



# Clifton High School

co-educational nursery pre-school to sixth form

<b>Policy applies from EYFS to Sixth Form</b>	<b>Assessment and Reporting</b>
Date policy updated	08.09.2020
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A shaded area denotes a regulation to which all schools must comply	

*Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.*

## Related Policies

Homework

Marking

Parents Evening

Teaching and Learning

At Clifton High school we believe that assessment and reporting are integral parts of the teaching and learning process. All teachers should use assessment to aid planning and target setting in order to raise standards of attainment.

## Aims

Through assessment and reporting the aim is to

- Evaluate what has been learnt, allowing the identification of individual strengths and weaknesses
- Ensure continuity and progression of learning
- Track pupils' progress and plan intervention
- Provide constructive and meaningful feedback to pupils
- Provide pupils with the opportunity to review their work, self-assess and set personal targets
- Recognise and celebrate pupils' achievement
- Provide parents with information regarding their child's progress
- Identify pupils with Special Educational Needs (SEN), including the academically gifted and talented
- Support pupils for whom English is an Additional Language (EAL)

## Methods of Assessment

Assessment includes

- Continuous teacher formative assessments in line with department policy
- Marking and grading of key pieces of work
- Class tests and end of topic tests
- EYFS Profile (EYFS only)
- Progress in Reading (PiRA) assessments (Years 1-6)
- Termly big writing assessments (Reception – Year 6)
- Puma tests in Mathematics (Years 1-6)
- Diagnostic spelling tests (Years 1-6)
- Internal Autumn examinations (Years 7-13)
- Internal Summer examinations (Years 7-10 and 12)

- Entrance examinations (Year 6)
- Baseline assessments
  - EYFS Profile (EYFS)
  - BASE (Reception)
  - MidYIS (Year 7)
  - ALIS (Year 12)
- GCSE, AS and A2 examinations
- Diagnostic assessment by Educational Psychologist for some pupils with SEN

### Frequency of Assessment

Teachers are required to evaluate at least 1 formally assessed piece of work per half term in line with the school marking policy.

### Reporting to Parents

Parents receive an update of their child's progress at least once per term, either through an interim report, full report or at a parents' evening.

### EYFS

- **Interim Report:** An interim report is issued to parents in Autumn 2. These provide parents with a general summary of how their child is settling in including reference to the prime areas of Learning and Development.
- **Full Report:** Full reports are written in Summer 2. These include, for EYFS, a summary of the child's progress in the prime areas of Learning and Development and comments on the characteristics of their learning. In addition, children in Nursery will have a 2-year progress check report. This statutory report gives a short-written summary of the child's development in the areas of PSED, Physical Development, Communication and Language. For Reception children, a summary of attainment in both the Prime and Specific areas of Learning and Development and the characteristics of their learning is provided.
- **Parents Evening:** Parents meet personally with class teachers during Autumn 1, Spring 2 and Summer 2 for verbal feedback on their child's progress and, in the case of Reception, to also inform parents about their child's development against the Early Learning Goals and the characteristics of their learning.

### Years 1 and 2

- **Interim Report:** An interim report is issued to parents in Autumn 2. These provide parents with a general summary of their child's achievement and application to date in the subject areas of English, Mathematics and Science. Also, an overview summarising general progress and targets for future/further progress is given.
- **Full Report:** Full reports are written in Summer 2. These include a summary of their achievement and application in each of the subjects of the curriculum and a general overview summary from the class teacher. The report includes reference to the characteristics of effective learning.
- **Parents Evening:** Parents meet personally with class teachers during Autumn 1 and Summer 1 for verbal feedback on their child's progress.

### The Junior School

- **Interim Report:** An interim report is issued to parents in Autumn 2. This report provides information about their child's progress to date. The interim report will give a writing grade (A-E), Mathematics grade (A-E), and a standardised score for reading. The report will also provide progress comments in theme, languages, games, swimming and PE.
- **Full Report:** Full reports are written in Summer 2 and include a summary of achievement and application as well as a comment on progress and areas for improvement. Like the interim report, the Full report will provide a writing grade (A-E), Mathematics grade (A-E) and a standardised score for reading.

- **Parents Evening:** Parents meet personally with class teachers during Autumn 1 and Spring 2 for verbal feedback on their child's progress. During the Spring 2 Parents' evening, parents will be provided with a progress tracker which will include: writing grade (A-E), Mathematics grade (A-E) and a standardised score for reading. This allows parents to see the progress term on term.

### **The Senior School and Sixth Form**

Grade reports, full reports and parents' evenings occur for each year group across the academic year. In total each year group has five such reporting points, which vary by year group according to the School Calendar.

### ***Covid Adjustments***

***When there are restrictions in place preventing physical parents and options evenings taking place; remote sessions will be held via Microsoft Teams.***