



STREATHAM & CLAPHAM HIGH SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY AND PROCEDURES

Person(s) responsible for this policy		Deputy Head of Prep Deputy Head (Academic), Assistant Head (T&L)	
Last review by	Katherine McDonald Henry Meller	Review date	September 2026
Date of next review		September 2027	

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 Year 7, Year 8 and Year 12 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 and most other subjects. 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 Year 13 at the start of the spring term for A-Level examinations. Year 12 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, Attitude to Learning, Working Towards Grades/Likely to Achieve Grades and Current Attainment Grades/Descriptors are recorded in SIMS.

Baseline testing

Year 7

All pupils applying for Year 7 take the ISEB 11+ tests and 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. This information is not normally sent to parents but can be if required and CEM provide a parent report format. 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 and set targets for KS4. Although each student's targets are still calculated using MidYIS scores from Year 7 as this is the baseline data used by Trust to calculate Value Added at GCSE.

Year 12 and Year 13

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 for 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.

Attitude to Learning

In all years, attitude to learning information is provided for both 'in class' attitude and 'homework' attitude. Pupils begin the year as 'Good (2)' and teachers assess them from there.

1	<i>Excellent</i>	You are always focused in lessons and complete all tasks to the best of your ability. You never give up or lose motivation. You take pride in every piece of work you complete and challenge yourself on a regular basis. You meet all your homework deadlines and your homework and classwork is of an excellent standard .
2	<i>Good</i>	You are well focused in lessons and complete most tasks to the best of your ability. You do not give up or lose motivation. You take pride in your work and challenge yourself. You meet your homework deadlines and your homework and classwork is of a good standard .
3	<i>Requires Improvement</i>	Your level of focus in lessons needs to improve . You are often not completing tasks to the best of your ability, and you often give up or lose motivation . You have not met your homework deadlines and/or the quality of your homework and classwork requires improvement . You must improve your behaviour.
4	<i>Unsatisfactory</i>	You are falling well below the standards of behaviour we expect. You are not focussed in lessons and do not engage properly in class activities. Your homework is regularly not handed in on time and/or is not of the standard required. You must improve your behaviour .

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 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 percentage score out of 100 for each subject which will often dictate the descriptor awarded. Reports will include a student's current attainment percentage and the cohort median score for context.

Working Towards Grades (Y10 to Y13)

The 'working towards' grade indicates the final grade you expect the pupil to achieve if they continue to work as they have been so far. This will be a numerical grade on the 9-1 system for GCSE or A* - U for A Level. We will not be using + or – moving forwards.

These are holistic grades and, whilst assessments are important, they are not the be all and end all when it comes to internal grading. You should also consider the pupil's classwork, homework and contributions in class as evidence of progress and understanding.

Please give realistic grades throughout and avoid the temptation to inflate grades for motivational purposes.

Again, these are working *towards* grades and not current working grades.

Attainment scores, attitude to learning scores, 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 held in the annual reporting deadlines calendar.

Prep School

Prep School Communication and Reports to Parents 2026-27

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 3-6 alongside PTM/ PTE/ PTS GL tests. From Year 1- Year 6, children sit GL Assessment papers to measure progress in Maths, English and Science from Y4. This gives valuable tracking data and shows value added.

'Pupil Progress Meetings' are held with all year groups to discuss individual children. 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. Girls complete several independent writing pieces each half term.

All girls in Years 2 – 6 complete a reading assessment to determine their reading progress at least once a term. These assessments are discussed as part of the year group 'Pupil Progress Meetings' to discuss individual pupil progress. Girls levels are monitored by the Academic team and subsequently PSLT to make sure that children are making adequate progress. All data is stored on Whole School Mark books. 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. Key data is also shared with families along with banding data for categories within English and Maths. The Summer term report includes comments for each individual subject.

Intervention strategies are discussed and recorded within TEAMS and within SIMS. Termly PPM's also ensure staff are targeting girls who are not making expected levels of progress. Any intervention provision is reviewed regularly and is closely monitored by the Deputy Head and SENCO.

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 (see Foundation Stage Policy). Our Reception girls complete CEM assessments in September and again at the end of the Summer term.

In Key Stage 1 and 2, targets are set for 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 a times table focus throughout the year in their appropriate level.

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 2026-2027

Year group	Autumn Term	Spring Term	Summer Term
Nursery	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. 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. Assessments are continuous to ensure that pupils are on track and making progress and achievements in relative to their age-related expectations.		
Reception	Early September (deadline END OF September) (On-going assessments) BASELINE (CEM) SCHOOL BASED RWI phonics assessments ongoing/End of Autumn 1 and 2.	March: Phonics (On-going assessments) RWI phonics assessments/End of Spring 1 and 2.	June (towards end of academic year): 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.
Year 1	Early September PTE/PTM 5 COMPULSORY TESTING FORM A (PAPER BASED) Holiday Recount/AR star reader BASELINE assessment/ RWI phonics screening/assessment ongoing/End of Autumn 1 and 2. Progress Test in Maths L5, English GL 5, Phonics check, Writing task x2, White Rose EOT	End of Spring term: Accelerated Reader, Writing task x2, White Rose EOT RWI phonics screening/assessment ongoing/End of Spring 1 and 2.	End of May (pre-half term) Y1 PTE 6 and PTM 6 (paper): PAPER BASED Progress Test in Maths L6, English GL 6, Writing task x2, White Rose EOT RWI phonics screening/assessment ongoing/End of Summer 1 and 2.
Year 2	Early September PAPER BASED PTM/PTE Holiday Recount/ AR star reader BASELINE assessment /Summer Term Y1 White Rose Maths / SWST Progress Test in Maths L6, English GL 6, RWI Phonics check, Writing task x2, White Rose EOT	End of Spring term: Accelerated Reader, Phonics check ,Writing task x2, White Rose EOT	End of May (pre-half term) Y2 PTE7 and PTM7 (paper): PAPER BASED - compulsory GDST testing – PTM/ PTE 7 FORM A Progress Test in Maths L7, English GL 7, RWI Phonics check, Writing task x2, White Rose EOT
Year 3	Holiday Recount/ AR star reader BASELINE assessment /Summer Term Y2 White Rose Maths? / SWST Phonics assessments for new starters Early September	End of Spring term: Writing task x2, White Rose EOT	Beginning of June (post-half term): DIGITAL Progress Test in Maths L8, English GL 8, Writing task x2, White Rose EOT

	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, GL Writing assessment 8/9, Writing task x2, White Rose EOT		
Year 4	Holiday Recount/ AR star reader BASELINE assessment /Summer Term Y3 White Rose Maths? / SWST Phonics assessments (targeted pupils) Early September 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, Writing task x2, White Rose EOT	End of Spring term: Writing task x2, White Rose EOT	Beginning of June (post-half term): DIGITAL - compulsory GDST testing Form A PTE9/PTM9 Progress Test in Maths L9, English GL 9, Writing task x2, White Rose EOT
Year 5	Holiday Recount/ AR star reader BASELINE assessment /Summer Term Y4 White Rose Maths? / SWST Early September 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, Writing task x2, White Rose EOT	End of Spring term: Writing task x2, White Rose EOT	Beginning of June (post-half term): DIGITAL Progress Test in Maths L10, GL English 10, GL Writing assessment L10/11, Writing task x2, White Rose EOT
Year 6	Early September 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, Writing task x2, White Rose EOT / SWST Start of December: 11+ Testing	End of Spring term: Writing task x2, White Rose EOT	Beginning of June (post-half term): DIGITAL - compulsory GDST testing Form A PTE11/PTM11 Progress Test in Maths L11, GL English 11, Writing task x2, White Rose EOT