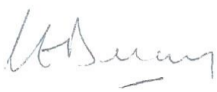




BPET Assessment Policy

Signed:	
Chair of Trust Board:	Claire Delaney
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Renewal:	Every Year
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1. Bellevue Place Education Trust – Our commitment

Learn, Enjoy, Succeed

BPET is a growing family of autonomous schools that strive for excellence for the communities they serve. Our staff are empowered to balance academic rigour and curricular breadth to inspire confidence, creativity and respect. Our pupils are at the heart of everything we do as to LEARN, ENJOY and SUCCEED.

LEARN

We offer a breadth and ambition of provision that supports an exceptional academic education, nurturing every child's learning journey – regardless of ability, background or special educational needs – and helping them develop a lifelong passion for learning.

ENJOY

We believe learning should be enjoyable, and that through this enjoyment children develop life-long learning habits. We achieve this by creating opportunities for all children to reach their full potential at school, and to enjoy school life – helping to ensure pupils grow into happy, independent and confident learners.

SUCCEED

We strive for excellence, aiming to ignite ambition, aspiration, pride and a desire to contribute to society. We prepare our pupils to approach life with confidence, purpose and integrity.

Working together: the BPET way

We achieve far more by learning, supporting and collaborating within and across our network of schools and communities. We do so with an unwavering and shared commitment to equality, diversity, inclusion, and respect.

This policy aims to:

- Provide clear guidelines on the approach to summative assessment and reporting for schools within the Bellevue Place Education Trust (BPET).
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to the Director of Education and BPET Board of Trustees.

2. Legislation and Guidance

This policy draws on principles from the *Final Report of the Commission on Assessment Without Levels* (DfE, 2015), which supported schools in designing effective, purposeful assessment systems. It also reflects statutory reporting requirements set out in the *Education (Pupil Information) (England) Regulations 2005*, as amended.

3. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010

- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation (GDPR)
- STA 'Key stage 2 teacher assessment guidance'
- STA 'Key Stage 2 assessment and reporting arrangements (ARA)'

This policy operates in conjunction with the following school policies:

- Home learning Policy
- Marking and Feedback Policy
- Behavioural Policy

4. Principles of Assessment

This policy supports BPET's ethos of 'Educational Autonomy' by establishing a core set of assessments to be reported to the Director of Education and BPET Board three times per year, whilst allowing flexibility in how schools come to these assessments.

This policy is for the recording and reporting of summative assessments in the core subjects. Formative Assessment practices are carried out entirely in line with the individual policy of each school. In utilising a common approach to recording assessments, BPET is mindful of its commitment to not add unnecessarily to teacher workload.

Summative assessment is to describe pupil attainment and comparatively evaluate the performance of individual pupils and pupil attribute groups both within individual schools and across BPET. Such evaluations will be used to allocate resources and, where beneficial, support to weaker cohorts.

Assessments will be robust and thorough and allow the identification of pivotal pupils within schools to ensure no pupil is coasting in their learning journey. At BPET, we will be aspirational for all of our children. It will also identify any pupils who are not accessing their year group's curriculum.

5. Importance of consistency in assessment across a Trust

"Consistency in assessment involves the achievement of comparable outcomes. For example, an assessment process would be considered to deliver consistent outcomes if assessors assessing pupils against the same unit of competency in different contexts made comparable assessment decisions." This consistent approach for BPET is paramount to our understanding in all speaking the same assessment language to then support moderation.

All BPET schools use Arbor as their MIS and assessment system which provides a range of analytical tools with which to track performance and analyse trends.

All BPET schools use Fisher Family Trust (FFT) to set cohort and individual pupil targets with a minimum of the 50th percentile (Emerging Excellence Schools), 20th percentile (Aspiring Excellence) and 5th(Excellence Schools) thus ensuring that all pupils achieve their expected progress measures and often with accelerated progress. The percentile used to calculate targets for each school within BPET will vary depending on the previous year outcomes and progress scores.

All BPET schools use NTS standardised assessment papers at key points throughout the year apart from in Year 6 where old SATs papers are used and the Year of paper to use is shared on the strategic calendar for assessment leaders.

Some schools selectively use Cognitive Ability Tests (CATs) also, predominantly within Year 4 and 5 to support with applications to Independent Schools and identify strengths and areas for development within reasoning.

6. Assessment Approaches

BPET views assessment as an integral part of teaching and learning, inextricably linked to each bespoke curriculum within our schools.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

BPET schools support the cogent principles that any assessment data produced must serve a purpose and impact on pupils' learning, and that data should be collected once and used in multiple ways to avoid unnecessary workload for staff.

6.1 In-School Formative Assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives/intentions, and identify areas in which they need to improve

6.2 In-School Summative Assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period of time

Assessments will take two interlinked forms:

Teacher assessment will utilise internal assessment processes, which will vary between schools, to judge where a pupil is attaining in their classwork in relation to what might be expected of a pupil at that point in their school journey.

Standardised testing will use commercially produced and nationally standardised tests by Hodder Education titled NTS Assessments in reading, maths and GAPS in order to compare the attainment of our pupils with those nationally as well as to promote alignment of teacher judgements across and within the different schools of BPET.

It is imperative that standardised tests are delivered in a standardised manner, and as such schools must ensure that test conditions as described in the teachers' guide supplied by the Hodder Education is adhered to and under the conditions required for each individual child that would be used within national testing windows (reader, extra time, brain breaks, transcribe etc).

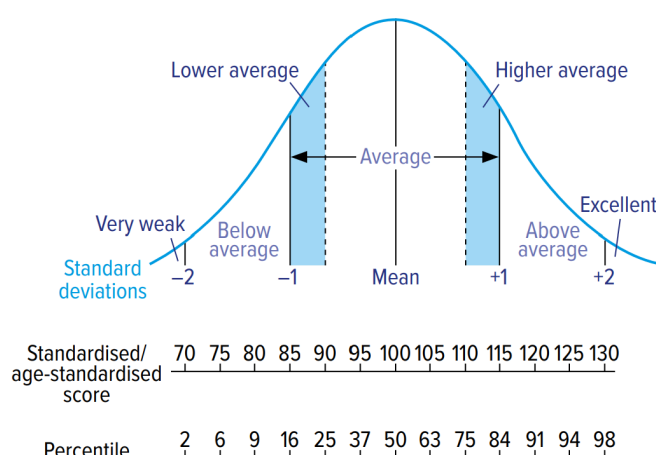
Schools use the results of these assessments and input outcomes on to MARK (My Assessment and Reporting Kit) to identify and tackle gaps in pupil learning through the production of question level analysis and reports and consider how each pupil's learning interacts with their classroom performance and then can make planning and intervention adjustments as required.

The following scores are the main numerical information provided from standardised tests.

Raw score: This is the total number of marks that a pupil has scored in a particular test. It is used as the starting point for all of the other scores.

Standardised score: This is derived from the pupil's raw score and placed on a scale that makes a comparison with the nationally representative sample of pupils. Standardised scores are useful for comparing the performance of one cohort with another, provided they have taken the same test and it has been administered correctly.

Percentile score: Percentiles can give you a better feel for the significance of a pupil's performance because they show the percentage of pupils obtaining any score or lower. A percentile of 50 is average.



A standardised score of 100 is the average test score; it is not the same as a National Test scaled score of 100, which is set by the DfE in advance of testing as the expected standard a pupil should achieve at the end of KS1 and KS2. On National Tests, the raw score required to get a scaled score of 100 may

change year-on-year. On a standardised test, the raw score required to get a standardised score of 100 does not change because it is based on the results of the trial.

Key Stage 1 mathematics performance indicators

Performance Indicator	Standardised Score
Working towards expected standard	70–91
Working at expected standard	92–114
Working at greater depth	115–130

Key Stage 2 mathematics performance indicators

Performance Indicator	Standardised Score
Working towards expected standard	70–91
Working at expected standard	92–113
Working at greater depth	114–130

Key Stage 1 reading performance indicators

Performance Indicator	Standardised Score
Working towards expected standard	70–91
Working at expected standard	92–113
Working at greater depth	114–130

Key Stage 2 reading performance indicators

Performance Indicator	Standardised Score
Working towards expected standard	70–93
Working at expected standard	94–116
Working at greater depth	117–130

Key Stage 1 GaPS performance indicators

Performance indicator	Standardised score
Working towards	<94
Working at	94–114
Working at greater depth	>114

Key Stage 2 GaPS Performance indicators

Performance indicator	Standardised score
Working towards	<94
Working at	94–114
Working at greater depth	>114

6.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Foundation Stage – Reception Baseline Assessment (RBA)
- Completion of the Early Years Foundation Stage Profile (EYFSP)
- Year 1 - Phonics Screening Check
- Year 2 - Phonics Screening Check Assessment retake (only a % of pupils)
- Year 4 - Multiplication Tables Check
- End of Key Stage 2 Curriculum Tests

7. Collecting and Using Data

7. Parameters

Schools will enter assessments onto the school's management information system (Arbor) at the end of each of the autumn, spring and summer terms. For all pupils above EYFS, a teacher assessment will be entered at the end of each term for reading, writing and mathematics. At the end of each term a standardised test score will also be recorded for reading, SPAG and mathematics and entered onto the Arbor tracking system.

7.2 Moderation of Writing

Internal and external moderation processes are regularly used to help ensure consistency and accuracy of assessment judgements.

In school moderation takes place termly to help ensure consistency and accuracy of standards. This occurs within and across year groups and phases

External moderation takes place with other BPET schools in November and May before data is submitted to the schools performance report and with local authority cluster schools according to their timetable.

BPET will continue with the writing moderation process introduced via the google drive. Our English Champions will also be collating BPET GDS writing exemplification to support on-track judgements in each year group from Year 1- 6.

7.3 Assessment Cycle

The Director of Education monitors and reviews the effectiveness of assessment and this policy. Head teachers, senior and middle leaders monitor the effectiveness of assessment practices throughout their school on a regular basis.

A process of triangulation supports school judgments of assessment to ensure consistency and accuracy in approach. These may include:

- School review analysis of data
- Moderation
- Pupil progress meetings
- Performance management
- Lesson observations
- Book analysis
- Learning walks

All of the BPET schools work on an assessment cycle, which includes windows for assessment to take place which allow some flexibility as to when assessment, moderation and pupil progress meetings can take place. This cycle works in partnership with the standardised assessment cycle (November, March and June) and when Board meetings are scheduled to allow for attainment and progress challenge within Standards Committee Meetings.

Data is shared with the Senior Leadership Team during pupil progress meetings, attended by class teachers, senior leaders and the SENCo (if possible), where robust conversations focus on attainment and progress of all children (looking at all pupils on an individual basis), including vulnerable groups, to ensure all groups of pupils are making the high levels of progress expected. Sufficient time is allocated to all of these meetings to show their level of importance due to the emphasis on impact and next steps.,. Where mitigating factors affect the learning and progress of individual or groups of pupils, interventions are created, implemented and monitored for impact at regular intervals. These meetings are individually designed and conducted by each school.

7.4 Interpretation of data

Standardised tests allow us to draw conclusions about how our pupils are performing in relation to their peers nationally, and to compare different cohorts of pupils. Care must be taken when drawing conclusions however: on the individual level they can suggest unreliable conclusions since pupils may over or under perform on the test. Where a pupil's test score and teacher assessed attainment level are not in line, this discrepancy should form the basis of a pupil progress discussion to examine the reasons for this.

When looking at the performance of groups of pupils, care should be taken to avoid over interpretation instances where trends or conclusions are based on small groups. In such instances,

disparity between the performance of the pupil attribute group and the general cohort may better prompt discussion than describe firm conclusions about the performance of a school.

7.5 Levels of assessment

There are four grades per year group and each grade will be represented on Arbor and defined as follows, with the understanding this is 'on track' to achieve rather than as a definite.

Grade/ Mark Name	Value
Below	1
Working Towards	2
Expected	3
Greater Depth	4

Grade Options	Working below the correct year group		Within the year group but below the expected standard	Working at the Expected standard	Working above the expected standard
	Working Below		Working Towards	Working At	Working Above
	Below		Within	At	Above
	Pre-Key Stage Standard	Within the Key Stage but below their year group	WTS	EXS or EXP	GDS

BELOW (B) The pupil is generally working below the curriculum relevant for their year group.

WORKING TOWARDS (WTS) The pupil is working within the curriculum relevant for their year group, but generally requires support in accessing those objectives.

EXPECTED (EXP) The pupil generally achieves their age appropriate curriculum without support in addition to that afforded to all pupils.

GREATER DEPTH (GD) The pupil applies their learning to different contexts, including other areas of the curriculum. They are able to reason using their knowledge, explain what they are doing and why, and teach others what they have learned. Their writing is lifted by their control and range of the language and punctuation used.

Each grade is to be allocated on the basis of how well a teacher judges the pupil has performed in classwork across the term and in comparison to the standard achieved within the standardised test.

The judgement is not made against end of year expectations, but against the general expectations that have been asked of the pupil in the year to date.

7.6 Pupils working below their year group curriculum

Whilst a pupil assessed as 'Below(B)' will be recorded as such on Arbor, separate marksheets titled 'OYC Reading, Writing or Maths' (Out of Year group Curriculum) and 'OYC Standardised Score' can be used to track and measure attainment and progress through the year group curriculum the pupil is accessing. In this way such pupils are assessed in line with other pupils, with a focus on what general level the pupil has achieved as opposed to what they cannot yet access. A standardised score of 69 is entered into Arbor as a record of the pupil working below the curriculum of the year group they are in.

7.7 EYFS assessment

The way in which formative, developmental assessments within the Early Years Framework are made is devolved to individual schools. The Arbor system has capacity for tracking and recording development stages within each strand, and schools may wish to use this.

On entry BPET assessment, 'baseline', carried out in the first half term of attendance, but ideally as soon as possible establishes pupils' starting points. Thorough baseline assessments focus upon attainment in:

- The three prime areas: Communication and Language, Physical Development and Personal, Social and Emotional Development.
- The four specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

On-entry assessments include observing the pupil's abilities, skills and stages of development, as well as home visits, parent questionnaires/interviews, progress checks and any reports or information from previous settings the pupil may have attended.

7.8 Government Reception Baseline Assessment (RBA)

The RBA is an age-appropriate assessment of early mathematics and early literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The DfE will use the data from the RBA to create school-level progress measures for primary schools, which will show the progress of pupils from reception until the end of key stage 2.

At the end of each assessment window (November, March and June), schools will record on Arbor (and sometimes as well as their alternative chosen system), summative assessments against each of the strands and against the Early Learning Goals (ELGs) in the summer term.

BPET collects a summative assessment percentage for the number of children 'on track' to achieve a Good Level of Development (GLD) termly.

7.9 Reporting to the BPET Board

All summative data is compiled into a BPET School Performance Report (Appendix 1) per school and then transferred with the key headlines into BPET MAT Performance Report.

7.10 Dates

In order to meet these requirements, schools will administer their standardised assessments in line with the BPET strategic calendar for assessment, through the google calendar.

8. Moderation

Moderations will be a collaborative and mutually supportive process which will focus primarily on helping staff agreeing aligned decisions regarding pupils on the borderline between assessed levels. During moderation activity, schools should bring pupils on the borderline between WTS and ARE, and between ARE and GDS, if a remote meeting the evidence for moderation will be shared electronically before the meeting. The moderation process is not designed to generate conflict, but to facilitate discussion. Exemplar material for the assessment of writing is available which gives examples of the quality of writing that can be expected from a middle performing pupil within ARE and GDS bands at each stage in their development, and schools should refer to this when making their assessments.

9. Reporting to Parents

To facilitate parental support with pupils' learning, progress data and targets are shared with parents through parent consultations and a report. When these take place and how, is determined by each individual school - schools to update.

Assessment information is always available for parents at other times in the year on request and through the Arbor app.

10. Role of the in school Assessment Leader

The Assessment Leader will:

- lead the development of this policy throughout the school;
- ensure the assessment strategic calendar is followed within school, setting your own assessment dates within the windows indicated
- work closely with the Headteacher and the Local Governance Board (LGB);
- work closely with the SENCO and subject leaders;
- collate information for the target setting process;
- organise in-house training;
- attend termly Assessment Leader network sessions
- complete the performance report termly and share with the Director of Education and the LGB
- Ensure that rigorous and robust pupil progress meetings are conducted termly and pupils are discussed at an individual level.
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- review and monitor.

11. Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- attend standards committee meetings online with their relevant line manager, ensuring the assessment cycle within school has taken place before this meeting. Any follow up actions are then completed in a timely manner.
- work closely with the Assessment Leader (if not them) and the LGB, providing them with the performance report termly and responding to any challenges they provide;
- ensure all assessment deadlines are met following the assessment strategic calendar
- have in place an effective system to monitor pupil progress;
- ensure statutory assessment is fully complied with;
- enter pupils in to the end of key stage tests;
- report achievements to pupils and parent/carers;
- provide pupil data information to external agencies when requested;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;

12. Role of the Director of Education

The Director of Education will:

- assist with termly assessment leader network sessions
- set school data targets using FFT 50th (emerging) 20th (aspiring) or 5th (excellence) percentiles for each school (Year 2 and 6)
- hold termly standards committee meetings with each aspiring school following pupil progress meetings. (Standards committees for excellence schools will be held by the Chief Executive Officer; and for emerging schools these will be held by the respective executive headteacher).
- collate data and present each term to the board of trustees
- analyse trends and allocate central resource as appropriate
- review this policy annually

13. Standards Committee meetings

These are held termly with each school between the Director of Education and headteacher, the Chief Executive Officer and headteacher, or the executive headteacher with the headteacher of the school(s) they oversee. The purpose of which is to recognise the achievements of each school; identify strengths in provision; and challenge the robustness of reported data. Resulting actions are communicated to the headteacher following this meeting in a timely manner and the expectation is that they are completed also in a timely manner. Chairs of Local Governing Bodies are also invited to attend.

14. Assessment Leaders Network Sessions

Led by Toby Mills (Executive Headteacher at Halley House and Whitehall Park Schools), these sessions enable all assessment leaders to network and shape the direction of assessment across Bellevue

Place Education Trust. The sessions also facilitate discussions on best practice regarding policy, pupil progress meetings and reporting arrangements to parents.

15. Professional Development

Senior leaders with the Director of Education will ensure that schools are aware of current good practice through Local Authority and BPET briefings and DfE updates, and will ensure that all staff have access to high quality professional development opportunities to improve their confidence and accuracy in conducting all forms of assessment and follow this policy.

16. Foundation subjects and Science (Schools adapt accordingly – choose either A or B)

A - Evidence for foundation subjects and Science is gathered through quality first teaching and teacher judgment, and is triangulated through year group/phase/whole school moderation with subject leaders. Teachers use their judgment to decide a child's attainment at any point in time.

OR

B- The Arbor MIS formative assessment system is used by staff at least six/eight times each term per subject, to build a picture of attainment for each child. Each data entry becomes a point in time assessment. Arbor generates an end of term summative judgment which may need to be overridden by staff if they disagree with the outcomes for each subject.

Appendix 1 – BPET School Performance Report:

BPET Performance Report 2025/26											
Head Teacher -			Chair of Governors -								
BPET Classification	Aspiring Excellence	OfSTED Date	Pupil Roll	Capacity	% PPG	% LAC	% EAL	% SEND	% EHCP		
OfSTED Grade	Good										
Categories	Pupil Attainment and Progress	Pupils on track to achieve (RAG against target)						HT End of Year prediction	Target (FFT/ PM)	National Average (2025)	
		Baseline	Autumn	Spring	Summer	Average standardised score	In year progress				
Attainment and Progress	EXS (Expected standard - National), GDS (Higher Standard - Greater Depth) - KS1 and KS2										
	Yr6: % GDS Combined								0%	8%	
	Yr6: % EXS and GDS Combined								0%	62%	
	Yr6: EXS and GDS Combined SEN								0%	22%	
	Yr6: EXS and GDS Combined EAL								0%	46%	
	Yr6: EXS and GDS Combined PPG								0%		
	Yr6: GDS Combined PPG								0%		
	Yr6: % EXS and GDS in reading								0%	75%	
	Yr6: % GDS in reading								0%		
	Yr6: % EXS and GDS in writing								0%	72%	
	Yr6: % GDS in writing								0%		
	Yr6: % EXS and GDS in maths								0%	74%	
	Yr6: % GDS in maths								0%		
	Yr5: % EXS and GDS Combined								0%		
	Yr5: % EXS and GDS in reading								0%		
	Yr5: % GDS in reading								0%		
	Yr5: % EXS and GDS in writing								0%		
	Yr5: % GDS in writing								0%		
	Yr5: % EXS and GDS in maths								0%		
	Yr5: % GDS in maths								0%		
	Yr4: % EXS and GDS Combined								0%		
	Yr4: % EXS and GDS in reading								0%		
	Yr4: % GDS in reading								0%		
	Yr4: % EXS and GDS in writing								0%		
	Yr4: % GDS in writing								0%		
	Yr4: % EXS and GDS in maths								0%		
	Yr4: % GDS in maths								0%		
	Y4: % 22/25 MTC (on track)								0%		
	Yr3: % EXS and GDS Combined								0%		
	Yr3: % EXS and GDS in reading								0%		
	Yr3: % GDS in reading								0%		
	Yr3: % EXS and GDS in writing								0%		
	Yr3: % GDS in writing								0%		
	Yr3: % EXS and GDS in maths								0%		
	Yr3: % GDS in maths								0%		
	Yr2: % EXS and GDS Combined								0%		