

Skippers Hill Manor Preparatory School

Assessment Policy

This Policy Applies to Skippers Hill and its Early Years Setting



Reviewed by: Matthew Minister
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[Introduction and Purpose](#)

[PAPA](#)

[Potential \(P\)](#)

[Attainment \(A\)](#)

[Progress \(P\)](#)

[Attitudes \(A\)](#)

[Early Years Assessment](#)

[Roles and responsibilities](#)

[Appendices](#)

[Appendix 1: Point In Time Assessment \(PITA\) Model](#)

[Appendix 2: Assessment and Reporting Cycle](#)

[Assessment, Reporting and Consultation Schedule 2021-2023](#)

[Key terminology for Assessments](#)

[Appendix 3: Reporting to Parents](#)

Introduction and Purpose

There is a common language and framework for assessing pupils which is shared staff, and increasingly with parents and pupils. Effective and rigorous assessment is essentially expressed through the following principles:

- 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

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 the following assessment processes.

Diagnostic assessment

Checking of prior knowledge and gaps in order to clearly establish teaching and learning needs and starting points

Formative assessment

The process of collecting detailed information that enables the teaching and learning to be adaptive to meet the learning needs of the pupils, *while it's happening*. This is also known as *assessment for learning (AFL)*

Summative Assessment

Commonly summative assessment 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.

These processes enable 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 Skippers Hill, we complete this termly so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term. This is reviewed internally by the Director of Studies, Learning Leaders and subject teachers with external quality assurance 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.

PAPA

Potential (P)

Aptitude for acquiring and using new skills and knowledge. Research demonstrates a number of factors that can increase a pupil's learning beyond their 'measured potential' and therefore if a child displays a lower SAS score in their CAT, this is not a reason to limit the learning pathways or the aspiration of that pupil. We use this information as a starting point, supported by other data sets, to ensure that all support and challenge is targeted to aspire to exceed potential.

Why and how do we measure potential?

Potential is measured 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 the EYFS, 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.

In Year 1 and Year 2, the 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.

From Year 3 onwards, CATs are administered annually to provide information and understanding about pupils' wider abilities. They are curriculum independent tests and are measured against National Benchmarks giving an SAS score. They give a clear indication of learning potential and are also used by senior schools as part of their entrance process. 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 below:

Ability*	A definition of objective level competency for formative assessment
Mastered	Once taught, a child can independently use a skill in a situation which is different to the area in which they have learnt it. <ol style="list-style-type: none">1. Uses semicolons to good effect in a History essay2. Uses their knowledge of diffusion to understand osmosis
Achieved	Once taught, a child can independently and correctly use the skill in the subject area in which they have learnt it. <ol style="list-style-type: none">1. Uses commas to separate items in a list in an English lesson2. Uses column addition effectively in Maths
Improving	Once taught, a child can independently explain the learning but is unable to consistently use the skill to good effect. <ol style="list-style-type: none">1. Understands and can show where a capital letter should go in a sentence, but does not always do it independently2. Completes column subtraction questions but does not always remember to exchange from the larger column
Beginning	A child has been exposed to the skills but is rarely able to use it or demonstrate their understanding unless they are supported by an adult or peer
Not achieved	A child has not yet been exposed to the objective or is unable to provide any evidence towards the objective

*the confidence and competency with which they perform a skill

Teacher assessment of the curriculum objectives are collated and combined over time using Pupil Asset, the school's electronic assessment tracking tool, to create a Point In Time Assessment (PITA), which is a summative judgement ([Appendix 1](#)) to demonstrate how a pupil is attaining at that point against the agreed framework and in relation to ARE across Years 1 to 6. In order for teachers to make effective, reliable and consistent judgments, the school has chosen to use a framework, agreed and developed within the Bellevue schools, which outlines clear age-related expectations based on the National Curriculum for English Reading, English Writing and Mathematics. 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.

The school is mindful of pupils' assessment and progress across all areas of the curriculum and uses Pupil Asset and SAS results 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 child's level of attainment, the following cycle would be typical:

1. Use the Pupil Asset Multi Ticks to plan learning from pupils' starting points
2. Teach the subject skill
3. Make a formative assessment of individual skills
4. Track the individual skills and depth through Pupil Asset
5. Informal and formal summative assessment
6. Moderate work and triangulate data of objectives tracked on Pupil Asset
7. Use the auto calculate feature on Pupil Asset to make summative judgements

Pupils are not only judged on taught objectives as teachers will note when pupils use skills naturally as part of their learning. This will be highlighted against tracked objectives in Pupil Asset if a pupil is using skills naturally and accurately outside of the context in which they have been taught. This is an indicator that they are 'exceeding' in that skill for their age group so that teachers can plan for the appropriate starting point the next time the skill is taught.

If a pupil demonstrates consistent CAT and PTE/PTM scores in the blue/purple colour bands, it could be expected that they are able to access work at greater depth. They may be given the opportunity to be challenged at this level in lessons, whilst ensuring that any learning appropriate within the current year group is not overlooked.

Measuring attainment 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. 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.

Further information can be found on this [Pupil Asset Completion](#) document.

Alongside the assessment of attainment made by the teachers, moderation meetings take place half termly 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 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.
- 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, they are *exceeding* in this area and would not need to have taught lessons on this).
- support staff in looking at in year and above and below year expectations.
- support staff in developing high quality formative feedback.
- supports staff in analysing gap analysis for their cohort.
- generate professional conversations between class teachers, across year groups and all levels of leadership.
- support 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.

The school provides points throughout the year for both formal and informal assessments to take place, before time is given for analysis and reporting. [Appendix 2](#) contains an outline of our assessment calendar.

Progress (P)

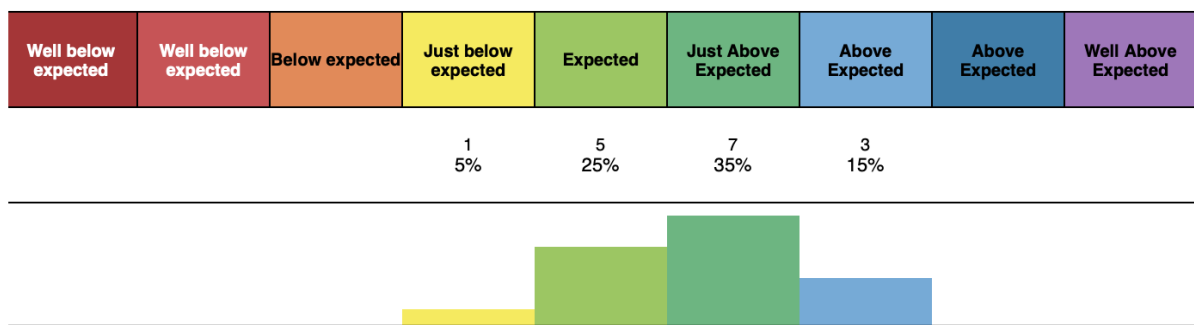
What is progress?

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

Why and how do we measure progress?

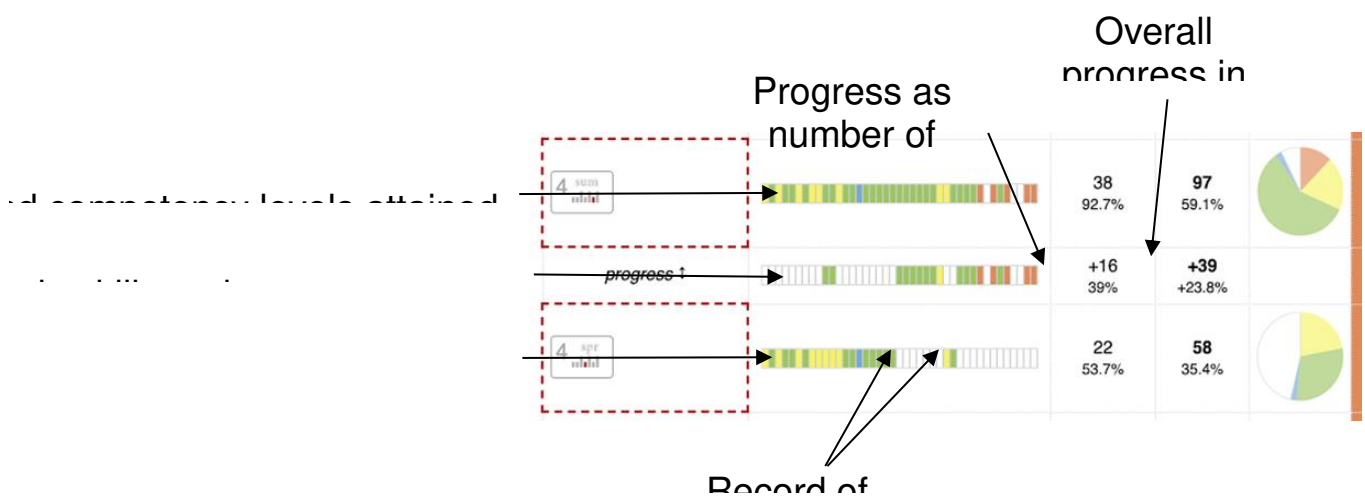
Progress is a good indicator of a pupil's continued success in relation to their prior performance and whether they are continuing to be successful in school, as well as how they are performing against their potential capability. The school measures progress from both standardised testing and teacher assessments Using standardised testing and data (PT Series, NGRT, NGST) gives an indication of pupils' progress and can be compared against previous data and across year groups.

Formative judgements are tracked in Pupil Asset to demonstrate progress both broadly and at a granular level. Within the Bellevue PiTA model, attainment is coded by colour as well as language. This can be used to track progress against prior attainment. Progress can be measured between two points by both looking at the colour bands of attainment and through generating a progress report based on the rate and depth at which each child acquires skills and knowledge:



An example of a progress report in Pupil asset

Teachers can look 'forensically' at the specific areas of progress and gaps in understanding from point to point using 'Ghost Rows' within Pupil Asset



Teachers at Skippers Hill undertake termly Pupil Progress Meetings discussing the evidence offered to support judgements made and to check progress and to identify actions for those pupils who may need targeted intervention. This information will be compared to SAS data to identify if a child is working in line with the expected standard and that the opportunities available to them are suitably challenging. These meetings will take place through one to one discussions, in small groups across a year group or subject, or as part of a staff meeting with teachers outside of the subject.

Meeting 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 Leaders, SENCo and Director of Studies.

Using this measure of progress alongside attainment and potential prevents high attaining pupils from coasting and low attaining pupils from being judged as not achieving when they are making significant progress towards ARE.

In order to support the ongoing development of the children and to support them through each lesson, additional guidance can be found here: [Feedback Policy](#)

Attitudes (A)

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

Pupil attitudes is one piece of the jigsaw in understanding why a pupil may be getting consistent or disparate results across their learning or why their attainment and progress might not match their potential. Once our teachers are equipped with this information, they are able to meet with pupils and begin to understand how different 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

Early Years teaching staff complete a baseline assessment for each child during the child's first few weeks in Nursery, Kindergarten or Reception. This enables 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. (7) We use a baseline assessment devised by a group of Bellevue Early Years teachers in collaboration with the Educational Director.

The process of assessing pupils in the Early Years has been revised and is effective from Sept 2021. It places emphasis on the importance of staff in the EYFS knowing each of their individual children, including their interests and abilities in depth. Staff are then able to provide the appropriate learning opportunities to enable 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 through observational formative assessment, identifying new learning and skills, which are recorded in the children's electronic Learning Journals and shared with the parents. Parents are strongly encouraged to add their own observations, photographs and videos to the Learning Journal, providing a rounded picture of each child's progress.

Parent consultations take place termly or more often when necessary, to enable staff to share information and next steps in learning. Parents are encouraged to request an additional meeting should they require one.

At each half term point, progress towards the Early Learning Goals (ELGs) is mapped onto our electronic system, Pupil Asset, informed by observations entered onto the electronic Learning Journals and the teacher's knowledge of the child. The EYFS Profile is completed at the end of Reception, enabling staff to identify children who have achieved a Good Level of Development (GLD) meaning they have achieved the Expected Level of development in Personal, Social, and Emotional Development, Communication & Language, Physical Development, Literacy and Numeracy.

EYFS 2 Year Integrated Progress Review

When a child is aged between 24-30 months, EYFS practitioners at Skippers in partnership with the parents and the child's Health Visiting team review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check identifies the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

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, learning leaders and senior leaders

Learning 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
- (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 moderate with colleagues
- (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

Appendices

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 Skippers Hill and how they are performing against national benchmarks.

Summative Assessment Language and Descriptors				
% of the weighted curriculum		Benchmark Assessment Descriptors	GL (SAS)	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.	<74	Working Towards ARE
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.	74-81	
Below ARE	15-27%	Is able to access the year group curriculum with personalised support and scaffolding; Has significant gaps in learning and may be doing some different tasks to the rest of the class and may be receiving, or needing some intervention to secure core learning.	82-88	
Just below ARE	28-45%	Is able to access the correct curriculum but sometimes need some scaffolding or support; Has 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.	89-96	
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.	97-103	Working at ARE
Just above ARE	61-90%	Is meeting the 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.	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.	112-118	Working above ARE
Well Above ARE	31-60% yr grp above	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.	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.	127-141	

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.

Auto Calculate 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](#)

Appendix 2: Assessment and Reporting Cycle

Assessment, Reporting and Consultation Schedule 2021-2023

Autumn Term										
Dates	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
6.9 - 10.9	Settling In Email Sent Home									
	Baseline Assessment begins (EYFS)	CAT Baseline Assessments								
				NGRT A and NGST A						
13.9 - 17.9	CAT Baseline Assessments									
				NGRT A and NGST A						
20.9 - 24.9										
27.9 - 1.10	Completion of Baseline Assessment (EYFS)									
4.10 - 9.10										
11.10 - 15.10	FormTutor Report									
		Independent Writing Assessments								
18.10 - 20.10										
Half Term 20.10 - 1.11										
1.11 - 5.11									CE Mocks	
8.11 - 12.11			PTE and PTM Assessments							
15.11 - 19.11		PASS Completed								
22.11 - 26.11							CE 11+ Autumn			
29.11 - 3.12		Independent Writing Assessments								
6.12 - 10.12	Summative judgements mad on P*A									

	KG and Rec								
20.6 - 24.6		Independent Writing Assessments						Summer Reports Sent Out	
27.6 - 1.7	<i>End of Year Reports</i>								
4.7 - 8.7	Summative judgements mad on P*A								

Key terminology for Assessments

CAT	To identify pupil's potential across subjects and their learning style. To understand starting learning/ to support target setting
NGRT	To support reading and identify areas for development and target setting
NGST	To support spelling and identify areas for development and target setting
White Rose Maths / CE 11+	Summative assessment to support teacher's judgements made over the term. To check in line with potential and high targets for development
Independent Writing	To identify additional incidental learning and support teacher judgements across the term highlight specific areas for progression and repetition
PASS	To provide insight into pupils' experience of school, their perception of themselves as learners how this triangulates with the performance and attainment, in order to provide targeted intervention for any pupils who are 'cause for concern'.
PT Series	To clarify the progress made year on year and support the judgements made by subject teachers identify if pupils have made progress in line with their potential
Y7 and 8 CE Mock Exams	Summative assessment to support teacher's judgements made over the term. To check in line with potential and high targets for development. Also used to provide supporting evidence for senior school applications

Appendix 3: Reporting to Parents

9 band scale	GL Bands	3 band scale
Significantly below ARE	Below Average	Working Towards ARE
Well below ARE		
Below ARE		
Just below ARE	Average	Working at ARE
At ARE		
Just above ARE		
Securely Above ARE	Above Average	Working above ARE
Well Above ARE		
Significantly above ARE	Very High	

Attainment and Attitude Descriptors - shared with parents along with reports

Attainment	<i>Attainment is measured by analysing individual objectives that have been completed in line with the curriculum. These include elements of the curriculum for both the child's current year group and also in the year group above.</i>
ARE	<i>This stands for Age Related Expectation. This has been calculated across a range of schools and a number of year groups through Pupil Asset, the data tracking system used within Bellevue Schools.</i>
Working Above ARE	Your child is starting to exceed national expectations and is consistently successful in understanding the objectives taught, with few errors when applying acquired skills. They are able to access the learning independently and apply their knowledge to different aspects of the curriculum as well as explaining or justifying their thoughts. They are often able to see links between concepts and how these work as part of a bigger picture. They may also be accessing elements of the curriculum for the year group above.
At ARE	This is the expected level for your child. They are secure in some of the objectives stated in the curriculum. They are usually successful at learning new concepts and are beginning to apply their skills independently, but not consistently. They may need scaffolding or occasional prompts in some areas of the curriculum, but are more confident in others. They may have some smaller gaps in learning which need closing in order to become secure.
Working Towards ARE	Your child is able to access the curriculum with personalised support and scaffolding. They have gaps in their learning and may be doing some different tasks to the rest of the class. There may be times at which they are receiving an intervention, in or out of the classroom, to secure their core learning.

Attitude	<i>This is a combination of the child's behaviour in class and the effort put into their work.</i>
A	Excellent -Very strong overall effort and classroom contribution; the pupil is keen to succeed; classwork and homework reflect considerable effort, commitment and care; behaviour is impeccable.
B	Good - The pupil listens and concentrates well; classwork and preps are always completed well and reflect real effort and care; behaviour is always good and the pupil rarely needs reminding of expected standards.
C	Satisfactory - The pupil tends to complete the classwork or homework as directed; occasional signs of real effort and pride in his or her work; on occasion, more effort could have been injected. Behaviour is generally

	acceptable, although the pupil may need to be reminded of the expected standards.
D	Variable - The pupil does not always complete classwork or preps and work can be carelessly completed or poorly presented. They can go off task easily and need to be reminded often of expectations. They can be involved in low level disruption.
E	Requires improvement - Effort is below the level expected; standard of work poorer than expected; homework is often not done; child needs constant reminders to stay on task during lessons; behaviour is not always acceptable; behaviour at this level may well disrupt the performance of other pupils.