FOREST PARK PREPARATORY SCHOOL

Assessment Policy

This policy applies to all pupils in the school, including in the EYFS

Reviewed September 2025
by
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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 simply 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 and 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 our diagnostic[1] formative[2] and summative[3] 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 Forest Park Preparatory School we complete this termly, so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term; this is quality assured internally by the assessment leader in accordance with the headteacher through pupil progress meetings with class teachers and external quality assurance is provided by our central education committee through governance.

Assessment and GDPR: individual 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 within the Curriculum Policy.

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 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: standardised CATs (Cognitive Ability Tests) are administered at the beginning of Key Stage 2 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 measurements 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: - outside of lessons and subjects related to this area

(blue)	- 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 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

The school is mindful of pupils' assessment and progress across all areas of the curriculum and uses Pupil Asset 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:
- 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
- Informal and formal summative assessment

- Moderation of work and triangulation of objectives tracked on Pupil Asset
- Teacher judgement of pupils' PiTA colour band
- Use of Pupil Asset exemplifications to assist with judgement*

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 at greater depth/'exceeding' and therefore are given the opportunity to be challenged at this level, whilst ensuring that any learning appropriate within the current age-related expectation is not overlooked.
- Preparation for selective school examinations often requires pupils to have covered the curriculum to an advanced level, and 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 a termly 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 NGRT/NGST 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/ NGRT/NGSTs can provide indicators of progress by showing an uplift in results against previous data within and across years.

Formative teacher Assessment, tracked in Pupil Asset to demonstrate progress both broadly and at a granular level: 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 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. Further detail on this is covered by policies for SEND and Able and 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 '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 over time 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 Forest Park Preparatory 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 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 Forest Park Preparatory School in nursery or the Bellevue Baseline Assessment on entry to Reception. This enables the staff to establish starting points for individual children's learning, track progress and support the learning of the individual throughout their time in Early Years.

The school does not use the Government Reception Baseline Assessment as this is used solely for measuring outcomes at the end of KS2 Statutory testing. The process of assessing pupils in the Early Years has been revised significantly and is effective from Sept 2021. It places emphasis on the importance of staff in the EYFS knowing each of their individual children in depth to provide the correct learning opportunities to enable their individual progress, rather than tracking each statement in the Development Matters guidance.

The school works to provide the best partnership with parents and to keep them informed of their child's attainment and progress. We do this by: informal assessment - (electronic) Learning Journeys, which capture significant learning moments and which parents can contribute to, are updated regularly and shared with parents in regular face to face meetings with parents on an informal basis to let them know how their child is doing. At each half term point, progress towards Early Learning Goals (ELG) and Good Level of Development (GLD) is mapped onto 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. The school will indicate to parents where their child is working beyond the curriculum, although the school recognises that this is not a requirement of or recognised by the statutory EYFS profile.

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

Whole School Assessment Cycle
The school provides points throughout the year for both internal and external assessment gathering, analysis and reporting. Please see Appendix 3 for details of our assessment calendar [Bellevue example Appendix A]

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 and above and below 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; 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 coordinator teams/action groups 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 Forest Park Preparatory 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:

- Termly progress reports
- Termly parents' evenings
- Open afternoons/events
- Curriculum workshops and information evenings

Appendices

Appendix 1: Teachers meet termly to formally analyse and discuss assessment data with SLT staff during pupil progress meetings where individuals are identified for further action. This may include learning intervention, SEND or AGT registration or even consulting parents and outside agencies to ensure the child's needs are met.

Appendix 2: School's Assessment Cycle [See appendix A in the Technical Appendices below for an example]

Technical Appendices

Appendix A: Forest Park Preparatory School Assessment and Reporting Cycle

	Internal	Purpose	Reporting to parents	Purpose
Autumn	Sept CATs tests GL tests Rec Baselines	To gain a picture of pupils' potential and starting points for learning/ to support target setting; To provide diagnostic information of pupils' current understanding of the curriculum, enabling targeted planning, intervention and challenge in maths and English	Sept Meet the teacher Parents' meetings	*'Meet the Teacher'* aims 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	Formal across-year moderation with teachers to ensure that formative assessment is triangulated and to gain consistent pictures of pupils' learning across year groups.	Oct	
	Nov PASS tests Late Nov Teacher Assessment PITA (following analysis of PASS tests) Pupil Progress meetings	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'. 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.	November/ December Parent Reports and Consultations	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 and 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

		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		Attitudes: Good (this would need quantifying against the PASS data scores)
Spring	Jan Teacher moderation GL tests in NGST and NGRT	Formal across-year moderation with teachers to ensure that formative assessment is triangulated and to gain consistent pictures of pupils' learning across year groups.	Parent Reports and Consultations	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 NGST, NGRT and formative teacher assessment; perhaps how they are performing skills in the curriculum against the expectation
Summer	May Teacher moderation NGST NGRT PTE PTM PASS	Formal across-year moderation with teachers to ensure that formative assessment is triangulated and to gain consistent pictures of pupils' learning across year groups. Pupil attitude survey resits for target children.	Parent Reports and Consultations	To provide clear information of how well their child has performed against their potential this year, where teacher assessment puts them, what they have achieved and attained this year and progress made. Eg: Attainment: Above National Expected SAS Score: 118 / Stanine 7 (or a visual representation) Attainment: Above National Expected Progress: At expected or above

Appendix B:

Examples of Reporting to Parents

Reporting attainment to parents:
At Forest Park Preparatory School teacher assessed attainment and standardised attainment is reported to parents on a termly basis.

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