



STREATHAM & CLAPHAM HIGH SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY AND PROCEDURES

Person(s) responsible for this policy		Deputy Head (Academic), Assistant Head (T&L), Head of Prep	
Last review by	Helen Loach (Prep) Mark Weatherhead	Review date	August 2024
Date of next review		September 2025 or as needed	

Principles/Aims

We use assessment, recording and reporting to inform the teaching and learning which takes place in the school and to communicate with parents on pupil progress and attainment. We want the systems in place to be easily accessible to and workable by staff, to be meaningful to pupils and to provide clear and regular information to parents. Internal procedures are supported and supplemented by national systems such as Baseline, CAT4, GL, MidYIS, YELLIS and ALIS. As well as internal assessment and monitoring of progress, there is an annual Trust-wide review using national benchmarking procedures in all phases of the school. Pupils in U3, U4 and L6 are screened using Lucid Exact to assess reading, literacy and speed of processing against national norms.

Senior School

Marking

Please refer to the Marking Policy, which details the whole school approach at Senior and Prep levels. In the Senior School, also see department handbooks.

Assessed work set, in class or for homework, is marked promptly and carefully in accordance with the policy. Marking criteria, as published by examination boards are used in Year 10 upwards as appropriate. Staff record marks in their mark books, on SIMS and in department spreadsheets. Each department has its own department policy that sits below the overall school policy and indicates where work is marked physically and electronically.

Examinations

Departments set tests or assessments, as embedded in their schemes of work, at the end of a topic, end of half term or when appropriate; these may be used, as in the Mathematics Department, to inform decisions on setting, or to assess teaching and learning that has taken place. In Year 6, all pupils are required to sit SATs in English and Mathematics. There are end-of-year examinations for Year 7 to Year 9 with pupils in Year 7 and Year 8 taking end-of-year examinations in English, Mathematics, Science, Humanities and languages. Other subjects will hold end-of-year assessments during normal timetabled lessons. Pupils in Year 9 sit papers in more subjects. Year 10 examinations are held at the beginning of the summer term: Year 11 take mock-examinations towards the end of the Michaelmas term and Upper Sixth at the start of the spring term for A-Level examinations. Lower sixth assessment points (usually an examination) take place at the start of the summer term. Year 10 and upwards take

external examinations as per the examination board schedules. A few students sit external examinations in home languages at the end of Year 9.

All assessment data, including baseline testing, end-of-year examinations, mock examinations, Appropriate Effort Grades, Fine Predicted Grades and Current Attainment Grades are recorded in SIMS.

Baseline testing

Year 7

All pupils applying for Year 7 take the Entrance Examination, with papers in English and Mathematics. Marks are ranked individually and aggregated.

The MidYIS test is taken before the end of September and is sent to parents and shared with girls. This information is used by the Head and Deputy Head (Academic) to assess the performance of departments, and set targets for future performance for individual subjects, and examination performance at I/GCSE. It can also be used by Heads of Year when discussing awards for prize giving. Pupils showing considerable improvement against baseline test scores are recognised, as well as those with evidence of overall outstanding academic attainment. The information is also used in departments to evaluate progress of individuals or groups against expected outcomes. YELLIS tests are taken by all pupils in September of Year 10 to measure progress across KS3 and set targets for KS4.

Lower Sixth and Upper Sixth

During September, Lower Sixth takes the online adaptive test to determine ALIS grades. The GCSE and adaptive test grades are used to determine A-Level target grades and discussed with teachers and tutors as part of the reporting process.

This data is accessible to all staff in SIMS and can be used to inform teaching and learning at all levels, including department planning, lesson planning and differentiation by identifying individual student strengths, target setting and individual pupil support, often alongside discussion with parents.

External Examination Analysis

External examination results are submitted to Trust Office and CEM, Durham University. Value-added reports are generated by CEM that compare the actual results to those predicted from baseline testing. These reports give an indication of the impact of teaching upon learning, and the results achieved. GDST Inform provides additional data comparing pupil and subject performance against a range of factors. Reports are also produced from Trust office that compare the performance of all schools within the Trust based on percentage of A*/A and 9-7 grades, and the value-added scores for each subject, and the school overall.

Effort, Target, and Progress Grades

Setting target Grades

On entering Year 7, and after sitting the MidYIS examination, CEM will determine *target grades* for each GCSE subject. These grades are useful in looking at the performance of whole cohorts but not

particularly useful or individual pupils. The whole cohort information is used, along with value-added expectations, to judge in-year progress in the examination years. Whole cohort expectations are communicated to all stakeholders. As a selective school, the majority of grades will indicate an expectation of above or well-above national averages. These are discussed with pupils at the start of the next academic year and published to parents. This information is used to contextualise the Appropriate Effort and Current Attainment data sent to, and discussed with, families throughout the year.

Appropriate Effort Grades

In all years, appropriate effort grades are indicated using letters **A, B, C, D, E**
Appropriate effort is effort which results in progress.

- A** – Exceptional effort - which should result in accelerated progress.
- B** – Excellent effort – which should result in swift progress.
- C** – Good effort – which should result in progress in line with national averages.
- D** – Moderate effort – which may result in inconsistent progress.
- E** – Poor effort which will result in delayed progress.

Current Attainment

In Year 7 – Year 9, current attainment data will be published using the following process:
Each department will use a range of evidence to produce a percentage score for each student. The criteria for generating this score will be communicated to students and families. The assessment should be as holistic as possible and be taken from a range of evidence (not just an end-of-unit test). The scores will be moderated across the department. Each student will be given a standardised score out of 100 for each subject.
Reports will be published in accordance with the schedule shown below and will include a student's current attainment percentage and the cohort median score for context.

Fine Predicted Grades (FPGs)

In the examination years Fine Predicted Grades are entered for each student for each subject based on the reporting schedule below. They are the cornerstone of the school's monitoring and intervention processes.

It is important to note that these are **Predicted Grades**. They are the grade the student would **most likely achieve at the end of the course** given her current level of work and application. **They are not current working grades.**

At GCSE the grades should be submitted in the following format:

At GCSE: (9, 9-, 8+, 8, 8-, 7+, 7, 7-, 6+, 6, 6-, 5+ etc.)

Where 8+ would signify a very secure grade 8, almost a grade 9,
8 would signify a probable grade 8
8- would signify a possible grade 8 but danger of a grade 7

At A Level grades should also be submitted in the following format:

At A Level: (A*1, A*2, A*3, A1, A2, A3, B1, B2, B3, C1, C2, C3, D1 etc.)

Where A1 would signify a very secure grade A, almost a grade A*,
A2 would signify a probable grade A
A3 would signify and possible grade A but danger of a grade B

Again, these are predicted grades and not current working grades.

Appropriate Effort Grades

In all years, an appropriate effort grade is awarded regularly: this covers both effort in lessons and effort on homework and outside of the classroom. This is reported to parents using the following grades and is determined using the criteria indicated below:

- A** – Exceptional effort - which should result in accelerated progress.
- B** – Excellent effort – which should result in swift progress.
- C** – Good effort – which should result in progress in line with national averages.
- D** – Moderate effort – which may result in inconsistent progress.
- E** – Poor effort which will result in delayed progress.

Pupils in all years receive these grades as outlined in the reporting schedule. The grades are entered on to the school database in SIMs by subject staff and reports are automatically generated. Definitions and grade descriptions are included on the reports, are published as outlined by Communication and Reports to Parents Schedule. Time is given with pastoral and academic staff to discuss the grades and consider areas for improvement.

Appropriate Effort grades, Current Attainment, Fine Predicted Grades and examination marks and the baseline test scores are monitored by Department Heads and Pastoral Team throughout the year in discussion with Form staff, the Deputy Head (Academic). Parents of pupils causing particular concern are contacted and meetings arranged as required.

More Detailed Reports – Specific Attainment and Targets

In addition to effort and progress reports, pupils receive a number of more qualitative reports and Parents' Evenings each year. The schedule for the publication of these reports is shown in the chart below.

Senior School Communication and Reports to Parents 2024-25

[Attach Document Here](#)

Prep. School

On entry to the Reception class pupils are tested using Baseline or a similar assessment measure. This is followed up at the end of the Year. CAT4 tests are then used in Year 3 and Year 5 along with all new girls who join us in Year 4 or 6. This gives valuable tracking data and shows value added.

From Year 1- Year 6, children sit GL Assessment papers to measure progress in Maths and English. 'Pupil Progress Meetings' are held with all year groups to discuss individual children. This is done within the context of staff meetings so all staff can be involved in discussions. Writing is regularly tracked and monitored using the independent writing books and is baselined at the start of every academic year using objectives from the end of the previous year. All girls in Years 2 – 6 complete a half-termly STAR reader to determine their book level. Termly testing is completed to assess progress, followed again by year group 'Pupil Progress Meetings' to discuss individual pupil progress. These termly levels are monitored by the Academic team and subsequently SLT to make sure that children are making adequate progress. All data is stored on SIMS. Teachers use these results to target children and set goals and predictions for the year. Report cards are shared with families at the end of the Autumn and Spring term and report on attainment (within Maths and English) and effort across the wider curriculum. The Summer term report includes comments for each individual subject.

Intervention strategies are discussed and recorded within TEAMS and within SIMS. Half termly PPM's also ensure staff are targeting girls who are not making expected levels of progress.

In the Foundation stage targets are set by the Foundation Stage profile and many children may have the same target. Nursery and Reception children are set targets in each of the areas of learning. These are reviewed regularly. Both Nursery and Reception staff keep annotated samples of work as evidence of achievement along the stepping-stones and evidence for the Foundation stage profile, which is completed by the Reception teacher at the end of June (please see Foundation Stage Policy). Our Reception girls complete CEM assessments in September.

In Key Stage 1 and 2, targets are set for Maths and English through the use of RAR marking; these targets are based on the unit of work being covered and are generally shared as a 'next step' or 'wish'. The girls also have targets in the front of their Maths/English books, which are highlighted and dated once achieved.

The Prep School has an open-door policy and if a teacher or parent has concerns then meetings can be arranged. There are currently two meetings with parents in November and March, for all pupils including Nursery. These give the teacher a chance to give a brief explanation of how the child is performing in all subjects. If necessary follow up meetings are arranged to discuss a child in more detail. Report cards are shared with parents in both the Autumn and Spring term and written reports are issued at the end of the Summer Term.

Prep School Assessment and Reporting arrangements

ASSESSMENT TIMELINE 2023-2024

Year group	Autumn Term	Spring Term	Summer Term
Nursery	<p>On-going assessments. We assess on shapes, colours, numbers, letter sounds and name writing. We also do a portrait drawing at the beginning and end of the year.</p> <p>We assess more for those of higher ability. We assess things like letter formation, reading, spelling, adding and taking away and positional language. We also do observations and track their progress through the EYFS objectives that we highlight in their folders.</p> <p>Assessments are continuous to ensure that pupils are on track and making progress and achievements in relative to their age-related expectations.</p>		
Reception	<p>Early September (deadline END OF September) (On-going assessments)</p> <p>BASELINE (CEM) SCHOOL BASED?</p> <p>RWI phonics assessments ongoing/End of Autumn 1 and 2.</p>	<p>February: Phonics (On-going assessments) RWI phonics assessments/End of Spring 1 and 2.</p>	<p>June (approx between 3rd-14th June): Foundation Stage Profile (moderated every 4 years – 2019/2023/2027) Writing task END OF YEAR BASE CEM ASSESSMENT? RWI phonics assessments ongoing/End of Summer 1 and 2.</p>
Year 1	<p>Early September (11th-22nd September GDST deadline) : PTE/PTM 5 COMPULSORY TESTING FORM A (PAPER BASED) Holiday Recount. RWI phonics screening/assessment ongoing/End of Autumn 1 and 2. Ongoing independent writing/tracking. Progress Test in Maths L5, English GL 5, Phonics check, White Rose EOT</p>	<p>End of February half term: White Rose EOT RWI phonics screening/assessment ongoing/End of Spring 1 and 2. Ongoing independent writing/tracking.</p>	<p>End of May (20th to 24th May) Y1 PTE 6 and PTM 6 (paper): PAPER BASED Progress Test in Maths L6, English GL 6, White Rose EOT RWI phonics screening/assessment ongoing/End of Summer 1 and 2. Ongoing independent writing/tracking; end of year writing level assigned.</p>
Year 2	<p>Early September (11th-22nd September GDST deadline): PAPER BASED PTM/PTE Holiday Recount/ AR star reader BASELINE assessment /Summer Term Y1 White Rose Maths.</p>	<p>End of February half term: STAR reader assessment, Phonics check, White Rose EOT, Ongoing independent writing/tracking.</p>	<p>End of May (20th to 24th May) Y2 PTE7 and PTM7 (paper): PAPER BASED - compulsory GDST testing – PTM/ PTE 7 FORM A</p>

	Progress Test in Maths L6, English GL 6, RWI Phonics check, Writing task x2, White Rose EOT		Progress Test in Maths L7, English GL 7, RWI Phonics check, White Rose EOT, Ongoing independent writing/tracking; end of year writing level assigned.
Year 3	Holiday Recount/ AR star reader BASELINE assessment /Summer Term Y2 White Rose Maths? Phonics assessments for new starters Early September (11th-22nd September GDST deadline): PAPER CAT4- compulsory GDST testing LEVEL YLY CAT4 paper Y paper based assessment (start of academic year), Accelerated Reader, Progress Test in Maths L7, GL English GL 7, White Rose EOT	End of February half term: White Rose EOT Ongoing independent writing/tracking. GL 11+ MC assessment. STAR reader.	Beginning of June (between 3rd-7th June): DIGITAL Progress Test in Maths L8, English GL 8, White Rose EOT. Ongoing independent writing/tracking; end of year writing level assigned.
Year 4	Holiday Recount/ AR star reader BASELINE assessment /Summer Term Y3 White Rose Maths? / SWST Phonics assessments (targeted pupils) Early September (11th-22nd September GDST deadline): DIGITAL - compulsory GDST testing for any new girl - CAT4 Level A completed by any new pupil (digital), Progress Test in Maths L8, English GL 8, Holiday recount baseline, White Rose EOT	End of February half term: White Rose EOT, ongoing independent writing/tracking. GL 11+ MC assessment. STAR reader.	Beginning of June (between 3rd-7th June): DIGITAL - compulsory GDST testing Form A PTE9/PTM9 Progress Test in Maths L9, English GL 9, White Rose EOT, ongoing independent writing/tracking; end of year writing level assigned.
Year 5	Holiday Recount/ AR star reader BASELINE assessment /Summer Term Y4 White Rose Maths? Early September (11th-22nd September GDST deadline): DIGITAL - compulsory GDST testing for any new girl CAT4 Level B completed by any new pupil (digital), Progress Test in Maths L9, GL English 9, Holiday recount baseline, White Rose EOT	End of February half term: Ongoing independent writing/tracking. White Rose EOT. GL 11+ MC assessment. STAR reader.	Beginning of June (between 3rd-7th June): DIGITAL Progress Test in Maths L10, GL English 10, White Rose EOT, ongoing independent writing/tracking; end of year writing level assigned.

Year 6	Early September (11th-22nd) September GDST deadline): Holiday Recount/ AR star reader BASELINE DIGITAL - compulsory GDST testing for any new girl CAT4 Level C completed by any new pupil (digital), Progress Test in Maths L10, GL English 10, White Rose EOT. Start of December: 11+ Testing	End of February half term: White Rose EOT, ongoing independent writing/tracking. GL 11+ MC assessment. STAR reader.	Beginning of June (between 3rd-7th June): DIGITAL - compulsory GDST testing Form A PTE11/PTM11 Progress Test in Maths L11, GL English 11, ongoing independent writing/tracking; end of year writing level assigned. White Rose EOT
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Pupil Progress meetings (restructured)

Week beginning 9th October 2023, Week beginning 5th February 2024 and Week beginning 20th May 2024

Interim CAT4 testing

Interim CAT4 testing (Level A-C, digital) for new starters should take place at the start of Years 4–6 to ensure that every student taking PTE/M at the end of Years 4 and 6 has a CAT4 score.

Autumn test window

Both PTE/M5 and CAT4 are baseline tests and therefore should be undertaken as close to the start of term as possible. For consistency the same window should be used for all tests. The autumn term testing window is therefore:

Monday 11th to Friday 22nd September 2022 for PTE/M5 for Y1 and Y3 CAT testing.

Summer testing window

The Trust-wide test windows for GL are:

- Week **before** summer half term **Y2** PTE7 and PTM7 (paper)
- Week **after** summer half term **Y4** PTE9 and PTM9 (digital) and **Y6** PTE11 and PTM11 (digital). Use **A** version of the Test