

ASSESSMENT AND REPORTING

Policy applies from EYFS to Sixth Form and to all Staff	
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Author:	Mr Chris Collins

Version	Date	Paragraph	Material change	Approval
09.22 v1	27.09.2022	N/a	No material change.	Mr Chris Collins
05.23 v1	22.05.2023	6	New table inserted.	Mr Chris Collins

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 and Feedback - Infant and Junior
 Marking and Feedback - Senior
 Parents Evening
 Teaching and Learning

1. Introduction

At Clifton High School assessment and reporting are integral parts of the teaching and learning process. All teachers should use assessment to aid planning and target setting to raise standards of attainment to realise every pupil's individual brilliance.

2. 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;
- ensure that pupil performance is evaluated, and parents are informed appropriately;
- track pupils' progress and plan interventions;
- 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' achievements;
- provide parents with information regarding their child's progress;
- identify and support pupils with Special Educational Needs and Disabilities (SEND); and
- support pupils for whom English is an additional language.

3. Methods of Assessment

Methods of assessment include:

- 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 (Reception 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);
- Access Reading Test, Access Maths Test and NferNelson Single Word Spelling Test (administered by the Enhanced Learning Department) (Year 7);
- Internal Formative Assessments (Years 7-10 and 12);
- Mock Examinations (Years 11 and 13);
- Entrance examinations (Year 6);
- Baseline assessments
 - CEM (Reception);
 - MidYIS (Year 7);
 - YELLIS (Year 10);
 - ALIS (Year 12);
- GCSE, iGCSE, AS and A Level examinations;
- Extended Project Qualification (Year 12); and
- Diagnostic assessment by Educational Psychologist for some pupils with SEND.

4. Frequency of Assessment

Teachers are required to evaluate at least one formally assessed piece of work per half term in line with the School Marking and Feedback policy.

5. Reporting to Parents

Parents receive an update of their child's progress at least three times per academic year, either through target cards, full reports or at a parents' evening.

6. Infant and Junior School

The following reports are given to parents:

	EYFS - Hive	EYFS - Reception	Infant and Junior School
Autumn 1	Two parents evenings	Parents evening	Parents evening
Autumn 2	Interim report	Interim report	Individual brilliance report
Spring 1	-	-	-
Spring 2	Parents evening	Parents evening	Parents evening Interim report (Junior School only)
Summer 1	-	-	-
Summer 2	Full report Parents evening	Full report and EYFS Early Learning Goals Parents evening	Full report

6.1 EYFS

- **Interim Report:** The report provides parents with a general summary of how their child is settling in including reference to the prime areas of Learning and Development as well as celebrating their child's individual brilliance.
- **Full Report:** The report includes a summary of the child's progress in the prime and specific areas of Learning and Development and comments on the characteristics of their learning.
- **Parents Evening:** Parents meet with the class teachers for verbal feedback on their child's progress. In the case of the Hive, in Autumn 1 parents meet twice with the teachers; one within the first 2 weeks to discuss how they have settled in and one later for progress. In the case of Reception, in Summer 2 teachers also inform parents about their child's development against the EYFS Early Learning Goals.

6.2 Infant and Junior School

- **Individual Brilliance Report:** The report provides parents with a general summary of their child's progress throughout the term in all areas of school life. A particular focus is on the child's individual brilliance which would have been identified throughout the term. In addition, parents are made aware of 'areas to work on', which informs the parent of which areas need particular focus in the Spring Term. Junior School reports also include a table of results from recent assessments.



- **Interim Report (Junior School):** This is a summary of results, issued to parents during the spring parents' evening. The results are used as a discussion point throughout the meeting.
- **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 Infant School report includes reference to the characteristics of effective learning.
- **Parents Evening:** Parents meet personally with class teachers during Autumn 1 and Spring 2 for verbal feedback on their child's progress.

7. The Senior School and Sixth Form

Target cards, full reports and parents' evenings occur for each year group across the academic year. These vary by year group according to the School Calendar.