STREATHAM & CLAPHAM HIGH SCHOOL

ASSESSMENT, RECORDING AND REPORTING
POLICY AND PROCEDURES

Person(s) responsible for this policy		Academic Director, Second Master, Deputy Head of Prep	
Last review by	N Snelgrove Helen Loach	Review date	July 2019
Date of next review		September 2020 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, 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 Lower Fifth upwards as appropriate. Staff record marks in their mark books, on SIMS and in department spreadsheets.

Examinations
Departments set tests, 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 Upper Third to Upper Fourth with pupils in Upper Third and Lower Fourth taking end-of-year examinations in English, Mathematics, Science, Humanities and languages. All other subjects will hold end-of-year assessments during normal timetabled lessons. Pupils in Upper Fourth sit papers in all subjects. Lower Fifth examinations are held at the beginning of the Summer term: Upper Fifth take mock-examinations at the end of the Michaelmas term and Upper Sixth during the Lent term for A-Level examinations. Lower sixth assessment points (usually an examination) take place at the end of the

Michaelmas term and during the school examination week in the Summer term. Lower Fifth and upwards take external examinations as per the examination board schedules.

All assessment data, including baseline testing, end-of-year examinations, mock examinations and interim grades are recorded in SIMS.

Baseline testing

Upper Third
All pupils applying for Upper Third 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 used by departments to determine target grades against which the individual progress of pupils is assessed, and targets for future progress is set. This information is used by the Head Master, Second Master and Academic Director to assess the performance of departments, and set targets for future performance for individual subjects, and examination performance at I/GCSE. It is also used by House Mistresses/Master 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.

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 is 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 grades, and the value-added scores for each subject, and the school over-all.

Effort, Target, and Progress Grades

Setting target Grades
On entering U3, and after sitting the MidYIS examination, each subject will determine *target grades* that pupils will work towards achieving by the end of the academic year. These grades are realistic, but challenging targets that are individual to each pupil, and are expected to provide targets that exceed the predictions determined by MidYIS. After the marking of the summer examinations, new

targets are set for the coming academic year that take in to account all aspects of a pupils' work during the academic year. As a selective school, the majority of grades should 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.

Target Grades

In U3 – U4, target grades are indicated using numbers 1* – 3, with 1* representing the most demanding-target. The grades broadly represent the following bandings:

1*	Far-above average
1	Well-above average
2	Above average
3	Average

Each subject determines the criteria that exemplify the requirements for each target grade. Subject teachers provide this information to pupils. In L5 and U5, target grades reflect I/GCSE attainment grades, and the criteria for each grade is taken from the grade descriptions from examination boards.

Progress Grades

At the end of each reporting period, pupil's progress towards target grades is reported to parents with the following grades:

+	Working above expectations
=	Working to expectations
-	Working below expectations

The grade awarded represents the acquisition and understanding of knowledge, and the acquisition and demonstration of skills. All available evidence since the beginning of the reporting period is used, and the progress grade awarded will take into account how far in to the academic year the grade is being awarded. Not meeting expectations should only be awarded early in the year if it is apparent that a pupil is not on course to achieve their target grade by the end of the year.

Effort Grades

Two effort grades are awarded; one for effort in lessons, and one for 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
A	Meeting expectations
B	Some improvement required
C	Unsatisfactory

Pupils in all years receive these grades up to four times a year 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, which are given directly to pupils during the last week of term (or other date as outlined by ARR schedule). Time is given with form staff to discuss the grades and consider areas for improvement.

Effort and progress grades, examination marks and the baseline test scores are monitored by Department Heads and House Mistresses/Master throughout the year in discussion with Form staff,

the Second Master, the Deputy Head Mistress, and Academic Director. Parents of pupils causing particular concern are contacted and meetings arranged as required.

Target setting
- Subject staff set targets informally as a result of class and homework.
- Targets are set in written reports and discussed with pupils in report reading sessions.

Written Reports
In addition to effort and progress reports, pupils receive one written report per year and a Parents' Evenings per year. U3 – U4 receive their written report in July. U5 and L6 receive their reports at the end of the Lent term. L5 reports are published in December and the U6 are presented with their final school report on the day study leave commences in May.

Senior School Written Report Timetable 2019-20

Year Group	Draft comments in sims and printed to CCo for proofing	Proofed comments returned by	Final deadline for proofing amendments to be completed in sims	Proof of full report for Name consistency Grade input Document style CCo and NS Electronic Copy available for HM/SR	Date to MS	Date of publication
L5	Monday 25th November 4pm	Monday 2nd December	Wednesday 4th December 1pm		Friday 6th December	Thursday 12th December
U5	Tuesday 3rd March 4pm	Thursday 12th March	Monday 16th March 1pm		Wednesday 18th March	Thursday 26th March
L6	Tuesday 3rd March 4pm	Thursday 12th March	Monday 16th March 1pm		Monday 23rd March	Thursday 26th March
U6	Tuesday 21st April 4pm	Tuesday 28th April	Thursday 30th April 1pm		Tuesday 5th May	Friday 8th May
L5	Tuesday 28th April 4pm	Tuesday 5th May	Thursday 7th May 1pm		Monday 11th May	Friday 15th May
U3	Thursday 4th June 4pm	Thursday 11th June	Thursday 18th June 1pm		Tuesday 23rd June	Monday 6th July
L4	Thursday 11th June 4pm	Thursday 25th June	Tuesday 30th June 1pm		Friday 3rd July	Thursday 9th July
U4	Thursday 11th June 4pm	Thursday 25th June	Tuesday 30th June 1pm		Friday 3rd July	Thursday 9th July

Effort and Progress Grade Report Schedule 2019-20

Month	Year Group	Data to be submitted	Deadline for Grades into sims	Publication Date
September	L4, U4, U5, U6	Target Grades	Monday 16th September 4pm	Thursday 19th September
October	U3	Effort Grades	Tuesday 8th October 4pm	Friday 11th October
	L5/L6	Target Grades	Tuesday 8th October 4pm	Friday 11th October
	L4-U6	Effort & Progress Grades	Monday 14th October 4pm	Friday 18th October
November	L6	Exam Results	Friday 29th November 1pm	Tuesday 3rd December
December	U3-L5, L6-U6	Effort & Progress Grades	Thursday 5th December 4pm	Thursday 12th December
January	U5	Mock Exam results	Wednesday 8th January 1pm	Monday 13th January
	U6	Mock Exam Results	Thursday 23rd January 1pm	Wednesday 29th January
February	U3-U6	Effort & Progress Grades	Monday 10th February 4pm	Friday 14th February
March	U5, L6	Progress Grades to accompany Written Report	Monday 16th March 1pm	Thursday 26th March
	U3-L5, U6	Effort & Progress Grades	Monday 23rd March 1pm	Thursday 26th March
April	L5	Exam Results	Tuesday 28th April 1pm	Friday 1st May
June	L6	Exam Results	Friday 5th June 1pm	Tuesday 9th June
	U3	Exam Results and Progress Grades	Thursday 4th June 1pm	Monday 6th July
	L4-U4	Exam Results and Progress Grades	Thursday 11th June 1pm	Thursday 9th July

Effort grade descriptors (in-class)
Pupils will:

Exceptional - A*

- use their own knowledge to enhance the learning of others and help other pupils make progress;
- consistently seek opportunities to extend learning through independent research, sharing this with other pupils as appropriate;
- regularly go well beyond the objectives when completing homework and classwork, taking risks in extending their learning;
- demonstrate striking originality of thought; work is presented with imagination, creativity and flair that is unusual for pupils at this stage of their education;
- always demonstrate resilience and seek challenging work, regardless of whether they are successful or not;
- always reflect on their own learning, and critically analyse the information presented to them;
- always strive to improve, seeking advice from staff and conducting research before refining their work;

- always consider alternative perspectives, when appropriate, and use them to present balanced and reasoned arguments;

Meeting expectations - A

- always engage in meaningful activity in lesson time;
- consistently organise their resources and time well, and complete all work with care;
- always involve themselves in lessons, by listening carefully, taking part in discussion, and making sure other learners can do the same;
- always consider the opinions of others;
- always have a positive effect on the learning of other pupils in the class;
- demonstrate resilience and seek challenging work;
- always strive to improve, seeking and applying advice from members of staff when appropriate;

Some improvement required - B

- frequently engage in meaningful activity in lesson time;
- usually complete extension tasks and homework carefully, and are organised most of the time;
- frequently get involved in lessons by listening carefully; sometimes they contribute in discussion and ensure that other learners can do the same;
- sometimes seek challenge and if they fail first time are usually motivated to try again;
- frequently consider the opinion of others and have a positive effect on the learning of other pupils in the class;
- frequently show signs that they are trying to improve;

Unsatisfactory - C

- sometimes engage in meaningful activity in lesson time but they are easily distracted and wander off-task, which affects learning and progress;
- sometimes organise themselves and attempt homework, but this can be rushed and have little attention to detail;
- sometimes listen carefully and contribute in class discussion, but should do so more often, otherwise their own learning, and that of other pupils is hindered;
- sometimes give up too easily and if they chose to challenge themselves more often, their learning would benefit, even if they got it wrong first time;
- show signs they are trying to improve, but at other times, they lack motivation;
- achieve more if they were to try harder;

Effort grade descriptors (out of class)

Pupils will:

Exceptional - A*

- consistently seek opportunities to extend learning through independent research;
- regularly go well beyond the objectives when completing homework taking risks in extending their learning;
- demonstrate striking originality of thought; homework is presented with imagination, creativity and flair that is unusual for pupils at this stage of their education;
- always strive to improve, seeking advice from staff outside of scheduled lesson time and conducting research before refining their work;

Meeting expectations - A

- consistently organise their resources and time well, and complete homework with care;
- always strive to improve, seeking advice from members of staff outside of scheduled lesson time and applying the advice when appropriate;

Some improvement required - B

- usually complete homework carefully, and are organised bringing required equipment to lessons most of the time;
- sometimes seek challenge when completing homework tasks and if they fail first time are usually motivated to try again;
- sometimes show signs that they are trying to improve by correcting and annotating marked homework;

Unsatisfactory - C

- sometimes organise themselves and attempt homework, but this can be rushed and have little attention to detail;
- achieve more if they were to try harder;

Parents' Evening Schedule 2019-20

Year Group	Date
L4	Wednesday 6th November
U3	Wednesday 20th November
L6	Thursday 5th December
U5	Thursday 16th January
U4	Thursday 30th January
U6	Wednesday 5th February
L5	Wednesday 6th May
L6	Thursday 11th June

Prep. School

On entry to the Reception class pupils are tested using Baseline. This is followed up at the end of the Year. CATS tests are then repeated in Year 3 and Year 5 along with all 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. Writing is levelled each half term and samples of work are stored as evidence of progress. 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.

Intervention strategies are discussed and recorded on 'group' and within SIMS.

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).

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 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

	Jan	Feb	March	April	May	June		July	Aug	Sept	Oct	Nov	Dec
Nurs Rec	Phonics screen.	On-going Phonics check, Accelerated reader	Parents' evenings	Report Cards		Foundation stage profiles completed	End of year Baseline Phonics screen.	Written reports		On-going Baseline Phonics screen.		Parents' evenings	Report Cards
Year 1	Phonics screen.	Accelerated reader Phonic Check, Big Write End of MNP Book 1	Parents' evenings	Report Cards		Progress Tests in Maths and English Phonics check, Accelerated reader Big write, SWST		Written reports		Progress Tests in maths and English, Big write, SWST, Phonics screen.		Parents' evenings	Report Cards
Year 2	Phonics screen.	Accelerated reader Phonic Check, Big Write End of MNP Book 1	Parents' evenings	Report Cards		Progress Tests in Maths and English Phonics check, Accelerated reader Big write, SWST		Written reports		Progress Tests in maths and English, Big write, SWST, Phonics screen.		Parents' evenings	Report Cards

Year 3		**Accelera ted reader Phonic Check, Big Write End of MNP Book 1**	**Parents' evenings**	**Report Cards**		**Progress Tests in Maths and English Phonics check, Accelerated reader Big write, SWST**	**Written reports**		**CAT4 paper, Progress Tests in maths and English, Big write and SWST**		**Parents' evenings**	**Repor t Cards**
Year 4		**Accelera ted reader Phonic Check, Big Write End of MNP Book 1**	**Parents' evenings**	**Report Cards**		**Progress Tests in Maths and English Phonics check, Accelerated reader Big write, SWST**	**Written reports**		**CAT4 for any new pupils Progress in maths and English, Big write and SWST**		**Parents' evenings**	**Repor t Cards**
Year 5		**Accelera ted reader Phonic Check, Big Write End of MNP Book 1**	**Parents' evenings**	**Report Cards**		**Progress Tests in Maths and English Phonics check, Accelerated reader Big write, SWST**	**Written reports**		**CAT4 Progress in maths and English, Big write and SWST**		**Parents' evenings**	**Repor t Cards**
Year 6	**11+**		**Parents' evenings**	**Report Cards**		**Progress Tests in Maths and English**	**Written reports**		**CAT4 for any new pupils**		**Parents' evenings**	**Repor t Cards**

						Phonics check, Accelerated reader Big write, SWST			Progress in maths and English, Big write and SWST			