Maiden Erlegh Trust
ASSESSMENT AND REPORTING STATEMENT

MAIDEN ERLEGH TRUST

Including local arrangements in annexes for:

Great Hollands Primary School

Initial approval:	May 2017
Review frequency:	Every three years
Date(s) reviewed:	May 2017, Jan 2018, May 2018, May 2019, Feb 2021, July 2023

Contents

Rationale

Maiden Erlegh Trust will ensure that every pupil/student receives high quality, adapted teaching during their time at any school. Central to this high-quality teaching is on-going reliable formative assessment as part of a clearly sequenced planned curriculum. As a result of this, pupils/students make exceptional progress and differences in the performance of groups from similar starting points are minimalised.

All staff play a part in supporting pupils/students to achieve these goals and should reflect this guidance as it applies to their work.

High quality assessment is essential to delivering on ambitious curricular goals. The aims of assessment are to inform:

- **Pupil/students** of what they are doing well in relation to the sequenced curriculum up to the end of KS3, and their targets in KS4 and KS5 and what they need to do to improve. In this way pupils/students gain a better understanding of how to manage their own learning and progress.

- **Parents** how their child is performing in relation to the sequenced curriculum up to the end of KS3, and their targets in KS4 and KS5 and what they should be doing to improve so that parents can support them.

- **Teachers** how their pupils/students are progressing and how well they have mastered knowledge, skills and understanding. In this way, they can adapt their teaching to meet the needs of all their pupil/students.

- **Leaders** how well the curriculum is being implemented across subjects, year groups, phases, and target groups which helps to determine strategies to reduce variation across the school or Trust.

In order that the assessment process delivers on the above aims, assessments must be valid and reliable. To achieve this:

- Subjects have time to work together to review and standardise their assessment formats and outcomes.

- Middle leaders and other staff have opportunities to work with colleagues in other schools to standardise their assessment formats and outcomes.

- Leaders and other staff compare a range of data to evaluate progress (eg: data, work in books/folders, quality of learning and thinking in lessons) so there is coherency and consistency.

Roles and Responsibilities

In the context of clear curriculum design and implementation strategy (at a whole school and local level) and in collaboration with all relevant school and Trust staff (Annex 1), all leaders are responsible for:

- The development of carefully designed sequences of learning and wider formative assessment.

- The design of robust and valid and reliable assessment schemes.

- The implementation of the assessment statement in a compliant, coherent and consistent way across the school and across year groups to ensure that pupils/students are supported and challenged appropriately and that variations in performance are minimalised.

- Clear and consistent communication with all stakeholders so that there is a shared understanding of the statement and how it relates to them.

- The support and training of staff to ensure the successful implementation of the curriculum in order to ensure that progress and learning is sustained and consistent.

- The monitoring of the impact of the implementation of the statement so that interventions are effective and timely.

- Working with line managers, school leaders and Local Advisory Boards so that there is a shared understanding of the impact of the statement.

All teachers, teaching assistants and other curriculum staff are responsible for implementing this statement in their work so that pupils/students across the school and Trust are taught, supported and challenged in a highly effective and consistent way.

Types of Assessment

Assessment for Learning (AfL) or formative assessment

Formative assessment is a continuous process and takes place in every lesson and following any in-school assessments/tests/examinations. Assessment activities can vary from "quizzes", practice activities, problem-solving tasks, practicals, year-group assessments, Pre-Public Examinations (PPEs) etc. Some will be undertaken in class or in formal school examination-style practice, or they can be set as homework.

Formative Feedback

The purpose of formative feedback is to enable pupils/students to consolidate knowledge, skills or fluency or to improve upon them. The independence, and thus fluency, with which pupils/students can apply knowledge, skills and understanding to a problem or question is part of a range of strategies to personalise learning and teaching over time. Every assessment (formal or informal) is an opportunity to provide feedback. As a result, pupils/students gain an understanding of their knowledge, skills, thinking, understanding, as well as behaviours for learning. Specifically, they:

- Understand their strengths.

- Understand their areas for improvement/gaps in knowledge including:

    - Provide spelling, punctuation, and grammar improvement advice (as appropriate)

    - Provide numeracy improvement advice (as appropriate)

- Act on this understanding with demonstrable impact on their learning over time.

Feedback can be provided by teachers and teaching assistants (individual, small group, whole class), or pupils/students (self- assessment or peer assessment)

It can relate to one piece of work or a body of work over time. It can appear in a variety of formats (and is usually a combination of one or more) eg:

- Verbal feedback e.g. comments or questioning

- Written feedback e.g. highlighted assessment criteria, comparison with a model answer, symbols or codes, PLCs (Personal Learning Checklists) or self-reflection notes.

Formative feedback may or may not include a number or grade which can only ever be indicative, and it is the feedback and response that are the most important elements.

Directed Independent Reflection Time (DIRT)

As a result of feedback, pupils/students are expected to reflect on their strengths (so that they consolidate them over time) and to act on their feedback through formal and informal DIRT activities. A whole school approach to feedback and DIRT is not appropriate as it must meet the needs of the subject and key stage. Each department/phase has their own protocol (Annex 2 and/or school websites), but the underlying principles are the same:

- Formal DIRT activities take place after key pieces of work or assessments and require pupils/students to re-do, improve or extend all or part of the work (this includes the PPE process – Annex 3). We would expect pupils/students to spend a substantial amount of time on this.

- Informal DIRT activities take place on an on-going basis (eg: as a result of verbal feedback) and require pupils/students to respond appropriately (typically in class or as homework). These are a shorter activity but, nonetheless, have impact over time.

Expectations for when pupils/students do formal DIRT (and potentially some informal DIRT):

- It should be next to/linked to the original piece of work.

- It should be visible (different colour, clearly labelled etc)

- It should be substantial and meaningful.

- It should be complete.

- It should contribute to demonstrable progress in learning over time.

Where feedback and DIRT have the most impact is where pupils/students engage fully in the process and teachers will monitor this engagement closely. We expect parents to support this process.

Assessment of Learning (AoL) or summative assessment

Summative assessment enables teachers to evaluate the impact of their teaching over a period of time to help them adapt the content, pace, direction, activities and feedback of their lessons and homework to ensure that:

- Pupils/students are building up their knowledge and skills to appropriate levels in line with national standards.

- Pupils/students can apply their knowledge and skills independently and fluently to a range of problems and tasks.

- Pupils/students are supported and challenged appropriately.

- Pupils/students are on track to meet their targets and they are given appropriate feedback (and they act on it) so that they do not fall behind.

- Pupils/students have appropriate interventions in place to support them make up any gaps.

Public Examinations

At the end of courses/phases, pupils/students take public examinations (Table 1) under the guidance of the Joint Qualifications Council (JCQ). (NB: the guidance changes annually)

Table 1: Summative assessment

Key Stage	Summative Assessment
EYFS	EYFS Profile
KS1 (Y1)	Phonics Screening Check (PSC)
(Y2)	Phonics Screening Check (PSC) resit
	Standardised Assessment Tests (SATs)
KS2 (Year 4)	Multiplication Times Check (MTC)
KS2 (Year 6)	Standardised Assessment Tests (SATs)

KS4 (Year 10/11)	Entry Level, Level 1 or Level 2 Functional Skills GCSEs Technical qualifications e.g. BTEC, NCFE, Cambridge Tech Awards
KS5 (Year 12/13)	Level 2 GCSEs Level 3 A levels Extended Project Qualification (EPQ) Technical qualifications e.g. Cambridge National

During the year pupils/students also complete assessments, which form part of public examinations and/or qualification courses eg:

- Non-Examination Assessments (NEAs)

- Practicals

- Speaking endorsements

- Vocational and technical assignments

There are strict conditions for the taking of these assessments and the amount and type of feedback teachers can give to pupils/students during the assessment period. These conditions are imposed upon the school by the examinations boards and JCQ and are supported by the school examinations policy which are explained to the pupils/students by their teachers. Each school provides formal information on public examinations on their websites which is communicated to pupils/students and parents.

Target Setting

All staff are responsible for promoting a culture of high expectations and embracing aspirational targets for all.

School Key Performance Indicators (KPIs)

Maiden Erlegh Trust schools are ambitious and aim for each school's performance to be in line with the best 10% of schools nationally. In mainstream schools (primary and secondary) these KPIs are based on Fischer Family Trust (FFT) 5th percentile estimates. In special and alternative provision, the KPIs are determined by the school leaders based on individual students' prior attainment and context. Specific school guidelines for determining KPIs can be found in **Annex 4**.

Leaders are accountable for achieving KPIs:

- Headteachers are accountable for achieving their school's KPIs.

- Subject leaders are accountable for achieving their courses' KPIs.

- Pastoral/phase leaders are accountable for the overall achievement of their group and for supporting interventions put in place at department/school level.

All schools focus on key target groups: disadvantaged, gender, SEND, higher ability. Individual schools may identify other groups for which they have specific local KPIs.

The basis of the KPIs in each sector and phase is summarised in the tables below.

Table 2: Mainstream KPIs

	Benchmarks	Pupil/Student Own Targets
Early Years	Benchmarks are based on baseline assessments.	Based on rigorous AfL, pupils are active participants in their next steps for learning.
Key Stage 1	Benchmarks are based on outcomes of Early Years and FFT5 estimates.	
Key Stage 2	Benchmarks are based on outcomes of KS1 and FFT5 estimates	
Primary	Most pupils will make progress in line with their peers nationally leading to a positive progress measure score.	
Key Stage 3	Most students will be excelling or securing their knowledge of the sequenced curriculum.	Based on rigorous AfL, students are active participants in their next steps for learning.
Key Stage 4	Benchmarks are based on KS2 SATs scores and FFT5 estimates. This benchmarking will ensure that the majority of students will make above expected progress in all subjects and lead to above average Progress 8.	Using Fisher Family Trust estimates students set and annually review their own targets based on percentage likelihoods of them achieving each grade in Key Stage 4 and their own aspirations.
Key Stage 5	Benchmarks are based on KS4 results and ALPS predictions and FFT5 estimates. We expect that the majority of students will make progress in line with their	An ALPS "grade/split grade" is available to staff and students at the start of Year 12. Students set targets based on these grades in consultation with their teachers.

| | ALPS benchmark leading to a positive value added score in each subject. | During the target setting weeks later in the year, these targets are reviewed in light of FFT5 estimates. |

Table 3: Special and Alternative Provision KPIs

	Targets	Pupil/Student engagement
Primary	Individual personalised targets are set for reading age, spelling age, English and mathematics. Pupils also agree an SEMH target.	Pupils are encouraged to own these personalised targets.
Secondary	Based on prior assessment data students are set targets related to 5+ Level 1 or Level 2 qualifications. All students have appropriately aspirational targets for English, mathematics, and an appropriate reading age target.	Students are encouraged to own these personalised targets.
Key Stage 5	Students work towards improving their grades in key subject areas that will enhance their life opportunities moving forwards.	Students are encouraged to own these personalised targets.

Benchmarks

Benchmarks are a statistical projection of the grades that pupils/students with similar starting point profiles should achieve. They are never a ceiling to achievement. Benchmarks are unlikely to change over the course of a key stage.

Targets

Targets are based on a statistical projection of the grades that pupils/students with similar starting point profiles should achieve, but they are pupil/student owned. Targets can change over the course of a key stage.

Engagement with targets

Mainstream Secondary

Pupils/students need to have ownership of their targets for them to be meaningful and for them to engage with the formative assessment process. Using FFT5 subject estimates students determine their target for each subject in discussion with their teachers so that both parties can work together to ensure pupils/students make the requisite progress over the duration of the course. Targets can be re-negotiated with the teacher during a key stage.

Neither benchmarks nor targets are based on contextual or sociological information (eg: income, race) though analysis of attainment grades and levels by certain target groups may occur to ensure the best service to all pupils/students is provided.

Primary, Special & Alternative Provision

Pupils/students are encouraged to work towards the targets that their teachers set with them. These targets are based on the pupils'/students' prior attainment and the teacher's judgement of their likely progress. All targets are intentionally aspirational and are never a ceiling to achievement.

Monitoring

Data collection

Progress and quality of learning over time is assessed in a range of ways and numerical data is only one format. Teachers and departments/phases collect other progress data locally (eg, test scores, formative assessments). This is not reported to parents but parents can review feedback and DIRT activities in pupils'/students' books and folders.

Assessment data is collected centrally on each schools' MIS three times a year and shared with parents via the MIS parent app or email. Typically, data is collected in the format of "fine grades" (which represent how secure that grade is)

Teachers and leaders are accountable for monitoring progress towards benchmarks and ensuring there is intervention in place where a pupil/student is off-track.

Mainstream

From Early Years to KS3 a point in time assessment (PITA) approach is used, measuring how much of the are-related curriculum a child is secure in. Current attainment is reported to parents.

At KS4 and KS5 students' attainment is measured using a flightpath approach. At the start of the key stage students are issued with their benchmarks and decide upon their student own target. Predicted attainment is reported to parents.

Formal assessment/PPE results are the outcomes of a specific test and are recorded separately.

Special and Alternative Provision

The data monitored within special and alternative provision is a combination of academic and personal development data, in line with their EHCP targets where applicable.

Within the special schools, a bespoke assessment system e.g. Earwig is used to monitor the smalls steps of progress that the pupils/students make. This will include photographs and numerical data.

Within Alternative Provision, a bespoke core skills assessment system (Annex 5) has been developed to enable progress to be recorded over a short period of time. This is collected each half term.

Behaviour, Personal and Social Development (BPSD) data will also be collected each half term to enable teachers to indicate the progress that pupils/students have made in these areas (Annex 6).

Tracking

Within each school a senior leader is responsible for pupil/student outcomes as part of the Standards Strategy (Figure 1). The underlying principle is to ensure that all children can maximise their potential and the school tries to remove as many obstacles as possible that might hinder their progress or attainment. Depending on the size of the school there will be a Standards Leader or a team of Standards Leaders who will have calendared recorded meetings with the middle leader within a half termly cycle.
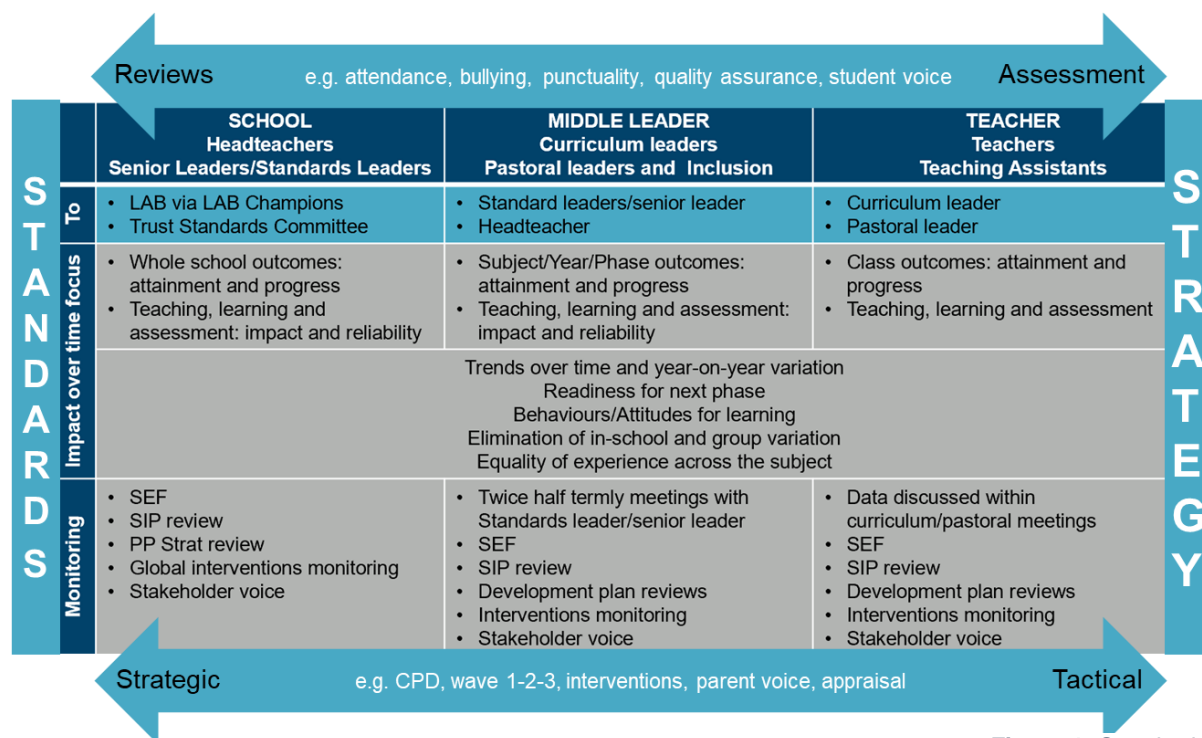

Reviews — e.g. attendance, bullying, punctuality, quality assurance, student voice — Assessment

STANDARDS		SCHOOL Headteachers Senior Leaders/Standards Leaders	MIDDLE LEADER Curriculum leaders Pastoral leaders and Inclusion	TEACHER Teachers Teaching Assistants	STRATEGY
	To	• LAB via LAB Champions • Trust Standards Committee	• Standard leaders/senior leader • Headteacher	• Curriculum leader • Pastoral leader	
	Impact over time focus	• Whole school outcomes: attainment and progress • Teaching, learning and assessment: impact and reliability	• Subject/Year/Phase outcomes: attainment and progress • Teaching, learning and assessment: impact and reliability	• Class outcomes: attainment and progress • Teaching, learning and assessment	
		Trends over time and year-on-year variation Readiness for next phase Behaviours/Attitudes for learning Elimination of in-school and group variation Equality of experience across the subject			
	Monitoring	• SEF • SIP review • PP Strat review • Global interventions monitoring • Stakeholder voice	• Twice half termly meetings with Standards leader/senior leader • SEF • SIP review • Development plan reviews • Interventions monitoring • Stakeholder voice	• Data discussed within curriculum/pastoral meetings • SEF • SIP review • Development plan reviews • Interventions monitoring • Stakeholder voice	

Strategic — e.g. CPD, wave 1-2-3, interventions, parent voice, appraisal — Tactical

Figure 1: Standards Strategy

Reporting

Schools must provide an annual written report to parents.

Primary

Trust annual reports (primary) include information about pupil progress and attainment (sent three times a year), attendance and any public examination results.

In the primary sector, there is an open-door policy and parents may make an appointment, at any convenient time, to discuss their child's progress or any concerns about assessment and achievements. Assessment data will also be reported to all parents through annual reports and parents' evenings.

Annual reports to parents will be sent in the Summer term and must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development

- Comments on general progress, effort and achievements

- The pupil attendance record, including:

- The total number of possible attendances for that pupil

- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

- The results of any statutory assessments taken, by subject and grade

Individual Parents' Evening appointments will be offered to all parents in the Autumn and Spring term. There will also be an optional parents' evening in the Summer term to discuss the annual report.

Secondary

Trust annual reports (secondary) include information about students' progress and attainment (sent three times a year), attendance and any public examination results.

In the secondary sector parents are encouraged to check their child's books and folders for progress. If they have any concerns about assessment and achievements, then they should contact the school to make an appointment with the class teacher in the first instance.

Ideally a mobile app linked to the school MIS is used to distribute reports to students and parents electronically. Where families have no access to the internet, paper copies are provided on request. Local arrangements are indicated in Annex 7. Every student and parent receive three progress reports.

Over the course of the year, the formal progress report (Annual Report) includes the following information:

- A summary of a student's current attainment in KS3 (Annex 8)

- A summary of student targets in KS4 and KS5.

- A predicted grade for each curriculum subject studied in KS4 and KS5 which indicates the progress towards the benchmarks.

- Results of formal in-school assessments/PPEs/Pre-Lims.

- An attitude to learning grade (Annex 9).

- Public examination results and/or vocational and technical qualifications or credits (where appropriate).

The MIS mobile App also displays live:

- Attendance data.

- Student timetables.

- Student achievements.

- Student conduct summaries.

(NB: For 11-16 secondary schools one report in Y11 includes a written comment from each teacher to aid student applications to the next phase of their education)

Individual Parents' Meeting appointments are offered to all parents once a year.

Special/Alternative Provision

Trust annual reports (Special/Alternative Provision) include information about pupil/students' progress and attainment (sent three times a year), attendance and any public examination results. Core skills and BPSD will be sent six times a year.

In the Special/Alternative Provision sector parents are encouraged to contact the school to make an appointment with the class teacher in the first instance if they have any concerns over their child's progress or achievements.

Over the course of the year, the formal progress report (Annual Report) includes the following information:

- A summary of student targets.

- A summary of progress towards those targets in all curriculum subjects and alternative provision and therapeutic input.

- Results of formal in-school assessments.

- Public examination results and/or vocational and technical qualifications or credits (where appropriate).

Individual Parents' Meeting appointments will be offered to all parents once a year.

Annex 1: Monitoring line management structure

Who	Line manager	Accountable to	Monitored through
EDE	CEO	Trust Board Trust Standards Committee	• Trust Strategic Plan Reviews (3 times/year) • Trust SEF (3 times/year) • MAT Ofsted and outcomes reports
DoSp	EDE	Trust Board Trust Standards Committee	• Summary of School Improvement Plan reviews. • Summary of half termly School Evaluation updates. • Summary of Pupil Premium Strategy review • Public examinations report (phase)
SID: QoE	EDE	Trust Standards Committee Trust Board	• Trust Standards Reports (3 times/year) • Public examinations report (MAT)
SID: I&S	EDE	Trust Standards Committee Trust Board	• Trust Standards Reports (3 times/year) • Termly Pupil Premium Strategy Review Overview
Headteacher (HT)	EDE or DoSp	Local Advisory Board (Trust Standards Committee)	• Termly School Improvement Plan reviews. • Half termly School Evaluation updates. • Termly Pupil Premium Strategy review. • Sports Premium Review (biannually) • Department Development Plan reviews (biannually) • Reviews of Action Plans as agreed. • Public examinations report (school)
Senior Leader: Outcomes/ Standards	HT	Local Advisory Board (Trust Standards Committee)	• Contributions to School evaluation, School Improvement Plan and other Strategic Plans (as agreed by HT) • Training and support records for work with middle leaders.
Senior Leader: Inclusion	HT	Local Advisory Board (Trust Standards Committee)	• Annual Pupil Premium Strategy. • Termly impact review of Pupil Premium Strategy
Curriculum Leaders	HT	DoSp/SID: QoE Standards Managers	• Schemes of Work and Assessment • Records of evaluation of quality of teaching and implementation of curriculum • Contribution to Standards Meetings.
Pastoral Leaders	HT	DoSp/SID: I&S Pupil Premium Lead SENCO	• Contribution to Standards Meetings • Personal Development website updated.

Annex 2: Feedback Protocols

Feedback and Marking Guidance GHPS
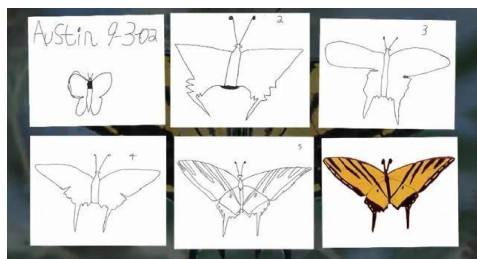
Austin's Butterfly

"Feedback should not be primarily about changing or improving the work, but to improve the pupil."

Dylan Wiliam

The Education Endowment Foundation's teaching and learning kit lists <u>feedback</u> as one of <u>the most effective strategies</u> for improving pupil attainment. It has an average possible impact of 8 additional months' progress (c.f. *Hattie Effect Sizes updated 2017*).

To be effective feedback must be **specific**, **accurate** and **clear**.

Different types of feedback and marking

Including: Verbal, Pupil self-assessment, Peer assessment, Written marking

Specifically, in relation to written marking the EEF recommends:
"Marking should be meaningful, manageable and motivating"

The practices we adhere to for high quality feedback:

- Whenever possible providing **immediate verbal feedback** during the lesson.
- Use of **Assessment for Learning (AfL)/Responsive Feedback** to support the effectiveness of feedback.
    - Use of success criteria, this should be explicit, break down key steps for learning.
        - Knowing the success criteria enables pupils to effectively self-assess.
        - Knowing the success criteria enables well matched pupils to effectively peer assess.

Ultimately, the purpose of feedback at Great Hollands is to ensure that it **impacts on learning**. Therefore, the teachers use periodic assessment of the Curriculum Objectives and ensure these are triangulated with their formative observations and summative assessments. This enables teachers to understand where a pupil is with their learning so that they can pitch learning opportunities with the appropriate level of challenge and provide feedback which is precise enough to enable the pupils to progress.

Feedback & Marking – Whole School Expectations and Guidance

- Teachers will pose questions to check understanding, set challenges to extend the learning or instruct the children to adjust/improve part of their learning.

- Immediate verbal feedback (specific, accurate and clear) is highly valued and provided whenever possible. The use of 'VF' recorded in pupil books can be used to indicate where verbal feedback has been offered, particularly where teachers are expecting to see written immediate impact from this feedback. .

- Written feedback (in green pen) is focussed on the "My Learning" objective or Success Criteria for that lesson or the pupil's individual next step. Comments in children's books are for the child, their content should be audience appropriate.

- When written feedback is provided, time needs to be planned and built into lessons for children to reflect/respond. Teachers must check pupil responses.

- At GHPS highlighters should be used in the following way: Green for Great – objective or SC met. Pink for Think! – This needs improvement.

- Pupils must always reflect on their learning; these reflections should be recorded in their books. Success Criteria grids can support this but short written reflections summarising their learning and possible next steps are powerful and support metacognition. Responses to marking are in purple.

- Common spellings errors should be identified (on average 3 times a week) and pupils should be given time to correct the spelling themselves (using a dictionary or spelling memory book where appropriate) and practise the correct form.

- In order to accurately assess individual pupil's progress, it is important that work is clearly identified if it is supported by an adult.

- Pupil learning must be recorded periodically (3 Data Collection Points per year) against year group objectives.

The school uses a 25% model for marking which is adjusted for different age groups. However, all teachers are responsible for overseeing all aspects of marking. Whilst it is understood that the impact of acknowledgement marking on progress is minimal within the community of GHPS acknowledgement of work completed is valued.
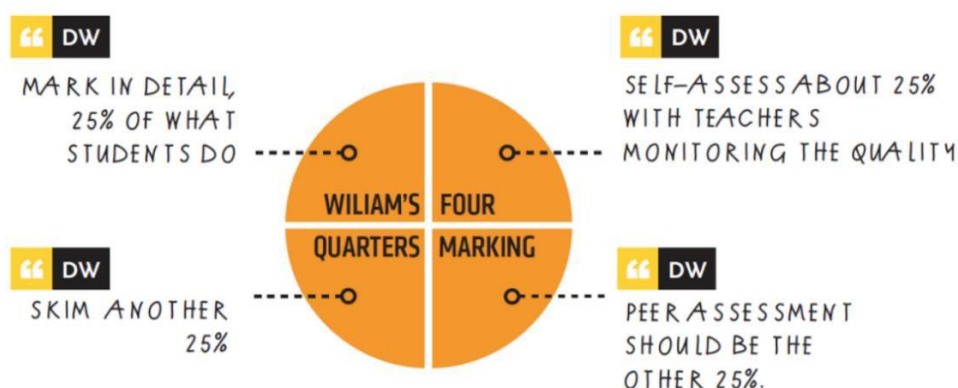
Mark in Detail: Marking the Success Criteria and providing thorough feedback with a Next Step comment that pupils must respond to, and this response must be checked.

Self-Assess: Teachers monitor the quality of learning in books and monitor accuracy of pupil feedback, changing where required.

Skim: Teacher monitors for quality, can acknowledge successes by using the Success Criteria grids and shows pupils where errors are to be corrected if appropriate.

Peer Assessment: Peers provide feedback, against the Success Criteria, and pupils record this in their own books. (Pupils must not write in each other's books).

For further guidance see the linked document: **GHPS Feedback and Marking Guidance**

Annex 3: School-specific Key Performance Indicator Guidelines

Primary School KPIs	Attainment	Progress Indicators
EYFS	• GLD % reaching (Good Level of Development) • Reading % Exp/Exc • Writing % Exp/Exc • Maths % Exp/Exc	
KS1	• Reading % ARE/GD • Writing % ARE/GD • Maths % ARE/GD • Combined % ARE/GD • Phonics Y1 & Y2	• Reading >1 • Writing >1 • Maths >1
KS2	• Reading % ARE/GD & ASS • Writing % ARE/GD & ASS • Maths % ARE/GD & ASS • GPS % ARE/GD & ASS • Combined ARE/GD • Multiplication Check Yr 4	• Reading >1 • Writing >1 • Maths >1

Annex 4: Reporting to Parents Processes

Reporting

GHPS provides an annual written report to parents.

Reporting Primary

Annual School reports include information about pupil progress and attainment, attendance and any public examination results.

Individual Parents' Evening appointments will be offered to all parents in the Autumn and Spring term. There will also be an optional parents' evening in the Summer term to discuss the annual report.

In the primary sector, there is an open-door policy and parents and teachers may make appointments, at any convenient time, to discuss pupil progress or any concerns about assessment and achievements. This is a two-way partnership process.
Assessment data will also be reported to all parents through annual reports and discussed at parents' evenings.

Annual reports to parents will be sent in the Summer term and must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development

- Comments on general progress, effort and achievements

- The pupil attendance record, including:

    o The total number of possible attendances for that pupil

    o The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

    o The results of any statutory assessments taken, by subject and grade