children are to be tracked and interventions put in place in order to close the attainment gap. This will be done through pupil progress meetings.
If a child reaches Secure in spring term, the expectations is to widen and broaden the learning experiences in the year and to apply the knowledge learnt.

6. Records and Record keeping

On our planning sheets, we record only those pupils who fail to meet the planned learning objective, or those who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson.

We record a child's progress in reading, writing and phonics using the KLIPS (Key Learning Indicators of Performance) documents. These are updated regularly, as a result of well-planned daily guided reading sessions, streamed phonics sessions and opportunities for extended writes.

In maths, we record pupils' progress by highlighting the key objectives for the year group. We also use former test materials to form our teacher assessments, set targets and plan next steps.

Each term, summative assessments in reading, writing and maths occur and the results are inputted onto the school's tracking system (see appendices for the assessment timetable, organisation of assessment weeks and tracking information). These assessments are used to confirm our teacher assessments in these subject areas. These results are analysed using a whole school tracking system.

Pupil progress meetings are held every term, so that the children who are failing to meet the learning objectives have access to small group intervention and those children who are exceeding expectations are celebrated. These pupils are identified through further assessments where age related attainment and standardised scores are considered.

7. Standardisation and Moderation
- We attend moderation staff meetings to check our assessment is accurate and in line with other classes. As well as this, we attend moderation meetings between schools to ensure accuracy.
- All subject leaders study examples of children's work and planning within their subject area.
- Year 6 and Year 2 teachers also attend moderation cluster meetings with regard to levelling writing
- SLT moderate a cross section of each classes summative assessments every term.

8. Reporting
We have a range of strategies that keep parents informed of their child's progress in school. We also encourage parents to contact school if they have concerns about any aspect of their child's work.

In term 1 and 3, we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, we review their child's learning and discuss targets with parents. At the second meeting of the year, we evaluate their progress against these and other targets which have been set.

During term 6 we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year in literacy, numeracy and science.

In the reports for pupils in Year 2 and 6, we also provide details of the levels achieved in the statutory tests. We also report the results of the Year 1 Phonics Screening Check at this time.

9. Feedback to Pupils
We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking (see Marking Policy), as this ensures that we all mark in the same way, and the children learn to understand it.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during a lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write a comment on the children's work during marking. We give written comments to children of all ages.

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we make it clear what the child needs to do to produce even better work in the future.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. We do this, to ensure that the time our teachers spend on marking really has an impact.

10. Roles and Responsibilities

Governing Body/ (SEC)
• Evaluation of Impact
• Hold the Headteacher to account
• Whole school overview record
• Summary of attainment and progress for each cohort and significant groups

Headteacher and Assessment Lead
• Whole school analysis (inc. trends over time)
• Highlighting areas for improvement and allocation of resources (staff/materials/training/accommodation etc.)
• Managing the Monitoring/Assessment Calendars
• Ensuring that decisions made and agreed are carried out
• Prepares whole school data for presentation to the governors

SLT
• Monitoring the performance of teachers and overview of pupils
• Analysing cohort/group data and preparing it for presentation to governors
• Holding subject leaders/teachers to account for targets set
• Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
• Hold teachers to account for impact where resources have been allocated
• Ensure targets set lead to improved performance/ rise in attainment

Team Leaders and SENCO
• Monitor the performance in their team
• Monitor the performance of vulnerable groups(SENCO)
• Analyse and report on attainment and progress in their team for SLT
• Highlight areas of strength to celebrate and weakness to support
• Moderate and address issues arising from mismatch between data/pupil books/observations etc
• Hold teachers to account for performance in their team.

Teachers
• Operate within the assessment time frame
• Meet or exceed the targets set for each child
• Record and analyse pupil/ group results
• Highlight areas to celebrate and to address ready for pupil progress meetings
• Prepare for pupil progress meetings
• Plan for timely intervention where needed and report impact
• Record results ready for input onto the Tracker
• Aware of the impact of their performance upon the whole school

Appendix 2

KLIPs *Example Reading Year 1*

Key Learning in Reading: Year 1

Word Reading	Comprehension
As above and:	As above and:
Letters and Sounds Phases 4 to 5.	Develop pleasure in reading, motivation to read, vocabulary and understanding by:
▪ Respond speedily with the correct sound to grapheme for the 44 phonemes.	▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.
▪ Recognise and use the different ways of pronouncing the same grapheme: e.g. *ow in snow and cow.*	▪ Identifying and discuss the main events in stories.
▪ Read accurately by blending sounds in unfamiliar words.	▪ Identifying and discuss the main characters in stories.
▪ Read words containing –s, -es, -ing, -ed, -er, -est endings.	▪ Recalling specific information in texts.
▪ Split two and three syllable words into the separate syllables to support blending for reading.	▪ Recognising and join in with language patterns and repetition.
▪ Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter.	▪ Use patterns and repetition to support oral retelling.
▪ Automatically recognise approximately 150 high frequency words (see bottom).	▪ Reciting rhymes and poems by heart.
▪ Apply phonic knowledge for reading.	▪ Relating texts to own experiences.
▪ Read aloud accurately books that are consistent with their developing phonic knowledge.	▪ Re telling familiar stories in a range of contexts e.g. *small world, role play, storytelling.*
▪ Develop fluency, accuracy and confidence by re-reading books.	▪ Make personal reading choices and explain reasons for choices.
▪ Read more challenging texts using phonics and high frequency word recognition.	Understand both the books they can already read accurately and fluently and those that they listen to by:
	▪ Introducing and discussing key vocabulary.
	▪ Activating prior knowledge e.g. *what do you know about minibeasts?*
	▪ Checking that texts make sense while reading and self-correct.
	▪ Making predictions based on what has been read so far.
	▪ Make basic inferences about what is being said and done.
	▪ Discussing the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy.*
	Participating in discussion about what is read to them, taking turns and listening to what others say by:
	▪ Listening to what others say.
	▪ Taking turns.
	▪ Giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket.*
	▪ Explaining clearly their understanding of what is read to them.
	▪ Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how.

Key Learning in Reading: Year 2

Word Reading	Comprehension
As above and: Letters and Sounds Phase 6. ▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. ▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ▪ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder, roundabout, grouping.* ▪ Read words containing common suffixes e.g. *–ness, -ment, -ful, -ly.* ▪ Read further common exception words, noting tricky parts (see bottom). ▪ Read frequently encountered words quickly and accurately without overt sounding and blending. ▪ Read aloud books closely matched to their improving phonic knowledge sounding out unfamiliar words accurately, automatically and without undue hesitation. ▪ Re-read these books to build up their fluency and confidence in word reading. ▪ Uses tone and intonation when reading aloud. ▪ Read longer and less familiar texts independently.	As above and: Develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry. ▪ Sequencing and discussing the main events in stories. ▪ Learning and reciting a range of poems using appropriate intonation. ▪ Retelling a wider range of stories, fairy tales and traditional tales. ▪ Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. ▪ Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. ▪ Identifying, discussing and collecting favourite words and phrases. ▪ Recognising use of repetitive language within a text or poem e.g. *run, run as fast as you can and across texts e.g. long, long ago in a land far away...* ▪ Make personal reading choices and explain reasons for choices. ▪ Understand both the books they can already read accurately and fluently and those that they listen to by: ▪ Introducing and discussing key vocabulary within the context of a text. ▪ Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. ▪ Activating prior knowledge and raising questions e.g. *What do we know? What do we want to know? What have we learned?* ▪ Checking that texts make sense while reading and self-correct. ▪ Making predictions using evidence from the text. ▪ Making inferences about characters and events using evidence from the text e.g. *what is a character thinking, saying and feeling?* ▪ Participating in discussion about what is read to them, taking turns and listening to what others say: ▪ Making contributions in whole class and group discussion. ▪ Listening and responding to contributions from others. ▪ Giving opinions and supporting with reasons e.g. *Was Goldilocks a good or bad character?* ▪ Considering other points of view. ▪ Explaining clearly their understanding of what they read themselves and what is read to them: ▪ Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.

Key Learning in Mathematics – Year 3

Number – number and place value

- Count from 0 in multiples of 4, 8, 50 and 100.
- Count up and down in tenths.
- Read and write numbers up to 1000 in numerals and in words.
- Read and write numbers with one decimal place.
- Identify, represent and estimate numbers using different representations *(including the number line)*.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Identify the value of each digit to one decimal place.
- Partition numbers in different ways (e.g. 146 = 100 + 40 + 6 and 146 = 130 + 16).
- Compare and order numbers up to 1000.
- Find 1, 10 or 100 more or less than a given number.
- Round numbers to at least 1000 to the nearest 10 or 100.
- Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer.
- Describe and extend number sequences involving counting on or back in different steps.
- Read Roman numerals from I to XII.
- Solve number problems and practical problems involving these ideas.

Number – fractions

- Show practically or pictorially that a fraction is one whole number divided by another (e.g. $\frac{1}{4}$ can be interpreted as 3 ÷ 4).
- Understand that finding a fraction of an amount relates to division.
- Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$).
- Compare and order unit fractions, and fractions with the same denominators (including on a number line).
- Count on and back in steps of $\frac{1}{4}$, $\frac{1}{4}$ and $\frac{1}{3}$.
- Solve problems that involve all of the above.

Number – addition and subtraction

- Choose an appropriate strategy to solve a calculation based upon the numbers involved *(recall a known fact, calculate mentally, use a jotting, written method)*.
- Select a mental strategy appropriate for the numbers involved in the calculation.
- Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.
- Recall/use addition/subtraction facts for 100 (multiples of 5 and 10).
- Derive and use addition and subtraction facts for 100.
- Derive and use addition and subtraction facts for multiples of 100 totalling 1000.
- Add and subtract numbers mentally, including:
  - a three-digit number and ones.
  - a three-digit number and tens.
  - a three-digit number and hundreds.
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Geometry – properties of shapes

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- Recognise angles as a property of shape or a description of a turn.
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Geometry – position and direction

- Describe positions on a square grid labelled with letters and numbers.

Number – multiplication and division

- Choose an appropriate strategy to solve a calculation based upon the numbers involved *(recall a known fact, calculate mentally, use a jotting, written method)*.
- Understand that division is the inverse of multiplication and vice versa.
- Understand how multiplication and division statements can be represented using arrays.
- Understand division as sharing and grouping and use each appropriately.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Derive and use doubles of all numbers to 100 and corresponding halves.
- Derive and use doubles of all multiples of 50 to 500.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Solve problems, including missing number problems, involving multiplication and division (and interpreting remainders), including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Measurement

- Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Continue to estimate and measure temperature to the nearest degree (°C) using thermometers.
- Understand perimeter is a measure of distance around the boundary of a shape.
- Measure the perimeter of simple 2-D shapes.
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- Estimate/read time with increasing accuracy to the nearest minute.
- Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events (for example to calculate the time taken by particular events or tasks).
- Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence.
- Recognise that ten 10p coins equal £1 and that each coin is $\frac{1}{10}$ of £1.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- Solve problems involving money and measures and simple problems involving passage of time.

Statistics

- Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects.
- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions (for example 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.

3

Key Learning in Writing: Year 4

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling** *(see also the Lancashire Supporting Spelling document for further detail and advice)*	**Handwriting**
As above and: ▪ Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.* ▪ Create sentences with fronted *adverbials* for when e.g. *As the clock struck twelve, the soldiers sprang into action.* ▪ Create sentences with fronted *adverbials* for where e.g. *In the distance, a lone wolf howled.* ▪ Use commas to mark clauses in complex sentences. ▪ Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."* ▪ Identify, select and effectively use **pronouns.** ▪ Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.* ▪ Explore, identify and use Standard English verb inflections for writing e.g. *We were instead of we was, I was instead of I were, I did instead of I done, She saw it instead of she seen it.* ▪ Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones*	As above and: Plan their writing by: ▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own. ▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. ▪ Discussing and recording ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.* Draft and write by: ▪ Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▪ Planning and writing an opening paragraph which combines the introduction of a setting and character/s. ▪ Organising paragraphs in narrative and non-fiction. ▪ Linking ideas within paragraphs e.g. fronted *adverbials* for when and where. ▪ Generating and select from vocabulary banks e.g. powerful adverbs, *adverbial phrases,* technical language, persuasive *phrases, alliteration* appropriate to text type. Evaluate and edit by: ▪ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. ▪ Discussing and proposing changes with partners and in small groups. ▪ Improving writing in light of evaluation Perform own compositions for different audiences ▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences.	As above and: ▪ Use further prefixes and suffixes and understand how to add them. ▪ Spell further homophones. ▪ Spell words that are often misspelt. ▪ Use the first three letters of a word to check its spelling in a dictionary. ▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▪ Learn to spell new words correctly and have plenty of practice in spelling them. ▪ Understand how to place the apostrophe in words with irregular plurals (eg. children's). ▪ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.	As above and: ▪ Write with consistency in size and proportion of letters. e.g. by ensuring that the *downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.*

APPENDIX 3

Whole School Assessment Tracking System

The school uses 'SIMS Assessment' to track and monitor the progress of pupils. Information gathered from termly teacher assessments is input into the system by teachers which generates a 'progress' score based on the child's prior attainment. The system allows users to filter groups of children based upon contextual information (e.g. EAL/PPG) which allows us to target those who may be falling behind.

Statutory assessment data is also included (i.e. scores from Phonics Screen Check, SATs etc) and can be sent to external bodies (LA/DFE) as required.

Example Tracking Sheet

Students	Reg Group	Admission Date	Pupil Premium Indicator	EY GLD Achieved Early Years Foundation Stage	Maths Attainment ON Year 1 On Entry	Maths Comment ON Year 1 On Entry	Maths Attainment AUT TP Year 1 Autumn Term	Maths Progress AUT TP Year 1 Autumn Term	Maths Attainment SPR TP Year 1 Spring Term	Maths Progress SPR TP Year 1 Spring Term	Maths Attainment SUM TP Year 1 Summer Term	Maths Progress SUM TP Year 1 Summer Term
	1R	06/09/2017	Y		Pre1		1ENT	1				
	1R	05/09/2019	Y		Pre1		1ENT	1				
	1R	05/09/2019			Pre1		1ENT	1				
	1R	05/09/2019	Y		Pre1		1ENT	1				
	1R	06/09/2017			Pre1		1ENT	1				
	1R	30/11/2020	Y		U							

Result Date 09/06/2021 Group Membership Date 09/06/2021 Refresh Summary Narrow Zoom Reveal ☐ Freeze Additional Student Columns

Group Filter