

Assessment Policy

This Policy Applies to Edenhurst Prep School

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Introduction and Purpose

Effective and rigorous assessment is essentially expressed through the following principle:

There is a common language and framework for assessing pupils shared clearly between staff, parents and pupils, so that:

- Assessment drives learning, rather than being a tool for measurement
- Teachers have ownership of data analysis and use this to maximise pupil learning
- Teachers can have reliable conversations with pupils, parents, colleagues about each pupil's learning
- Parents gain a 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 our diagnostic¹ formative² and summative³ assessment processes. This enables teachers to make the most informed and impactful decisions about:

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

Data Collection: The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact,

supporting in signposting what further action is needed. At Edenhurst we complete this termly; so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term; this is quality assured internally by [pupil progress meetings and Heads of subject etc] 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

Key Terms:

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

²Formative 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)*

³Summative 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 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.

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 CATs (Cognitive Ability Tests) are administered annually 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 below:

| 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: <ul style="list-style-type: none">- outside of lessons and subjects related to this area- across different contexts (eg - projects/ homework)- in tasks combining multiple skills (eg - problem solving/ investigation/ independent writing projects)- Pupil is able to explain it to others |
| Secure | 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, <ul style="list-style-type: none">- They are not fully independent: the child needs some adult intervention to initiate or employ the skill, this may be through the form of scaffolding, further modelling, or visual/ verbal prompts- this is not consistent- does not perform elements of the criteria e.g. number bonds to 20 makes mistakes when adding two single digit numbers to go across ten |

| | |
|--------------|--|
| Beginning | 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 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.

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

Judging Attainment

In order to make a judgement about a child'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 Pupil Asset exemplifications to assist with judgement*
- Output of PiTA using auto calculate 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.

*Link to Pupil Asset exemplifications for Bellevue schools can be found [here](#)

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

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 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 NGST, as well as data gleaned from programmes such as Accelerated Reader and Maths Whizz, 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

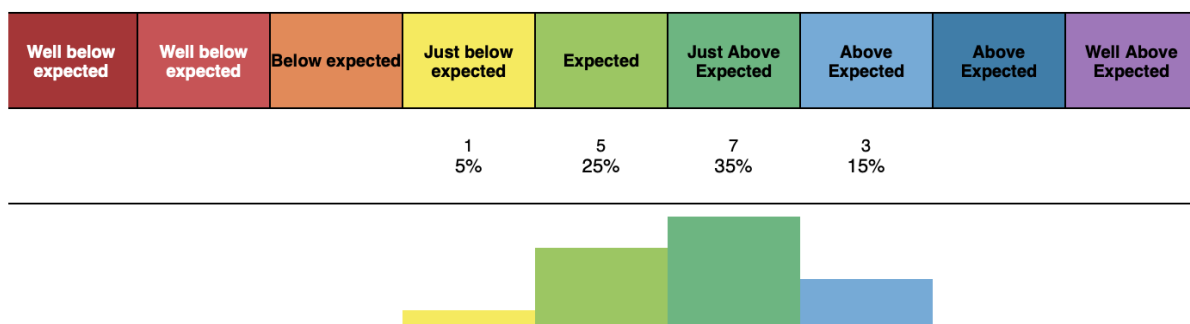
Why and how do we measure progress? Progress is a good indicator of a pupil's continued success in relation to their prior performance and whether they are continuing to be successful in school, as well as how they are performing against their potential capability. The school measures progress from both standardised testing and teacher assessments

Standardised testing to demonstrate progress: Using comparisons of pupils' data between their test to test PTE/PTM/ 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:

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:



In a detailed way: by being able to look forensically at the specific areas of progress and gaps in understanding and learning using ‘Ghost Rows’ [Appendix B - gives an example of how *Ghost Rows* are used by the school to track individual pupil progress in detail]

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 gifted and talented, is the responsibility of the class teacher in conjunction with the SENCo.

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 6] and their feelings about their learning and school experience.

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

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

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

Early Years Assessment

Each pupil completes a baseline assessment on entry to [the school] in nursery or Reception. This enables the staff to establish starting points for individual children's learning, track progress and support the learning of the individual throughout their time in Early Years.

Informal assessment: (electronic) Learning Journeys, which capture observations against the Development Matters (EYFS framework) and which parents can contribute to are updated regularly and shared with parents

Summative assessment: at each half term point, progress towards Early Learning Goals (ELG) and Good Level of Development (GLD) is mapped onto our electronic system Pupil Asset 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.

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

Moderation

Moderation meetings take place termly on a formal 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 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, 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 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

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
- (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 (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

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 Edenhurst and how they are performing against national benchmarks.

Summative Assessment Language and Descriptors

| Colour map descriptors for summative | % weighted curriculum | Benchmark Assessment Descriptors | Scaled scores (KS2 NC) | GL (SAS) | GL Bands | 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 | <85 | >73 | Very low | Working Well below National Standard |

| | | | | | | |
|--------------------|--------|--|---------|---------|---------------|--|
| | | have an individualised support plan. | | | | |
| 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 | 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 | 82-88 | | |
| 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 | 89-96 | Average | Working Below 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 | 97-103 | | Working within expected (National) standard |
| 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 | 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 | 112-118 | Above average | Working above expected standard (or at school's standard - |

| | | | | | | |
|-------------------------|---------------------|--|---------|---------|-----------|-----------------------------|
| Well Above ARE | 31-60% yr grp above | <p>Is exceeding year group ARE.</p> <p>-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.</p> <p>-Often able to see links between concepts and how these work as part of a bigger picture.</p> <p>-Likely to be working at least 2-3 terms ahead of ARE</p> | 115-118 | 119-126 | | eg: NH expected standard) |
| Significantly above ARE | 61%+ yr grp above | <p>-As above, but is more often than not working significantly beyond the year group objectives and demonstrates significant skills and knowledge beyond the curriculum.</p> <p>-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.</p> <p>-Likely to be working at least 4 terms ahead of ARE</p> | 119-120 | 127-141 | Very High | Working significantly above |

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

Appendix 2: Pupil Progress Meetings are held on a half termly basis and are led by the SENCo and Assessment Coordinator. Targets for individual learning needs that have been identified are uploaded to Provision Map (IEP writing software) with an appropriate timeframe for completion. Progress towards previously set targets are reviewed and amended where necessary.

Appendix 3: School's Assessment Cycle [See appendix A]

Technical Appendices

Appendix A: Edenhurst Assessment and Reporting Cycle

| | Internal | Purpose | Reporting to parents | Purpose |
|---------------|---|---|---|--|
| Ongoing | Accelerated Reader | Tests children's comprehension skills through tests tailored to their specific book. | Through regular communication in the child's Reading Diary. | To give an accurate reading age and to identify the child's ZPD (Zone of Proximal Development). Books within the child's ZPD are categorised as Reading Age appropriate. |
| 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 |
| | Oct Teacher moderation Maths. Reading, Writing Oct half term Teacher Assessment PITA | Formal across year moderation with teachers to ensure that formative assessment is triangulated and to gain consistent pictures of pupils' learning across year groups. To convert all formative assessment data to a Point In Time Assessment to identify where each pupil is attaining against the National picture in relation to the curriculum. | 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 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 | | |

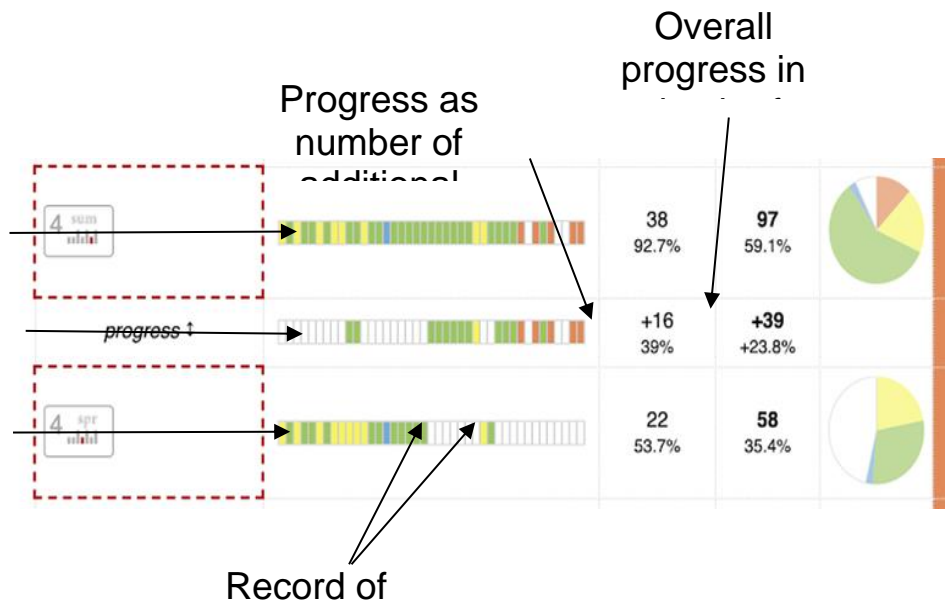
| | | | | |
|---------------|--|---|------------------------|--|
| | (following analysis of PASS tests) Pupil Progress meetings | for any pupils who are 'cause for concern'. To use all data (PAPA) to identify pupils who are making different rates of progress against their potential; to create targeted intervention and support strategies both pastorally and academically. To set clear SMART targets that can be evaluated at the next PP meeting | | |
| | December end of term Teacher Assessment PITA | To convert all formative assessment data to a Point In Time Assessment to identify where each pupil is attaining against the National picture in relation to the curriculum. | December Parent Report | To provide clear information of how well their child has performed against their potential this term, where teacher assessment puts them, what progress they've made how their attitudes to learning are impacting. Eg: Potential: Above National Expected SAS Score: 118 / Stanine 7 (or a visual representation) Attainment: Above National Expected Progress: At expected Attitudes: Good (this would need quantifying against the PASS data scores) |
| Spring | Feb half term Teacher Assessment PITA Feb Teacher moderation Maths. | To convert all formative assessment data to a Point In Time Assessment to identify where each pupil is attaining against the National picture in relation to the curriculum. Formal across year moderation with teachers to ensure that formative assessment is triangulated and to gain consistent | | |

| | | | | |
|---------------|---|--|------------------------------|---|
| | Reading, Writing | pictures of pupils' learning across year groups. | | |
| | April Teacher moderation Maths. Reading, Writing | Formal across year moderation with teachers to ensure that formative assessment is triangulated and to gain consistent pictures of pupils' learning across year groups. | | |
| | End of term Interim report to parents | To provide parents with an indication of their child's attainment against ARE. | | |
| Summer | June half term Teacher Assessment PITA | To convert all formative assessment data to a Point In Time Assessment to identify where each pupil is attaining against the National picture in relation to the curriculum. | | |
| | June Teacher moderation Maths. Reading, Writing | Formal across year moderation with teachers to ensure that formative assessment is triangulated and to gain consistent pictures of pupils' learning across year groups. | | |
| | PTE/PTM / PTS tests | To provide diagnostic information of pupils' current understanding of the curriculum, enabling targeted planning, intervention and challenge in Maths and English | July Parents evening | To provide an opportunity to discuss their child's progress across the year and to explain targets for the forthcoming year. |
| | | | End of year Parent Report | To provide clear information of how well their child has performed against their potential this year, where teacher assessment puts them, what progress they've made how their attitudes to learning are impacting. |

Appendix B: Examples of Using Ghost Rows (in Pupil Asset) to show detailed progress breakdown by tracking the pupils on a skill by skill level and comparing these each half term, eg: by using 'ghost rows' in Pupil Asset reading from bottom to top the teacher can track progress forensically and identify specific strengths and areas for development

Technical Appendix : Reporting to Parents

and competency levels attained by
 in skills and competency



Appendix C:

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 Edenhurst it is reported in the following way:

As a band description e.g. 'expected', 'just above expected' etc 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 (ARE).

Reporting attainment to parents:

At Edenhurst teacher assessed attainment is reported to parents on a termly basis. Standardised attainment is reported to parents at the end of the academic year.

Teacher assessment is reported as a colour band and descriptor- explained in appendix 2/ a descriptor against age related expectations - examples are set out in Appendix A & D]

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

Edenhurst use the 9 band scale on the left of the PiTA model below:

Reporting to parents

| 9 band scale | 5 band scale |
|-------------------------|--|
| Significantly below ARE | Working Well below National Standard |
| Well below ARE | |
| Below ARE | |
| Just below ARE | WorkingBelow National Standard |
| At ARE | Working within expected (National) standard |
| Just above ARE | |
| Securely Above ARE | Working above expected standard (or at school's standard - eg: NH expected standard) |
| Well Above ARE | |
| Significantly above ARE | Working significantly above |

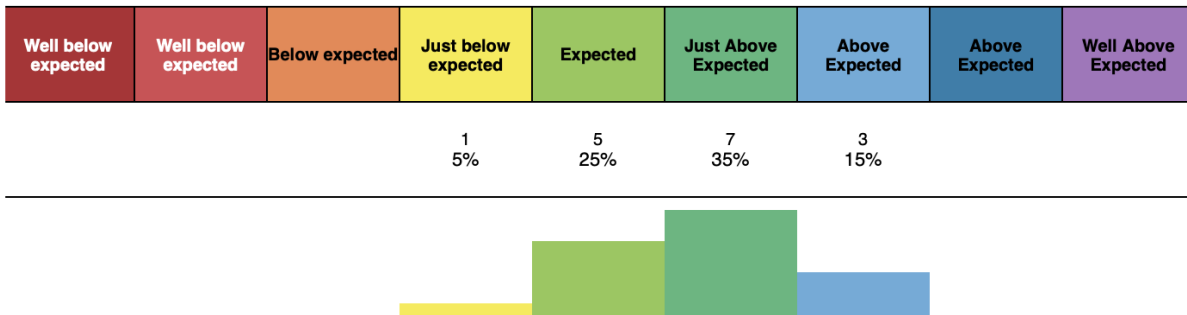
Attainment

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 | | |

Reporting Progress to Parents:

In reporting year to year progress the language bands for progress within Pupil Asset based on PiTA between two given terms will be used



Reporting attitude to parents:

At Edenhurst we report PASS data as a traffic light system in line with the standardised data (see the table below). We also report Attitude as a percentage for each of the areas as well as a general attitudes to learning which are qualified on the following observable criteria in class:

| | |
|--|---|
| 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 |

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.

Other Reporting to Parents:

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

- Effort
- Attitudes to learning
- Reading and spelling age
- Cognitive Ability Scores
- Expected Target

Reporting of specific data and purpose

At Edenhurst school, we share our standardised assessment data as bands in relation to ARE and provide annual workshops for parents to gain a better understanding of what the data means.

Additionally, the school sends out information along with reports to provide clarity on the purpose and process of written reporting and on the data.