

**Sherborne House School**

**Assessment Policy**

This Policy Applies to Sherborne House School and Early Years Setting



Agreed by SLT  
Reviewed annually by Head of Assessment  
Date of last review October 2020

|                   |                         |
|-------------------|-------------------------|
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| Revised           | <b>1st October 2020</b> |
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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 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<sup>1</sup> formative<sup>2</sup> and summative<sup>3</sup> 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

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.

### Key Terms:

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

<sup>2</sup>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)*

<sup>3</sup>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 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 <b>naturally</b> and in context without any prompting or modelling.<br>Moderation and triangulation shows that it is applied confidently and consistently, such as: <ul style="list-style-type: none"> <li>- outside of lessons and subjects related to this area</li> <li>- across different contexts (eg - projects/ homework)</li> <li>- in tasks combining multiple skills (eg - problem solving/ investigation/ independent writing projects)</li> <li>- Pupil is able to explain it to others</li> </ul> |

|              |   |
|--------------|---|
| 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 <b>consistently</b> 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"> <li>- 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</li> <li>- this is <b>not consistent</b></li> <li>- 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</li> </ul> |
| Beginning    | The skills, concept or body of knowledge has been taught but is <b>rarely</b> shown or applied consistently or appropriately, <b>without direct adult support</b> ; 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 autocalculate on Pupil Asset to calibrate judgements

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

*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:

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 3 - 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 at least once per term, 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 SEND and G&T

coordinators. Further detail on this is covered by policies for SEND and G&T. Year group colleagues and those teaching the same subject areas use time together to discuss pupil progress and achievement. The Director of Studies monitors pupil progress across the school from YR to Y6.

***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 Sherborne House 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] 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 Sherborne House School in Pre-Reception 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 (via Tapestry), 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) for those children in Reception 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 2 for details of our assessment overview.

### **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

### **P.A.P.A.**

**Potential** as shown by the CAT4 scores

**Attainment** as shown by PTE and PTM, as well as the reading (NGRT) and spelling scores (NGST)

**Progress** as shown in PTE and PTM performance in successive years and Pupil Asset

**Attitudes** using PASS pupil survey

### **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 informed 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 2)

- (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: [Bellevue] Point In Time Assessment (PITA) Model

The school uses a Point In Time Assessment model, which ensures that at any given reporting point, it is clear to see whether a pupil is attaining at, above or below the expected standard for Sherborne House School and how they are performing against national benchmarks.

**Summative Assessment Language and Descriptors**

| Colour map descriptors for summative | % weight ed 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,<br>-Will be following a different curriculum to the rest of the class.<br>-Likely to be working more than 1 year behind ARE and have an individualised support plan. | <85                    | >73      | Very low      | Working Well below Expected Standard |
| 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,<br>-May be undertaking different tasks to the rest of the year group.  | 85-89                  | 74-81    | Below Average |                                      |

|                    |                     |  |         |         |               |                                  |
|--------------------|---------------------|--|---------|---------|---------------|----------------------------------|
|                    |                     | -Working approximately 1 year behind ARE   |         |         |               |                                  |
| 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   |               | Working Below Expected Standard  |
| Just below ARE     | 28-45%              | -Is able to access the correct curriculum but sometimes need some scaffolding or support.<br>-Has some gaps in their learning but is on track in a number of expected areas.<br>-Sometimes struggles to acquire and embed concepts<br>-Rarely applies learning of year group objectives independently<br>-Likely to be working approximately 1 term behind ARE.  | 95-99   | 89-96   |               |                                  |
| At ARE             | 46-60%              | -Is secure in many, but not all, of ARE and is showing sound understanding of over half of the objectives taught.<br>-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.<br>-May have some smaller gaps in learning which need closing in order to become secure. | 100-104 | 97-103  | Average       | Working within expected standard |
| Just above ARE     | 61-90%              | -Is meeting national ARE.<br>-Is usually a successful learner, at that year group level, showing good understanding of and can apply over 80% of the curriculum objectives taught.<br>-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.<br>-Likely to be working at least 1-2 terms ahead of ARE  | 110-114 | 112-118 |               |                                  |
| Well Above ARE     | 31-60% yr grp above | Is exceeding year group ARE.<br>-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.<br>-Often able to see links between concepts and how these work as part of a bigger picture.<br>-Likely to be working at least 2-3 terms ahead of ARE          | 115-118 | 119-126 | Above average | Working above expected standard  |

|                         |                   |   |         |         |           |   |
|-------------------------|-------------------|---|---------|---------|-----------|---|
| Significantly above ARE | 61%+ yr grp above | -As above, but is more often than not working significantly beyond the year group objectives and demonstrates significant skills and knowledge beyond the curriculum.<br>-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.<br>-Likely to be working at least 4 terms ahead of ARE | 119-120 | 127-141 | Very High | Working significantly above expected standard |
|-------------------------|-------------------|---|---------|---------|-----------|---|

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. Autocalculate on Pupil Asset would indicate whether the pupil had achieved enough skills/objectives to be judged in each of the colour bands and needs to be used to calibrate judgements. Additionally, Pupil Asset exemplifications are to be used to assist this moderation in all aspects of Maths and English. These can be found [here](#)

Appendix 2: Sherborne House School Assessment Overview 2020-21

**Assessment / reporting cycle 2020-21 onwards**

5 x short reports half-termly and 1 long at end of year.

2 parents evenings in mid-Autumn and end of year, plus mid-year for Y5.

**Glossary**

CAT4 - Cognitive Ability Tests

NGRT - New Group Reading Test

NGST - New Group Spelling Test

PTE/PTM - Progress Test in English and Maths

| Month                              | GL tests         | Report focus  | Parents Eve. focus  | SHS Workshops   |
|------------------------------------|------------------|---|---|---|
| September                          | NGRT / NGST      |   |   | Y4-6 Senior Schools Fayre<br><br>Y4-6 Senior Schools Info. evening  |
| October<br>(end of Autumn 1)       | CAT              | Effort + GL scores (CATs + NGRT, NGST)<br>Action points   |   | Assessment workshop (before reports go out)<br>Explanation of GL tests + SAS / ARE                        |
| November                           | PASS             |   | PASS<br>Pupil potential and attitudes to learning   |   |
| December<br>(end of Autumn 2)      |                  | Effort + Attainment (from Pupil Asset)<br>Action points   |   |   |
| January                            | NGRT / NGST      |   |   |   |
| February<br>(end of Spring 1)      |                  | Effort + NGRT / NGST progress<br>Action points  |   |   |
| March / April<br>(end of Spring 2) |                  | Effort + Attainment (from Pupil Asset)<br>Action points   |   | Y5 contact re: secondary school tests - appointments with Head / SLT + Eng and maths teachers as required |
| May<br>(End of Summer 1)           | NGRT / NGST      | Effort + NGRT / NGST progress<br>Action points  |   |   |
| June                               | PTM / PTE + PASS | Full written report for all subjects ( <i>to go out last Friday in June?</i> ) inc. progress from PTM / PTE, PASS and attainment from Pupil Asset |   | Assessment workshop recap?<br>Focus on progress tests   |
| July                               |                  |   | Report / PASS follow-up<br>Pupil Progress and Attainment follow-up in last two weeks of term. |   |



## Appendix 4: 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 Sherborne House it is reported in the following way:  
CAT4 data SAS scores are shared with parents after the tests are taken in October.

### Reporting attainment to parents:

At Sherborne House, recent standardised attainment scores are reported to parents via mid-term progress reports and teacher-assessed attainment is reported via end of term reports, with time for discussion and a pastoral focus at Parents Evenings - see Appendix 2 above.

Teacher assessment is reported using the descriptors associated with the colour bands in Pupil Asset, as explained in appendix 1.

Standardised Assessment for Progress in maths and English will be given to parents alongside the report at the end of the academic year, for discussion at the final Parents Evening of the year.

NGRT and NGST data will be shared alongside CAT data in October and again with PTM and PTE scores in June.

Sherborne House will use the 5 band model (on the right hand side of the PITA Model)

The attainment bands, and an explanation for each one, are as follows:

|   |   |
|---|---|
| Working significantly above expected standard | <p>A pupil who:</p> <ul style="list-style-type: none"> <li>Is exceeding age-related expectations (ARE) and more often than not working beyond the year group objectives</li> <li>Demonstrates significant skills and knowledge beyond the curriculum</li> <li>Can extend their thinking to link several ideas, make generalisations and use these in new and different ways</li> <li>Can synthesis and evaluate their own and others' ideas effectively</li> </ul>          |
| Working above expected standard               | <p>A pupil who:</p> <ul style="list-style-type: none"> <li>Is exceeding many of the age-related expectations (ARE)</li> <li>Is always successful in understanding key objectives</li> <li>Can apply learning independently in a range of contexts, explaining and justifying ideas with increasing confidence</li> <li>Makes minimal errors in the application of skills</li> <li>Can make links between concepts and how these work as part of a bigger picture</li> </ul> |
| Working within expected standard              | <p>A pupil who:</p> <ul style="list-style-type: none"> <li>Is secure in many, but not necessarily all, of the age-related</li> </ul>  |

|                                      |   |
|--------------------------------------|---|
|                                      | <p>expectations (ARE)</p> <ul style="list-style-type: none"> <li>• Is developing good understanding and application of the majority of taught objectives</li> <li>• May have small gaps in learning that require overlearning in order to become secure</li> <li>• May need occasional prompts</li> <li>• May make occasional errors in applying learning in different contexts</li> </ul>  |
| Working below expected standard      | <p>A pupil who:</p> <ul style="list-style-type: none"> <li>• Is not yet secure in the majority of age-related expectations (ARE)</li> <li>• Is in need of scaffolding or support at times, in order to access the curriculum</li> <li>• Has gaps in their learning</li> <li>• May be undertaking some different tasks to the rest of the class</li> <li>• May be receiving intervention to help secure learning through pre-teaching and over-learning</li> <li>• Can struggle to acquire and embed concepts</li> <li>• Has difficulty in applying learning of year group objectives independently</li> </ul> |
| Working well below expected standard | <p>A pupil who:</p> <ul style="list-style-type: none"> <li>• Is not meeting age-related expectations (ARE)</li> <li>• Is only able to access the curriculum with heavily personalised support and scaffolding</li> <li>• Is highly likely to be undertaking different tasks to the rest of the year group</li> </ul>  |

Example of how a school might explain standardised scores visually in a discussion with parents to demonstrate attainment in relation to potential comparisons:

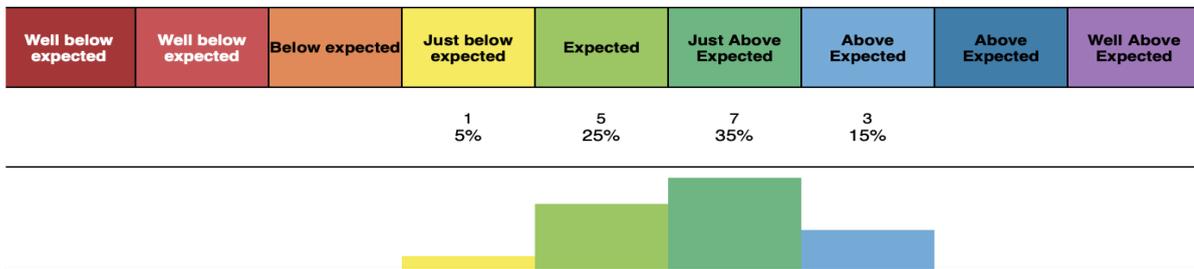


Potential and Attainment scores would be shown with bands of confidence.

**Reporting Progress to Parents:**

In reporting progress the following language can be used (and assessed using ghost rows and colour bands on Pupil Asset)

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



**Reporting Attitudes to Learning to parents:**

At Sherborne House School, we share information regarding attitudes to learning at Parents Evenings, and using a colour-coded system for PASS data as shown in the table below. Data for the four key attitudes (LEarner Self-Regard, Preparedness for Learning, Attitudes to Teachers and Feelings about school) will be given in table form to parents (colours only, not percentage scores).

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

Half-termly written reports will include an Effort grade for each subject, which is qualified on the following observable criteria in class:

**Effort**

Effort reporting has been changed from letter grades to numerical indicators of effort and application, according to the descriptors below. You will notice that a 3 will be given to a child who has shown consistent effort and application and this therefore is the expected norm.

|   |   |
|---|---|
| 1 | <p>A child who has shown outstanding effort and application will have:</p> <ul style="list-style-type: none"> <li>● been fully prepared for every lesson</li> <li>● been focussed at all times</li> <li>● worked to the best of their ability on all tasks, including homework</li> <li>● often volunteered constructive contributions in class</li> <li>● reflected on their own learning in order to make progress</li> <li>● taken lesson content further</li> </ul> |
|---|---|

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>● shown initiative in their learning</li> <li>● applied skills in other subject areas</li> </ul>  |
| 2 | <p>A child who has shown consistently good effort and application will have:</p> <ul style="list-style-type: none"> <li>● been prepared for every lesson</li> <li>● been focussed on learning tasks</li> <li>● worked well on the majority of tasks in class and for homework</li> <li>● contributed well in discussions</li> <li>● taken responsibility for their own learning</li> <li>● made links with other activities and subject areas</li> </ul>   |
| 3 | <p>A child who has shown consistent effort and application will have:</p> <ul style="list-style-type: none"> <li>● come to lessons with the correct equipment</li> <li>● taken an active part in learning tasks</li> <li>● completed homework tasks to an adequate level</li> <li>● contributed to most discussions</li> <li>● had a positive attitude towards their learning</li> <li>● been able to link work from one lesson to another</li> </ul>      |
| 4 | <p>A child who has shown inconsistent effort and application will have:</p> <ul style="list-style-type: none"> <li>● been ill prepared for lessons at times</li> <li>● needed prompting to complete expected tasks</li> <li>● often forgotten to complete or hand in homework tasks</li> <li>● needed direct questioning in order to share ideas in discussions</li> <li>● found it hard to maintain a positive attitude towards their learning</li> </ul> |
| 5 | <p>A child who has rarely shown effort and application will have:</p> <ul style="list-style-type: none"> <li>● made little effort to prepare for lessons</li> <li>● needed frequent adult direction in order to stay on task</li> <li>● often failed to complete homework tasks</li> <li>● not contributed to lessons</li> <li>● had a negative attitude towards their learning</li> </ul>   |

### Reporting of specific data and purpose

At Sherborne House School, we share our standardised assessment data as standardised scores (SAS) in relation to Age-Related Expectations (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 how to interpret the effort and attainment grades.