



Blue Kite Trust Assessment Policy

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Review Date	September 2026

AIMS

- Provide clear guidelines on the approach to summative assessment and reporting for schools within the Blue Kite Multi-Academy Trust.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to the Trust.

COLLECTING, USING AND INTERPRETING DATA

SONAR is the data tracking system used across all Blue Kite Academy Trust schools to record assessments of pupil progress and attainment. It requires teachers to make a Point in Time Assessment (PITA)—a non-linear approach to tracking attainment and progress.

Schools within the Trust are expected to make summative assessment judgments for all pupils three times per academic year, typically at the end of Term 2, Term 4, and Term 6. Specific deadlines are shared annually to ensure timely data analysis. This data informs Autumn and Spring visit priorities, guides school development support, and enables the effective deployment of Trust resources to further enhance school improvement.

The Trust expects schools to use a range of formative and summative evaluative sources to inform accurate and robust teacher assessment. Whilst the specific resources used within each school may differ slightly, broadly speaking schools and teachers are expected to use:

- Observations of pupils within lessons
- Discussions with the pupil
- Performance and engagement in lessons
- Pupils' books
- Marking and feedback
- Curriculum coverage tracking
- Impact of 'Same Day Intervention'
- Impact of targeted catch-up interventions
- Writing Indicators (See Trust writing guidance)
- Question Level Analysis following summative assessment tasks (PIRA, PUMA, White Rose etc.)
- Pupil Tracking e.g. phonics, spelling, reading speed
- Past SATs papers (for Year 6 children).

Schools have the option to use the formative assessment tracking system built into Sonar, though the Trust does not mandate this.

Summative Assessment

Teachers use Summative Assessment to gain a comprehensive overview of their classes. Age-related outcomes help identify pupils making good or accelerated progress, as well as those who have not yet reached age-related expectations. Class teachers and head teachers are responsible for analysing data within their own settings, using these insights to inform curriculum planning, Tier 2 intervention support, and progress meetings.

Teachers and leaders should use the schedule of diagnostic tests in Reading, Maths, and GPS to identify pupils at risk of falling behind—both those working towards the Expected standard and those aiming for Greater Depth. These assessments help determine which pupils may require more focused intervention. Information from both test results and teacher assessments supports pupil progress discussions and ensures the accuracy of judgements. Additionally, nationally comparable benchmarking, including Sonar, is used to verify that individual pupils, cohorts, and groups are on track to meet end of Key Stage predictions.

Coding

Schools must maintain consistency across year groups when recording teacher summative assessment judgements. Except for the highest need SEND pupils, teacher assessments should be made only within the appropriate year group band.

In Sonar, year groups are referred to as Bands (e.g., Band 3 corresponds to Year 3).

The required summative assessment codes for **ALL AGE GROUPS** are as follows:

Above	A	These children are working at greater depth than the expected standard. They are still following their age-appropriate year group curriculum but are demonstrating significant strength and aptitude in this subject discipline. The Above code indicates pupils who are above the age-related expectation. Like the Just At code, these are pupils who are on track to achieve the higher standard at the end of the year group or Key Stage. But they will only do so if their rate of progress is maintained. Whilst we acknowledge there is no Exceeding judgement at EYFS (FS2), we do encourage schools to record children achieving at a higher level as <i>Above within their age range</i>, for tracking purposes.
Securely At	AT	These children are working securely at age-related expectations. With the right support and challenge, some of these children can be targeted to move to a greater depth standard. An assessment here means the pupil is securely on track. If they continue to progress at the same rate, they are highly likely (close to 100%), to achieve the expected standard at the end of the year group or Key Stage.
Just At	JA	These children are working at age-related expectations and are on-track to achieve age-related expectations. The Just At code indicates that pupils are just at the age-related expectation at the point in time the assessment relates to. If these pupils continue to make expected progress, then they are on track to achieve at the expected rate whether that is the expected standard at the end of Key Stage One or one hundred in the Key Stage two scaled score. This code is important as it empowers teachers to give an honest assessment. The just at ARE pupils are on track but are vulnerable to any upsets, such as a prolonged period of absence. Teachers should not use this option as a 'safe' option and should clearly differentiate between those children who are 'just at' standard and those who are 'securely at' standard.
Below	B	Working within year group expected curriculum but not yet working at age-related expectations. These children should be receiving additional support to address gaps in learning helping them to move towards age-related expectations. With the right support, including ensuring good attendance at school, they may have the potential to attain more highly.

Children who are working below their year group level can be given a different band from the 'Show All Codes' tab. For example, a Year 5 pupil working at the bottom end of Year 3 stand may be recorded as 3 Below. Equally, a child in FS2 operating at a lower level than Reception Below can be placed accordingly. This will support more effective progress and attainment tracking of our most vulnerable learners.

Significantly Below	Significantly Below would usually represent pupils working below the band for their year group and accessing curriculum content appropriate for them. This means they are unable to access, even with reasonable adjustments, their age-appropriate year-group curriculum. They will be on a stage of SEND. In most cohorts, this option would not be relevant to most pupils.
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Moderation

Moderation is seen as an important part of our assessment processes. The results of statutory testing will provide a level of moderation to our school performance by comparing results locally, regionally, and nationally. However, we do not want to wait until the end of the learning journey linked to curriculum end points before we moderate our judgements about performance.

Formal writing moderation events take place during Term 2 and Term 6. All teachers in the Trust are expected to take part with the specific focus for each event shared and agreed in advance. Trust writing assessment guidance is used to support accurate judgements.

Standardised Assessments

FS2 – Reception Baseline Assessment and On-entry Baseline Assessment

The RBA (Reception Baseline Assessment) is statutory and schools are expected to complete this for all FS2 pupils within the first six weeks of starting school. No numerical score is shared and the data will only be used at the end of Year 6 to form the school-level progress measure.

The Trust expects schools to use the Trust on-entry FS2 baseline assessment as this provides valuable information which can be shared with parents and should also be used to inform curriculum planning and identify key children and areas for intervention support.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

The Trust expects that the EYFS Profile will be completed for each pupil.

Year 1 Phonic Screening Check

Schools with Year 1 and 2 children are required to conduct the phonic screening check (PSC) for all Year 1 children and those children in Year 2 who did not meet the expected standard in Year 1. The Trust expects that school leaders will ensure staff completing the checks have completed annual training and that the Phonic Screening Check Administration Guidance is followed.

Optional End of Key Stage 1 Tests (SATs)

The optional KS1 tests are designed to assess pupils' knowledge and understanding of the KS1 programmes of study. Blue Kite Trust does not mandate that schools use these assessments with pupils and schools can choose to use these to support their own measurement of pupil attainment.

Year 4 Multiplication Check

Schools with Year 4 children are required to conduct the Multiplication Table Check (MTC) for all Year 4 children unless disapplied. The Trust expects that school leaders will ensure staff completing the checks have completed annual training and that the Multiplication Tables Check Administration Guidance is followed.

Year 6 Standardised Assessment Tests (SATs)

Unless disapplied, all Year 6 children are expected to participate in the end of Key Stage 2 SATs. Head Teachers are responsible for ensuring the Key Stage 2 Test Administration Guidance is followed.

Year 6 Teacher Assessment

Using the end of Key Stage 2 Teacher Assessment Guidance, schools are required to make teacher assessment judgements for all Year 6 pupils in writing.

Recording Statutory End of Phase or Year Group Data

Head teachers are responsible for ensuring the outcomes of statutory tests and assessments are recorded accurately. This includes EYFS outcomes for all Early Learning Goals, Year 1 and 2 phonic screening check results (individual pupil score); Year 4 multiplication times table check outcomes (individual pupil score); Year 6 teacher assessment for writing; and Year 6 test outcomes for reading; grammar, punctuation and spelling; and maths.

The outcome of these assessments can be uploaded to Sonar via CTF transfer from each school's MIS.