

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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Contents	
Introduction and Purpose	3
Roles and responsibilities	3
Individual Needs	4
Forms of Assessment	4
Data Collection	4
Assessment and GDPR	5
Formative	5
Summative	6
Diagnostic	6
Potential	6
Attainment	7
Judging Attainment	9
Incidental Learning and accelerating progress	9
Recording Progress	10
Moderation	11
Monitoring and review of assessments	12
Target Setting	12
Attitudes	12
Early Years Assessment	13
Reporting Progress to Parents	14
Reviewing this Policy	18
Appendices	19

Assessment Policy

Introduction and Purpose

Rigorous, responsive and dynamic assessment that is adaptive to the needs of individuals and cohorts underpins effective learning and teaching in Bellevue Schools.

Assessing to Deliver:

We operate on the strategic core principle of '*Assessing to Deliver*' (Bellevue Strategy 2029). Assessment is fundamentally utilised as an active, formative planning driver to meet learning opportunities and personalise provision, rather than as a passive mechanism for retrospective measurement. A common language and framework for assessment is shared across staff, parents/carers, and pupils, ensuring that:

- • Assessment actively drives future learning and curriculum planning.
- • Teachers retain direct ownership of data analysis, conducting forensic interrogation of assessment data to maximise pupil progress and adapt classroom delivery.
- • Diagnostic entry tasks and prior-learning checks precede core content delivery to pitch learning accurately, establish dynamic pupil groupings, and stretch all abilities and enable adaptive learning opportunities
- • Teachers engage in reliable, data-informed conversations with pupils, parents, and colleagues regarding learning profiles.
- Pupils understand where they are in their learning and what they need to do to progress
- • Parents/carers receive clear, actionable insights into attainment, progress, and next steps in a personalised way, not just in set pieces
- Strategic decisions on curriculum design and agility are grounded in rigorous evidence.

Data Collection & Forensic Interrogation

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)

- Diagnostic & Prior-Learning Assessment: Conducted prior to introducing concepts to identify starting points, uncover misconceptions, and configure dynamic learning groups.
- Formative Assessment & PiTA: Continuous Assessment for Learning (AfL) and Point in Time Assessment (PiTA) empower teachers to adjust learning pathways dynamically, enabling staff full curricular agility beyond rigid commercial schemes.
- Summative Assessment: Periodic benchmarking measuring distance travelled against national standards

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. In addition to our day to day formative assessment, Standardised assessment suites (including CAT4, GL Progress Tests in English/Maths/Science, NGRT, and Insight Tracking) are administered to provide objective national benchmarking.

The emphasis is on teachers having ownership of their data. As such, teachers perform forensic interrogation of assessment data to analyse cohort trends, gender/SEND/EAL variations, and potential gaps (PAPA mismatch). This interrogation directly feeds into termly Pupil Progress Meetings with SLT, driving targeted classroom interventions, dynamic groupings, and curriculum adaptations. Quality assurance is maintained internally by SLT and externally via the central Bellevue Education Committee Governance.; 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 Director of studies and through pupil progress meetings and external quality assurance is provided by our central education committee through governance.

Data Protection (UK GDPR) & AI Safety in Assessment:

- **UK GDPR & DPA 2018 Compliance:** Pupil assessment data constitutes personal data managed in strict accordance with UK GDPR and the Data Protection Act 2018. Records are stored securely within cloud management systems (e.g. Insight Tracking/ iSAMS) with role-based access restrictions. External data sharing for central Bellevue governance or benchmarking is anonymised and consolidated.
- **Generative AI Safeguards:** In compliance with DfE sector guidance, staff are strictly prohibited from entering identifiable pupil work, assessment results, or identifiable data into non-enterprise Generative AI tools for automated marking, feedback, or analysis.

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.

Y1 onwards: standardised CATs (Cognitive Ability Tests) are administered biennially, at the beginning of the academic year and at the end of the 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	Skill, knowledge or understanding is demonstrated and applied naturally and in context without any prompting or modelling. Moderation and triangulation shows that it is applied confidently and consistently, such as: - 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	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.
Developing	Once modelled, although the pupil can employ the skill, - 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	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
Not Achieved	An area that has either not been covered in the curriculum, or in which the child has shown no evidence of the indicator

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:

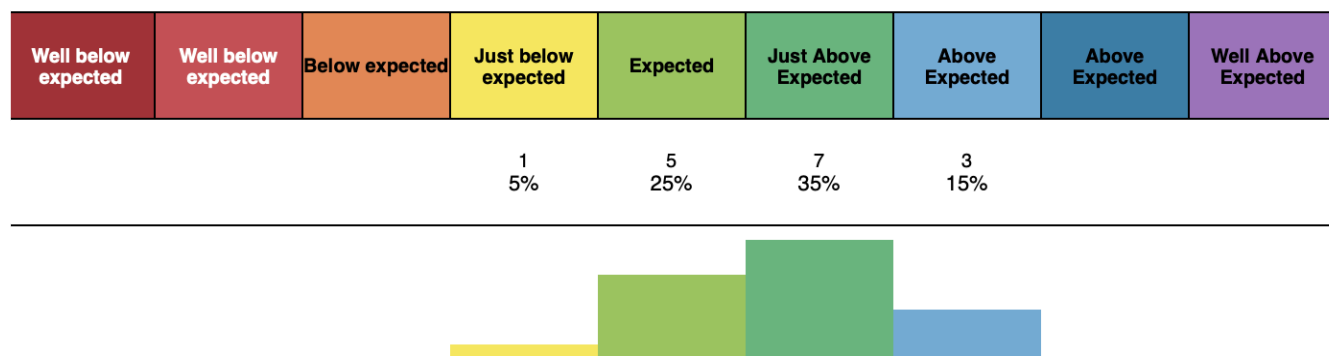
- Ensure that a clear picture of each pupil's progress is developed
- Limit administrative burden on staff
- Allow clear communication of progress to the pupils and their parents

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 Foundation Stage (EYFS) Assessment:

Assessment in EYFS complies fully with the statutory Early Years Foundation Stage Framework.

- Reception Baseline Assessment: Administered within the first 6 weeks of Reception entry. - [School] adopts the Bellevue Group baseline .
- Observational Assessment: Formative observations and interactions across the Prime and Specific areas of learning (as age appropriate) focus on the Characteristics of Effective Teaching and Learning without creating excessive administrative burden.
- EYFS Profile (EYFSP): Completed in the final term of Reception, evaluating pupils against Early Learning Goals (ELGs) as 'Emerging' or 'Expected' or Exceeding to acknowledge more defined, individual progress and attainment. Good Level of Development - GLD).

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. Please see Appendix 3 for details of our assessment calendar [Bellevue example Appendix A]

Inclusion, SEND & EAL Assessment:

Pupils with SEND or EAL undergo structured diagnostic screening to identify barriers to

learning.

- **SEND:** Follows the 'Assess, Plan, Do, Review' cycle. Diagnostic data informs Individual Education Plans (IEPs) and formal access arrangements (e.g., extra time, readers, scribes) for internal and public assessments.
- **EAL:** English language proficiency is evaluated using acquisition frameworks to calibrate classroom scaffolding and targeted language support.

Moderation

Moderation meetings take place **termly** on a formal basis in the core subjects.

The purpose of these meetings is outlined below:

- It ensures consistency both between and across year groups on achievement. This requires all staff to have a thorough understanding of the framework and what constitutes the depth to which individual objectives are learned: whether pupils have developed competency at a Beginning, Developing, Secure or Exceeding depth and how this triangulates within evidenced bodies of work. This process also serves as an evaluation of the opportunities available to pupils that offer development of deeper learning and application to other contexts and subjects.
- It ensures 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).
- It supports staff in looking at in year **and above and below year expectations**
- It supports staff in developing high-quality formative feedback.
- It supports staff in analysing gap analysis for their cohort and next steps.
- It generates professional conversations between class teachers, across year groups and all levels of leadership.
- It supports staff in developing a thorough understanding of what the different standards of work look like, for example through regular sharing of expectations in planning meetings and the development of portfolios of exemplar work.

Roles and responsibilities

Teachers are responsible for:

- (i) ensuring that they are familiar with and consistently implement the content of this policy and the standards within the assessment framework
- (ii) the day to day learning needs of the children; ensuring that they make use of all forms of data to design learning experiences that maximise opportunity for developing each individual's skills and knowledge
- (iii) monitoring and evaluating the progress of the children they teach and care for
- (iv) equipping children to have cogent conversations about where they are in their learning and next steps
- (v) reporting clearly and accurately to parents, subject leaders and senior leaders on PAPA

Subject leaders are responsible for:

- (i) having the strategic overview of their subject driven by data evidence
- (ii) providing the framework of progression for their subject

- (iii) ensuring that the monitoring of the cycle and the quality of assessment in their area is carried out in an accurate and timely manner so that it can be used to inform learning for individuals and cohorts for maximum impact on outcomes (Appendix 1)
- (iv) providing support and training to teachers to enable them to teach and assess their impact and pupils individual needs effectively
- (v) leading the development and reliability of assessment within their subject through regular and effective moderation

Senior leaders are responsible for ensuring that there is:

- (i) a consistent understanding of the framework and implementation of the assessment strategy
- (ii) quality assurance around the processes surrounding learning and assessment across the school
- (ii) time to effectively evaluate and refine assessment processes so that they remain fit for purpose
- (iii) a clear cycle of CPD to ensure that staff are sufficiently equipped
- (iv) time for leaders to monitor their subject, train staff and evaluate impact
- (vi) time for teachers to reflect on formative assessment, analyse summative assessments and calibrate judgements with colleagues/ moderate
- (vii) continual raising of standards through the use of data analysis to target groups of and individual pupils and that there is a culture of individualised approach to learning
- (vii) visibility for parents on their child's learning and that this is communicated clearly

Reporting to parents:

At Holmwood house school we believe in ensuring our parents are part of the learning partnership and our reporting system enables them to have visibility of their children's learning and progress through the following:

When	Week #	What	Who	Goals
Autumn 1	Week 7 ii.e. before HT	Parents' Meeting 1	Meet with form tutor in R-3; form tutor/English/Maths teachers in y4-11	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 3-5	Diagnostic Assessments reporting - CAT4/PTM/PTE/NGS T/NGRT	Results are shared with parents from years 5-11 only due to fluctuations in younger years	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	first 2 weeks	Form tutor checks ins by phone or face to face	Form tutors	Informal pastoral check in by form tutors
Autumn 2	Week 10-14	Summative assessments	Years 4-11	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	November - takes place termly	Pupil conferencing	Form tutors	Parents emailed regarding conversations taking place, sharing student reflection on the following areas: • Learning and academic progress • Character and values • Celebrating progress • Wellbeing at school • Wellbeing at home • Target setting and next steps
All year	every week	Informal dialogue initiated by Head of Juniors/Head of Seniors or parents	Class teachers/Head of Juniors/Hed of seniors/Director of studies	Informal dialogue and progress meetings
Spring 2	Week 10	Data Report with targets (and summary report years 1-10) End of year 11 report	Class teachers/tutors See table below	In writing communicated targets from parent information evening. Reception update on EYFS goals. End of year 11 report prior to GCSE examinations.
Spring 2	Weeks 7-9	Parents' Meeting 2	Meet with form tutor/English/Maths teachers for R-5; most teachers 6-11	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	End of year report years 1-10.	Class teachers/tutors See table below	Aim to celebrate successes and share targets to improve upon the following year.
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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, NGRT, NGST, PTE and PTM 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.
Requires 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 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

	the grade has been awarded and contain specific advice about how the pupil can improve.	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

Descriptor	Details
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 just within expected standard	Is meeting the national standard some of the time. Is usually a successful learner, at that year group level, showing some understanding of many of the curriculum objectives taught. Is usually able to learn new skills and use them accurately and independently with some support from the teacher, though they may make errors in applying their learning in other contexts and there may be some gaps.
Working securely within expected standard	Is meeting the national standard. Is mostly a successful learner, at that year group level, showing good understanding of many of the curriculum objectives taught. Is 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

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

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 need closing in order to become secure.	100-104	5 - good pass	97-103		
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	Above average	Working above expected standard (or at school's standard - eg: NH expected standard)
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		
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 stanine beyond the year range (8/9) 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.

Appendix 2: GL assessment explained

At Holmwood House School, we use a range of assessments to better understand your child's strengths, needs, and progress. Below is a simple guide to help you understand what each type of assessment measures and how we use this information to support learning.

Notes:

1. One set of academic data is an indicator of where a pupil might 'be' academically but should never be used in isolation. Mr Collins and I know of multiple occasions where we do not believe a result - but we come to this conclusion using other sets of data alongside it. Multiple sets, and teacher assessment gives a much more all round picture.
2. With our very youngest children (Year 1 to 2) we need several sets of external data to get a clearer picture as their response to testing can vary (every day can be very different!).
3. One big and less well known advantage of academic data is that it can highlight strengths, weaknesses, and patterns where there may be gaps in skills/knowledge. This can make a very informative conversation - so please discuss the data with teachers/tutors.
4. All these tests deliver scores in the same format, Standardised Age Scores, which are explained on the next page.
5. The tests are different according to age so a static score demonstrates progress (as the test is harder)
6. GL claims to be accurate in 90% of cases within a margin of error of + or - 8 for 90% of pupils. This is quite a wide band - thus why you need to use lots of data sets!
7. You also receive teacher assessed data that suggest where a child might be at the end of a year and we use this alongside the GL data to monitor progress.

Contents

- GL CAT4 - explainer
- GL PTE – Progress Test in English - explainer
- GL PTM – Progress Test in Maths - explainer
- GL NGRT – New Group Reading Test - explainer
- GL NGST – New Group Spelling Test - explainer
- GL Standardised Age Scores explained

GL CAT4 – Cognitive Abilities Test (Fourth Edition)

What it measures:

CAT4 assesses your child's **reasoning ability** in four key areas:

- **Verbal reasoning** (thinking with words)
- **Non-verbal reasoning** (thinking with shapes and patterns)
- **Quantitative reasoning** (thinking with numbers)
- **Spatial ability** (visualising and working with 3D shapes)

Why it's important:

CAT4 does not test what your child has learned in school, but rather how they **think and process information**. It helps teachers understand how your child learns best and can identify potential areas of strength or where extra support may be needed.

We use this as a baseline to inform our expectations during the year - and put it alongside our teacher assessed data and the Progress Tests (explained below)

GL PTE – Progress Test in English

What it measures:

PTE evaluates reading comprehension, spelling, grammar, and punctuation using age specific curriculum expectations.

Why it's important:

This test helps identify how well your child understands written English and supports planning for literacy development.

GL PTM – Progress Test in Maths

What it measures:

PTM assesses your child's mathematical skills, including number, shape and space, data handling, problem solving and reasoning.

Why it's important:

It shows how your child is progressing in Maths compared to national expectations and highlights any areas where extra help may be needed.

GL NGRT – New Group Reading Test

What it measures:

NGRT tests your child's reading ability, including word recognition, sentence and passage comprehension.

Why it's important:

It helps ensure your child is reading at an appropriate level for their age and guides reading support or extension activities.

GL NGST – New Group Spelling Test

What it measures:

NGST assesses your child's ability to spell accurately using common spelling patterns and word knowledge.

Why it's important:

It helps track progress in spelling and informs teachers about areas where targeted support may be needed.

What does the Standard Age Score (SAS) mean?

The **Standard Age Score (SAS)** is used in most of the assessments (CAT4, PTM, PTE, NGRT, NGST) to show how your child is performing **compared to the national average** for their age.

SAS Range	What this means	Percentile nationally
127+	Significantly above average	96-100%
113-126	Above average	78-95%
88-112	Average - typical for age group	23-78%
74-87	Below average - class support in place	5-22%
Below 73	Significantly below average	0-5%

The **average SAS** is **100**. Most children score between **88 and 112**.

NB: The test takes into account your child's age in years and months, so it provides a fair comparison with peers.

How we use this information

Together, these assessments give us a **well-rounded view** of your child – academically and cognitively. We use the data to:

- Personalise learning
- Identify strengths and areas for development
- Provide targeted support where needed
- Communicate progress clearly with you

When there is a gap of more than 10 points between Verbal and Non-Verbal, Verbal and Quantitative, or Quantitative and Non-Verbal it can be really useful to consider why this is the case and help you to understand what we can do, and what you can do to help them. With Spatial we find that, although this is valuable to consider, it is not as important an indicator.