

# Liberty Academy Trust

## Assessment Policy 2024/25

<b>Date</b>	September 2024
<b>Written by</b>	Liberty Academy Trust Assessment Working Group
<b>Review Date</b>	September 2025
<b>Updated</b>	

# Contents

<b>1. Introduction</b>	3
<b>2. Baseline &amp; Target Setting</b>	3
<b>3. Diagnostic Assessments</b>	4
<b>4. Targets</b>	5
<b>5. Assessments</b>	5
<b>6. Primary Assessment</b>	6
<b>7. Summative Tests</b>	7
<b>8. Secondary Assessment</b>	8
<b>9. Record Keeping and Analysis</b>	10
<b>10. Pupil Progress Meetings</b>	10
<b>11. Reports Home</b>	11
<b>12. Roles and Responsibilities</b>	11
APPENDIX 1 – Liberty Assessment Calendar	14
APPENDIX 2 – Key Stage 4 Pathway	15
APPENDIX 3 – Examples of Formative Assessments	17
APPENDIX 4 – Screening and Assessment Tools and their Capabilities	18
APPENDIX 5 – GL Assessment Progress Tests	21

## 1. Introduction

### Aims

- 1.1. It is key that all stakeholders (pupils, staff, parents/carers) understand current academic performance across subject areas, how this relates to previous assessments of their knowledge, skills and understanding, and also indications of future achievements.
- 1.2. The tracking of assessment data allows leaders to set targets, ensure ambitious pathways and plan teaching that helps pupils make further progress. The tracking of assessment data allows schools to deploy any required interventions to ensure that pupils achieve their full potential.
- 1.3. In order for this to be accurate and effective we will employ a consistent approach to assessment across the different Key Stages. All pupils will be continually assessed, and current performance data will be mapped against targets, which are derived from baseline information on entry into the school.
- 1.4. This policy aims to:
  - Provide clear guidelines on our approach to formative and summative assessment for each Key Stage
  - Establish a consistent and coherent approach to recording summative assessment outcomes.
  - Clearly set out the responsibilities for key roles across the Trust

## 2. Baseline & Target Setting

### Baseline Assessments

- 2.1. The points and associated circumstances at which pupils transition into Liberty Academies are diverse and the availability of prior data is variable. This is due to pupils missing significant amounts of education prior to joining the schools or being disapplied from National tests for various reasons.
- 2.2. Therefore, at transition<sup>1</sup> into a Liberty Trust Academy a holistic judgement of the pupils is made to create a one-page profile<sup>2</sup> using information available obtained during the admissions process, the Education Healthcare Plan, Prior Attainment Data and by conducting national standardised assessments.
- 2.3. The National Standardised assessments used in Liberty Academy Trust are:
  - GL Assessment CAT4 – Cognitive Ability Test
  - GLA Assessment NGRT – New Group Reading Test
- 2.4. Using these sources pupils will be placed on a pathway based on their current academic potential which will be reviewed annually based on in-year performance data. These pathways will determine class groupings and Target Setting and support discussions around options and enrichment activities pupils are supported to access and future pathways and career discussions.

---

<sup>1</sup> To be completed in pupils Term 1

<sup>2</sup> See Appendix 2 – One Page Profile Template

Phonics	KS1 TA	KS2 Scaled Score	CAT4 Overall Reading SAS	Reading SAS (NGRT)	CAT4 GCSE Indicator	Pathway
40	GDS	110+	120+	120+	7-9	
32-40	EXS	95-110	100-120	100-120	4-6	
<32	WTS	80-95	86-100	86-100	1-3	
<32	PKS	79 or below	85 or below	85 or below	Non GCSE	

See Appendix 2 for additional detail

- 2.5. Schools should consider repeating CAT4 Assessments at key Transition Points e.g. Primary to Secondary Phase and Key Stage 3 to Key Stage 4.
- 2.6. Schools will also have the option to baseline pupils at the start of each Academic Year with the Progress Test Series to identify any regression or gaps in knowledge following the Summer Break. However, this is to inform catch up intervention and should not be used to change targets. Prioritising pupils achieving their aspirational targets is foremost.

### 3. Diagnostic Assessments

- 3.1. Diagnostic assessments can be used by teachers and members of our multidisciplinary teams. They can be used to assess pupils' strengths and weaknesses and to identify specific areas that pupils find difficult and may need additional targeting. Every diagnostic assessment looks different, with some activity-based and others conducted through formal tests. Some are broad in their scope, and others specific. The EEF's Improving Literacy in KS2 guidance report recommends that:
  - 3.2. High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can be used to inform professional judgement about the best next steps. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. A range of diagnostic assessments are available, and staff should be trained to use and interpret these effectively. This approach can be used for high- and low-attaining pupils and for whole-class and targeted interventions."
- 3.3. There are two types of diagnostic assessment:
  - An **informal diagnostic** assessment happens spontaneously before a new learning experience begins. For example, the teacher could call up a few pupils and ask them to share what they know about a specific subject. She could also ask pupils to complete a survey, quiz or simple checklist to gather information. This may also include a specialist therapist observing a pupil for example to complete a diagnostic writing assessment.
  - A standardised diagnostic assessment uses well-defined testing methods to and identify any existing gaps. These assessments provide teachers and therapists with a more in-depth analysis of a pupil's learning weaknesses and strengths. They may also screen for specific learning difficulties or additional SEND needs. Literacy and language assessments are vital, of course: these underpin education and pupils' ability to access a curriculum. But we know that other skills affect pupils with Send, such as speed of processing and working memory. A list of tests schools can use can be found in APPENDIX 3.

3.4. It is important to understand fully the limitations of assessments, what the test is testing and what the results mean. Test results are only ever a measure of how the pupil performed on the day; they may not be a predictor of future achievement. Other data should always be used to triangulate a profile of pupil achievement.

## 4. Targets

4.1. The Academy provides a range of data sources to enable teachers to effectively plan for the diverse range of learning needs in their classrooms. The data comprises:

- One Page Profiles of need - these are developed using Pupil demographic Information (Pupil Premium, EAL etc.), EHCP Targets, Attendance and Behaviour Information, Pupil Voice and Data gathered from Admission process – they are reviewed regularly providing further advice and guidance for colleagues.
- Pupil Pathways
- Prior Attainment Data dependant on availability and Year Group will consist of: EYFS, Phonics, KS1 and KS2 Outcomes
- Reading Age
- Standardised Assessments
- Diagnostic Assessments
- Information on learning and engagement
- Specific resources or adaptations required.

4.2. Staff will utilise the information provided at the start of each Key Stage to set appropriate and challenging targets for learners. The targets are set in line with the following principles:

- Targets are aspirational, with the aim of challenging predicted outcomes.
- Targets are considered with the specific needs of each learner in mind.

## 5. Assessments

5.1. There are 2 main types of assessment – formative and summative.

- **Formative Assessment.** This form of assessment is informal and continuous and should be embedded across all lessons. Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding. Strategies for Formative assessments will vary according to the subject and learning objective taught and can and will vary across the Trust to adapt to the curriculums and cohorts across and within Liberty Trust Academies<sup>3</sup>. Collaborative working across the Trust at individual school and Trust level will

---

<sup>3</sup> See Appendix 3 – Examples of Formative Assessments

ensure best practise in formative assessment is identified and shared across the family of schools. These assessment form part of the evidence for the Summative Teacher Assessment.

- **Summative Assessment.** This type of assessment takes place at the end of schemes of learning and is usually in the form of formal testing but also includes summative Teacher Judgement in the main for Primary age Pupils. Tests are a valuable tool for gauging the level of a pupil's understanding and for tracking individuals' progress over time. Liberty Academy Trust will use both Standardised Assessment and Curriculum Assessments to track the progress of pupils.

5.2. **Hot and Cold Assessment Tasks.** It is the expectation that Liberty Academy Trust teachers will routinely use hot and cold assessment tasks to inform both formative and summative assessment. Cold tasks are exercises at the beginning of a unit (often half termly). The pupils attempt the task based on current knowledge and this acts as a baseline. So, for example if the unit is about writing poetry they produce a poem on a set topic with set parameters but without explicit teaching on how to write a poem. They then complete the unit of work and the teacher teaches them how to improve their work. At the end of the unit they do a Hot task, which is a second go at doing the same piece of work. This allows a teacher to be able to build on what a child already knows, instead of all being taught the same thing. Teaching can be much more focussed because of this assessment strategy. The child, parent and teacher are all able to see the difference between what they could do before and what they could do at the end of the unit.

## 6. Primary Assessment

EYFS Assessment

- 6.1. EYFS assessment is in line with the [EYFS statutory framework](#).

Teacher Assessments

- 6.2. Each term pupils' progress is measured against the age-related expectations for the level they are working at. A broad range of evidence can be used to award the appropriate level. The principles by which the Liberty descriptions can be applied to the extent of the curriculum that has been covered by the assessment point at which the judgement is made are outlined below. The descriptors mirror the judgments which are applied at the end of each Key Stage. This will allow schools to identify areas of under achievement in progress between the Key Stages to ensure appropriate intervention can take place.
- 6.3. The fundamental principle that distinguishes each descriptor is the level of **independence** by which a pupil can use, demonstrate, solve or apply their knowledge, understanding or skills that they have gained so far.
- 6.4. The following descriptions should be applied:

<b>Pre-Key Stage</b>	This level can be applied to pupils who are currently not able to access the Age-related Curriculum.
----------------------	--

<b>Working Towards (WTS)</b>	Pupils are able to demonstrate knowledge/skills/understanding of the curriculum covered <b>only with significant support</b> or intervention. For example, with significant instruction, support of an adult or scaffolding resources.
<b>Expected (EXS)</b>	Pupils <b>can independently</b> demonstrate knowledge/skills/understanding of the curriculum covered, <b>beyond a sequence of lessons</b> where that knowledge/skill/concept has been taught and is therefore <b>embedded</b> .
<b>Greater Depth (GDS)</b>	Pupils <b>can independently</b> demonstrate knowledge/skills/understanding of curriculum covered through various <b>contexts and problems</b> and, where appropriate, with <b>higher quality</b> .

## 7. Summative Tests

7.1. The following standardised materials/tests are used for Key Stage1/2 Pupils

Test	Who	When
Read Write Inc	Years R-6	
New Group Reading Tests	Years 2-6	Baseline (Transition into school) End of Autumn Term (Intervention Pupils only) End of Spring Term (Intervention Pupils only) End of Summer Term (ALL)
GL Assessments – Progress Tests Maths, English and Science <b>See Appendix 4 for test schedule</b>	Years R-5	Baseline – start of School Year End of Year
Mock SATS papers Previous Years SATS Papers	Year 6 Only	Forms part of the Liberty SATS Preparation Process

7.2. Nationally standardised summative assessment

7.3. Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception

- Reception Baseline Test (Pilot 2019/20)
- Phonics screening check in year 1
- Phonics screening check in year 2
- Timetable Test for Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

## 8. Secondary Assessment

### Key Stage 3 Assessments - Summative Tests – Core (English and Maths)

8.1. Standardised tests are used within Liberty Academy Trust Schools. These enable us to make comparisons at local and national levels and to monitor the progress pupils make during their time in Key Stage 3. These standardised tests are used by a large cohort nationally each academic year.

8.2. The following standardised materials/tests are used:

Test	Who	When
New Group Reading Tests (NGRT)	Years 7/8/9	Baseline (Transition into school) End of Autumn Term (Intervention Pupils only) End of Spring Term (Intervention Pupils only) End of Summer Term (ALL)
GL Assessments – Progress Tests Maths, English and Science See Appendix 4	Years 7/8/9	End of Year Baseline for new pupils at start of School Year



- 8.3. Curriculum maps for each subject will identify the intended concepts, knowledge and skills that will be learnt, against which the degree of pupil ability and understanding will be measured. Throughout 2024/25 unit assessments will be completed to accompany curriculum maps. These are being worked on cross Trust with support from the external Curriculum Consultant Megan Dixon.
- 8.4. The intention is all departments will then set two / three summative assessments per year. These summative assessments will be directly linked to the curriculum maps for that school and department. Departments have complete discretion over content but need to ensure that each terms test comprises several, cumulative, components. These will be administered, analysed and evaluated on a school level.
- 8.5. The Trust does not support assessment approaches at KS3 which allocate grades. Any school based assessment systems should ensure a mark scheme approach which clearly distinguishes what a child does and does not know.
- 8.6. Each question would have a volume of raw marks. The test will then be given total number of raw marks. A pupil's raw marks would then be converted into percentage score. A pupil's percentage score and the year group median average would be communicated to parents.
- 8.7. This system ensures there is a common language for marking between different subjects. All departments would be required to use raw mark percentage scores to assess end of term tests. Progress can easily be demonstrated through test scores that pertain to tests that follow the wider knowledge domain of each subject.
- 8.8. All summative assessment schemes will be quality assured by both the school and the trust to ensure they are robust, and a level of consistency is achieved within and across departments. A range of summative assessment materials will be collated and shared across schools with the aim to ultimately move towards a range of standardised assessments which will be delivered across all schools.

#### Key Stage 4 Assessments

8.9. Progress and assessments will be graded to show current attainment against Qualification grades (e.g., GCSE, BTEC, Foundation Level etc.), allowing pupils to make incremental progress across the grades and for them to be able to recognise the progress they are making towards their targets.

8.10. Key Stage 4 Pupils will sit a set of formal mock examinations at set points as determined by the Liberty Assessment Calendar. These include 1 formal mock examination period at the end of Year 10 and 2 formal mock examination periods in Year 11. These Mock Assessments can be sat within the classroom environment if logistically these avoids disruption in the school.

8.11. These formal mock examinations must use whole past papers in the time frame specified on the past paper. Staff will be required to provide a **Mock Grade** for each pupil this is the grade attained in the relevant exam paper ascertained using the grade boundaries for that paper. All summative assessment schemes will be quality assured by both the school and the trust to ensure they are robust, and a level of consistency is achieved within and across departments. There will be central/cross-school moderation of Grades.

## 9. Record Keeping and Analysis

9.1. There is an expectation that all schools will formally record the outcomes of the Summative tests into the schools MIS system – Bromcom.

9.2. Teachers should use the outcomes of the Assessments on a day-to-day basis to inform and adapt their future plans and to give regular feedback to improve pupil outcomes.

9.3. Schools should use the outcomes of the Assessments to form part of a school's self-evaluation process and any areas for development identified by this analysis should then be incorporated into School Improvement Plans

## 10. Pupil Progress Meetings

10.1. Any pupils who are not making progress should receive personalised support and intervention. There needs to be a whole school system for linking progress to provision which forms a cyclical process that is strategic and is integral to the school assessment calendar. To be most effective it requires involvement from all members of the school community so it can support with the identification of barriers to learning and planning of suitable actions to narrow achievement gaps.

10.2. There is an expectation that regularly timetabled Pupil Progress meetings will be held within Liberty Academy Trust Schools. These meetings provide a forum for analysis and discussion of the factors that have supported pupil progress and identifies, collaboratively, actions that overcome barriers to learning. The aims of the meetings are to enable:

- Staff to engage in professional dialogue about pupil progress.
- Quality time to discuss barriers to learning and effective strategies to remove these.
- Members of the SLT to be aware of the progress being made in each cohort.
- Teachers and SLT to analyse the impact of intervention strategies.
- Strategic decision making on how additional adults and other resources are used effectively in order to meet the needs of the pupils and the school.

## 11. Reports Home

- 11.1. We take our responsibilities for co-production seriously; with this in mind, our approach to reporting to parents and carers ensures that there are multiple ways in which pupil progress is reported on throughout the year. Every term, families are invited to discuss their child's progress in school – during this meeting, all areas of academic progress and progress against EHCP targets are discussed, with revisions made to provision, where necessary.
- 11.2. As is a statutory expectation, the Annual Review ensures that the progress against EHCP targets are formally reviewed by both the school and the LA and ensures that any statutory changes can be recorded appropriately.
- 11.3. Schools will report outcomes of Assessment with Parents via the My Child at School. Format of reports is at the discretion of the schools.
- 11.4. Progress is also shared via written report which is sent home termly; this is an opportunity for families to read about progress in specific subjects.
- 11.5. Parents and carers at school will also be encouraged to discuss their child's progress on an informal basis, through 'drop ins' and coffee mornings that will be held regularly throughout the year.

## 12. Roles and Responsibilities

### 12.1. Director of Education

- Ensure that the trust overall has effective procedures for assessment.
- Ensure that a strategic overview of assessment across the Trust is maintained.
- Ensure that statutory requirements are met by senior leaders in each school.
- Ensure that best practice in assessment is shared across the Trust.
- Ensure that the Liberty Academy Trust Delivery Plan provides sufficient resources for the ongoing development of assessment.

### 12.2. Head of Data Systems and Analytics

- Support Director of Education in developing procedures for Assessment.
- Liaise with all third-party providers for Assessment Systems and Software
- Ensure systems are developed for the collation, analysis and reporting of all Assessment Data
- Ensure all Assessment leads in schools are trained on all aspects of the Liberty Academy Trust Assessment Policy and support them to cascade training to all staff.

### 12.3. Principals

- Ensure their school has effective procedures for assessment.
- Ensure the school follow the assessment arrangements within this policy and provide the Trust with timely and accurate data.

- Ensure that assessment procedures are clear to all staff.
- Ensure that assessment procedures are being carried out.
- Review the effectiveness of assessment.
- Ensure data is scrutinised and that action is taken to support pupils who are not making expected progress
- Ensure that statutory requirements are met.
- Ensure pupils are entered for qualifications that are appropriate given their prior attainment and ambitions and support them to move towards chosen adult pathways.
- Ensure that assessment requirements across the subjects and each school are coherent,manageable and effective.
- Ensure that assessment requirements are carried out and set targets for improvements.
- Ensure communication with parents and pupils is clear about expectations for examinations and where pupils may be at risk of non-attendance then take action to prevent this.

#### 12.4. Assessment Leads

- Ensure all material and information regarding Assessment delivered by the Trust is cascaded to all staff.
- Work with Teachers to deliver the assessment arrangements within this policy and provide the Trust with timely and accurate data.
- Support Teaching staff to carry out all assessment procedures.
- Support teaching staff to scrutinise data and to take action is taken to support pupils who are not making expected progress
- Work with Exams Officers to enter pupils for qualifications that are appropriate given their prior attainment and ambitions and support them to move towards chosen adult pathways.
- Work with pupils to support them to access examinations, ensuring effective access arrangements are in place and barriers to attendance and success are minimised.
- Deliver timely reports on assessment and results data to parents based on minimum Trust expectations within this policy

#### 12.5. Teachers

- Ensure that all lessons have clear Questions for Learning, Targets or Aims appropriate tothe pupils' abilities, which are shared.
- Take responsibility for the progress, well-being and attendance of pupils in their classand alerts the SLT of any new barriers to learning or problems that arise for families.
- Work with all staff proactively, to ensure best possible provision and

support made for individuals.

- Use assessment information on a daily basis to inform future planning and interventions.
- Set and reviews targets and the impact of interventions,
- Keep appropriate records of pupil's work, attainment and progress, in books or other forms.
- Write annual reports for parents but more importantly feeds back to the pupil and their family regularly as to how they are doing, so there are no surprises in reports or parent meetings.

# APPENDIX 1 – Liberty Assessment Calendar

Full Calendar - [Data and Assessment Calendar 2024\\_5.xlsx](#)

Phase	Assessment Type	Year Groups	Frequency	Assessment Windows
Baseline	CAT4 and NGRT	ALL	x1	wc 9th September DEADLINE: 20th Sept
Primary	Target Setting	Y3-6	x1	DEADLINE: 27th September
	NGRT	Y3-6	x3	wc 18th November wc 10th March wc 9th June
	GL Progress Tests	Y1-5	x2 Baseline and EOY	Baseline - September EOY - wc 16th June
	Mock SATS	Y6	x3	wc 11th November wc 13th January wc 3rd March DEADLINE: 14th March
	Teacher Assessment	Y1-5	x3	DEADLINE: 22nd November DEADLINE:14th March DEADLINE: 20th June
Secondary	NGRT	Y7-11	x3	wc 18th November wc 10th March wc 9th June (Not Y11)
	Progress Tests	Y7-9	x2 Baseline and EOY	Baseline - September EOY - wc 16th June
	Mock Assessments	Y10	x1	wc 23rd June DEADLINE: 4th July
		Y11	x2	wc 11th November DEADLINE: 22nd November wc 3rd March DEADLINE: 14th March
<b>Trust Board 1 Papers Deadline</b>				<b>30 August 2024</b>
<b>Education Committee 1 Papers Deadlines</b>				<b>08 October 2024</b>
<b>Trust Board 2 Papers Deadline</b>				<b>29 November 2024</b>
<b>Education Committee 2 Papers Deadlines</b>				<b>09 January 2025</b>
<b>Trust Board 3 Papers Deadline</b>				<b>20 February 2025</b>
<b>Education Committee 3 Papers Deadlines</b>				<b>24 April 2025</b>
<b>Trust Board 4 Papers Deadline</b>				<b>08 May 2025</b>
<b>Trust Board 5 Papers Deadline</b>				<b>26 June 2025</b>

## APPENDIX 2 – Key Stage 4 Pathway

LAT Key Stage 4 Curriculum Pathways		
Pathway 1: Academic	Pathway 2: Vocational	Pathway 3: Supported Vocational
GCSE English Lang GCSE English Lit GCSE Maths  GCSE Combined Science  BTEC Level 2 Workskills  AQA Level 2 PSHE Unit Award Scheme  Core PE  <b>Choose Two From:</b> <ul style="list-style-type: none"> <li>GCSE History</li> <li>GCSE Geography</li> <li>GCSE Art</li> <li>GCSE Design and Technology</li> <li>GCSE Food Technology</li> <li>GCSE PE</li> <li>GCSE Computer Science</li> <li>GCSE Citizenship</li> </ul>	Functional Skills L1/2 English Functional Skills L1/2 Maths  BTEC Level 1 Applied Science  BTEC Level 1 Workskills  AQA Level 1 PSHE Unit Award Scheme  Core PE  <b>Choose One or Two From:</b> <ul style="list-style-type: none"> <li>BTEC Level 1/2 Sports Leaders</li> <li>WJEC Level 1/2 Hospitality and Catering</li> <li>BTEC Level 1/2 Creative iMedia / ICT</li> <li>BTEC Level 1 / 2 Public Services</li> </ul>	Entry Level English Entry Level Maths  Entry Level Science  Entry Level Workskills  Entry Level AQA PSHE Unit Award Scheme  Core PE  <b>Choose One or Two From:</b> <ul style="list-style-type: none"> <li>BTEC Home Cooking</li> <li>Entry Level Sports Leaders</li> <li>Entry Level Art and Design</li> <li>Entry Level Geography</li> <li>Entry Level History</li> <li>AQA Unit Awards linked to personal interest</li> </ul>
<b>Offsite alternatives – choose one:</b> College: - Catering and Hospitality <ul style="list-style-type: none"> <li>- Construction and Multi Trade</li> <li>- Exploring Caring Sectors</li> <li>- Hair</li> <li>- Motor Vehicles</li> <li>- Sport</li> </ul>		

### Blue and Purple Pathways

These are academic pathways. The focus is to support pupil to acquire academic qualifications in line with their mainstream peers. The Purple Pathway is an academic pathway for those high attaining pupils who are targeted to achieve top grades at GCSE e.g. Grades 7 to 9.

### Amber Pathway

This a combination pathway based on pupils prior attainment levels and for pupils who have missed a significant time in Education , including pupil who have medical needs, poor attendance and new arrivals. Pupils take a combination of GCSE equivalent and Entry Level Qualifications. The focus is on ensuring the pupils acquire qualifications leading to their chosen destination or career choice.

### Purple Pathway

This pathway is aimed at pupils who have low prior academic attainment in primary and Key Stage 3. This is an entry level pathway designed to ensure pupils achieve

qualifications representative of their time in school, including an English and Maths qualification. There is a focus on work experience and life skills in the read pathway, supporting pupils to develop their interests and intended destinations.



## APPENDIX 3 – Examples of Formative Assessments

Infographic

Pre-class open question

End of class feedback forms / questionnaires

Hot and cold tasks

Low stakes quizzes and polls

Entry and exit post its

Word clouds

scales

Live polls

Traditional question and answer

Whiteboards / number / word fans to show quick fire responses.

Pupils' presentations

Homework exercises

Reflective journals

Teacher observations

Dipstick tasks e.g., write a letter to a friend explaining, draw a sketch to illustrate, explain to a partner.

Self-assessment

Final projects

## APPENDIX 4 – Screening and Assessment Tools and their Capabilities

<b>Name of Tool</b>	<b>Purpose</b>	<b>Age Range Applicable to</b>
Dyslexia Early Screening	Early screening of dyslexia	4.5 years to 6.5 years
Secondary Age Dyslexia Screener	Dyslexia screening	11 to 16 years
WIAT-II	Assessment of word reading and comprehension skills, designed to support access arrangements and understanding of general literacy levels	4 to 85 years
WRIT	Verbal and visual IQ testing	4 to 85 years
WRAM	Assessment of memory and learning to assess immediate and delayed memory ability	5 to 90 years
WMRS	Working memory rating scale	5 to 11 years
TOMAL-2	Test of memory and learning	5 to 59 years
Key Maths 3	Measurement of mathematical concepts and skills	6 years to 16 years 11 months
PIPA	Pre-School and Primary Inventory of Phonological Awareness	3 years to 6 years 11 months
ASDS	Asperger Syndrome diagnostic scale	5 to 18 years
GARS-3	Identification and severity of autism	3 to 22 years
Brown ADD	Assessment of ADD / ADHD	3 years to adult
BYI-III	Beck Youth Inventories to assess symptoms of depression, anxiety, anger, disruptive behaviour and self-concept	7 to 18 years
BASC-3	Behaviour assessment system to help understand behaviours and emotions	2 years to 21 years 11 months
SIP	Self-image profiling to measure self-esteem	7 to 16 years
Renfrew Language Scales assessment	Expressive language impairment - action picture test where pupil describes a picture	3 to 8 years
British Picture Vocabulary Scale (BPVS)	Receptive language	

Helen Arkell Spelling Test (HAST)	Diagnostic spelling test – advises on how to alleviate difficulties.	Primary and Secondary
Vernon graded word spelling test	Diagnostic spelling test	Primary and Secondary
Wide range achievement test, fourth edition (WRAT-4)	Combined reading and spelling test. Can be administered as group or one to one, plus a single word and reading comprehension test. It can be used to assess exam arrangements required.	Primary and Secondary
Wechsler Individual Achievement Test for teachers, second edition (WIAT-II)	Spelling and reading comprehension	
Literacy Assessment Online (Edukey)	Includes national phonics assessments, online screening tool.	6-14 years
Phonological Assessment Battery (PhAB)	Phonological ability - has sub-tests in alliteration, naming speed, rhyme, spoonerisms, fluency and non-word reading. PhAB2 includes extra sub-tests such as blending, phonological working memory, phoneme segmentation and phoneme deletion.	5-11 years and 11-14 years
Comprehensive Test of Phonological Processing (CTOPP)	Similar to PhAB. Additionally, can be used to assess for exam arrangements and can be used to show eligibility for extra time.	4-6 and 7-24 years
Test of Memory and Learning (TOMAL)	Tests working memory.	5-59 years
Test of Auditory Processing Skills(TAPS-4)	Tests language processing	4-18
Detailed Assessment of Speed of Handwriting (DASH)	Useful for secondary schools when testing for extra time. It can be done in a group and assesses how quickly pupils write per minute; this then is turned into a standardised score. The test is not recommended for internal assessments, but the manual includes some diagnostic information about handwriting	9-16 years
<u>Sandwell Early Numeracy Test (SENT)</u>	Basic number skills identification, oral counting, value, object counting and language. Suitable for primary pupils.	Primary pupils
<u>Test of Basic Arithmetic and</u>	Fluency in number skills	Primary

<u>Numeracy</u> <u>Skills (TOBANS),</u>		
--	--	--

# APPENDIX 5 – GL Assessment Progress Tests

[Choosing a test type and level - GL Assessment \(gl-assessment.co.uk\)](http://gl-assessment.co.uk)

Primary tests	R		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer
<b>CAT4</b>					Level X (digital or paper)		Level Y** (paper only) Pre-A** (digital/paper)		Level A		Level B		Level C	
<b>PT English</b>		Level 5 (paper Form A only)		Level 6 (paper Form A only)		7 Form A	7 Form B*	8	8 Form B*	9	9 Form B*	10 Form A	10 Form B*	Level 11
<b>PT Maths</b>		Level 5 (paper Form A only)		Level 6 (paper Form A only)		7 Form A	7 Form B*	8 Form A	8 Form B*	9 Form A	9 Form B*	10 Form A	10 Form B*	Level 11
<b>PT Science</b>														
<b>NGRT</b>		Paper test 1 and 1B		Paper test 2A and 2B OR Form A/B/C		Adaptive tests - Form A / B / C								
<b>NGST</b>														
<b>PASS</b>	PASS 1 (KS1)						PASS 2 (KS2)							

Secondary tests	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13	
	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer
<b>CAT4</b>	Level D		Level E		Level F				Level G					
<b>PT English</b>		12 Form A	12 Form B*	13 Form A	13 Form B*	14 Form A	14 Form B*							
<b>PT Maths</b>	11T	12 Form A	12 Form B*	13 Form A	13 Form B*	14 Form A	14 Form B*							
<b>PT Science</b>	Form A only	n/a		13 Form A (If KS3 finishes at the end of Year 8)	13 Form B* (If KS3 finishes at the end of Year 8)	14 Form A (If KS3 finishes at the end of Year 9)	14 Form B* (If KS3 finishes at the end of Year 9)							
<b>NGRT</b>	Adaptive tests - Form A / B / C						Form A / B / C							
<b>NGST</b>														
<b>PASS</b>	PASS 3 (KS3 & 4)										PASS 4			

\* If Required

\*\*Age range on Pre-A is broader so Level Y often preferred