

Understanding your child's progress at XP

A guide for parents and families



“Our greatest
final product
is the children
that leave us.”



XPU Staff Crew reflection

At XP, our assessment is all about giving you, your child, and their teachers clear, accurate, and detailed feedback.

A key part of our mission is to help students become leaders of their own learning, and this assessment system is designed to support that by encouraging self-reflection and providing them with the information they need to understand their progress. We want every student to know what they can do, what they need to improve, and how to succeed, preparing them for their next steps in education.



How we grade

The 4-point scale and Minimum Expectations

Simple grading

We use a 4-point grading scale for assessed work:

- 4 Excellence:** Shows mastery and exemplary quality.
- 3 Secure:** Shows comprehensive understanding and quality.
- 2 Developing:** Shows some understanding and quality.
- 1 Beginning:** Shows gaps in understanding or quality.

We also use half-points like 3.5 to show finer progress.

			
Beginning	Developing	Secure	Excellence
There are gaps in understanding or quality and the work falls below standard expectations. If a student were to continue working at this standard they would expect to go on to achieve a Grade 1-3 at GCSE.	The work shows an increasingly comprehensive understanding and quality that may not be completely secure. If a student were to continue working at this standard they would expect to go on to achieve Grade 4 at GCSE.	The work shows a comprehensive understanding and quality. If a student were to continue working at this standard they would expect to go on to achieve a Grade 5-6 at GCSE.	The work shows excellence in understanding and quality. If a student were to continue working at this standard they would expect to go on to achieve a Grade 7-9 at GCSE.
1	2	3	4

Minimum Expectations (MEs)

Each student has a personalised 'Minimum Expectation' (ME) for each subject. This is the minimum grade we expect them to achieve in their assessments.

MEs are set based on Key Stage 2 prior attainment and our own assessments, and are designed to be challenging.

If your child consistently meets their ME, they are making better than nationally expected progress.

MEs help us, you, and your child understand where they 'should be' and track progress.

If a student regularly exceeds their ME, we may raise it to provide more challenge. We very rarely lower MEs.





Learning Targets

What your child is aiming for

In each Learning Expedition, students work towards 4-6 main academic Long-Term Learning Targets.

These are broken down into supporting targets and daily Learning Targets.

These targets are clearly linked to national standards (like the National Curriculum and GCSEs).

Meeting these targets means your child is developing academically and making good progress.



Habits of Work & Learning

Skills for academic success

Just as important as academic work are our 'Habits of Work and Learning' (HoWLs). These are essential skills and attitudes for success in school and life. We assess these separately using the same 4-point scale. Students will receive HoWLs grades at the same time as academic grades and provide you with important insights into how well students are working.

Our HoWLs are:

Work Hard

I arrive for each class on time and prepared.

I participate fully and mindfully in class.

I complete all work in a timely manner to the best of my ability.

Get Smart

I take responsibility for my learning by asking questions and seeking help when needed.

I assess my work, based on established criteria and rubrics.

I welcome feedback and revise my work.

Be Kind

I communicate politely and kindly.

I work cooperatively with others.

I take care of resources and materials and act as a steward of our community.

We expect students to aim for a grade of 3.0 (Secure – 'Almost all the time') or better in all HoWLs.





How we report progress to you

We keep you informed in several ways...

Progress 'Snapshot' Reports (3 times a year)

Where your child is identified as a concern we will inform you of the actions that will take place in school to get your child back on track.

Where your child is a serious concern we will invite parents to engage with school in order to involve you in the actions to get your child back on track.

These give you an overview of your child's attendance, their grades for HoWLs, and how their academic work compares to their MEs in each subject. Your child's academic progress measures the progress your child is making in relation to their minimum expectation.

Student-Led Conferences (SLCs)

Your child will prepare and lead a conference with you and their Crew Leader.

They will share their portfolio of work, discuss their progress on Learning Targets and HoWLs, and make pledges for future improvement.

SLCs happen twice a year and replace traditional Parents' Evenings, and your attendance is vital.

In addition, towards the end of Y10 and into Y11 we hold STLCs Student & Teacher Led Conferences which give you an opportunity to meet with the subject specialist teachers whilst your child presents their work towards the exam specification alongside their portfolio.

Celebrations of Learning

At the end of many Learning Expeditions, students showcase their work to families and the community. This is a great chance to see their achievements.

Supporting your child's learning

Praise: If your child is doing particularly well and exceeding their ME, we'll be in touch to share the good news!

When extra help is needed

FIX: If a piece of work is below their ME, or if a HoWL grade is below 3.0, your child will be expected to 'FIX' it. This might involve redoing work, getting extra help during school time, or after school.

Teacher contact: If teachers have concerns about progress, they will contact you to discuss a plan to help your child get back on track.

Personalised support: For ongoing concerns, we may set up more formal support, such as dedicated study sessions after school. We will always keep you informed.

Our key assessment promises

We involve students in understanding their grades.

We give students at least two chances to show they have met a Learning Target.

We look at improvement over time when deciding on a final grade for a Learning Target.

If work isn't submitted, it must be completed – it won't just be ignored.

We report on academic progress and HoWLs separately.

We provide clear explanations of what success looks like for graded work.

Our assessments aim to motivate students and prepare them for future success.

We believe this approach helps all our students to understand their learning journey, take ownership of it, and achieve their very best. Please don't hesitate to speak to your child's Crew Leader if you have any questions.

Useful Links

Scan this QR code to view the booklet online, watch examples of our Student-Led Conference videos and see examples of Rubrics Progress 'Snapshot' Reports:



“Students reflect on the assessment process, identify areas for improvement and celebrate successes and show pride in their work and progress.”



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