

Assessment Procedures

WRAT5

The WRAT5 assesses student's reading, spelling, and maths skills and helps identify possible learning disabilities. It is administered when student's join Amberleigh and then annually on the anniversary of each student's start date. The data enables the Education Team to place new students on the correct curriculum pathway and track their progress throughout their time at Amberleigh. It also provides us with national comparison data as required at student's LACs, PEPs and other professional meetings.

It is divided into five main areas:

Word Reading provides a measure of letter and word recognition accuracy with items that include uppercase and lowercase letters and words with regular and irregular letter patterns.

Spelling provides a measure of written spelling from dictation with items that include letters and words with regular and irregular letter patterns.

Math Computation provides a measure of oral math computation skills with items that require counting, identifying numbers, and solving spoken problems as well as solving written computation problems that range from basic arithmetic to advanced operations.

Sentence Comprehension provides a measure of sentence comprehension skills and linguistic knowledge to supply a word that fills a blank in a series of items containing one or two sentences that progress in difficulty.

The Reading Composite Score is based on the Word Reading and Sentence Comprehension subtests and provides a broad measure of reading ability involving both words and sentences.

Interpreting Scores

The standard score relates to a student's performance compared to the performance of individuals of the same age. Scores range from 55 to 145 and are categorised from extremely low to extremely high.

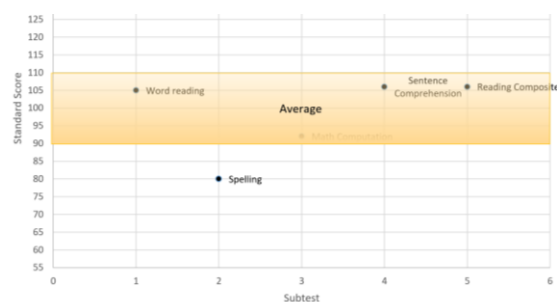
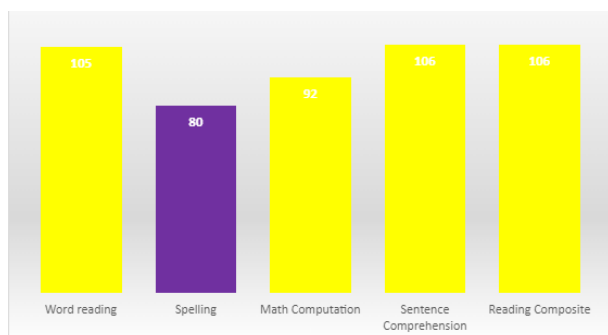
Descriptive Category	Standard Score
Extremely High	131-145
Very High	121-130
High Average	111-120
Average	91-110
Low Average	81-90
Very Low	71-80
Extremely Low	55-70



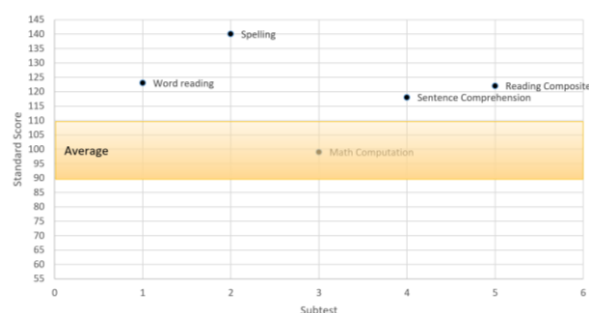
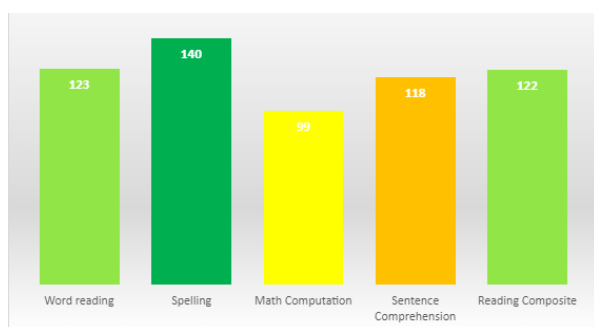
Many of our students have refused education and missed large gaps of their learning. This score highlights how far away students are from the average and enables us to plan and track learning in order to close the gaps.

Student Initials	Year	Word reading	Spelling	Math Computation	Sentence Comprehension	Reading Composite
		62	58	73	71	66
		108	110	91	106	107
		55	59	82	78	66
		117	98	103	120	120
		86	86	76	79	81
		105	80	92	106	106
		55	57	57	73	64
		81	78	75	97	88
		123	140	99	118	122

Attention is paid to individual scores, which are used to inform English and Maths PCP targets. Any student found to be below average in any area is given targeted intervention once a week in English and Maths. We may also introduce other interventions such as additional lessons, targeted homework or daily practise of key skills.



The data also shows us areas in which our students are excelling, which helps us to provide more challenging educational experiences to enhance this area of strength.



SOLAR

Solar is an online tracking tool containing our Scheme of Work Curriculum Pathways for every subject. Students are baselined on the correct Pathway based on information gained from previous schools, baseline assessments and their WRAT5 scores. From initial baseline, teachers use Solar to record student's attainment in lessons. There are three stars for each learning objective: emerging, developing and secure which teachers complete as and when required based on their formative and summative assessments.

"Learning involves a lasting change in pupils' capabilities or understanding." (Department for Education 2020) If nothing is remembered, nothing has been learned. Therefore, re-visiting learning across contexts is key to ensure attainment is secure.

Pathway 1 CURRENT Edit Level Evidence PDF				
	Emerging	Developing	Secure	
1. To write the letters of the alphabet in sequence and in both upper and lower case	★	★ ✓	★	✕
2. To spell their name and familiar names correctly with a Capital letter	★	★ ✓	★ ✓	✕
3. To use lower-case letters when there is no reason to use capital letters	★	★ ✓	★ ✓	✕
4. To write the common grapheme for any given phoneme from steps 1 and 2 of the Rapid Phonics Chart (see appendix)	★ ✓	★	★	✕

Formative Assessment

This takes the form of class work, observations, discussions, teacher marking, self/peer marking, skill checks, diagnostics, online games etc. It is daily assessment which teachers use to capture student's attainment in lessons against a planned learning objective. Evidence gained is recorded on solar and used to track progress and amend planning and teaching accordingly.

★

Secure: To choose and read books independently for challenge, interest and enjoyment

[History](#) [Edit](#)

Completed

☒

Context

Reading for Pleasure


Evidence

Engages positively during reading for pleasure and consistently gets 80%+ in the accelerated reading quizzes allocated for the book that he has read.




Summative Assessment

This takes the form of end of term tests, knowledge checks, coursework and more formal testing e.g. Functional skills, BTEC and GCSE past papers and exams. This is carried out as required, to inform planning, to set PCP and PEP targets, to measure progress and to achieve relevant qualifications.


Developing: To respond effectively to detailed or extended questions and feedback

[History](#)
[Edit](#)

Completed



Context

Entry 3 Functional Skills Speaking and Listening Assessment

Evidence

Presented information about favourite films and games.
 Contributed to a debate about age ratings on games and using mobile phones in school.
 Answered questions on both occasions to provide further detail.

Expected Progress

Our individual pathways are designed to be covered over a two-year period but this is flexible depending on previous attainment, time spent out of education and an individual's learning needs. At the start of the academic year, a flightpath of expected progress is created for each subject for each student. The flightpath sets a percentage target of pathway coverage for the year to ensure sufficient and expected progress is made. For example, a student may start the academic year on Pathway 2 + 25% so by the end of the Summer Term they will be expected to have completed Pathway 2 + 75%. This enables 100% coverage of a pathway across two years: 50% each year. This is further broken down to provide termly targets. SEN is taken into consideration when planning targets but expectations remain high for progress.

Subject: Maths

Student	Autumn Term		Spring Term		Summer Term		End of Year	End of Year
	Start	End (+15%)	Start	End (+20%)	Start	End (+15%)	Target (+50%)	Level
	P2+25%	P2+40%					P2+75%	
	P1+90%	P2+8%					P2+43%	
	P1+93%	P2+11%					P2+46%	
	P1+74%	P1+89%					P2+24%	
	P1+57%	P1+72%					P2+7%	



Mid-Term Assessment Meetings

Each subject teacher meets with the Deputy Head Teacher mid-term, to discuss attainment recorded on Solar and to highlight individual progress and areas for development. Subject teachers then put strategies in place to ensure students make expected progress and meet end of term targets.

Mid-term Progress check

Subject	Staff	Student	Issue	Discussion/Action
Maths	JA	GW	Lack of progress – not retaining knowledge/skills in all areas. Not on track to make end of year target or pass Level 1 exam.	Make work less abstract - lots of modelling, scaffolding, visuals, practical work. After exam – focus on life skills as leaving – preparation for adulthood – money and <u>real</u> life problems, PCP target – solve one step word problems.
PSHE	PV	KD, JSB, CCK	Not met end of year target for Health and Wellbeing.	SOLAR not updated as not topic focus – update SOLAR and check Los to see if link to any covered this term through Living in the wider world or covered within the community.
English - Reading	FC	GW/CJH/VP/KD	Lack of progress, not on track to reach end of year target for reading. CJH – reading age decreased.	Had a big focus on writing for exam. Exams completed – now focus on reading LOs from SOLAR. KD – aim to secure Pathway 1. Concentrate on reading for these students LOs – edit planning.

End of Term Assessment Meetings

Each subject teacher meets with the Deputy Head Teacher at the end of each term to discuss individual progress and whether students have met (yellow), not met (red) or exceeded (green) their target. This information informs teaching practice, medium term planning, PCP and PEP targets, and any intervention required for the following term.

Subject: Maths

Student	Autumn Term		Spring Term		Summer Term		End of Year Target	End of Year Level
	Start	End (+15%)	Start	End (+20%)	Start	End (+15%)		
	P2+25%	P2+40%	P2+38%				P2+75%	
	P1+90%	P2+8%	P2+8%				P2+43%	
	P1+93%	P2+11%	P2+15%				P2+46%	
	P1+74%	P1+89%	P1+92%				P2+24%	
	P1+57%	P1+72%	P1+72%				P2+7%	



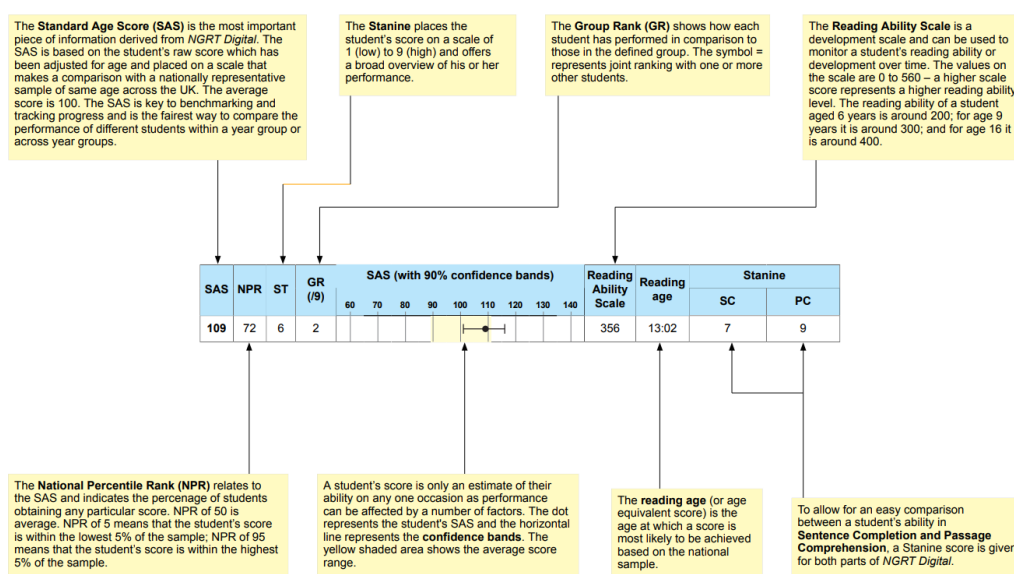
Reading Assessment

New Group Reading Test (NGRT)

The New Group Reading Test (NGRT) is a standardised assessment to measure reading skills of students against the national average. Through a variety of exercises, NGRT can assess students' knowledge of phonics, comprehension, decoding ability, vocabulary, grammatical knowledge, deduction and inference skills, authorial intent, and ability to deal with figurative and idiomatic language (depending on the age of the student and test selected). Tasks include sentence completion, passage comprehension and phonic exercises. NGRT tests not just the ability of students to decode what they read, but also to comprehend and apply meaning.

Interpreting NGRT Data

We use NGRT to indicate where a student's reading ability sits as compared to the national average, to identify where intervention may be needed, or where further development can be pushed. It is used termly to monitor the impact of any interventions and assess a student's progress.



Description	Very Low			Below Average		Average			Above Average		Very High	
Stanine (ST)	1			2	3	4	5	6	7	8	9	
Standard Age Score (SAS)	70			80	90	100	110	120	130			
National Percentile Rank (NPR)	1	5	10	20	30	40	50	60	70	80	95	99

The **Stanine** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of their performance.

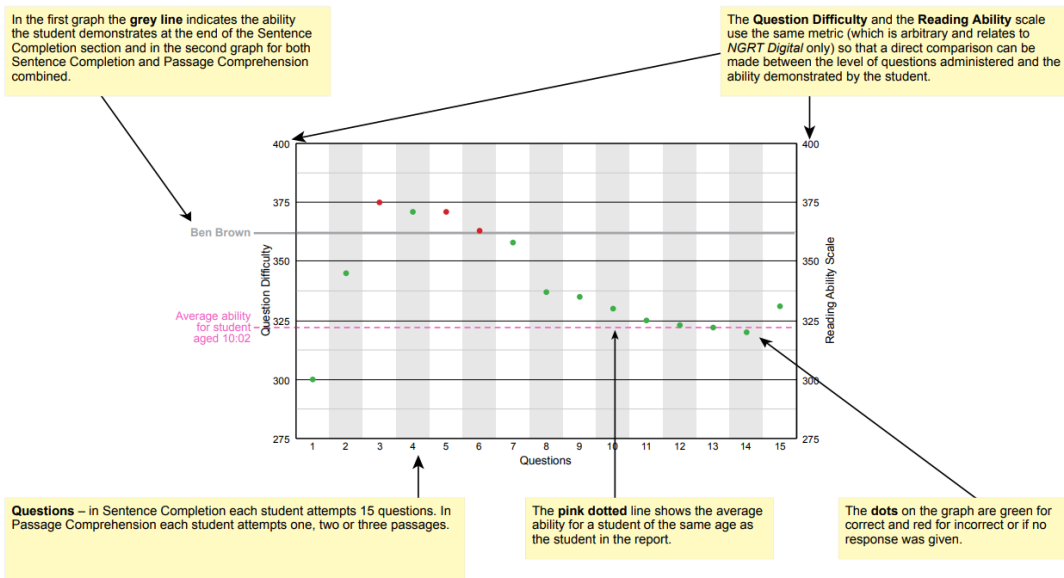
The **Standard Age Score (SAS)** is based on the number of questions a student has answered correctly; the score has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100.

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the sample; NPR of 95 means that the student's score is within the highest 5% of the sample.

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

The data is also used to help students to select books that they can read independently during reading for pleasure. Students and staff are encouraged to read for at least fifteen minutes a day and time is allocated on the timetable for this. Reading for pleasure can take on many forms such as being read to, group reading, an audio book or silent reading. During lessons, texts will be chosen slightly above this range, to provide challenge during guided reading.





Detailed reports generated from the NGRT are used to inform teaching and learning and enables the English teacher to target specific reading skills through intervention.

Analysis of Passage Comprehension responses by question type

Question type	Retrieval	Simple inference	Context comprehension	Inference and deduction	Writer's purpose and viewpoints	Writer's use of language	Organisation of texts	Social, cultural and historical traditions
Number of questions in test	2/27	0/27	11/27	9/27	2/27	2/27	0/27	1/27
Number of questions answered correctly	2		7	4	0	1		1
% of questions answered correctly	100%		64%	44%	0%	50%		100%

Profile summary

■■■■■■■■■■ score for both sentence completion and passage comprehension is average.

A sentence completion score that is average suggests that ■■■■■■■■■■ is reading and understanding at an age-appropriate word level. However, he may still have areas of weakness such as gaps in his phonics knowledge or a limited oral vocabulary, which prevents him from achieving a higher score.

An average passage comprehension score suggests that ■■■■■■■■■■ is able to read a text at a level that is age appropriate and compatible with his word-reading capabilities. ■■■■■■■■■■ shows a largely accurate understanding of the text. ■■■■■■■■■■ may still, however, have gaps in his level of oral vocabulary, which currently prevents him from achieving a higher score.

Implications for teaching and learning

The recommendations below are intended as practical and useful classroom suggestions, based on scoring less than 60% on the inference and deduction questions in the passage comprehension section. They are not intended to be exhaustive.

■■■■■■■■■■ inference and deduction of information within texts may be improved by using some of the following strategies:

- Encourage ■■■■■■■■■■ to read texts closely, and more than once, to allow time for inferences and deductions to build in the mind.
- Provide opportunities for ■■■■■■■■■■ to revisit earlier sections of text to check whether predictions and inferences were reasonable.
- Provide collaborative reading contexts, where ■■■■■■■■■■ is encouraged to share his ideas with the whole class, so that they can challenge each other, stimulating deeper responses.
- Drama techniques, e.g. hot seating, thought tracking and conscience alley, will allow ■■■■■■■■■■ to develop empathy and understanding. This in turn will support deeper inferential reading.
- Writing in role will provide time for inference and deduction to develop as ■■■■■■■■■■ composes and forms ideas, e.g. letter writing from one character to another.
- Use rich texts that promote inference and deduction through their language choices and illustrations. Poetry and picture stories with literary language are great resources.
- Use 'book talk' questions (based on the work of Aidan Chambers - see <https://fluencycdn.fluencycms.co.uk/FileCluster/ChristChurchCoE/MainFolder/tell-me-questions.pdf>) to challenge ■■■■■■■■■■ with specific questions to scaffold inference and deduction.
- Use a combination of planned and unplanned questioning when engaging with ■■■■■■■■■■ during 1:1 or guided reading sessions.



Spelling Assessment

New Group Spelling Test (NGST)

New Group Spelling Test (NGST) is an adaptive assessment which we use termly to monitor students' spelling skills.

Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on student's responses, so more able students can be challenged while weaker students are kept engaged. The reports provide the Standard Age Score (SAS), which is used to compare each student's performance with other students of the same age, and track progress. Reports also provide customised implications for teaching and learning as well as offer practical help with next steps in the classroom.

NGST has two sections:

Single word section – tests five or six spelling rules in line with the new curricula.

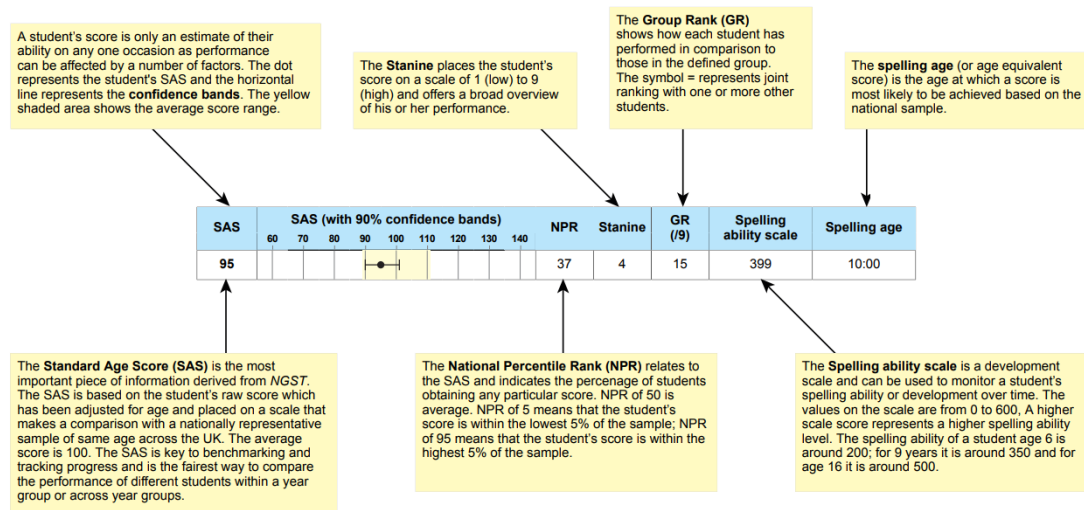
Spelling in context section – tests a variety of different spelling rules using sentence completion tasks.

NGST reports include:

Group report for teachers – a summary of the age-standardised scores for the chosen group of pupils, presented in rank order and compared to the national population (national percentile rank).

Individual report for teachers – offers a detailed analysis of responses to the two sections of NGST, a profile summary and tailored implications for teaching and learning.

Group progress report for teachers – provides a summary of the progress made over time for the chosen group of pupils with two points of progress.



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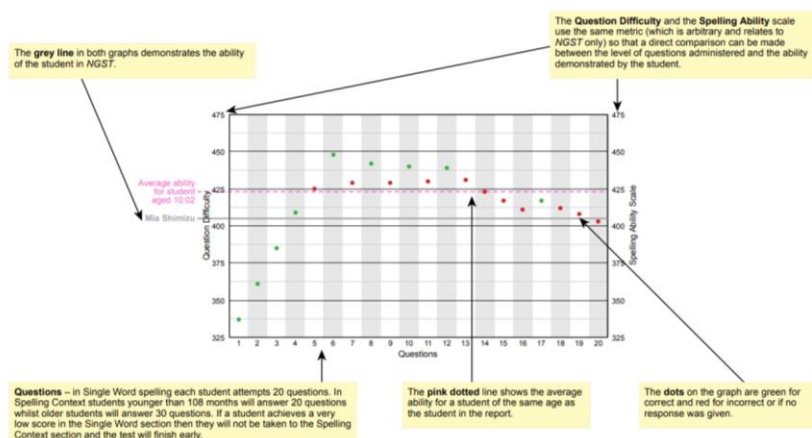
The Standard Age Score (SAS) is based on the number of questions a student has answered correctly: the score has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100.

The National Percentile Rank (NPR) relates to the SAS and indicates the percentage of students obtaining any score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the sample; NPR of 95 means that the student's score is within the highest 5% of the sample.

The Group Rank (GR) shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.



Detailed reports generated from the NGST are used to inform teaching and learning and enables the English teacher to target specific spelling skills through intervention.



Single word responses

Question number	Target word	Rule	Score	Actual response
1	scheme	Words with the /i/ sound spell ch	(0/1)	sking
2	Autumn	Words with silent letters	(1/1)	autum
3	ingredient	ie	(0/1)	ingredient
4	generous	The suffix -ous	(1/1)	generous
5	impatient	Prefixes	(1/1)	impatient
6	controversy	Common exception words	(1/1)	controversy
7	predator	or	(1/1)	predator
8	outrageous	The suffix -ous	(1/1)	outrageous
9	percussion	Endings which sound like /en/ spell -ion, -sion, -sion, -sion	(1/1)	percussion
10	necessary	Common exception words	(1/1)	necessary
11	deceive	Words with the /ee/ sound spell e after c	(0/1)	deceive
12	business	Common exception words	(1/1)	business
13	perceive	Words with the /ee/ sound spell e after c	(0/1)	perceive
14	unfortunately	The suffixes -ment, -ness, -ful, -less and -ly	(0/1)	unfortunately
15	criticise	Common exception words	(0/1)	criticize
16	conceive	Words with the /ee/ sound spell e after c	(0/1)	conceive
17	suspense	No rule	(1/1)	suspense
18	analysis	The /i/ sound spell y elsewhere than at the end of words	(0/1)	analysis
19	fascinate	Words with the /i/ sound spell sc	(1/1)	fascinate
20	foreign	Common exception words	(1/1)	foreign

Spelling in Context

Question number	Target word	Sentence	Rule	Score	Actual response
1	restaurant	On Saturday we dined in a restaurant.	Common exception words	(0/1)	resturant
2	successful	Our team was successful in the games.	The suffixes -ment, -ness, -ful, -less and -ly	(0/1)	successful
3	temperature	My temperature was rapidly rising.	Common exception words	(1/1)	temperature
4	aggressive	The snake was particularly aggressive.	Common exception words	(1/1)	aggressive
5	recommend	I recommend those study guides.	Common exception words	(1/1)	recommend
6	disastrous	The school trip was disastrous.	Common exception words	(0/1)	disastrous
7	disappointed	Ted was disappointed when he lost the race.	Prefixes	(1/1)	disappointed
8	malicious	The computer virus was malicious.	Endings which sound like /en/ spell -ious or -fious	(1/1)	malicious
9	medieval	We loved our visit to the medieval castle.	ie	(1/1)	medieval
10	immediately	We must immediately leave the area.	Common exception words	(0/1)	immediately
11	exhibition	Sonia lost her pen at the exhibition.	Endings which sound like /en/ spell -ion, -sion, -sion, -sion	(0/1)	exhibition
12	especially	At dinner my sister was especially quiet.	The suffixes -ment, -ness, -ful, -less and -ly	(0/1)	especially
13	continuous	There was a continuous flow of people at the hiking stand.	The suffix -ous	(0/1)	continuous
14	opportunity	The workshop was a great opportunity for me.	Common exception words	(0/1)	opportunity
15	chronological	The information was organised into chronological order.	The /t/ sound spell y elsewhere than at the end of words	(0/1)	chronological
16	mischievous	Her brother was known to cause mischief at school.	ie	(1/1)	mischievous
17	interrupt	Jim didn't want to interrupt the conversation.	Common exception words	(0/1)	interrupt
18	February	The second month of the year is called February.	words ending -y	(0/1)	february
19	stereotype	I try not to stereotype others.	The /i/ sound spell y elsewhere than at the end of words	(0/1)	stereotype
20	interfere	We mustn't interfere with her business.	Common exception words	(1/1)	interfere
21	surprise	It was no surprise when I lost my tennis.	ie	(0/1)	surprise
22	electrician	The electrician fixed the lights.	Endings which sound like /en/ spell -ion, -sion, -sion, -sion	(0/1)	electrician
23	linen	The students cut up pieces of linen.	Common exception words	(1/1)	linen
24	peering	They heard a peering scream in the night.	ie	(1/1)	peering
25	queue	We waited in an almighty queue.	Common exception words	(1/1)	queue
26	parallel	I used a ruler to draw parallel lines in maths.	Common exception words	(1/1)	parallel

Profile summary

score is in the high average range.

An average spelling score suggests that uses age appropriate spelling rules, understands how to add common suffixes and prefixes to root words and writes from memory common exception words, homophones and some commonly misspelt words.

Implications for teaching and learning

ability to spell words accurately may be improved by using some of the following strategies:

- Teach words for spelling grouped into those with the same patterns/rules.
- Introduce/revise a set amount (e.g. three) of common exception word spellings each day/week.
- Allocate a set time in the day (e.g. early morning pre-registration) as a spelling warm up/quick task time. Keep this routine sustained daily.
- Support to practise applying spellings in context, e.g. put the words into sentences or write a short story using the list of words.
- Investigate the meaning and origins of word parts – root words, prefixes and suffixes.
- When looking at spellings, point out specifically which part of the word is difficult to spell.
- Teach strategies for words that do not follow a rule; for example, using mnemonics, syllables, and exploring prefixes and suffixes. Ask to create his own mnemonics, which could be recorded in planner or notebook for reference during lessons.
- Ask subject teachers to display topic vocabulary on classroom walls for access by students during lessons.
- Ask subject teachers to spend lesson time at the beginning of each topic introducing and teaching the spellings of new vocabulary.
- Ask to find, investigate and write down other words spelled using the same pattern or rule.
- Encourage to use a dictionary to reference new or unknown spellings.



PASS – Pupil Attitudes to Self and School

The success of young people's educational experience is heavily determined by the attitudes that they bring to their learning, their sense of aspiration and the feelings they have about their place in the broader social context of the school. The PASS diagnostic is a powerful, multi-factorial measure of student attitudes to school, learning and success.

The PASS factors are:

Factor 1 – Feelings about school

Measuring students' sense of well-being, safety and comfort in school.

Factor 2 – Perceived learning capability Measures students' views of how positive and successful they feel in their specific capabilities as learners.

Factor 3 – Self-regard as a learner

Measures the impact of their learning on their concept of self more generally.

Factor 4 – Preparedness for learning

Measures students' perceptions of their behaviour and attitude in learning situations (including metacognitive skills).

Factor 5 – Attitudes to teachers

Measures students' perceptions of their relationships with teachers.

Factor 6 – General work ethic

Measures students' attitudes and responses to work in general.

Factor 7 – Confidence in learning

Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks and includes associated feelings such as a 'high' anxiety element.

Factor 8 – Attitudes to attendance

Measures students' attitudes to attendance at school.

Factor 9 – Response to curriculum demands

Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.

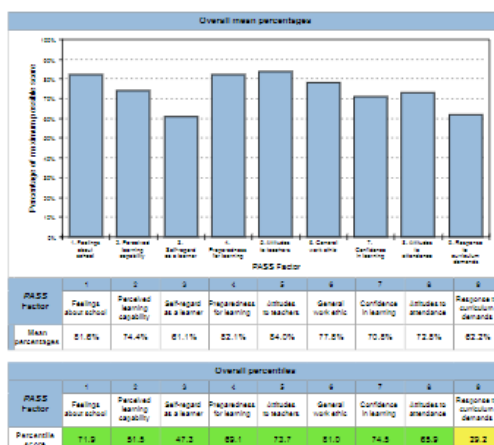
PASS is administered at the point of entry and thereafter at the start of every term to establish student's attitudes towards school, learning and success.

The data gained is used to:

- Establish students' perceptions of school and their learning experience;
- Help the Education team to challenge their own assumptions about the school and its students;
- Respond to improvement needs as identified by the students;
- Inform teaching and learning strategies and intervention programmes to help raise standards of attainment and student well-being;
- Address challenging behaviour and attendance issues.



Level 1: Whole cohort profile



Interpreting Scores

Based on the answers students give, an online report is produced colour coding the level of satisfaction that cohorts or individuals have with their school experience:

High satisfaction with their school experience	Students/Cohorts in the 31 st -100 th percentile
Moderate satisfaction with their school experience	Students/Cohorts in the 21 st -30 th percentile
Low Moderate satisfaction with their school experience	Students/Cohorts in the 6 th -20 th percentile
Low satisfaction with their school experience	Students/Cohorts in the lowest 5% of responses

Attention is paid to the exact percentiles shown in the standardised score tables and students are given targeted intervention in their lowest scoring PASS factor. This target is added to the student's PCP and PEP and reviewed on a termly basis. Pupil Premium Plus funding may be requested in a PEP to support with PASS interventions.

	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
'11	73.0	86.0	7.8	84.2	100.0	96.7	99.2	90.6	5.1
'11	64.0	53.9	49.4	68.7	42.8	99.3	77.8	64.6	47.9
'18	100.0	60.4	47.3	95.6	100.0	92.6	66.6	100.0	1.0
'18	64.4	7.2	22.9	99.8	96.0	33.7	8.2	98.7	16.2
'17	71.3	44.6	44.6	36.4	89.4	50.3	87.0	18.9	56.3
'10	26.6	19.6	34.6	19.2	44.8	42.9	71.9	6.3	47.1
'11	86.4	42.1	49.4	77.1	90.6	88.1	69.6	83.1	67.7
'11	49.9	31.7	22.9	48.1	42.8	1.0	50.0	19.8	47.9
'11	100.0	96.6	96.0	97.1	96.3	99.9	96.0	100.0	96.7

It is important to assess pupil's attitudes to self and school (PASS) to ensure we maintain a suitable level of engagement for progress and attainment.



