

Assessment Policy

This Policy Applies to Weston Green School
and Early Years Setting

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

Introduction and Purpose

Rigorous, responsive and dynamic assessment that is adaptive to the needs of individuals and cohorts underpins effective learning and teaching in Bellevue Schools.

Assessing to Deliver:

We operate on the strategic core principle of '*Assessing to Deliver*' (Bellevue Strategy 2029). Assessment is fundamentally utilised as an active, formative planning driver to meet learning opportunities and personalise provision, rather than as a passive mechanism for retrospective measurement. A common language and framework for assessment is shared across staff, parents/carers, and pupils, ensuring that:

- · Assessment actively drives future learning and curriculum planning.
- · Teachers retain direct ownership of data analysis, conducting forensic interrogation of assessment data to maximise pupil progress and adapt classroom delivery.
- · Diagnostic entry tasks and prior-learning checks precede core content delivery to pitch learning accurately, establish dynamic pupil groupings, and stretch all abilities and enable adaptive learning opportunities
- · Teachers engage in reliable, data-informed conversations with pupils, parents, and colleagues regarding learning profiles.
- Pupils understand where they are in their learning and what they need to do to progress
- · Parents/carers receive clear, actionable insights into attainment, progress, and next steps in a personalised way, not just in set pieces
- Strategic decisions on curriculum design and agility are grounded in rigorous evidence.

Data Collection & Forensic Interrogation

- In order for us to gain a full picture of each child's learning profile, the school uses a number of indicators, looking at Potential (P) Attainment (A) Progress (P) and Attitudes (A) (P.A.P.A)
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- · **Diagnostic & Prior-Learning Assessment:** Conducted prior to introducing concepts to identify starting points, uncover misconceptions, and configure dynamic learning groups.
- · **Formative Assessment & PiTA:** Continuous Assessment for Learning (AfL) and Point in Time Assessment (PiTA) empower teachers to adjust learning pathways dynamically, enabling staff full curricular agility beyond rigid commercial schemes.
- · **Summative Assessment:** Periodic benchmarking measuring distance travelled against national standards
- This enables teachers to make the most informed and impactful decisions about:
- where each pupil is in their learning,

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

Data Collection: The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed. In addition to our day to day formative assessment, Standardised assessment suites (including CAT4, GL Progress Tests in English/Maths/Science, NGRT, and Insight Tracking) are administered to provide objective national benchmarking.

The emphasis **is on teachers having ownership of their data**. As such, teachers perform forensic interrogation of assessment data to analyse cohort trends, gender/SEND/EAL variations, and potential gaps (PAPA mismatch). This interrogation directly feeds into termly Pupil Progress Meetings with SLT, driving targeted classroom interventions, dynamic groupings, and curriculum adaptations. Quality assurance is maintained internally by SLT and externally via the central Bellevue Education Committee Governance.; so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term; this is quality assured internally by our Head of Pupil Performance and Progress and our Curriculum Co-ordinator through pupil progress meetings and meetings with head of subjects to regularly review the curriculum and lesson delivery. External quality assurance is provided by our central education committee through governance.

Data Protection (UK GDPR) & AI Safety in Assessment:

- **UK GDPR & DPA 2018 Compliance:** Pupil assessment data constitutes personal data managed in strict accordance with UK GDPR and the Data Protection Act 2018. Records are stored securely within cloud management systems (e.g. Insight Tracking/ iSAMS) with role-based access restrictions. External data sharing for central Bellevue governance or benchmarking is anonymised and consolidated.
- **Generative AI Safeguards:** In compliance with DfE sector guidance, staff are strictly prohibited from entering identifiable pupil work, assessment results, or identifiable data into non-enterprise Generative AI tools for automated marking, feedback, or analysis.

Key Terms:

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

²Formative assessment: the process of collecting detailed information that enables the teaching and learning to be adaptive to meet the learning needs of the pupils, *while it's happening*. This is also known as *assessment for learning (AFL)*

³Summative Assessment: commonly summative assessment is conducted at a point in time, through evaluation of learning (using a test or a summative judgement of the formative acquisition of skills);

however, wherever possible, the summative assessment should be used FOR learning and provide diagnostic information for moving onto the next steps in learning, not simply a summary OF learning.

Potential (P)

What is potential? Aptitude for acquiring and using new skills and knowledge.

It is important to note that research demonstrates a number of factors that can increase a pupil's learning beyond their 'measured potential' and therefore if, for example, a child displays a lower CAT4 score, this is not a reason to limit the learning pathways or the aspiration of that pupil. The school will always use it as a starting point in conjunction with all other data measures to ensure that all support and challenge is targeted to aspire to exceed potential.

Why and how do we measure potential? to give us an indicator of a pupil's aptitude for learning and their wider skills to enable our teachers to provide targeted support and challenge for individuals and to make informed decisions about a pupil's progress.

In Early Years: a baseline of each pupil's knowledge and skills against the Early Years Framework and the Characteristics of Effective Learning as they come into the Early Years can give effective insight into a child's potential throughout their EYFS experience.

Y1 & Y2: end of reception ELGs and attainment offer a measure of predictive indicators into Y1 and Y2 and how they will perform in relation to curriculum demands. It is therefore part of the school's practice to seek some external moderation of the EYFSP data each year, as well as robust internal moderation.

Y3 onwards: standardised CAT4 (Cognitive Ability Tests) are administered **annually /biennially** 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 assessments, against Attainment as measured in PTE/PTM assessments.

Attainment (A)

What is attainment?

Attainment is the achievement of skills and knowledge to a level of depth and competency within a set and agreed framework.

Why and how do we measure attainment?

Effective formative assessment enables teachers to plan carefully to ensure they maximise the learning opportunity and challenge for each pupil in each lesson and consolidate skills where necessary.

The school measures the attainment of each pupil cumulatively on a 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 specified objectives, as set out in the table:

Ability	Definition
Exceeding	Skill, knowledge or understanding is demonstrated and applied naturally and in context without any prompting or modelling. Moderation and triangulation shows that it is applied confidently and consistently, such as: - outside lessons and subjects related to this area - across different contexts (eg - projects/ homework) - in tasks combining multiple skills (eg - problem solving/ investigation/ independent writing projects) - Pupil is able to explain it to others
Secure	When a skill or objective is modelled/ taught the pupil fulfils all aspects of the criteria within their work, and is able to apply the concepts independently and consistently in context within a lesson related to this area. Ready to deepen understanding with further challenge.
Developing	Once modelled, although the pupil can employ the skill, - They are not fully independent: the child needs some adult intervention to initiate or employ the skill, this may be through the form of scaffolding, further modelling, or visual/ verbal prompts - this is not consistent - does not perform elements of the criteria e.g. number bonds to 20 makes mistakes when adding two single digit numbers to go across ten
Beginning	The skills, concept or body of knowledge has been taught but is rarely shown or applied consistently or appropriately, without direct adult support; or the child is operating well below the targeted indicator, e.g. number bonds to 20, but the child only knows bonds to 10
Not Achieved	An area that has either not been covered in the curriculum, or in which the child has shown no evidence of the indicator

These skills are collated and combined over time using Insight Tracking to create a Point In Time Assessment (PITA), which is a summative judgement (Appendix 1) to demonstrate how a pupil is attaining at that point against the agreed framework and in relation to ARE.

Years 1 - 6

In order to help teachers make effective, reliable and consistent judgements, the school has chosen to use a framework, agreed and developed within the Bellevue schools, which outline clear age-related expectations based on the National Curriculum for:

- English (Reading and Writing, including spelling, punctuation and grammar)
- Maths

The school is mindful of pupils' assessment and progress across all areas of the curriculum and uses Insight tracking weekly 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 Insight Tracking)
- Informal and formal summative assessment
- Moderation of work and triangulation of objectives tracked on Insight Tracking/ MIS tracking
- Teacher judgement of pupils' PiTA stanine
- Use of exemplifications to assist with judgement*
- Output of PiTA using autocalculate on Insight Tracking to calibrate judgements in addition to teacher judgement and monitoring of assessment results across the year.

Teachers reference skills and objectives from both the year group above and below when planning for learning and assessing individuals, ensuring that they are addressing the needs of all pupils within their class (4)

Incidental Learning and accelerating progress:

Pupils are not only judged on taught objectives; teachers are mindful of and aware of when pupils are using skills naturally as part of their learning and this will be highlighted against tracked objectives for a number of reasons:

- If a pupil is using skills naturally and accurately outside the context in which they are being taught, this is an indicator that they are 'exceeding' in that skill for their age group and therefore, this is recognised so that they can be planned for at the appropriate starting point the next lesson/ next time they meet that concept.
- Preparation for selective school examinations (11+) often require pupils to have covered the curriculum a year ahead, so therefore the cumulative gains made by pupils over previous years is tracked in order to ensure that they are able to meet this incrementally each year and do not have to cram in the year preceding their examinations;

Rigorous moderation of 'exceeding' judgements is conducted on an ongoing basis (half termly) with triangulated evidence to ensure that pupils are set learning at their appropriate level.

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

Measuring attainment also gives clear information between two points in time as to how a pupil has progressed in relation to their potential and previous attainment and will often give some indicators as to their attitudes towards their learning, particularly if they are attaining well above or well below their potential. Additionally, standardised testing such as PTE/PTM and NGRT/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 Insight Tracking to demonstrate progress both broadly and at a granular level: Broadly: Within the Bellevue PiTA model, attainment is coded by stanine as well as language. This can be used to track progress against prior attainment. The progress will be measured between two points by both looking at the stanines of attainment and through generating a progress report within Insight Tracking based on the rate and depth with which each child acquires skills and knowledge:

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

The school undertakes Pupil Progress Meetings (termly) to ensure that pupils are making at least expected levels of progress and to identify actions for those pupils who may need targeted intervention. (Appendix 2)

Meeting Individual Needs

The responsibility for identifying, assessing and monitoring children with Special Educational Needs or who are Able, Gifted & Talented, is the responsibility of the class teacher in conjunction with the SEND or Enrichment Coordinator (SENCO). Further detail on this is covered by policies for SEND and Able, Gifted & Talented in our Weston Green Special Needs Policy.

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

Using this measure alongside attainment and potential prevents high-attaining pupils from 'coasting' because they seem to be progressing relatively well, and equally it allows the academic development of lower-attaining pupils to be judged positively if they are making significant progress and closing the ARE gap between themselves and their peers. It will be used to triangulate between the other measures within P.A.P.A.

Attitudes (A): A pupil's response to their learning experience and the way they engage with learning and school.

Why and how we measure attitudes:

How pupils feel about themselves as learners and their attitudes to school and their teachers has a known and sometimes profound impact on how they achieve within lessons and overtime at school. It is therefore a critical part of the assessment process to establish pupils' perceptions of their school and learning experience and to take into account pupils' views of themselves as learners and how their dispositions and attitudes may tell us more about their performance.

At Weston Green, as well as day to day observable attitudes in lessons and throughout other aspects of the school day to give us qualitative measures of pupils' attitudes to learning, we also use a standardised survey called PASS (Pupil Attitudes to Self and School) bi-annually to gain a detailed picture of each child's attitudes from [Reception - Year] and their feelings about their learning and school experience.

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

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

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

Early Years Assessment

Early Years Foundation Stage (EYFS) Assessment:

Assessment in EYFS complies fully with the statutory Early Years Foundation Stage Framework.

- **Reception Baseline Assessment:** Administered within the first 6 weeks of Reception entry. - [School] adopts the Bellevue Group baseline .
- **Observational Assessment:** Formative observations and interactions across the Prime and Specific areas of learning (as age appropriate) focus on the Characteristics of Effective Teaching and Learning without creating excessive administrative burden.
- **EYFS Profile (EYFSP):** Completed in the final term of Reception, evaluating pupils against Early Learning Goals (ELGs) as 'Emerging' or 'Expected' or Exceeding to acknowledge more defined, individual progress and attainment. Good Level of Development - GLD).

At Weston Green school we place 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.

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

Regular face to face meetings with parents on an informal basis to let them know how their child is doing;

Summative assessment: is carried out termly and recorded using Insight racking in the relevant areas of learning appropriate to the age group being assessed. Progress towards Early Learning Goals (ELG) and Good Level of Development (GLD) is also taken into account to ensure pupils' needs continue to be met appropriately.

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.

Inclusion, SEND & EAL Assessment:

Pupils with SEND or EAL undergo structured diagnostic screening to identify barriers to learning.

- **SEND:** Follows the 'Assess, Plan, Do, Review' cycle. Diagnostic data informs Individual Education Plans (IEPs) and formal access arrangements (e.g., extra time, readers, scribes) for internal and public assessments.
- **EAL:** English language proficiency is evaluated using acquisition frameworks to calibrate classroom scaffolding and targeted language support.

Moderation

Moderation meetings take place termly on a formal basis in the core subjects.

The purpose of these meetings is outlined below:

- It ensures consistency both between and across year groups on achievement. This requires all staff to have a thorough understanding of the framework and what constitutes the depth to which individual objectives are learned: whether pupils have developed competency at a Beginning, Developing, Secure or Exceeding depth and how this triangulates within evidenced bodies of work. This process also serves as an evaluation of the opportunities available to pupils that offer development of deeper learning and application to other contexts and subjects.
- It ensures that learning is tailored to the ongoing needs of pupils, rather than fulfilling a framework obligation (for example, if all pupils are using paragraphs frequently and accurately without prompting in their writing across other subjects, this would indicate that they are *exceeding* in this area and would not need to have taught lessons on this).
- It supports staff in looking at in year and above and below year expectations
- It supports staff in developing high-quality formative feedback.
- It supports staff in analysing gap analysis for their cohort and next steps.
- It generates professional conversations between class teachers, across year groups and all levels of leadership.
- It supports staff in developing a thorough understanding of what the different standards of work look like, for example through regular sharing of expectations in planning meetings and the development of portfolios of exemplar work.

Roles and responsibilities

Teachers are responsible for:

- (i) ensuring that they are familiar with and consistently implement the content of this policy and the standards within the assessment framework

- (ii) the day to day learning needs of the children; ensuring that they make use of all forms of data to design learning experiences that maximise opportunity for developing each individual's skills and knowledge
- (iii) monitoring and evaluating the progress of the children they teach and care for
- (iv) equipping children to have cogent conversations about where they are in their learning and next steps
- (v) reporting clearly and accurately to parents, subject leaders and senior leaders on PAPA

Subject leaders are responsible for:

- (i) having the strategic overview of their subject driven by data evidence
- (ii) providing the framework of progression for their subject
- (iii) ensuring that the monitoring of the cycle and the quality of assessment in their area is carried out in an accurate and timely manner so that it can be used to inform learning for individuals and cohorts for maximum impact on outcomes (Appendix 1)
- (iv) providing support and training to teachers to enable them to teach and assess their impact and pupils individual needs effectively
- (v) leading the development and reliability of assessment within their subject through regular and effective moderation

Senior leaders are responsible for ensuring that there is:

- (i) a consistent understanding of the framework and implementation of the assessment strategy
- (ii) quality assurance around the processes surrounding learning and assessment across the school
- (ii) time to effectively evaluate and refine assessment processes so that they remain fit for purpose
- (iii) a clear cycle of CPD to ensure that staff are sufficiently equipped
- (iv) time for leaders to monitor their subject, train staff and evaluate impact
- (vi) time for teachers to reflect on formative assessment, analyse summative assessments and calibrate judgements with colleagues/ moderate
- (vii) continual raising of standards through the use of data analysis to target groups of and individual pupils and that there is a culture of individualised approach to learning
- (vii) visibility for parents on their child's learning and that this is communicated clearly

Reporting to parents:

At Weston Green 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:

Reporting to Parents & Character Education Integration: Written reports and parent consultations provide a holistic evaluation of academic attainment, progress, and character development. These include a focus on both attitudes to learning and character education traits such as resilience, curiosity and adaptability.

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

Appendices

Appendix 1: Bellevue Point In Time Assessment (PITA) Model

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

Summative Assessment Language and Descriptors

Stanine descriptors for summative	% weighted curriculum (EoY)	Benchmark Assessment Descriptors	Scaled scores (KS2 NC)	GL (SAS)	GL	Reporting to parents
1. Significantly below ARE	<5%	-Is largely or wholly unable to access the curriculum, despite intense personalised support and scaffolding, -Will be following a different curriculum to the rest of the class. -Likely to be working more than 1 year behind ARE and have an individualised support plan.	<85	<74	Very low	Working Well below National Standard
2. Well below ARE	5-14%	-Is working below age related expectations and is only able to access year group curriculum with heavily personalised support and scaffolding, -May be undertaking different tasks to the rest of the year group. -Working approximately 1 year behind ARE	85-89	74-81	Below Average	
3. Below ARE	15-27%	Is able to access the year group curriculum with personalised support and scaffolding. Has significant gaps in learning. May be doing some different tasks to the rest of the class and may be receiving, or needing some intervention to secure core learning. Working 2 terms behind ARE.	90-94	82-88	Average	Working Below National Standard
4. Just below ARE	28-45%	-Is able to access the correct curriculum but sometimes need some scaffolding or support. -Has some gaps in their learning but is on track in a number of expected areas. -Sometimes struggles to acquire and embed concepts -Rarely applies learning of year group objectives independently -Likely to be working approximately 1 term behind ARE.	95-99	89-96		Working within expected (National) standard
5. At ARE	46-60%	-Is secure in many, but not all, of ARE and is showing sound understanding of over half of the objectives taught. -Is more often than not successful at learning new concepts and is starting to apply their skills independently, but not consistently. -Needs minimal scaffolding, but occasional prompts. -May have some smaller gaps in learning which need closing in order to become secure.	100-104	97-103	Average	

6. Just above ARE	61-90 %	-Is meeting national ARE. -Is usually a successful learner, at that year group level, showing good understanding of and can apply over 80% of the curriculum objectives taught. -Usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.	105-109	104-111		
7. Securely Above ARE	91%+	-Is starting to exceed national expectations and is always successful in understanding the key learning/ objective taught, with few errors when applying acquired skills or learning independently to a range of contexts, often explaining or justifying ideas. -Likely to be working at least 1-2 terms ahead of ARE	110-114	112-118		
8. Well Above ARE	31-60 % yr grp above	Is exceeding year group ARE. -Is always successful in understanding the key learning objective. -Can consistently apply their skills independently in a range of contexts, with minimal error and can explain and justify their ideas. -Often able to see links between concepts and how these work as part of a bigger picture. -Likely to be working at least 2-3 terms ahead of ARE	115-118	119-126	Above average	Working above expected standard (or at school's standard - eg: NH expected standard)
9. Significantly above ARE	61%+ yr grp above	-As above, but is more often than not working significantly beyond the year group objectives and demonstrates significant skills and knowledge beyond the curriculum. -Can consistently extend thinking to link several ideas, make generalisations and consider and use these in new and different ways. -Can synthesise and evaluate their own and others' ideas effectively. -Likely to be working at least 4 terms ahead of ARE	119-120	127-141	Very High	Working significantly above

If a member of staff is seeking to **summatively** assess a pupil as attaining a stanine beyond the year range (8/9) this would only occur where the pupil is consistently demonstrating 'exceeding' in formative assessment skills statements and this has been triangulated against evidence in, for example: pupil progress meetings and moderation meetings as well as in day to day observations by the teacher.

Appendix 2: Pupil Progress meetings take place each term with class teachers, Head of Pupil Performance & Progress and Curriculum Co-ordinator. Intervention target setting is agreed during these meetings and supported by a mixture of data analysis and discussions with class teachers. In addition, our Head of Pupil Performance meets with our SENCO to ensure all additional needs are appropriately met.

Appendix 3: School's Assessment Cycle

Reporting dates for parents - the rationale		
ISP Meetings	To be the week before the parent consultation dates and in place of them. Teachers to be released during the school day to attend	- Parents receive the reviewed ISP and new ISP - Tina to attend meetings - Meeting to focus on how the new ISP is going - Include pupil voice
Parent phone calls / Detailed Parent post	2 weeks into the start of the autumn term	5 minute catch up phone call to update parents on new term readiness / settling in
Mid Term Review: Parent consultation	Always the week before half term	- One session (Wednesday) in person - One session (Thursday) online
Open classroom	Wed & Thurs 8:15-8:45 - autumn 2, spring 1, summer 1	Lower and Upper Prep Only
End of Term Review: Written Report	Last Friday of term (unless Friday is the last day, in which case, the Tuesday earlier)	- Report deadlines will be tight - Where appropriate, Little Prep to complete 2 year check OR report

Technical Appendices

Appendix A:

Examples of Reporting to Parents

Reporting attainment to parents:

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

Teacher assessment is reported as descriptor- explained in appendix 1 against age related expectations. Standardised Assessment is reported in the same way as CAT4 data is reported and this will be on the report nearest to the date of the assessment.

Will be using the 9 band scale (on the left of the PiTA model).

9 band scale	5 band scale
1. Significantly below ARE	Working Well below National Standard
2. Well below ARE	
3. Below ARE	Working Below National Standard

4. Just below ARE	
5. At ARE	Working within expected (National) standard
6. Just above ARE	
7. Securely Above ARE	Working above expected standard (or at school's standard - eg: NH expected standard)
8. Well Above ARE	
9. Significantly above ARE	Working significantly above

Example Reporting Progress to Parents:

In reporting in year/ year to year progress the following language will be used (and assessed using Insight Tracking) using the language bands for progress within Insight Tracking based on PiTA between two given terms.

