

HOLMWOOD HOUSE SCHOOL



Assessment Policy

This Policy Applies to Holmwood House School
and Early Years Settings

Agreed by (Headmaster and Governance)
Reviewed annually by SLT
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Assessment Policy

Introduction and Purpose

As professionals, we recognise the need for accurate and rigorous assessment of children's learning. High quality practice in assessment is the single most effective factor in supporting a child's progress. By applying rigorous assessment processes consistently, we help children develop a clear understanding of the expectations of learning as they move through the school. We recognise that assessment is a vital element of careful curriculum planning. The purpose of this policy is to make clear the process and expectations for staff at Holmwood House School.

Effective and rigorous assessment is essentially expressed through the following principle: There is a common language and framework for assessing pupils shared clearly between staff, parents and pupils, so that:

- Assessment drives learning, rather than being a tool for measurement
- Teachers have ownership of data analysis and use this to maximise pupil learning
- Teachers can have reliable conversations with pupils, parents, colleagues about each pupil's learning
- Parents gain clear understanding of where their child is in their learning and progress they have made
- Pupils know where they are in their learning and where they need to go next
- The school can make key strategic decisions about curriculum design for effective learning

Roles and responsibilities

Teachers are responsible for:

- (i) ensuring that they are familiar with the content of this policy
- (ii) the standards for the assessment framework
- (iii) the implementation of the assessment framework
- (iv) the day to day learning needs of the children
- (v) monitoring and evaluating the progress of the children they teach and care for

Subject Coordinators are responsible for:

- (i) providing clarity in the use of the documentation providing the framework of progression
- (ii) ensuring that the monitoring of the cycle and quality of assessment in their area is carried out in an accurate and timely manner
- (iii) tracking the progress of children in their subject

Senior Leaders are responsible for ensuring that there is:

- (i) a clear cycle to ensure that staff are sufficiently trained
- (ii) time for subject leaders to monitor the quality and accuracy of assessment in their subject
- (iii) analysis of tracking data linking outcomes and areas of development to the school development plan
- (iv) providing feedback to subject coordinators and teachers about overall progress and the school's next steps
- (v) detailed evaluation about progress against pupil goals

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs or who are gifted and talented, is the responsibility of the class teacher in conjunction with the Learning Support Coordinator and Deputy Head Academic.

The Learning Support Coordinator and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Assessment procedure supports all the aims and practices for the SEN policy in helping each child achieve his/her own potential. Fuller detail on this is covered by policies for SEN and Able and Talented.

In order for us to gain a full picture of each child's learning profile, the school uses a number of indicators, looking at Potential **(P)** Attainment **(A)** Progress **(P)** and Attitudes **(A)** (P.A.P.A) and these are gathered consistently through our diagnostic formative and summative assessment processes. This enables teachers to make the most informed and impactful decisions about:

- where each pupil is in their learning,
- where they need to go next in their learning
- what they will need in order to get there
- what the best pathway is for the learning
- how their perceptions about themselves as learners impact on their learning

Data Collection: The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed. At Holmwood House we complete this termly; so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term; this is quality assured internally by the Deputy Head Academic and through pupil progress meetings and external quality assurance is provided by our central education committee through governance.

Assessment and GDPR: Individual pupils' assessment data is part of pupils' personal information. Care should be taken with the collation, storage and analysis of data. While it is appropriate to share consolidated assessment information outside of school any individual data must be anonymised - referenced also in Curriculum Policy

Forms of Assessment

It is critical that wherever assessment is undertaken the emphasis is on 'Assessment for Learning' rather than 'Assessment of Learning'. Assessments should be able to fulfil the various purposes which are decided on by the school and be manageable by the teachers in their workload. Therefore the principle of 'single input:multiple output' is important.

Data Collection: The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed. At Holmwood House we complete this termly; so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term; this is moderated within year groups, quality assured internally by Heads of Phase and the Deputy Head and external quality assurance is provided by our central education committee through governance. (1)

Assessment and GDPR: Individual pupils' assessment data is part of pupils' personal information. Care should be taken with the collation, storage and analysis of data. While it is appropriate to share consolidated assessment information outside of school any individual data must be anonymised - referenced also in Curriculum Policy.

Formative

Assessment for learning is the responsibility of all teachers and is the primary tool used for making judgements about the current proficiency of a learner, the next step needed by the learner and the planning required by them to ensure that progress is made.

Assessment for learning should:

- Inform planning and be annotated on weekly plans
- Include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work
- Identify the point of learning for children and thus make choices about the concepts they wish to teach children as their next steps, and communicate these intentions to children
- Inform target setting to ensure pupils are clear about their next steps
- Promote commitment to learning goals by engaging pupils in understanding how they can improve through use of success criteria
- Motivate learners to improve by providing positive and constructive feedback and allowing opportunities for improvement
- Provide feedback to children as to their next steps thus making learning visible to the children in our schools, as well as to their parents
- Engage pupils in the setting of personal learning goals
- Develop strategies for self- assessment so that pupils can become reflective, independent learners
- Create tasks and activities that will support children in advancing their learning
- Allow children to engage in and control the development of their own learning and self-regulate their own steps; the essence of lifelong learning
- Share their observations and experiences with colleagues to improve the impact of their practice as teachers on the learners in their classroom
- Inform Planning for Learning; a teacher's planning should be flexible to respond to initial and emerging ideas and skills consider the pathways through which each child will access their learning
- Ensure learners should receive constructive guidance about how to improve. Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

Teachers should use the Feedback Codes [Appendix 1] when marking pupil's work.

Summative

The means of discovering the proficiency of a pupil may be both formal and informal. Summative assessment is used to ensure that the relative strengths and weaknesses of the pupils are accurately and consistently assessed and to enable effective target setting and planning of next steps.

Informal summative assessment may take many and varied forms. It is conducted at a point in time, through evaluation of learning (using a test or a summative judgement of the formative acquisition of skills); however, wherever possible, the summative assessment should be used FOR learning and provide diagnostic information for moving onto the next steps in learning, not simply a summary OF learning.

Formal summative assessment is used at the school in accordance with the assessment schedule in. It includes:

- internal testing at the end of a module/period of learning
- end of year exams/class tests

Diagnostic

Determining knowledge, skills and possible weaknesses. Checking of prior knowledge and gaps in order to clearly establish teaching and learning needs and starting points. This would include the use of pre-assessment such as

- VR, NVR, CAT4, PTM, PTE, NGRT and NGST
- internal testing such as spelling, reading ages, reading, writing and maths assessments prior to embarking on a topic

Prior to learning taking place in order to identify

- areas children are secure in and might not need teaching
- gaps in knowledge that need supporting

Potential (P)

What is potential? Aptitude for acquiring and using new skills and knowledge.

It is important to note that research demonstrates a number of factors that can increase a pupil's learning beyond their 'measured potential' and therefore if, for example, a child displays a lower CATs score, this is not a reason to limit the learning pathways or the aspiration of that pupil. The school will always use it as a starting point in conjunction with all other data measures to ensure that all support and challenge is targeted to aspire to exceed potential.

Why and how do we measure potential? to give us an indicator of a pupil's aptitude for learning and their wider skills to enable our teachers to provide targeted support and challenge for individuals and to make informed decisions about a pupil's progress.

In Early Years: a baseline of each pupil's knowledge and skills against the Early Years Framework and the Characteristics of Effective Learning as they come into the Early Years can give effective insight into a child's potential throughout their EYFS experience. The school uses its own baseline process to assess the stage of the children on entry to the school at any point of EY based on the EY framework. The school does not use the Government Reception Baseline Assessment as this is used solely for measuring outcomes at the end of KS2 Statutory testing.

The process of assessing pupils in the Early Years has been revised significantly and took effect from Sept 2021.

In Holmwood House school we place emphasis on the importance of staff in the EYFS knowing each of their individual children in depth to provide the correct learning opportunities to enable their individual progress.

Summative assessment: is carried out half termly and recorded termly using Pupil Asset tracking in the relevant areas of learning appropriate to the age group being assessed. Progress towards Early Learning Goals (ELG) and Good Level of Development (GLD) is also taken into account to ensure pupils' needs continue to be met appropriately.

The EYFS Profile is completed at the end of Reception for each child to demonstrate whether they have met all ELGs and achieved a GLD.

The school will indicate to parents where their child is working beyond the curriculum, although the school recognises that this is not a requirement of or recognised by the statutory EYFS profile

Y1 & Y2: end of reception ELGs and attainment offer a measure of predictive indicators into Y1 and Y2 and how they will perform in relation to curriculum demands. It is therefore part of the school's practice to seek some external moderation of the EYFSP data each year, as well as robust internal moderation. In addition to this, Y1 undertakes Verbal and Non Verbal Reasoning assessments at the beginning of the academic year and Y2 takes CAT4.

Y3 onwards: standardised CATs (Cognitive Ability Tests) are administered annually, at the beginning of the academic year, to provide information and understanding about pupils' wider abilities. They are curriculum independent tests and are measured against National Benchmarks. They give a clear indication of learning potential.

How does it relate to other aspects of P.A.P.A. and how do we use this data?

Potential measures can create predictors for a pupil's actual performance in day to day learning and tests; for example, Combination Reports in GL can be used to compare Potential as assessed in CAT4 tests, against Attainment as measured in PTE/PTM tests.

Attainment (A)

What is attainment?

Attainment is the achievement of skills and knowledge to a level of depth and competency within a set and agreed framework.

Why and how do we measure attainment?

Effective formative assessment enables teachers to plan carefully to ensure they maximise the learning opportunity and challenge for each pupil in each lesson and consolidate skills where necessary.

The school measures the attainment of each pupil cumulatively on a day to day and skill by skill basis (this is formative assessment) using carefully designed criteria that support judgement of

how pupils are able to independently apply a skill or knowledge (the depth of acquisition), against national curriculum objectives, as set out in the table:

Ability	Definition
Exceeding	<p>Skill, knowledge or understanding is demonstrated and applied naturally and in context without any prompting or modelling.</p> <p>Moderation and triangulation shows that it is applied confidently and consistently, such as:</p> <ul style="list-style-type: none"> - outside of lessons and subjects related to this area - across different contexts (eg - projects/ homework) - in tasks combining multiple skills (eg - problem solving/ investigation/ independent writing projects) - Pupil is able to explain it to others
Secure	<p>When a skill or objective is modelled/ taught the pupil fulfils all aspects of the criteria within their work, and is able to apply the concepts independently and consistently in context within a lesson related to this area. Ready to deepen understanding with further challenge.</p>
Developing	<p>Once modelled, although the pupil can employ the skill,</p> <ul style="list-style-type: none"> - They are not fully independent: the child needs some adult intervention to initiate or employ the skill, this may be through the form of scaffolding, further modelling, or visual/ verbal prompts - this is not consistent - does not perform elements of the criteria e.g. number bonds to 20 makes mistakes when adding two single digit numbers to go across ten
Beginning	<p>The skills, concept or body of knowledge has been taught but is rarely shown or applied consistently or appropriately, without direct adult support; or the child is operating well below the targeted indicator, e.g. number bonds to 20, but the child only knows bonds to 10</p>
Not Achieved	<p>An area that has either not been covered in the curriculum, or in which the child has shown no evidence of the indicator</p>

These skills are collated and combined over time using a tool such as Pupil Asset to create a Point In Time Assessment (PITA), which is a summative judgement (Appendix 2) to demonstrate how a pupil is attaining at that point against the agreed framework and in relation to ARE.

Early Years

The process of assessing pupils in the Early Years has been revised significantly and is effective from Sept 2021. It places emphasis on the importance of staff in the EYFS knowing each of their individual children in depth to provide the correct learning opportunities to enable their individual progress, rather than tracking each statement in the Development Matters guidance.

The school works to provide the best partnership with parents and to keep them informed of their child's attainment and progress. We do this by:

Observations and dialogue with parents are undertaken to identify progress throughout the academic year and this is recorded on half termly Learning Journeys. Regular face to face meetings with parents take place on an informal basis to let them know how their child is doing. At each half term point, progress towards Early Learning Goals (ELG) and Good Level of Development (GLD) is mapped onto Tapestry and the EYFS Profile is completed at the end of Reception for each child to demonstrate whether they have met all ELGs and achieved a GLD.

The EYFS Profile is completed at the end of Reception for each child to demonstrate whether they have met all ELGs and achieved a GLD.

The school will indicate to parents where their child is working beyond the curriculum, although the school recognises that this is not a requirement of or recognised by the statutory EYFS profile

The school applies its EYFS framework & assessment in relation to the [Bellevue EYFS Shared Aims and Principles](#).

Years 1 - 6

In order to help teachers make effective, reliable and consistent judgements, the school has chosen to use a framework, agreed and developed within the Bellevue schools, which outline clear age-related expectations based on the National Curriculum for:

- English (Reading and Writing, including spelling and grammar)
- Maths

This framework indicates how a pupil in a particular year group is progressing in a specific subject. They provide concrete evidence of performance and relate to specific subject knowledge and skills. They enable teachers to apply the standards consistently, because their judgements must be rooted in evidence.

KS3 & 4

The school continues to use the framework, Pupil Asset, for years 7 and 8 in English and Maths. Other subjects measure age-related expectations against the relevant National Curriculum.

The school is mindful of pupils' assessment and progress across all areas of the curriculum and uses subject progression and tracking criteria for Years 4 to 11 to measure by topic and produce data which is shared with pupils and parents termly to both recognise pupils' achievements and to ensure planning for ambitious learning and development in all areas.

Judging Attainment

In order to make a judgement about a pupil's level of attainment, the following cycle would be typical:

- Using the framework and achievement summaries to plan from pupils' starting points
- Teaching subject content
- Formative assessment of individual skills

- Tracking of individual skills and depth (through the use of Pupil Asset/ MIS tracking)
- Informal and formal summative assessment
- Moderation of work and triangulation of objectives tracked on Pupil Asset/ MIS tracking
- Teacher judgement of pupils' PiTA colour band
- Use of exemplifications to assist with judgement*
- Output of PiTA using autocalculate on Pupil Asset to calibrate judgements

Teachers reference skills and objectives from both the year group above and below when planning for learning and assessing individuals, ensuring that they are addressing the needs of all pupils within their class (4).

Incidental Learning and accelerating progress:

Pupils are not only judged on taught objectives; teachers are mindful of and aware of when pupils are using skills naturally as part of their learning and this will be highlighted against tracked objectives for a number of reasons:

- If a pupil is using skills naturally and accurately outside of the context in which they are being taught, this is an indicator that they are 'exceeding' in that skill for their age group and therefore, this is recognised so that they can be planned for at the appropriate starting point the next lesson/ next time they meet that concept.
 - if a pupil is demonstrating consistently CAT and PTE/PTM scores in the blue/ purple colour bands the likelihood is that they are working in the year group or more ahead and therefore are given the opportunity to be challenged at this level, whilst ensuring that any learning appropriate within the current year group is not overlooked.
 - Preparation for selective school examinations often require pupils to have covered the curriculum a year ahead, so therefore the cumulative gains made by pupils over previous years is tracked in order to ensure that they are able to meet this incrementally each year and do not have to cram in the year preceding their examinations;
- Rigorous moderation of 'exceeding' judgements is conducted on an ongoing basis (termly) with triangulated evidence to ensure that pupils are set learning at their appropriate level

How does it relate to other aspects of P.A.P.A. and how do we use this data?

Measuring attainment also gives clear information between two points in time as to how a pupil has progressed in relation to their potential and previous attainment and will often give some indicators as to their attitudes towards their learning, particularly if they are attaining well above or well below their potential. Additionally, standardised testing such as PTE/PTM and NGRT/NGST can provide both summative and diagnostic information about where a pupil is in their learning and what their next steps will be.

Recording Progress

Progress is the rate with which a pupil develops the depth of skills and knowledge towards attaining the set curriculum goals in relation to ARE. Progress is a good indicator of a pupil's continued success in relation to their prior performance and whether they are continuing to be successful in school, as well as how they are performing against their potential capability. The school has clear procedures for recording assessment. They are designed to:

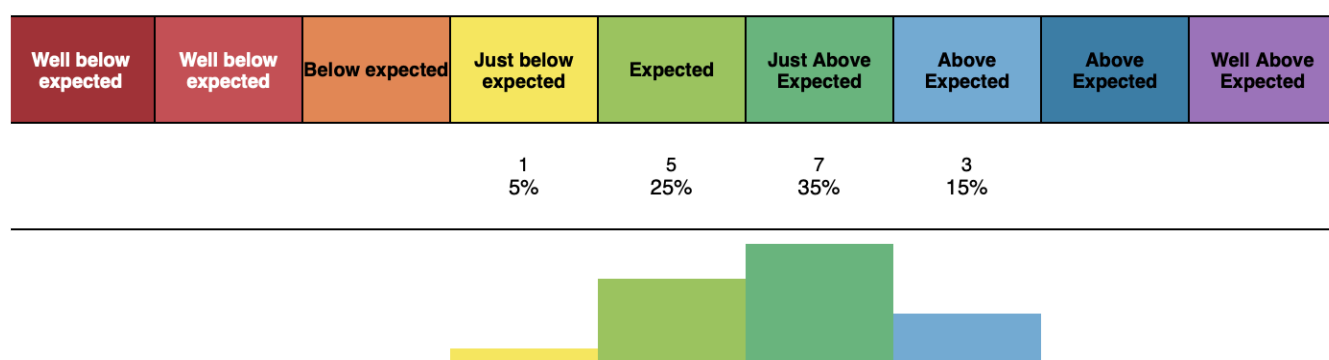
- Ensure that a clear picture of each pupil's progress is developed
- Limit administrative burden on staff
- Allow clear communication of progress to the pupils and their parents

Standardised testing to demonstrate progress: Using comparisons of pupils' data between their test to test PTE/ PTM/ NGRT/NGSTs can provide indicators of progress by showing an uplift in results against previous data within and across years.

Formative teacher Assessment, tracked in Pupil Asset to demonstrate progress both broadly and at a granular level for English and Maths:

Broadly: Within the Bellevue PiTA model, attainment is coded by colour as well as language. This can be used to track progress against prior attainment. The progress will be measured between two points by both looking at the colour bands of attainment and through generating a progress report within Pupil Asset based on the rate and depth with which each child acquires skills and knowledge:

Progress Report in Pupil Asset:



The school undertakes Pupil Progress Meetings (termly) to ensure that pupils are making at least expected levels of progress and to identify actions for those pupils who may need targeted intervention.

Methods for the collection and interpretation of data should include the following: -

- Agreed marking procedures that involve the pupil as much as age allows
- Agreed and informed setting of targets in key subjects
- Observation of work both in and out of the classroom
- Oral questioning and recording of responses
- Observations of problem solving and specific investigations.
- By application of specific tests

Records and Information passed on from one year group to the next at the end of the Summer Term:

- Group Lists (Numeracy, Literacy, GGR/Phonics/Spelling)
- Test results
- Support plans - IEPs and One Page Profiles (SEN)
- Information on Able and Talented pupils
- Reading records

Moderation

Prior to inputting data, moderation meetings take place regularly on an informal basis in the core subjects. The purpose of these meetings is to:

- ensure consistency both between and across year groups on achievement, this requires all staff to have a thorough understanding of the framework and what constitutes 'Beginning' work against 'Secure' work
- support staff in developing high quality formative feedback
- ensure that learning is tailored to the ongoing needs of pupils, rather than fulfilling a framework obligation (for example, if all pupils are using paragraphs frequently and accurately without prompting in their writing across other subjects, this would indicate that they are *exceeding* in this area and would not need to have taught lessons on this)
- supports staff in looking at in year and above and below year expectations
- supports staff in analysing gap analysis for their cohort and next steps
- generate professional conversations between class teachers and all levels of leadership.
- support staff in developing a thorough understanding of what the different standards of work, for example through regular sharing of expectations in planning meetings and the development of portfolios of exemplar work

Monitoring and review of assessments

Leaders, managers and teachers are responsible for the monitoring and review of assessment processes and data. The monitoring timetable will include:

- Work and marking scrutiny by the subject coordinators
- Lesson observation of teachers
- Moderation within a subject or department
- Moderation between schools and Local Authorities where possible or available (EYFS)
- Moderation of English and Maths standards across subject areas and phases
- Line-management meetings between subject leaders, senior leaders and the Headteacher
- Termly reviews with the School's Director of Studies and Educational Director
- Review meetings with staff from other schools

Data reviews will consider:

- Levels of Progress and Achievement for different groups
- Differences between target Progress and Achievement
- Reasons for greater than expected progress

Target Setting

Target setting supports assessment by:

- Providing learners with clear goals and next steps
- Ensuring clarity in expectations for the next time period
- Establishing a focus for planning, differentiating and resourcing lessons
- Enabling recognition of each child on their achievements

How does it relate to other aspects of P.A.P.A. and how do we use this data?

Using this measure alongside attainment and potential prevents high attaining pupils from 'coasting' because they 'look' like they are 'doing well', and equally prevent low attaining pupils from being judged as 'not doing well', even if they are making significant progress and closing

the ARE gap between themselves and their peers. It will be used to triangulate between the other measures within P.A.P.A.

Attitudes (A): a pupil's response to their learning experience and the way they engage with learning and school.

Why and how we measure attitudes:

How pupils feel about themselves as learners and their attitudes to school and their teachers has a known and sometimes profound impact on how they achieve within lessons and overtime at school. It is therefore a critical part of the assessment process to establish pupils' perceptions of their school and learning experience and to take into account pupils' views of themselves as learners and how their dispositions and attitudes may tell us more about their performance.

At [school], as well as day to day observable attitudes in lessons and throughout other aspects of the school day to give us qualitative measures of pupils' attitudes to learning, we also use a standardised survey called PASS (Pupil Attitudes to Self and School) [annually/bi-annually] to gain a detailed picture of each child's attitudes from [Reception - Year] and their feelings about their learning and school experience.

How does it relate to other aspects of P.A.P.A. and how do we use this data?

Pupil attitudes are like the missing piece of the jigsaw in understanding WHY a pupil may be getting consistent or disparate results across their other areas and why their attainment and progress might not match their potential.

Once our teachers are equipped with this full picture, they are able to conference with individual pupils in order to understand how aspects of their school experience may be affecting their learning and how this can be improved with the right kind of intervention and support.

Early Years Assessment

Each pupil completes a baseline assessment on entry to Holmwood House in nursery or the Bellevue baseline on entry to Reception. This enables the staff to establish starting points for individual children's learning, track progress and support the learning of the individual throughout their time in Early Years. The school does not use the Government Reception Baseline Assessment as this is used solely for measuring outcomes at the end of KS2 Statutory testing.

The process of assessing pupils in the Early Years has been revised significantly and took effect from Sept 2021.

In Holmwood House school we place emphasis on the importance of staff in the EYFS knowing each of their individual children in depth to provide the correct learning opportunities to enable their individual progress.

The school works to provide the best partnership with parents and to keep them informed of their child's attainment and progress. We do this by:

Informal assessment: (electronic) Tapestry, which capture significant learning moments and which parents can contribute to are updated regularly and shared with parents

Regular face to face meetings with parents on an informal basis to let them know how their child is doing;

Summative assessment: is carried out half termly and recorded termly using Pupil Asset tracking in the relevant areas of learning appropriate to the age group being assessed. Progress towards Early Learning Goals (ELG) and Good Level of Development (GLD) is also taken into account to ensure pupils' needs continue to be met appropriately.

The EYFS Profile is completed at the end of Reception for each child to demonstrate whether they have met all ELGs and achieved a GLD.

The school will indicate to parents where their child is working beyond the curriculum, although the school recognises that this is not a requirement of or recognised by the statutory EYFS profile

The school applies its EYFS framework & assessment in relation to the [Bellevue EYFS Shared Aims and Principles](#)

Reporting Assessment Data to Parents

In reporting standardised assessment data to parents, the following table will be used:

Standardised Assessment	CAT 4 mean	VR	NVR	QR	Spatial	PTE	PTM	NGRT	NGST
WORKING WELL ABOVE National Expectations (120+)									
WORKING ABOVE National Expectations (111+)									
WORKING AT National Expectations (90-110)									
WORKING TOWARDS National Expectations (<90)									

In addition, the following information will be reported upon at different stages:

- Effort & Attainment, Progress & Targets
- Tutor Reports
- Academic Progress Reports

Whole School Assessment Cycle

The school provides points throughout the year for both internal and external assessment gathering, analysis and reporting.

The schedule for assessments and reporting is as follows:

When	Week #	What	Who	Goals
Autumn 1	Weeks 4-6 - i.e. before HT	Parents' Meeting 1	Meet with form tutor OR English/Maths teachers in R-5; English/Maths y6-11	Academic targets for term ahead; update on progress this term; pastoral settling in Change here = more focus on academic targets rather than just pastoral.
Autumn 1	Weeks 2-3	Diagnostic Assessments - CAT4/PTM/PTE/NGS T/NGRT	These are completed by Years 4-10 online	Provide a diagnostic check of potential - highlighting strengths and weaknesses. NB: this is not attainment which is how they are doing - it is what they might be able to do innately.
Autumn 1	every week	Head of Phase checks ins by phone or face to face	Head of Phase	Informal pastoral check in by HofP and form tutors
Autumn 2	Week 10	Summative assessments	Years 4-8	English, Maths and Science - 45 min max. per paper Other subjects will do assessments in class to complement ongoing formative assessment. The aims are to identify strengths or gaps, and provide practice.
Autumn 2	End of term	Data Report (see below for detail) with targets - (and summary report (5-8) post pupil conferencing sent home.	Class teachers/tutors See table below	Point in Time Assessment 1-8 - followed by pupil conferencing (i.e. pupil and class teacher/tutor discussion and target set) - then data report sent home. Reception update on EYFS goals.
All year	every week	Informal dialogue initiated by Head of Juniors/Head of Seniors or parents	Class teachers/Head of Phase/Deputy Head	Informal dialogue and progress meetings
Spring 2	Week 7	Data Report with targets (and summary report 5-8) post pupil conferencing sent home (by end of Week 8).	Class teachers/tutors See table below	Point in Time Assessment 1-8 - followed by pupil conferencing (i.e. pupil and class teacher/tutor discussion and target set) - then data report sent home. Reception update on EYFS goals.

Spring 2	Weeks 9 and 10	Parents' Meeting 2	Meet with form tutor/English/Maths teachers for R-5; most teachers 6-11	This will build from the data report that is sent home - academic targets for term; update on progress this term; pastoral update.
Summ 1	Week 3	Mock assessments	Year 10	Preparation and familiarity of GCSE expectations as well as point in time assessment data to determine progress and expectations for following year
Summ 1	Week 5	Summative Assessments - Holmwood papers	Years 4-9	English, Maths, Languages and Science Global Studies (or for Year 7 and 8 the individual humanity subjects) - narrowed paper to limit revision need.
Summ 1	Week 3 onwards	GCSEs	Year 11	Sitting of GCSE examinations
Summ 2	Week 6 and 7	Diagnostic Assessments - online GL national tests - PTM, PTE	Years 2-10 online (Year 1 sit paper based version)	
Summ 2	Weeks 7-9	Data Report - and written report (with targets embedded) (R-8) - summary report by tutor (4/5-10) post pupil conferencing sent home.	Class teachers/tutors See table below	Point in Time Assessment (PITA) R-10 - followed by pupil conferencing (i.e. pupil and class teacher/tutor discussion and target set) - then written report sent home.

All data reports would consist of statements or detail as below

Effort in	Effort out	Attainment in class	Diagnostic assessment - where completed	Individual Progress related to the last 12 months	A target - using the stems provided and examples added by teachers
In line with detail below	In line with detail below	In line with detail below	Explanation In the Autumn term: CAT Data Summer: NGRT, NGST, PTE and PTM	In line with detail below	Example stems below

And in the summer term there would be the normal written feedback alongside this.

Diagnostic assessments

In the Autumn term the pupils sit a Cognitive Ability Test (CAT) created by an organisation called GL. This provides us with four scores that are nationally benchmarked, Verbal, Quantitative, Non-Verbal and Spatial. These are Standardised Age Scores - with 100 being the national average. For more information please click this [link](#). This is not attainment which is how they are doing - it is what they might be able to do innately - and provides a valuable tool for us. It is never classed as a definite and does not set a ceiling on a pupil's potential - it is a guide.

In the Summer term the pupils sit Progress Tests in English and Maths, as well as a spelling test and a reading test provided by GL. These tests provide us with Standardised Age Scores we can match against our own attainment data and the CAT scores.

Effort

	Effort in Lessons	Effort in Independent Study or homework
Exceptional	All the criteria for Exceeding Expectations must have been met for this grade to have been awarded. In addition the pupil must have done specific things that go above and beyond that grade descriptor	All the criteria for Exceeding Expectations must have been met for this grade to have been awarded. In addition the pupil must have done specific things that go above and beyond that grade descriptor
Exceeding expectations	The pupil is always highly engaged and proactive in contributing to lessons with helpful and insightful comments and questions. The pupil is fully focused and productive when working independently and proactive in identifying their own support mechanisms. The pupil listens to the views of others and looks to support other pupils' ideas. The pupil takes an active role in group work. The pupil's behaviour in class is always excellent.	The pupil always completes prep on time, the quality of which consistently exceeds the expectations of what a pupil can reasonably be expected to achieve in the time allotted. Performance in class reveals that the pupil is regularly working independently (i.e. beyond the tasks explicitly set by the teacher). The pupil responds well to feedback and evidence of its implementation can regularly be seen in subsequent work.
Meeting expectations	The pupil is consistently engaged and contributes willingly and helpfully when called upon. The pupil is focused when working independently and actively seeks appropriate support from peers/teachers. The pupil participates well in group work, listening to the views of others. The pupil's behaviour in class is consistently good.	The pupil consistently completes prep on time, the quality of which matches the expectations of what that pupil can reasonably be expected to achieve in the time allotted. Performance in class reveals that the pupil is undertaking some consolidatory tasks (i.e. considering the material in between lessons). The pupil listens to feedback and some evidence of its implementation can be seen in subsequent work.

Needs improvement	The pupil doesn't reach the level described by the Meeting Expectations criteria. It is no small thing to use this grade in describing a pupil's attitude and so it should always be done sensitively and the accompanying targets should make it clear why the grade has been awarded and contain specific advice about how the pupil can improve.	The pupil doesn't reach the level described by the Meeting Expectations criteria. It is no small thing to use this grade in describing a pupil's attitude and so it should always be done sensitively and the accompanying targets should make it clear why the grade has been awarded and contain specific advice about how the pupil can improve.
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Attainment

Point in time Assessment (PITA) - this should be considered alongside targets, effort and progress data

Reporting to parents	Descriptor
Working well below National Standard	Is working below age related expectations and is only able to access year group curriculum with heavily personalised support and scaffolding, or not at all May be undertaking different tasks to the rest of the year group. Working approximately 1 year or more behind national standard
Working below expected standard	Is able to access the correct curriculum but sometimes needs some scaffolding or support. Has some gaps in their learning and requires intervention but is on track in some expected areas. Sometimes struggles to acquire and embed concepts Rarely applies learning of year group objectives independently Likely to be working approximately 1 or 2 terms behind national standard
Working within expected standard	Is meeting national standard Is usually a successful learner, at that year group level, showing good understanding of many of the curriculum objectives taught. Usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts. There may be some small gaps.
Working above expected standard	Is exceeding the year group national standard. Is always successful in understanding the key learning objective. Can consistently apply their skills independently in a range of contexts, with minimal error and can usually explain and justify their ideas. Often able to see links between concepts and how these work as part of a bigger picture. Likely to be working at least 1-3 terms ahead of national standard
Working significantly above expected standard	Is more often than not working significantly beyond the year group objectives and demonstrates significant skills and knowledge beyond the curriculum. Can consistently extend thinking to link several ideas, make generalisations and consider and use these in new and different ways. Can synthesise and evaluate their own and others' ideas effectively. Likely to be working at least 4 terms ahead of national standard

Progress made - Maths and English only

This should be considered alongside target information

Reporting to parents	Descriptor
Well below	
Below expected	Has not made the progress expected from their starting point over the last 12 months
Within expected	Is making the expected progress from their starting point over the last 12 months
Above expected	Has made above the expected progress from their starting point over the last 12 months
Well above	


Reviewing this Policy

This policy will be reviewed annually at group level, incorporating feedback from leaders around the schools through the June Heads Management Meeting.

Appendix 1

Feedback and Codes

These are the codes which your teachers may use when marking your work and giving you feedback.

FEEDBACK CODES	
WWW	WHAT WENT WELL What did I/you do well in this piece of work? Did I/you demonstrate a good level of understanding? Was the method I/you used correct/effective?
EBI	EVEN BETTER IF How could I/you have improved on this piece of work?
	NEXT STEPS These are the next steps in my/your learning. This is what I/you need to do next to help make progress/consolidate/challenge my/your understanding of this piece of work.
LOM	LEARNING OBJECTIVE MET
5Rs	You have used one of the 5Rs in your work. A sticker will be used to show which one.
SU or *	Show up for work or effort that is above what is normally expected.
OTHER CODES	
IW	INDEPENDENT WORK
GG	GUIDANCE GIVEN
PM	PEER MARKED
PD	PEER DISCUSSED
VF	VERBAL FEEDBACK given

Appendix 2

[Bellevue] Point In Time Assessment (PITA) Model

The school uses a Point In Time Assessment model, which ensures that at any given reporting point, it is clear to see whether a pupil is attaining at, above or below the expected standard for Holmwood House and how they are performing against national benchmarks.

Summative Assessment Language and Descriptors (including GCSE grade map)

Colour map descriptors for summative	% weighted curriculum (EoY)	Benchmark Assessment Descriptors	Scaled scores (KS2 NC)	GCSE grade bands	GL (SAS)	GL	Reporting to parents
Significantly below ARE	<5%	-Is largely or wholly unable to access the curriculum, despite intense personalised support and scaffolding, -Will be following a different curriculum to the rest of the class. -Likely to be working more than 1 year behind ARE and have an individualised support plan.	<85	1 - G	<74	Very low	Working Well below National Standard
Well below ARE	5-14%	-Is working below age related expectations and is only able to access year group curriculum with heavily personalised support and scaffolding, -May be undertaking different tasks to the rest of the year group. -Working approximately 1 year behind ARE	85-89	2 - F	74-81	Below Average	
Below ARE	15-27%	Is able to access the year group curriculum with personalised support and scaffolding. Has significant gaps in learning. May be doing some different tasks to the rest of the class and may be receiving, or needing some intervention to secure core learning. Working 2 terms behind ARE.	90-94	3 - D/E	82-88		Average
Just below ARE	28-45%	-Is able to access the correct curriculum but sometimes need some scaffolding or support. -Has some gaps in their learning but is on track in a number of expected areas. -Sometimes struggles to acquire and embed concepts -Rarely applies learning of year group objectives independently -Likely to be working approximately 1 term behind ARE.	95-99	4 - standard pass - bottom end of C	89-96	Working within expected (National) standard	
At ARE	46-60%	-Is secure in many, but not all, of ARE and is showing sound understanding of over half of the objectives taught. -Is more often than not successful at learning new concepts and is starting to apply their skills independently, but not consistently. -Needs minimal scaffolding, but occasional prompts. -May have some smaller gaps in learning which	100-104	5 - good pass	97-103		

		need closing in order to become secure.					
Just above ARE	61-90%	-Is meeting national ARE. -Is usually a successful learner, at that year group level, showing good understanding of and can apply over 80% of the curriculum objectives taught. -Usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.	105-109	6 / B	104-111		
Securely Above ARE	91%+	-Is starting to exceed national expectations and is always successful in understanding the key learning/ objective taught, with few errors when applying acquired skills or learning independently to a range of contexts, often explaining or justifying ideas. -Likely to be working at least 1-2 terms ahead of ARE	110-114	7 / A/A-	112-118		
Well Above ARE	31-60% yr grp above	Is exceeding year group ARE. -Is always successful in understanding the key learning objective. -Can consistently apply their skills independently in a range of contexts, with minimal error and can explain and justify their ideas. -Often able to see links between concepts and how these work as part of a bigger picture. -Likely to be working at least 2-3 terms ahead of ARE	115-118	8 / A*	119-126	Above average	Working above expected standard (or at school's standard - eg: NH expected standard)
Significantly above ARE	61%+ yr grp above	-As above, but is more often than not working significantly beyond the year group objectives and demonstrates significant skills and knowledge beyond the curriculum. -Can consistently extend thinking to link several ideas, make generalisations and consider and use these in new and different ways. -Can synthesise and evaluate their own and others' ideas effectively. -Likely to be working at least 4 terms ahead of ARE	119-120	9 / A**	127-141	Very High	Working significantly above

If a member of staff is seeking to **summatively** assess a pupil as attaining a colour band beyond the year range (Dark Blue/Purple) this would only occur where the pupil is consistently demonstrating 'exceeding' in formative assessment skills statements and this has been triangulated against evidence in, for example: pupil progress meetings and moderation meetings as well as in day to day observations by the teacher.

Autocalculate on Pupil Asset would indicate whether the pupil had achieved enough skills/objectives to be judged in each of the colour bands and needs to be used to calibrate judgements. Additionally, Pupil Asset exemplifications are to be used to assist this moderation in all aspects of Maths and English. These can be found [here](#)

