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Norfolk House School

Assessment Policy

This Policy Applies to Norfolk House School and Early Years Setting

Agreed by (Head and Governance)
Reviewed annually by BV Education Team
Date of last review August 2026
Date of next review August 2027

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, 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 SLT, heads of department and heads of subject. 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.

Key Terms:

¹ Diagnostic assessment: checking of prior knowledge and gaps in order to clearly establish teaching and learning needs and starting points

² 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)*

³ 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.

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 CAT4 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.

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.

Y3 onwards: standardised CAT4 (Cognitive Ability Tests) are administered 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 (P), as assessed in CAT4 assessments, against attainment (A), as measured in PTE/PTM assessments.

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 the Bellevue Curriculum objectives and the Norfolk House progression documents 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 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 Insight Tracking 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.

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, punctuation and grammar)
- Maths
-

The school is mindful of pupils' assessment and progress across all areas of the curriculum. In foundation subjects, teachers use subject-specific progression documents, which set out the knowledge and skills pupils are expected to develop across each year group. Teachers use ongoing formative assessment, including observation, questioning, discussion and pupils' work, to assess progress against these expectations and identify next steps. Assessment informs future planning, ensuring appropriate challenge and progression across the curriculum.

Judging Attainment

In order to make a judgement about a student'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 Insight)
- Informal and formal summative assessment
- Moderation of work and triangulation of objectives tracked on Insight Tracking/ MIS tracking
- Teacher judgement of pupils' PiTA stanine
- Use of exemplifications to assist with judgement*
- Output of PiTA using autocalculate on Insight Tracking to calibrate judgements / other similar calibration of 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 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, NGRT and PTE/PTM scores in the 8/9 stanines the likelihood is that they are working in the year group or more ahead and

therefore are given 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 (11+/13+) 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 can provide both summative and diagnostic information about where a pupil is in their learning and what their next steps will be.

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

Standardised testing to demonstrate progress: Comparing pupils' PTE, PTM and NGRT data from one assessment point to the next can provide indicators of progress by identifying changes in performance against previous assessment data, both within and across academic years.

Formative teacher Assessment, tracked in Insight Tracking to demonstrate progress both broadly and at a granular level:

Broadly: Within the Bellevue PiTA model, attainment is coded by stanine 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 stanines of attainment and through generating a progress report within Insight Tracking based on the rate and depth with which each child acquires skills and knowledge:

In a detailed way: by being able to look forensically at the specific areas of progress and gaps in understanding and learning using Insight Tracking.

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. (Appendix 2)

Meeting Individual Needs

The responsibility for identifying, assessing and monitoring children with Special Educational Needs or who are Able, Gifted & Talented, is the responsibility of the class teacher in conjunction with the SENCO or Director of Studies. Further detail on this is covered by policies for SEND and Able, Gifted & Talented.

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 seem to be progressing relatively well, and equally it allows the academic development of lower-attaining pupils to be judged positively 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) 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 receiving consistent or disparate results across their other areas and why their attainment and progress might not match their potential.

Once our teachers see 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. This will inform the pupil mentoring cycle.

Early Years Assessment

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. - Norfolk House 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.

At Norfolk House School, we place emphasis on the importance of EYFS staff knowing each child well, enabling them to provide appropriate learning opportunities that support individual progress.

The school values a strong partnership with parents and seeks to keep them informed about their child's attainment and progress. We do this through:

Informal assessment: Electronic Learning Journeys capture significant learning moments and are updated regularly. These are shared with parents, who are also encouraged to contribute to them.

Regular face-to-face conversations with parents provide further opportunities to share information about their child's learning, development and progress.

Summative assessment: Summative assessments are carried out [frequency] and recorded termly using Insight, across the relevant areas of learning. Progress towards the Early Learning Goals (ELGs) and a Good Level of Development (GLD) is also considered, where appropriate, to ensure that pupils' needs continue to be identified and met.

The EYFS Profile is completed for each child at the end of Reception, in line with statutory requirements. This identifies whether a child has met each of the ELGs and whether they have achieved a GLD.

The school will also indicate to parents where a child is working beyond the expectations of the EYFS curriculum, while recognising that exceeding the expected level is not separately assessed or reported within the statutory EYFS Profile.

The school applies its EYFS framework and assessment practices in accordance with the Bellevue EYFS Shared Aims and Principles.

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.

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 reviewing expectations within the current year group, as well as those above and below.
- 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 Norfolk 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: [please outline how you report to parents] for example:

Reporting to Parents & Character Education Integration:

Written reports and parent consultations provide a holistic evaluation of academic attainment, progress, and character development.

- **Character Education & Attitudes to Learning:** Reporting descriptors explicitly measure core Bellevue character traits - including *Resilience, Self-Regulation, Moral Integrity, Curiosity, and Adaptability* - alongside effort.

- **Connecting & Belonging (Parental Engagement):** Schools host annual parent workshops explaining standardised metrics (stanines, age-standardised scores, ARE), ensuring reporting is accessible, transparent, and collaborative.

Appendices

Appendix 1: 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 Norfolk House School and how they are performing against national benchmarks.

Summative Assessment Language and Descriptors

Stanine descriptors for summative	% weighted curriculum (EoY)	Benchmark Assessment Descriptors	GL (SAS)	GL	Reporting to parents
1. 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.	<74	Very low	Working Well below National Standard
2. 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	74-81	Below Average	Working Below National Standard
3. 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.	82-88		Within national expectation – developing
4. Developing 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 - Is accessing the age-related curriculum but is not yet consistently secure across all expected areas.	89-96		Working within expected (National) standard
5. 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	Average	
6. 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.	104-111		

7. 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	112-118	Above average	Working above expected standard (or at school's standard - eg: NH expected standard)
8. 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	119-126		
9. 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	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:

Pupil progress meetings

Formal Pupil Progress Meetings are held termly to review the attainment and progress of individual pupils and cohorts. These meetings provide an opportunity to consider a range of evidence, including teacher assessment, pupils' work, standardised assessment data, information recorded on Insight and teachers' professional knowledge of each pupil.

Progress Meetings are used to:

- identify pupils who are making strong progress or who may require additional challenge;
- identify pupils whose attainment or progress is a cause for concern;
- consider discrepancies between a pupil's potential, attainment and day-to-day performance;
- identify gaps in knowledge, skills or understanding;
- review the impact of support or interventions already in place;
- agree appropriate next steps, including adaptations to classroom provision, targeted intervention or additional challenge;
- identify pupils for whom further assessment, monitoring or SEND support may be appropriate.

Progress is considered over time and in the context of the individual pupil, rather than being determined by a single assessment outcome. Teachers may draw on current and previous GL assessment data, teacher assessment, curriculum progression documents and evidence from day-to-day learning to inform discussions.

Individual and SEND needs

Pupils with identified SEND, or those for whom an additional need is emerging, are considered as part of the school's wider pupil progress processes. Class teachers work with the SENCO and relevant staff to identify barriers to learning and ensure appropriate provision is in place.

Where a pupil has a Pupil Support Plan (PSP), individual targets are agreed according to the pupil's identified needs and reviewed regularly. Reviews consider progress towards each target and whether targets should be continued, adapted or replaced.

Provision and targets may relate to academic learning, communication and language, social and emotional development, physical or sensory needs, or other identified barriers to learning. Where appropriate, information and recommendations from external professionals are incorporated into provision and target setting.

Appendix 3: School's Assessment Cycle [See appendix A in the Technical Appendices below for an example]

2026/27 assessment cycle

	<u>Autumn Baseline (Sept)</u> Send out PTM/ PTE Send out CATs	<u>Autumn Assessment (Nov)</u> Send out NGRT/ NGMT for JP/SP	<u>Spring Assessment (March)</u> Send out NGRT/ NGMT for JP/SP	<u>Summer Assessment</u> Send out PTM/ PTE/ NGRT for JP/SP
R	Baseline assessment Little Wandle Phonics	Little Wandle Phonics	Little Wandle Phonics	- Little Wandle Phonics - EYFS Pupil Profile (to send off to Haringey in June)
F1	- Teacher assessment (reading PM benchmark, writing with moderation, maths) - Little Wandle phonics assessment	- Teacher assessment (reading, writing with moderation, maths) - Little Wandle phonics assessment	- Teacher assessment (reading, writing with moderation, maths) - Little Wandle phonics assessment - Testbase paper assessment to use to inform teacher assessment	- Teacher assessment (reading, writing with moderation, maths) - Little Wandle phonics assessment - PTE (paper) - PTM (paper) - NGRT (paper)
F2	- Teacher assessment (reading, writing with moderation, maths) - Paper reading test?/ PTM A/ PTE A	- Teacher assessment (reading, writing with moderation, maths) - NGRT A - NGMT A	- Teacher assessment (reading, writing with moderation, maths) - NGRT B - NGMT B	- Teacher assessment (reading, writing with moderation, maths) - NGRT C/ PTM B/ PTE B
F3-6	- Teacher assessment (reading, writing with moderation, maths) - PTM A/ PTE A - CAT	- Teacher assessment (reading, writing with moderation, maths) - NGRT A - NGMT A	- Teacher assessment (reading, writing with moderation, maths) - NGRT B - NGMT B	- Teacher assessment (reading, writing with moderation, maths) - NGRT C/ PTM B/ PTE B

Technical Appendices

Appendix A: Norfolk House School Assessment and Reporting Cycle
(Bellevue Example Table for term 1 below)

	Internal	Purpose	Reporting to parents	Purpose
Autumn	Sept CATs tests Rec Baselines	To gain a picture of pupils' potential and starting points for learning/ to support target setting;	Sept Meet the teacher	To give parents a clear understanding of the expectations of the year group, routines and curriculum; additionally, to explain why and how we assess our pupils in this year group and what the school's foci are for the coming year. All teachers to present a similar structured presentation to be provided as a template by SLT
	PTE/PTM tests	To provide diagnostic information of pupils' current understanding of the curriculum, enabling targeted planning, intervention and challenge in Maths and English	Assessment scores shared with parents via email	
	Oct PASS tests	To provide insight into pupils' experience of school, their perception of themselves as learners and how this triangulates with the performance and attainment, in order to provide targeted support or intervention for any pupils who are 'cause for concern'.	Oct Parent Consultation Evening	Primarily Pastoral Focus: to inform parents how their child has settled in to the class and an informal discussion about their progress in terms of formative teacher assessment; perhaps how they are performing skills in the curriculum against the expectation
	Nov Autumn summative assessments	To review attainment and progress during the autumn term. Standardised data is considered alongside teacher assessment and day-to-day learning to identify strengths, gaps and pupils requiring additional support or challenge.	Autumn assessment data emailed	To provide parents with an early indication of their child's attainment
	Pupil Progress	To convert all formative assessment data to a Point In		

	meetings	Time Assessment to identify where each pupil is attaining against the National picture in relation to the curriculum. To use all data (PAPA) to identify pupils who are making different rates of progress against their potential; to create targeted intervention and support strategies both pastorally and academically. To set clear SMART targets that can be evaluated at the next PP meeting		
Spring	Feb Ongoing formative assessment and teacher assessment through Insight	To continue to monitor pupils' progress and inform teaching, support and challenge.	Mid-year report	To provide parents with a clear overview of their child's attainment, progress and effort at the midpoint of the academic year and identify priorities for continued development.
	March Summative assessments Pupil Progress Meetings PASS tests	assessment F2–F6: NGRT B and NGMT B F1: Testbase paper to inform teacher assessment Reception/F1: Little Wandle phonics Termly Pupil Progress Meetings To review progress from the autumn assessment point and consider pupils' performance against age-related expectations. To identify where gaps have closed and where further support, consolidation or challenge is required. PASS is used to provide insight into pupils' attitudes towards themselves as learners and their school experience, helping to identify potential barriers to learning and inform appropriate pastoral or academic support.	Results emailed to parents	To share pupils' standardised assessment outcomes with parents and provide an indication of attainment and progress over time.

Summer	June Summative assessment	To review progress from the autumn assessment point and consider pupils' performance against age-related expectations. To identify where gaps have closed and where further support, consolidation or challenge is required.	Summer standardised assessment data emailed to parents End-of-year written report	To provide parents with a comprehensive overview of their child's attainment, progress and effort across the academic year. Standardised assessment outcomes provide additional information about attainment and progress over time, while the end-of-year report communicates achievement across the wider curriculum and priorities for continued development.
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Appendix C:

Examples of Reporting to Parents

Reporting potential to parents:

Relationship between scores

Description	Very Low		Below Average		Average			Above Average		Very High			
Stanine (ST)	1	2	3	4	5	6	7	8	9				
Standard Age Score (SAS)	70	80	90	100	110	120	130						
National Percentile Rank (NPR)	1	5	10	20	30	40	50	60	70	80	90	95	99

Potential against national benchmarks is a good indicator for parents about where their child is in relation to other pupils of the same age. At Norfolk House School it is reported in the following way:

Eg - as a [stanine/ number/ band description/ NPR] (Appendix A) in December of each year on the pupil's end of term report and the same on the end of year report against other PAPA data to show clear comparisons of the pupil's performance against their potential and in relation to national Age Related Expectations

Reporting attainment to parents:

At Norfolk House School teacher assessed attainment and standardised attainment is reported to parents on a termly basis.

Teacher assessment is reported as

Significantly Above (SA) – exceeding the expectations for their year group to a significant degree, demonstrating highly secure knowledge, understanding and application.

Above (Ab) – exceeding the expectations for their year group, demonstrating secure knowledge and understanding and applying learning confidently and independently.

Expected (EXP) – meeting the expectations for their year group, demonstrating secure attainment in line with national expectations.

Working Towards (WT) – working towards the expectations for their year group, with some areas of learning requiring further consolidation or support.

Significantly Below (SB) – working significantly below the expectations for their year group and requiring substantial support to access and secure key areas of learning.

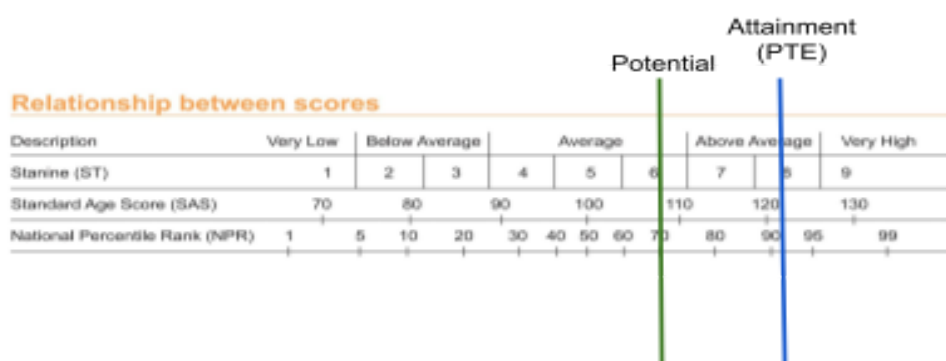
Standardised Assessment is reported in the same way as CAT4 data is reported and this will be on the report nearest to the date of the assessment.

Will be using either the 9 band scale (on the left of the PiTA model) or the 5 band model (on the right hand side of the PiTA Model)

Reporting to parents

9 band scale	5 band scale
1. Significantly below ARE	Working Well below National Standard
2. Well below ARE	
3. Below ARE	Working Below National Standard
4. Just below ARE	
5. At ARE	Working within expected (National) standard
6. Just above ARE	
7. Securely Above ARE	Working above expected standard
8. Well Above ARE	
9. Significantly above ARE	Working significantly above

Example of how a school might report standardised scores visually to parents to demonstrate attainment in relation to potential comparisons

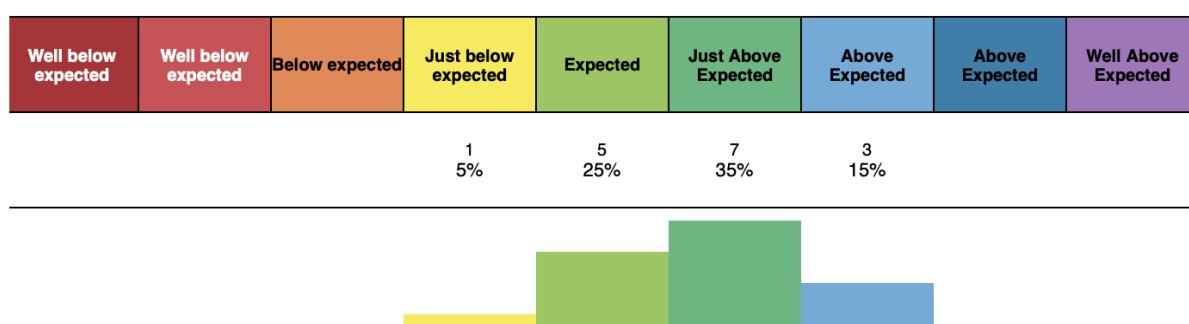


Example Reporting Progress to Parents:

In reporting in year/ year to year progress the following language will be used (and assessed using Insight Tracking)

- Making significantly less than expected progress
- Making less than expected progress
- Making expected progress
- Making accelerated progress
- Making significantly accelerated progress

Or, for example, using the language bands for progress within Insight Tracking based on PiTA between two given terms



Reporting attitude to parents:

At Norfolk House School, PASS data is used to support the school's understanding of pupils' attitudes to learning and school. PASS scores are not routinely reported to parents as raw scores, percentages or standardised categories.

PASS outcomes are considered alongside teachers' professional knowledge of the pupil, classroom observations and other relevant pastoral and academic information. The data may be used to inform conversations with pupils and staff and to identify areas where a pupil may benefit from additional support or monitoring.

Where PASS identifies an area of concern, this may inform a wider conversation with parents. Relevant concerns and observations will be shared with parents in context, rather than reporting the PASS score in isolation.

Pupils' attitudes to learning are also communicated to parents through the school's reporting and parent meeting processes, drawing on observable behaviours and teachers' professional judgement.

High satisfaction with their school experience	Students/Cohorts in the 31st – 100th percentile
Moderate satisfaction with their school experience	Students/Cohorts in the 21st – 30th percentile
Low moderate satisfaction with their school experience	Students/Cohorts in the 6th – 20th percentile
Low satisfaction with their school experience	Students/Cohorts in the lowest 5% of responses

Bellevue example of clarification of how grades could be arrived at to demonstrate consideration and consistency in an 'attitudes' model for sharing with parents. This would be a 'best fit' approach with the majority of the descriptor being hit and then potentially things not hit/ demonstrated in a lower category could act as targets for improvement

Excellent: consistently listens in class and contributes to discussion; will always strive to work independently where able and makes consistently excellent efforts to always produce work to the best of their ability; interacts with peers effectively in groups and is generally always friendly and approachable.

Good: mostly listens in class and contributes to discussion; will mostly strive to work independently where able and makes good efforts to mostly produce work to the best of their ability; interacts with peers effectively in groups and is generally mostly friendly and approachable.

Satisfactory: generally listens in class and contributes to discussion, although can sometimes be distracted or off task; will sometimes strive to work independently and at times makes good efforts to produce work to the best of their ability; sometimes interacts with peers effectively in groups and is generally friendly and approachable.

Unsatisfactory: only sometimes listens in class and contributes to discussion, and can frequently be distracted or off task; will sometimes or frequently distract others; often won't work independently and is not often producing work that reflects their ability; sometimes interacts with peers in groups, can be friendly but prone to conflict with peers.