

3A: ASSESSMENT, RECORDING AND REPORTING POLICY

Date Reviewed: Summer Term 2022

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Reviewed by: BS/CD

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 diagnostic¹ formative² and summative³ 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

KEY TERMS

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

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)

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.

Year 1 and Year 2: 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.

Year 3 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 <i>Naturally</i>	<p>Skill, knowledge or understanding is demonstrated and applied naturally and in context without any prompting or modelling.</p> <p>Moderation and triangulation shows that it is applied confidently and consistently, such as:</p> <ul style="list-style-type: none"> - outside of lessons and subjects related to this area - across different contexts (e.g. - projects/ homework) - in tasks combining multiple skills (e.g. - problem solving/ investigation/ independent writing projects) - Pupil is able to explain it to others
Secure <i>Always</i>	<p>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.</p> <p>Ready to deepen understanding with further challenge.</p>

Developing <i>Frequently</i>	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 <i>Occasionally</i>	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
	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 *Sonar Tracker*, 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.

JUDGING ATTAINMENT

In order to make a judgement about a child's level of attainment, the following cycle would be typical:

- Using the formative assessment framework 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 Sonar Tracker/ MIS tracking)
- Informal and formal summative assessment
- Moderation of work and triangulation of objectives tracked on Sonar Tracker
- Teacher judgement of pupils' PiTA colour band

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 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' PTE/ PTM/PTS/NGRT/NGST attainment data between their tests can provide indicators of progress by showing an uplift in results against previous data within and across years.

Formative teacher Assessment, tracked in Sonar Tracker to demonstrate progress:

Broadly: Within the 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 generating a progress report within Sonar Tracker based on the rate and depth with which each child acquires skills and knowledge:

	Below Progress	Expected Progress	Above Expected Progress
Reading	16.4% (9)	61.8% (34)	21.8% (12)
Writing	16.4% (9)	60.0% (33)	23.6% (13)
Mathematics	20.0% (11)	58.2% (32)	21.8% (12)

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.

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 SENCo. Further detail on this is covered by the policies for SEND and Able and Talented.

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 Cameron Vale, 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 Year 3 to 6 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

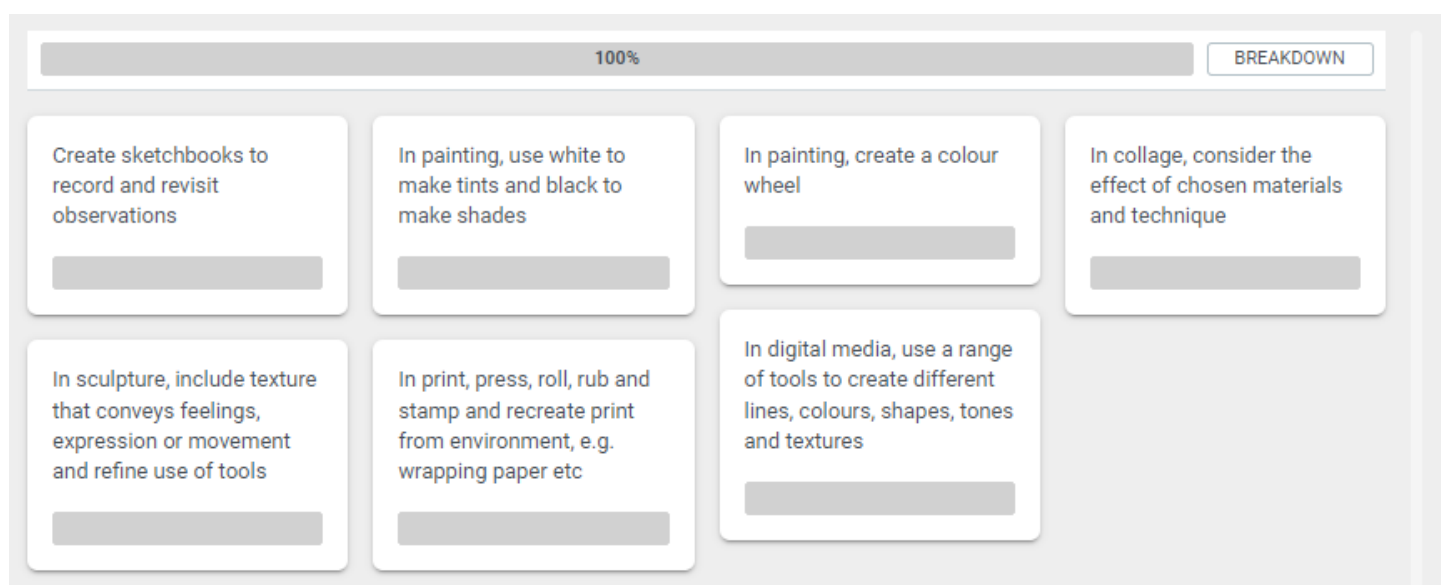
Each pupil completes a baseline assessment on entry to the EYFS. This enables the staff to establish starting points for individual children's learning, track progress and support the learning of the individual throughout their time in Early Years.

Informal assessment: Learning Journeys, 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) is mapped onto our electronic system Sonar Tracker 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.

Foundation Subjects

Sonar Tracker is used to make judgements as to whether an objective has been **achieved using the same method for formative assessment as English and maths**. Teachers make judgements at the end of **each project**, on a **termly basis**.



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 calendar.

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

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 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 (**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

REPORTING ASSESSMENT

The reporting of assessment is contained in the table below

Date	Purpose	Information Provided
November	Information to parents to inform school choice	CAT4 scores in Years 4, 5 and 6
November December	Information to parents	NGRT in Reading NGST in Spelling PTE/PTM/PTS Form B Teacher assessment in writing Next steps in learning in English and Maths
May/June	Information to parents to inform school choice	CAT 4 scores in Years 4 and 5
June	Information to parents	PTE Form A in English PTM Form A in Maths NGRT in Reading PTS Form A in Science in Years 3 and above Next steps in learning in English and Maths Working towards/expected/above in foundation subjects

REPORTING ATTAINMENT TO PARENTS

In reporting attainment, standardised age scores are reported for Reading, English and Maths in Years 1 to 6, Spelling in Years 2 to 6 and Science in Years 3 to 6

Breakdowns in each subject reported as working towards/working within/working above as well as key strengths and areas for improvement

Providing learners with clear goals and next steps

- Ensuring clarity in expectations for the next time period
- Establishing a focus for planning, differentiating and resourcing lessons
- Enabling recognition of each child on their achievements

Targets are set for learners in Years 1 to 6 in:

- Reading
- Writing
- Maths

Targets are set through pupil conferencing. Pupil conferencing is a one-to-one discussion between teacher and pupil that takes place regularly to discuss progress and attainment, enabling dialogue for the teacher to give the pupil feedback about their work and collaboratively identify targets for improvement.

Pupil conferencing and target setting is carried out 4 times per year:

- week after October half-term
- first week back in January
- first week back in April
- final two weeks of Summer Term

APPENDIX 1

SUMMATIVE ASSESSMENT LANGUAGE AND DESCRIPTORS

If a teacher is seeking to summatively assess a pupil as attaining a colour band beyond the year range (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.

Sonar Tracker colour map descriptors for summative assessment	Benchmark Assessment Descriptors	GL (SAS)	GL Bands	Reporting to parents
Significantly below ARE	<ul style="list-style-type: none"> 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. 	>73	Very low	Working Well below National Standard
Below ARE	<ul style="list-style-type: none"> Is able to access elements of 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 in need of some intervention to secure core learning. Working approximately 1 year behind ARE 	74 - 90	Below Average	Working Below National Standard
Just at ARE	<ul style="list-style-type: none"> Is able to access the correct curriculum yet often needs 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 Applies some but not all learning of year group objectives independently 	91 - 104	Average	
Securely at ARE	<ul style="list-style-type: none"> Is meeting national ARE. Is usually a successful learner, at that year group level, showing good understanding of and can apply the curriculum objectives taught. Usually able to learn new skills and use them accurately and independently, 	105 - 111		

	<p>though they may make occasional errors in applying their learning in other contexts.</p>			
<p style="text-align: center;">Above ARE</p>	<ul style="list-style-type: none"> • 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 	<p style="text-align: center;">112-118</p>	<p style="text-align: center;">Above average</p>	<p style="text-align: center;">Working above expected national standard but within school's expected standard</p>
<p style="text-align: center;">Significantly above ARE</p>	<ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">127-141</p>	<p style="text-align: center;">Very High</p>	<p style="text-align: center;">Working significantly above</p>

Annual Assessment Calendar			
2022 - 23			
Year Group	Assessment	When	Purpose
1	NGRT New Group Reading Test	by October half-term May/June	Standardised score for reading. NGRT is a termly test designed to drill down into pupils' reading and comprehension skills (including phonics where necessary): the NGRT reveals exactly where support is required. With NGRT you can compare decoding skills and sentence completion against passage comprehension allowing you to identify, for instance, competent decoders with weak comprehension skills.
	GL Progress in Maths (PTM)	By October half-term May/June	Progress Test in Maths (PTM) is a standardised assessment of pupils' mathematical skills and knowledge including number, shape, data handling and algebra. This is designed for use year on year to support teachers in benchmarking student's maths knowledge and measure their progress over time.
	GL Progress in English (PTE)	By October half-term May/June	Progress Test in English (PTE) is a standardised assessment of pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension. This is designed for use year on year to support teachers in benchmarking student's English knowledge and measure their progress over time. This can help in identifying those in need of extra help, as well as those who are particularly able.
	Formative teacher assessment using <i>Sonar Tracker</i>	Ongoing Class teachers to complete as they teach	To track curriculum coverage and progress towards achievement of end of year expectations and adjust planning according to progress.
2	NGRT New Group Reading Test	Termly by October half-term March May/June	Standardised score for reading. NGRT is a termly test designed to drill down into pupils' reading and comprehension skills (including phonics where necessary): the NGRT reveals exactly where support is required. With NGRT you can compare decoding skills and sentence completion against passage comprehension allowing you to identify, for instance, competent decoders with weak comprehension skills.
	NGST New Group Spelling Test	Termly by October half-term March May/June	New Group Spelling Test (NGST) is an adaptive assessment which allows termly monitoring of spelling skills. When combined with New Group Reading Test (NGRT) you can assess reading and spelling together. Customised implications for teaching and learning in each individual report offer practical help with next steps in the classroom. The New Group Spelling Test (NGST) allows teachers to assess spelling ability benchmarked against the national average and monitor progress. NGST is aligned to the new curriculum in England and all questions are delivered via audio. The test is fully adaptive which means that the material adapts to the pupil's ability.
	GL Progress in Maths (PTM)	PTM Form B in November/ December PTM Form A in May/June	Progress Test in Maths (PTM) is a standardised assessment of pupils' mathematical skills and knowledge including number, shape, data handling and algebra. This is designed for use year on year to support teachers in benchmarking student's maths knowledge and measure their progress over time.
	GL Progress in English (PTE)	PTE Form B in November/ December PTE Form A in May/June	Progress Test in English (PTE) is a standardised assessment of pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension. This is designed for use year on year to support teachers in benchmarking student's English knowledge and measure their progress over time. This can help in identifying those in need of extra help, as well as those who are particularly able.
	Formative teacher assessment using <i>Sonar Tracker</i>	Ongoing Class teachers to complete as they teach	To track curriculum coverage and progress towards achievement of end of year expectations and adjust planning according to progress.

3	NGRT New Group Reading Test	Termly by October half- term March May/June	Standardised score for reading. NGRT is a termly test designed to drill down into pupils' reading and comprehension skills (including phonics where necessary): the NGRT reveals exactly where support is required. With NGRT you can compare decoding skills and sentence completion against passage comprehension allowing you to identify, for instance, competent decoders with weak comprehension skills.
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	GL Progress in Maths (PTM)	PTM Form B in November/ December PTM Form A in May/June	Progress Test in Maths (PTM) is a standardised assessment of pupils' mathematical skills and knowledge including number, shape, data handling and algebra. This is designed for use year on year to support teachers in benchmarking student's maths knowledge and measure their progress over time.
	GL Progress in Science (PTS)	PTS Form B in November/ December PTS Form A in May/June	PTS enables teachers to monitor science achievement benchmarked against peers nationally, as well as measuring the key National Curriculum requirement of 'working scientifically'.
	GL Progress in English (PTE)	PTE Form B in November/ December PTE Form A in May/June	Progress Test in English (PTE) is a standardised assessment of pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension. This is designed for use year on year to support teachers in benchmarking student's English knowledge and measure their progress over time. This can help in identifying those in need of extra help, as well as those who are particularly able.
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	GL Progress in Maths (PTM)	PTM Form B in November/ December PTM Form A in May/June	Progress Test in Maths (PTM) is a standardised assessment of pupils' mathematical skills and knowledge including number, shape, data handling and algebra. This is designed for use year on year to support teachers in benchmarking student's maths knowledge and measure their progress over time.
	GL Progress in Science (PTS)	PTS Form B in November/ December PTS Form A in May/June	PTS enables teachers to monitor science achievement benchmarked against peers nationally, as well as measuring the key National Curriculum requirement of 'working scientifically'.
	GL Progress in English (PTE)	PTE Form B in November/ December PTE Form A in May/June	Progress Test in English (PTE) is a standardised assessment of pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension. This is designed for use year on year to support teachers in benchmarking student's English knowledge and measure their progress over time. This can help in identifying those in need of extra help, as well as those who are particularly able.
	CAT4	by October half-term	Ability test to track attainment against ability
	Formative teacher assessment using <i>Sonar Tracker</i>	Ongoing Class teachers to complete as they teach	To track curriculum coverage and progress towards achievement of end of year expectations and adjust planning according to progress.
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	GL Progress in Maths (PTM)	PTM Form B in November/ December PTM Form A in May/June	Progress Test in Maths (PTM) is a standardised assessment of pupils' mathematical skills and knowledge including number, shape, data handling and algebra. This is designed for use year on year to support teachers in benchmarking student's maths knowledge and measure their progress over time.
	ISEB termly tests in Maths	December March June	Measure of progress and next step indicators towards 11+ ISEB standards and expectations
	GL Progress in Science (PTS)	PTS Form B in November/ December	PTS enables teachers to monitor science achievement benchmarked against peers nationally, as well as measuring the key National Curriculum requirement of 'working scientifically'.

		PTS Form A in May/June	
	GL Progress in English (PTE)	PTE Form B in November/ December PTE Form A in May/June	Progress Test in English (PTE) is a standardised assessment of pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension. This is designed for use year on year to support teachers in benchmarking student's English knowledge and measure their progress over time. This can help in identifying those in need of extra help, as well as those who are particularly able.
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	CAT4	by October half-term	Ability test to track attainment against ability



CAMERON VALE SCHOOL
BY THE RIVERVALE

	Formative teacher assessment using <i>Sonar Tracker</i>	Ongoing Class teachers to complete as they teach	To track curriculum coverage and progress towards achievement of end of year expectations and adjust planning according to progress.
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