



Including local arrangements in annexes for:

MAIDEN ERLEGH SCHOOL IN READING

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Rationale

Central to our ethos is ensuring that every pupil/student receives high quality, differentiated teaching during their time at any school within the Maiden Erlegh Trust. Central to this high-quality teaching is on-going reliable formative assessment. As a result of this, they make exceptional progress and differences in the performance of groups of pupils/students from similar starting points are minimalised.

All staff play a part in supporting pupils/students to achieve these goals and should reflect this policy as it applies to their work.

Assessment

High quality assessment is essential to delivering on these goals. The aims of assessment are to inform:

- **Teachers** how their pupils/students are progressing and how well they have mastered knowledge, skills and understanding. In this way they can adapt their teaching to meet the needs of all their pupil/students.
- **Pupil/students** of what they are doing well in relation to their targets and what they need to do to improve. In this way, pupils/students gain a better understanding of how to manage their own learning and progress.
- **Parents** how their child is performing in relation to their personal targets and what they should be doing to improve so that parents can support them.
- **Leaders** how well the curriculum is being implemented across subjects, year groups, phases, subjects and target groups; this helps to determine strategies to reduce variation across the school.

In order that our assessment process delivers on the above aims, assessments must be valid and reliable. To achieve this, we ensure that:

- Departments/phases have time to work together to review and standardise their assessment formats and outcomes.
- Middle Leaders and other staff have opportunities to work with colleagues in other schools to standardise their assessment formats and outcomes.
- We work with leaders and other staff to compare a range of evaluations of progress (eg: data, work in books/folders, quality of learning and thinking in lessons) so there is coherency and consistency.

Assessment

Assessment of Learning (AoL)

AoL enables teachers to evaluate the impact of their teaching to help them adapt the content, pace, direction, activities and feedback of their lessons and homework to ensure that:

- Pupils/students are building up their knowledge and skills to appropriate levels.

- Pupils/students can apply their knowledge and skills independently and fluently to a range of problems and tasks.
- Pupils/students are supported and stretched appropriately.
- Pupils/students are on track to meet their targets and they are given appropriate feedback (and they act on it) so that they do not fall behind.
- Pupils/students have appropriate interventions in place to support them make up any gaps.

Assessments for Learning (AfL)

AfL is a continuous and formative process and takes place in every lesson, and following any in-school assessments/tests/exams. As a result of AfL, pupils/students gain an understanding of their knowledge, skills, thinking, understanding, as well as behaviours for learning. Specifically, they:

- Understand their strengths.
- Understand their areas for improvement/gaps in knowledge.
- Act on this understanding with demonstrable impact on their learning over time.

Assessment activities can vary from “quizzes”, practice activities, problem-solving tasks, practicals, year-group assessments, Pre-Public Examinations (PPEs) etc. Some will be undertaken in class or in formal school exam-style practice, or they can be set as homework.

Public Examinations

At the end of courses/phases, pupils/students take public examinations (eg: SATs, GCSEs, GCEs). During the year, pupils/students also complete assessments which form part of public examinations and/or qualification courses, eg:

- Non-Examination Assessments (NEAs)
- Practical
- Foreign language speaking examinations
- Vocational course assignments

There are strict conditions for the taking of these assessments and the amount and type of feedback teachers can give to pupils/students during the assessment period. These conditions are imposed upon the school by the examinations boards and the Joint Qualifications Council (JCQ) are supported by the schools examinations policy and are explained to the pupils/students by their teachers. Each school provides formal information on public examinations on their websites (NB: they change annually).

Formative Feedback

Pupils/Students receive feedback in a variety of ways eg:

- Questioning
- Self-assessment

- Peer assessment
- Written feedback from teachers
- Verbal feedback from teachers
- Whole class feedback from teachers

Feedback provides information about security of knowledge/ skills and progress towards own targets. It is part of a range of strategies to personalise learning and teaching over time. Every assessment (formal or informal) is an opportunity to provide feedback. Feedback can be provided by teachers, teaching assistants or pupils/students. It can relate to one piece of work or a body of work over time. It can appear in a variety of formats (and is usually a combination of one or more) eg:

- Written comments
- Grouped comments to the class
- Highlighted assessment criteria
- Verbal comments
- Comparison with a model answer
- Symbols or codes
- Record of someone else's feedback
- PLC (Personal Learning Checklists) /Self-reflection notes

The purpose of formative feedback is to enable pupils/students to consolidate knowledge, skills or fluency or to improve upon them. The independence and thus fluency with which pupils/students can apply knowledge, skills and understanding to a problem or question. Over time, feedback should therefore:

- Confirm what the pupil/student has done/is doing well
- Indicate what the pupil/student should do to improve (and what that might look like in terms of quality and quantity)
- Provide spelling, punctuation and grammar improvement advice (as appropriate)
- Provide numeracy improvement advice (as appropriate)

Formative feedback may or may not include a numerical scale point or grade. Such a number can only ever be indicative and it is the feedback and response that are the most important elements.

Directed Independent Reflection Time (DIRT)

As a result of feedback, pupils/students are expected to reflect on their strengths (so that they consolidate them over time) and to act on their feedback (formal and informal DIRT activities). We do not adopt a whole school approach to feedback and DIRT must meet the needs of the subject and key stage. Each department phase has their own protocol (see Annex 1 and/or school websites), but the underlying principles are the same:

- Formal DIRT activities take place after key pieces of work or assessments and require pupils/students to re-do, improve or extend all or part of the work (this includes the PPE process –Annex 4). We would expect pupils/students to spend a substantial amount of time on this.
- Informal DIRT activities take place on an on-going basis (eg: as a result of verbal feedback) and require pupils/students to respond appropriately (typically in class or as homework). These are a shorter activity but have, nonetheless, given impact over time.

Expectations for when pupils/students do formal DIRT (and potentially some informal DIRT):

- It should be next to/linked to the original piece of work.

- It should be visible (different colour, clearly labelled etc)
- It should be substantial and meaningful.
- It should be complete.
- It should contribute to demonstrable progress in learning over time.

Where feedback and DIRT have the most impact is where pupils/students engage fully in the process and teachers will monitor this engagement closely. We expect parents to support this process.

Target Setting

All staff are responsible for promoting a culture of high expectations and embracing aspirational targets for all. We do not make or condone excuses.

Academy Key Performance Indicators (KPIs)

Our aim is that each school's performance is in line with the best 10% of schools nationally. In order that these KPIs remain challenging, they are based on FFT 5th percentile estimates. Leaders are accountable for achieving KPIs:

- Headteachers are accountable for achieving their school's KPIs.
- Heads of departments are accountable for achieving their courses' KPIs.
- Pastoral/phase leaders are accountable for the overall achievement of their group and for supporting interventions put in place at department/school level.

Specific school guidelines for determining KPIs can be found in Annex 2.

All schools focus on key target groups: disadvantaged, gender gap, SEND, more able. Individual schools may identify other groups for which they have specific local KPIs.

Benchmarks

Benchmarks are a statistical projection of the grades that pupils/students with similar starting point profiles should achieve. They are never a ceiling to achievement. Benchmarks are unlikely to change over the course of a key stage.

Student Own Targets (Secondary)

We believe that pupils/students need to have ownership of their targets for them to be meaningful and for them to engage with the formative assessment process. Pupils/Students determine their target for each subject in discussion with their teachers so that both parties can work together to ensure pupils/students make the requisite progress over the duration of the course. Targets can be re-negotiated with the teacher during a key stage.

Neither benchmarks nor targets are based on contextual or sociological information (eg: income, race, gender) though we may analyse attainment grades and levels by certain target groups to ensure we are providing the best service to all our pupils/students.

	Benchmarks	Pupil/Student Own Targets
Primary		
Early Years	Benchmarks are based on baseline assessments.	Based on rigorous AfL, pupils/students are active participants in their next steps for learning.
Key Stage 1	Benchmarks are based on outcomes of Early Years and FFT5 estimates.	
Key Stage 2	Benchmarks are based on outcomes of KS1 and FFT5 estimates	
	We expect that the majority of pupils will make progress in line with their peers nationally leading to a positive progress measure score.	
Secondary		
Key Stage 4	<p>Benchmarks are based on KS2 SATs scores and FFT5* estimates. This benchmarking will ensure that the majority of pupils/students will make above expected progress in all subjects and lead to above average Progress 8.</p> <p>We expect that the majority of students will make 2 grades progress on the 1 to 9 scale in core subjects over Year 7 and Year 8 and a similar rate of progress in other subjects.</p>	Using Fisher Family Trust Estimates pupils/students set and annually review their own targets based on percentage likelihoods of them achieving each grade in Key Stage 4 and their own aspirations.
Key Stage 5	<p>Benchmarks are based on KS4 results and ALPS predictions and FFT5* estimates.</p> <p>We expect that the majority of students will make progress in line with their ALPS benchmark leading to a positive value added score in each subject.</p>	<p>An ALPS “basket of grades” is available to staff and pupils/students at the start of Year 12. Pupils/students set targets based on these grades in consultation with their teachers.</p> <p>During the target setting weeks later in the year, these targets are reviewed in light of FFT5 estimates.</p>

**Fisher Family Trust 5th percentile estimates.*

Teachers and leaders are accountable for monitoring progress towards benchmarks and ensuring there is intervention in place where a pupil/student is off-track.

When teachers and tutors are discussing progress with secondary students, they do so using the pupils/students’ own targets.

Monitoring

Progress and quality of learning over time is assessed in a range of ways and numerical data is only one format.

- Progress data is collected centrally on SIMS three times a year.
- Current Attainment and Predicated Grades (Secondary) and Point in Time Assessments (Primary) are holistic summaries of formative assessment over time. Assessment/PPE results are the outcomes of a specific test.
- Typically progress data is collected in the format of “fine grades” (which represent how secure that grade is)

- Teachers and departments/phases collect other progress data locally (eg, test scores, formative assessments). This is not reported to parents but parents can review feedback and DIRT activities in pupils'/students' books and folders.

Roles and responsibilities

In the context of a clear curriculum intent and implementation strategy (whole school and at a local level), and in collaboration with all relevant school and Trust staff, all leaders are responsible for:

- The development of carefully designed sequences of learning and wider formative assessment.
- The design of robust and valid and reliable assessment schemes.
- The implementation of the assessment policy in a compliant, coherent and consistent way across the school and across year groups to ensure that pupils/students are supported and challenged appropriately and that variations in performance are minimalised.
- Clear and consistent communication with all stakeholders so that there is a shared understanding of the policy and how it relates to them.
- The support and training of staff to ensure the successful implementation of the curriculum in order to ensure that progress and learning is sustained and consistent.
- The monitoring of the impact of the implementation of the policy so that interventions are effective and timely.
- Working with line managers, school leaders and Local Advisory Boards so that there is a shared understanding of the impact of the policy.

All teachers, teaching assistants and other curriculum staff are responsible for implementing this policy in their work so that pupils/students across the school are taught, supported and challenged in a highly effective and consistent way. (See Annex 3 for monitoring line management structure)

Reporting

Schools must provide an annual written report to parents.

Reporting Primary

At Great Hollands Primary School, there is an open-door policy and parents may make an appointment, at any convenient time, to discuss their child's progress or any concerns about assessment and achievements. Assessment data will also be reported to all parents through annual reports and parents' evenings.

Individual Parents' Evening appointments will be offered to all parents in the Autumn and Spring term. There will also be an optional parents' evening in the Summer term to discuss the annual report.

Annual reports to parents will be sent in the Summer term and must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress, effort and achievements
- The pupil/students attendance record, including:
 - The total number of possible attendances for that pupil
 - The total number of unauthorised absences for that pupil/student, expressed as a percentage of the possible attendances
 - The results of any statutory assessments taken, by subject and grade

Reporting Secondary

Trust annual reports (secondary) include information about pupils/student's progress and attainment (sent three times a year), attendance and any public examination results.

SIMs Parent and Student App is used to distribute reports to pupils/students and parents electronically. Where families have no access to the internet, paper copies are provided on request. (At MECE reports are emailed home).

Our formal Annual Reports are made up of a series of different reports over the course of each year. Every pupil/student and parent receives three progress reports.

Over the course of the year, the formal Annual Report includes the following information:

- (a) A summary of pupil/student targets.
- (b) A summary of progress towards those targets in all curriculum subjects.
- (c) Results of formal in-school assessments/PPEs
- (d) An indication of positive behaviours for learning or those that should be adopted for improvement. (See Annex 6 for list of codes)
- (e) Public examination results and/or vocational qualifications or credits (where appropriate).

The Parent App also displays live:

- (f) Attendance data.
- (g) Pupil/student timetables.
- (h) Pupil/student achievements.
- (i) Pupil/student conduct summaries.

(NB: At MECE and MER one report in Y11 includes a written comment from each teacher.)

There is one set of parents' meetings for each year group in each academic year.

Annex 1: Summary of Department Protocols

MAIDEN ERLEGH SCHOOL IN READING Secondary

UNDER REVIEW – TO BE UPDATED FOR SEPTEMBER 2019

	Formal Feedback with written DIRT activity	School Assessment Formats
Subject / Key Stage	Frequency	
English Found	Every 3 weeks	Assessments
English KS4	Every 2-3 weeks	PPEs
Maths / all	Every 3-4 weeks	Assessment/PPES
Science Found	Every 3 weeks	
Science KS4	Every 3 weeks	PPEs
Bio/Chem/Phys KS4	Every 3 weeks	PPEs
Art/Phot Found	Min 2/half term	Assessments
Art/Phot KS4	Min 2/half term	PPEs / Practicals
Bus KS4	2/half term + 1 milestone	Assessments PPEs
Econ KS4	2/half term + 1 milestone	Assessments PPEs
Comp/ICT Found	Every 4-5 lessons	Assessments
Comp/ICT KS4	Every 3 weeks	Assessments PPEs
Drama Found	Every half term	Assessments, PLCs, self-reviews
Drama KS4	2 per half term	PPEs, PLCs, self-reviews Practical assessment
Food Found	2/half term	Assessment Practicals
Food/H&S KS4	2/half term	PPEs Practicals
Geog Found	2/term/teacher	Assessments
Geog KS4	2/term/teacher	PPEs Fieldwork
Hist Found	2/term/teacher	Assessment
Hist KS4	2/term/teacher	PPEs
Hist KS5	2/term/teacher	PLC self-reviews PPEs
MFL Found	Every 2-3 weeks	Assessment
MFL KS4	Every 2-3 weeks	PPEs
Music Found	Every 4-5 lessons	Practicals PPEs
Music KS4	2 per half term	Practicals Listening tasks PPEs
PE Found	n/a	Practicals
PE KS4	3-4/term	Practicals PPEs
Technology	Every 2-3 weeks	Practicals Assessment
Product Design KS4	Every 2-3 weeks	Practicals PPEs
RE Found	2/term/teacher	Assessment
RE KS4	Y9 2/term/teacher 10/11 2/term/teacher	PPEs

Annex 2: School-specific Key Performance Indicator Guidelines

Secondary School KPIs	Attainment	Progress Indicators
Foundation/Key Stage 3		<ul style="list-style-type: none"> • English • Maths • Science • Overall
Key Stage 4	<ul style="list-style-type: none"> • Attainment 8 (score and average grade) • English and mathematics: <ul style="list-style-type: none"> • % Standard Pass (Grade 4+) • % Strong Pass (Grade 5+) • % Grade 7+ • % EBACC (entered & achieved Grade 5) <p><i>NB: Internally departments will have KPIs for Grade 4+ 5+ and Grade 7+</i></p>	<ul style="list-style-type: none"> • Progress 8 • English • Maths
16-19 Study Programmes	<ul style="list-style-type: none"> • % A*B A Level • % A*C A Level • % A*E A Level • % A*C Retake GCSE English and maths 	<ul style="list-style-type: none"> • Value Added • RED ALPS

Annex 3: [Maiden Erlegh Trust] Monitoring line management structure

Who	Accountable to	Monitored through
Headteacher (HT)	CEO Local Advisory Board Trust Standards Committee	<ul style="list-style-type: none"> • Termly School Improvement Plan reviews. • Half termly School Evaluation updates. • Termly Pupil Premium Strategy review • Department Development Plan reviews (biannually) • Reviews of Action Plans as agreed. • Public examinations report.
Trust Lead for Assessment and Reporting (TLAR)	CEO Trust Standards Committee Chair of Board of Trustees	<ul style="list-style-type: none"> • Annual KPI report to the Trust. • Stakeholder views on the reporting process.
Secondary		
School Standards Strategy Lead	HT TLAR CEO	<ul style="list-style-type: none"> • School evaluation contributions (as agreed with HT). • Training and support records for work with middle leaders.
(Senior) Assistant Headteacher Inclusion	HT Director of Inclusion & Safeguarding	<ul style="list-style-type: none"> • Annual Pupil Premium Strategy/Y7 Catch UP impact evaluation. • Termly impact review of Pupil Premium Strategy.
Standards Managers	HT Standards Strategy Lead	<ul style="list-style-type: none"> • Standards Lead contribution to SEF
Curriculum leaders	HT Standards Managers	<ul style="list-style-type: none"> • Schemes of Work and Assessment • Records of evaluation of quality of teaching and implementation of curriculum • Contribution to Standards Meetings.
Pastoral Leaders	<ul style="list-style-type: none"> • HT • Standards Lead • Pupil Premium Lead • SENCO 	<ul style="list-style-type: none"> • Contribution to Standards Meetings • PSMSC website updated.
Primary		
Deputy Head Teacher	<ul style="list-style-type: none"> • HT • TLAR • CEO 	<ul style="list-style-type: none"> • School evaluation contributions (as agreed with HT). • Training and support records for work with middle leaders.
Phase Leads	<ul style="list-style-type: none"> • HT • Deputy 	<ul style="list-style-type: none"> • Annual Pupil Premium Strategy • Termly impact review of Pupil Premium Strategy.
AHT Learning	<ul style="list-style-type: none"> • HT • Deputy 	<ul style="list-style-type: none"> • Schemes of Work and Assessment • Records of evaluation of quality of teaching and implementation of curriculum • Contribution to Standards Meetings.
AHT inclusion	<ul style="list-style-type: none"> • HT • Deputy 	<ul style="list-style-type: none"> • Annual Pupil Premium Strategy. • Termly impact review of Pupil Premium Strategy.

Annex 4: [Maiden Erlegh Trust] Secondary

Pre-Public Examinations (PPEs) and at MES Sixth Form Prelims

The principle of PPEs is that pupils/students sit as full an examination as possible (given where they are on the course) with the expectation that they should achieve their benchmark grade. Pupils/students do not simply sit a practice or pretend exam, but go through the whole process, from revision to success (hopefully) in a structured way. It also means that pupils/students will have several opportunities to go through the process before the final examination; this includes becoming familiar with JCQ examination regulations.

Stages of PPEs/Prelims

1. Letter goes to parents explaining the principle and sharing the dates of PPE1 and PPE1b
2. Pupils/Students are informed about PPEs and nearer the time of PPE1 in assemblies.
3. Teachers talk to pupils/students about PPEs and prepare them to achieve their benchmark using formative teaching and active marking.
4. Departments run walking talking mocks and targeted PPE preparation.
5. After the exams results are collected centrally.
6. Results are distributed centrally in an assembly for Year 11.
7. Where pupils/students do not achieve their agreed grade (usually their benchmark) they receive specific feedback on the paper and their performance and have a short period of time to go away and revise again.
8. They then re-take a **shadow/similar paper** in exam conditions so they can secure their benchmark grade.
9. Pupils/Students achieving their benchmark, or within one grade will be set a challenge paper (additional question or series of questions) to improve their progress. This can be completed in lesson or for homework. This should be self-assessed with a mark scheme provided.

Where will the exams take place?

Y10 PPE1 in usual exam venues - organised by exam team and internally invigilated.
Y10 PPE1b is a shadow question/questions completed after the PPE feedback (In Lessons).
Differentiated challenge question/questions for those pupils/students achieving their benchmark/within 1 grade.

Y11 PPE1 and PPE1b in usual exam venues – organised by exam team and externally invigilated.

Y11 PPE for core subjects is held in the exam venues, and organised by the exams team.
Non-Core subjects are organised and held in department venues.

Additionally at MES

Yr12 Assessment Week completed in lessons. One central re-take day (Those with multiple retakes – take the lower paper from each subject – max 3 papers).

Yr12 Prelims in usual exam venues - organised by exam team and externally invigilated.

Y13 Prelims in usual exam venues - organised by exam team and externally invigilated. One central re-take day (Those with multiple retakes – take the lower paper from each subject – max 3 papers).

NB: Where PPEs are taking place and there are pupils/students in that year group who are on BTEC courses (or similar) it will be the vocational team's responsibility to ensure they have a supervised timetable for that period. This will not be covered by the Exams Team.

Annex 5: [Maiden Erlegh Trust] Secondary

Pupil/Student Progress Concern – Response Ladder

	Support/Intervention
Level 1: minor/temporary engagement issues with impact on progress <2/3 grade	
<p>Missed deadlines Incomplete work Work not to appropriate standard Incomplete or poor DIRT Incomplete or poor engagement with PLCs Low marks on quizzes, tests or assessments</p> <p>Failure to engage with Classroom Support Plan Classroom Support Strategies not working Access concern (eg: inability to work within time frames, follow instructions, focus OR definite impact of specific strategy eg: use of coloured paper etc)</p>	<p>Changed seating plan Priority questioning etc Homework recording monitoring Homework Club Appointment to do and re-do work Detention Written contact home Telephone contact home</p> <p>Appointment to review CSP implementation in class Discussion with Inclusion Team Discussion with Pupil Premium Manager</p>
Level 2: persistent engagement issues with impact on progress <1 grade	
<p>Persistent</p> <ul style="list-style-type: none"> • Missed deadlines • Incomplete work • Work not to appropriate standard • Incomplete or poor DIRT • Incomplete or poor engagement with PLCs • Low marks on “quizzes”, tests or assessments <p>Failure to engage with Classroom Support Plan Classroom Support Strategies not working Access concern (eg: inability to work within time frames, follow instructions, focus OR definite impact of specific strategy eg: use of coloured paper etc)</p>	<p>Referral to HOD HOD Appointments to catch up Subject Mentor Subject report including formal programme of catch up Telephone contact home Written contact home Meeting with parents Setting/class review Discuss as part of Standards Meeting</p> <p>Referral to Inclusion Team Referral to Pupil Premium Manager</p>
Level 3: persistent negative impact >1 grade and on other learners with poor engagement with support	
<p>Persistent Level 2s within subject</p> <p>Multiple Level 2s across different subjects</p>	<p>HOD refer to Standards Manager Option E referral Telephone contact home Written contact home Meeting with parents Subject Contract</p> <p>HOYs also: Year group report/Contract Frees/Home Study removed (Sixth Form) Peer Mentor Peer tutoring (DA pupils/students)</p>

	Telephone contact home Written contact home Meeting with parents Referral to Inclusion Team as necessary
Level 4: significant and stubborn progress issues across more than one subject and failure to respond to other interventions	
	Senior Leaders: Formal meeting with parents Classroom Support Plan Review Case Conference with staff IBP or PSP Disapplication proposal Privileges removed until caught up (eg: enrichment, prom etc)

Annex 6: [Maiden Erlegh Trust] Secondary

Behaviour for learning Codes

An indication of positive behaviours for learning or those that should be adopted for improvement.

CODE	Behaviour for learning
AC	Accepting support
AS	Asking for support
AW	Develop academic writing
CH	Rising to challenges
CO	Calm and orderly
CW	Ability to work collaboratively
DL	Meeting deadlines
DV	Developing and refining your ideas
EP	Preparing well for examinations
EQ	Being equipped for learning
EV	Refer to evidence to illustrate your points
EX	Experimentation and developed use of materials
FC	Focus in class
IN	Independent learning
IW	Improvement of work based on feedback
LI	Listening
PR	Presentation of work
PU	Punctuality to class
QR	Quality of reasoning
QV	Quality of verbal/oral response
RE	Showing respect for others and their opinions
RL	Rote learning
RR	Reading and research around the subject
RP	Recall of prior learning
SW	Showing working clearly
SPG	Spelling, Punctuation and Grammar
TER	Integrate wider key terminology
WO	Well organised, completes all tasks on time to a high standard
WQL	Work quality
WQN	Work quantity