

EY AND PRIMARY ASSESSMENT AND REPORTING POLICY 2026

Approved by: Mel Hitchcocks **Last reviewed on:** August 2026
Date: August 2026 **Next review due by:** August 2027

EY AND PRIMARY ASSESSMENT AND REPORTING POLICY

Rationale

Assessment at BISL is integral to teaching, learning and curriculum development. High-quality assessment enables teachers to evaluate students' knowledge, understanding and application of the taught curriculum while providing reliable information to inform planning, intervention and reporting.

Assessment should support progress, celebrate achievement and help students understand their next steps in learning.

Assessment and reporting at BISL are designed to provide a transparent, standardised and meaningful evaluation of student attainment and progress over time.

From Year 3 to Year 6, CAT4 data is used to provide information regarding potential ability, learning preferences and possible educational needs. CAT4 data should normally have been collected within the previous two academic years and should be considered alongside teacher judgement and ongoing assessment information.

From Year 2 to Year 6, externally standardised assessments including Progress Test in English (PTE) and Progress Test in Mathematics (PTM) are used to measure progress over time and provide additional information regarding attainment and curriculum effectiveness.

In Early Years, assessment is based on ongoing observation and professional judgement against the Early Years Foundation Stage (EYFS) Framework.

Reporting Dates:

- Term 1 – Parent Evening 24th November (face to face) and 25th November (online), all class teachers and specialists: 3-6pm
- Term 3 – Parent Evening 9th March (face to face) and 10th March (online) all class teachers and specialists: 3-6pm.

Term	Year	Type of report	Cycle opens	Deadline on iSAMS	Deadline for proofing	Reports issued to parents
1	EY and Primary	Class teacher - Full reports. Specialists – Data report.	12 th October	5 th November	13 th November	20 th November
2	EY and Primary	Class Teachers and specialists – Data report.	25 th January	15 th Feb	24 th February	5 th March
3	EY and Primary	Class teacher and Specialist Teachers - Full reports.	10 th May	9 th June	16 th June	24 th June

Purpose and Principles of Assessment

Assessment serves three core purposes:

- To evaluate knowledge and understanding of taught content.
- To track progress over time using reliable evidence.
- To inform next steps in teaching and learning.

Assessment at BISL should be:

- Valid and aligned to curriculum objectives.
- Reliable and consistent across classes and subjects.
- Inclusive and accessible to all learners.
- Manageable and proportionate.
- Used to support learning and progress.
- Informed by professional judgement as well as quantitative evidence.

Assessments should reflect a range of learner needs and go beyond simple recall, encouraging application, reasoning, creativity and higher-order thinking where appropriate.

Types of Assessment

A balanced assessment model should be used across Early Years and Primary.

Formative Assessment

Formative assessment is ongoing and informs day-to-day teaching. Examples include:

- Teacher observation
- Questioning
- Mini-whiteboard activities
- Exit tickets
- Learning journals
- Vocabulary checks
- Self-assessment
- Peer assessment
- Presentations
- Reading conferences
- Practical activities

Summative Assessment

Summative assessments provide a snapshot of attainment against curriculum objectives. Examples include:

- End-of-unit assessments
- Writing assessments
- Reading assessments
- Mathematics assessments
- Topic assessments
- Projects and portfolios
- Presentations
- Practical tasks

Assessment Frequency and Cycle

Assessment should reflect recently taught content, with cumulative elements where appropriate.

Each term should normally include:

- One substantial summative assessment.
- A minimum of two additional assessments, which may be formative or summative.
- Sufficient evidence to support teacher judgement and reporting.
- Assessment information should be recorded in the school assessment tracking systems and used to:
 - Monitor progress.
 - Identify intervention needs.
 - Inform planning.
 - Support reporting to parents.
- Teachers may maintain additional records; however, central assessment records must remain consistent, accessible and up to date.

Grade thresholds

Standardised grade thresholds are used in Key Stage 2 to provide:

- Clarity for students and parents through clearly defined expectations.
- Consistency across the school through shared grade thresholds.
- Stronger data for tracking progress and identifying intervention needs.
- More accurate and transparent reporting to parents

Percentage	Grade
>90%	5
>80%	5
>70%	4
>60%	4
>50%	3
>40%	3
>30%	2
<30%	1

Grades are based on summative assessments, formative evidence, and teacher judgement.

They reflect current attainment rather than predicted outcomes.

Early Years Assessment

The Early Learning Goals are the goals or targets for children to achieve at the end of their EYFS Reception year. They will be working towards these goals throughout their time in Early Years. EYFS outcomes are the result of ongoing observations and assessments of individual children, ensuring that they are developing at the rate expected and spotting any areas where the child may need further support.

The 7 Areas of Learning covered by the EYFS framework are broken down into 3 Prime Areas and 4 Specific Areas of Learning:

Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Assessment information is gathered continuously through:

- Child-initiated learning

- Adult-led activities
- Observations
- Discussions
- Learning journals
- Practical tasks

These areas are, of course, interlinked and overlapping, and are enhanced by the Free-Flow learning approach

Area	Aspect	Early Learning Goal
Personal, Social and Emotional Development	Self-Regulation	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Communication and Language	Listening, Attention and Understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Physical Development	Gross Motor Skills	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, poems and during role play.
	Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Mathematics	Number	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World	Past and Present	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Creative Development	Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

The children in Early Years are assessed against the Early Years Goals from the EYFS Framework in Early Years, students will receive a report three times a year.

- Term 1 - Class teacher and specialist report, level per subject and comments.
- Term 2 - Class teacher and specialist report, level per subject and next step comment.
- Term 3 - Class teacher and specialist report, level per subject and comments.

Early Years Goals:

Communication & Language Physical
Development Personal, Social and
Emotional Development Literacy
Mathematics
Understanding the World Expressive
Art and Design

Early Years Reporting:

Students in Reception receive three reports per academic year.

Reports include:

- Attainment against the Early Learning Goals.
- Teacher comments.
- Areas of strength.
- Next steps for learning.

Children in reception will be assessed against the Early Learning Goals and given a level, as seen on the report below:

- Working towards
- Expected

An overview will be added to the report to give a summary of the learning for each subject that has taken place throughout the year. Click on 'edit General Comment' and add the summary in the pop up box (see screenshots below).

BISL Assessment Descriptors for Early Years Reception:

Level	Descriptor
Met	Evidence of learning at least meets the expectations of the Early Learning Goals. Formative assessments: Ongoing in lessons.
Working Towards	Evidence of learning is incomplete, demonstrating a developing understanding of the Early Learning Goals. Formative assessments: Ongoing in lessons.

Primary Assessment

Assessment in Primary is based upon the National Curriculum objectives and curriculum expectations taught within each year group.

Assessment evidence may come from:

- Classwork
- Homework
- Projects
- Presentations
- Practical tasks
- Teacher observations
- End-of-unit assessments
- Reading assessments
- Writing assessments
- Mathematics assessments

Teachers should use assessment evidence to determine how securely students have learned the taught curriculum.

	Mathematics	English	Topic
Per Term	3 assessments per term. Assessed through rubrics from the White Rose curriculum.	Writing - 3 assessments per term. Reading – 1 assessment per term (September, February, April). Formative reading assessment is added to the rate sheet. Summative assessments use the rubrics and are added to the rate sheet. One assessed Literacy Project per year. Book 7 is not assessed due to PTE in the final term. Reading age (At the beginning of each term).	3 assessments per term. Assessed through rubrics linked to the skills from the National Curriculum.

In the Primary, students will receive a report three times a year.

- Class teacher and specialist data report (Term 1) - grade per subject (average of all assessments from term 1) and comments (strengths as a short paragraph and targets as numbered bullet points, see below).
- Class teacher and specialist data report (Term 2) - grade per subject (average of term 1 and 2 assessments) and next step comment.
- Class teacher and specialist data report (Term 3) - grade per subject (average of all assessments from term 1, 2 and 3) and comments (strengths as a short paragraph and targets as numbered bullet points, see below).

BISL grading system for Primary:

Grade	Descriptor
5+ 5 5- Mastery	Evidence of learning is exemplary, demonstrating a superb understanding of the curriculum knowledge and skills taught. Summative assessments (2 per term) demonstrate an excellent application of subject knowledge/skills taught in that topic. Proactively engaged in lessons and engaging with additional materials beyond what is set by the teacher.
4+ 4 4- Exceeding	Evidence of learning is very good, demonstrating a well-developed understanding of the curriculum knowledge and skills taught. Summative assessments (2 per term) demonstrate a well-developed application of subject knowledge/skills taught in that topic. Nearly all of the curriculum objectives are met by the student and they demonstrate a very good understanding of the taught curriculum.
3+ 3 3- Secure	Achieved age specific average against the National Curriculum skills Evidence of learning is good, demonstrating a secure understanding of the curriculum knowledge and skills taught. Summative assessments (2 per term) demonstrate a secure application of subject knowledge/skills taught in that topic. The majority of the curriculum objectives are met by the student and they demonstrate a good understanding of the taught curriculum.
2+ 2 2- Developing	Evidence of learning is incomplete, demonstrating a developing understanding of the curriculum knowledge and skills taught. Summative assessments (2 per term) show that understanding of knowledge/skills is only beginning to develop in that topic. Some of the curriculum objectives are met by the student and they demonstrate a developing understanding of the curriculum taught. your child is getting EAL support, this may be a factor to why they are in this bracket as skills assessed against British standards. Please speak to the teacher about this.
1+ 1 1- Foundation	Evidence of learning is weak and/or incomplete, demonstrating a weak understanding of the curriculum knowledge and skills taught. Summative assessments (2 per term) show a limited/superficial understanding of subject knowledge/skills taught in that topic. Few of the curriculum objectives are met by the student and they demonstrate a lack of understanding of the taught curriculum. your child is getting EAL support, this may be a factor to why they are in this bracket as skills assessed against British standards. Please speak to the teacher about this.

Writing a data report:

1. Go to Reporting then select Reporting Wizard
2. Select the Cycle: EYFS and Primary (relevant Term/year) Subjects tag: Your Subject will appear
3. Select the Year group

Each report consists of:

- **BISL grade:** a currently working at holistic grade that includes all assessments to date, homework, classwork and teachers' professional judgment. (Average grades will automatically be created from assessments throughout the year (see final column on mark book), however, please review this and adjust according to your professional judgment, i.e. to include classwork and homework if needed).
- **Next step:** A single sentence in the form of a target to support the student with improving their grade (this can link to their attitude to learning).

Example next steps:

- To improve his current grade, X should review the topic of Y, focusing on calculating YXZ.
- To improve his current grade, X needs to practice drawing graphs and ensure he labels the axis accurately.
- To improve his current grade, X should increase his vocabulary by reading for 10 minutes a day.
- To progress further, X needs to consider his peers and try not to distract others around him.

Writing a full report:

1. Go to Reporting then select Reporting Wizard.
2. Select the Cycle: EYFS and Primary (relevant Term/year) Subjects tag: Your Subject will appear and select the Year group.
3. To write a comment common to the course (i.e. the same for all students) go to the green box labelled with the general comment. In here, you would write a few sentences to include the units/topics or skills covered in your subject area up to this date. This comment would need to be typed in once only.

The screenshot shows the 'Reports Wizard' interface. On the left, under 'Subjects Reports (12 P)', there is a list of pupils with their names redacted and their status (e.g., 'Incomplete (V1)'). A green button labeled 'Edit the General Comment' is highlighted. The main window shows the 'Edit General Comment' form. It includes a 'General Comment' text area with the following content:

A General Comment is put at the top of all students reports shown in the student list.

Comprehension ELG
Children at the expected level of development will:
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• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
• Anticipate – where appropriate – key events in stories;
• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG
Children at the expected level of development will:
• Say a sound for each letter in the alphabet and at least 10 digraphs;
• Read words consistent with their phonic knowledge by sound-blending;
• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG
Children at the expected level of development will:

At the bottom, it says: 'This Comment is required and so you must enter a comment.'

On the right, there is a table with columns 'Boarding House' and 'Year'. The table shows a list of pupils with their status (e.g., 'R (0)'). A 'Double Click' button is visible next to one of the rows.

4. To write comments for individual students, select the student from the list. Strength and Target boxes appear for you to fill in. Please make as complete when finished. Save and Close or Save and Next (to move to the next student automatically). Limited character count for each box is 500.
5. Strengths and targets should be formatted as below: Strengths:
A paragraph to include the student's attitude to learning, ability in the subject, specific skills.

Targets: (1. Space and sentence. At least 2, maximum 3, no gaps between lines)

1. Dsa.
2. Dsa.
3. Dwa.

Form tutor comment – this should be a general comment including the student's attitude to learning and overall behaviour.

The front page is generated automatically.

Once your reports are complete, you can view them as PDF files.

BISL consistency

Reports should be written with these consistencies:

- Student name on report should be their formal name on iSAMS (not the part in brackets).
- Reference to taught subjects capitalised and written in full e.g. **French**, **Computer Studies**, **Mathematics** but not the wider subject area. 'He participates well in **H**istory / He demonstrates a passion for **h**istory'
- Topics should have capital letters, for example, In Science x should review the topic of Atomic Structure'.
- ...achieve **Grade 4/5/6/7/8/9...** (not level)
- ...in **Paper 1...** / ...in **Unit 1...** / ...in **Term 2...** / ...in **Key Stage 3/4/5...** / **Data Point 1/2/3**
- ...in **Year 11...**
- ...the **School Council...** / ...a **House Captain...** / **School Prefects**
- ...in the **Under-16** football team...
- refer to **homework** (not home learning)

Word limit: In order to keep the format of the report the same for all Primary, please stick to the set guidelines:

Targets and Strengths: numbered points/short comments for each (no more than 500 characters as a guideline). The general comment box limit is 500 characters. Each subject report must fit on one page! (to check, view as a PDF file).

Proofreading: The Class Teachers swap reports to proofread the reports. Year 1 with Year 2. Year 3A with 3B. Year 4 with Year 5 and Year 6 A with Year 6 B.

Teachers proofreading on iSAMS: Once you log in and go to Reports Wizard, in the Reports Home tag, you should be able to Select User. You should select the teacher whose reports you would like to see (in this case all the specialist subject teachers). Make sure that you save any changes and mark as complete the sections you have proofread. You can view all teacher reports, so be careful not to change anything unless you are proofreading.

Printing: To print the reports, they must be marked as complete. To print reports:

1. Select Report Printing
2. Go to tag Bulk Printing
3. Select Template (Ljubljana Primary Report Class teacher only) and Report Cycle EYFS and Primary (select appropriate term/year). Select Year group or individual students (leave the rest as all).
4. Choose the report format as PDF. Please save the document as it will be sent to parents via email.

Data Quality and Moderation

Assessment information entered into the reporting system must be accurate, evidence-based and supported by teacher judgement.

Middle leaders should complete quality assurance checks on:

- Assessment evidence.
- Report comments.
- Grade distributions.
- ATL judgements.

Significant changes in attainment between reporting cycles should be supported by appropriate evidence and discussed with the relevant line manager where necessary.

Moderation activities may include:

- Work scrutiny.
- Assessment reviews.
- Cross-class moderation.
- Subject leader moderation.
- Standardisation discussions.

Additional notes:

For those students in tier 3 EAL and therefore, do not attend any literacy lessons, please leave the grade blank and add 'Please see his EAL report for more information regarding his progress in literacy' to the strengths and targets box.

Monitoring and Review

This policy will be reviewed annually by the Assistant Head of Curriculum and Assessment.

Policy written by: Jason Batson, Assistant Head of Curriculum and Assessment, August 2026

Reviewed by: Mel Hitchcocks, Principal, August 2026

Date of next review: August 2027