

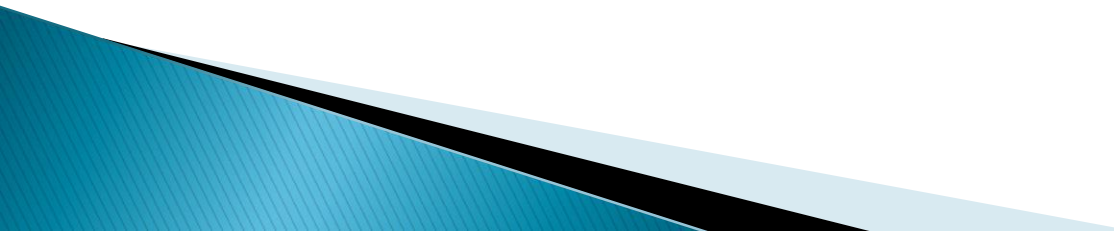
# Assessment – knowing how well children are progressing

Alderley Edge Community Primary School

25<sup>th</sup> March 2025



# The Curriculum at AECPS

- ▶ The School Curriculum is, as you would expect, exceptionally important to our school, our children and their development in the broadest sense. We aim to ensure that all children maximise their potential, achieve the highest academic results possible whilst ensuring that they develop to be well rounded, confident children who have developed the ability to learn to learn and therefore take ownership of their own learning and development.
  - ▶ Staff at AECPS invest many hours designing, shaping and creating an exciting, creative curriculum which enhanced what we were already delivering and adapted to meet changes to the statutory requirements.
  - ▶ Input from all stakeholders helped us shape 3 core drivers which underpin our curriculum and help us determine our pedagogical approach.
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# The Core Drivers

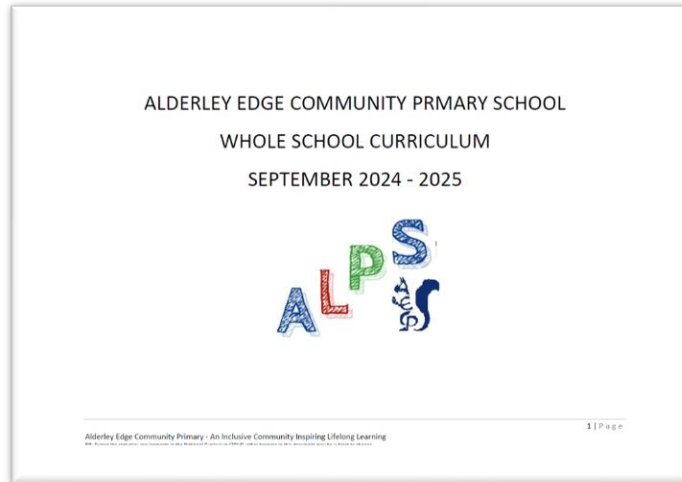
## Core Drivers - ALPS

*Our core drivers underpin our curriculum and are our intent that will enable us to shape the curriculum around the needs and wants of our school and the children.*

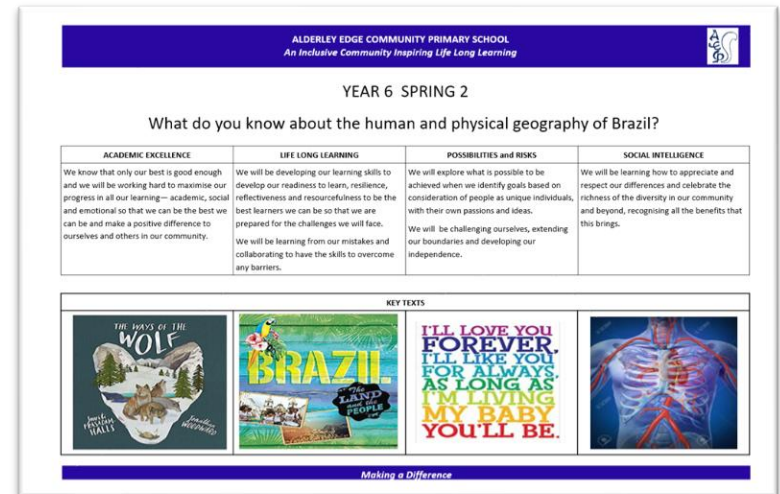


- ✓ **Academic Excellence** – our curriculum strives for excellence. We know that only our best is good enough and we work hard to maximise progress in learning for all children regardless of their starting points— academic, social and emotional, so that they can be the best they can be and make a positive difference to themselves and others in their community.
- ✓ **Life Long Learning** – our curriculum allows children to develop learning skills: readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners they can be so that they are prepared for the challenges we will face.
- ✓ **Possibilities and Risks** – our curriculum allows children to explore what is possible to be achieved when they identify goals based on consideration of people as unique individuals, with their own passions and ideas. We challenge children to extend their boundaries and develop independence.
- ✓ **Social Intelligence** – our children learn how to appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

# So what does our curriculum look like?



Whole document for Teachers



Summary document for Parents

*Both of these documents are available on the school website*

# And in reality...



# Assessment and pupil tracking

Paddling

(emerging)

Snorkelling

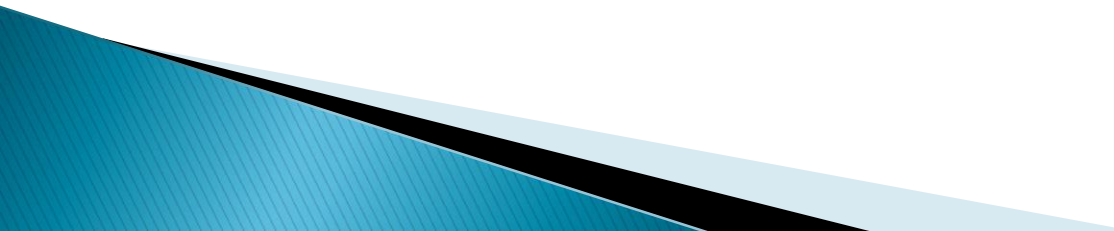
(expected)

Diving

(exceeding)



# Purpose of assessment and tracking at AECPS

- Highlight and celebrate achievement and what the child knows and has learnt
  - To look at what the child can do holistically
  - Identify next steps in learning
  - Focus teaching on what the child needs to know next
  - Inform children and parents on what they have achieved and what they need to do to improve
  - Provide a summative report for parents to show how well their child is doing in comparison to their starting points and national expectations
  - Provide information systems to external agencies on how well the school is doing
- 

# Assessment in the Foundation Stage

## ▶ The Foundation Stage Profile

- Begins in Nursery and continues throughout Reception
- Tracks children's progress in 3 Prime areas and 4 Specific areas

### PRIME AREAS

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

### SPECIFIC AREAS

- Literacy
  - Mathematics
  - Understanding the World
  - Expressive Arts and Design
- These 3 Prime areas and 4 Specific areas are broken down into 17 more defined strands of learning. Children can achieve 17 learning goals in these areas.



- Upon entering Reception, children will be assessed
  - Miss Platt assesses for her own baseline
  - Statutory Baseline Assessment reported to DfE
- During the school year observations informs judgements in the areas of learning during both free flow (child initiated) learning time, and adult directed learning time
- Adult directed evidence is collected in a topic book.
- Children are assessed against the Foundation Stage Profile according to the evidence collected in their Learning Journey and through observation.
- This evidence helps to place children in one of three categories
  - **Emerging development** (Not yet reached attainment expressed by an ELG)
  - **Expected development** (Working within what is expected)

The children in Reception are assessed and tracked continually throughout the year and given a summative judgement in the Summer Term



# Reception Baseline Assessment

## Reception Baseline Report

Child's name: [REDACTED]

Date of birth: [REDACTED]

Date assessment completed: 08/10/2024

The statements in this report reflect the tasks presented during the reception baseline assessment. They are designed to provide a snapshot of [REDACTED] attainment in the assessment at the time the tasks were completed. Teachers should therefore only use this information alongside other assessment evidence they have gathered in order to gain a fuller picture of [REDACTED] attainment.

### Mathematics

#### Early number

[REDACTED] counted up to 15 objects.

[REDACTED] recognised some specific numerals up to 20 and sequenced numerals 1-5.

#### Mathematical language

[REDACTED] identified 'one more' than a group of objects.

#### Early calculation (early addition/subtraction)

There is insufficient evidence to provide feedback on this domain.

#### Early understanding of pattern

There is insufficient evidence to provide feedback on this domain.

### Literacy, communication and language

#### Early vocabulary

[REDACTED] showed understanding of complex vocabulary related to a picture and used simple vocabulary to describe a picture.

#### Phonological awareness

[REDACTED] listened to words and identified their initial sounds.

[REDACTED] listened to sounds and sometimes blended them to make simple words.

#### Early comprehension

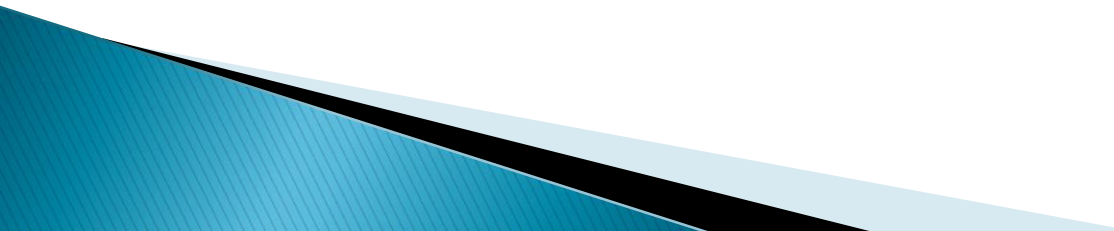
[REDACTED] showed understanding of story structure and made a simple prediction about what will happen next in a story.

# Assessment in Years 1 – 6

Will mirror the method of working in the Foundation Stage

- ▶ Focus on what the child can do and next steps
- ▶ Evidence based
- ▶ Maintain the language used in the Foundation Stage so there is consistency of approach
- ▶ Each learning objective assessed according to the expectations for that year group:
  - Emerging
  - Expected
  - Exceeding

# Judgements will be based on...

- ▶ Decisions as to whether a child has met a specific target will be determined from a collection of evidence (formal and informal) over a period of time/lessons
  - ▶ Evidence may include:
    - Observations by the teacher or teaching assistant
    - Questioning and discussions with the child
    - Evidence in books
    - Tests
- 

# Insight Tracking

## Assessment Criteria

### What to look for:

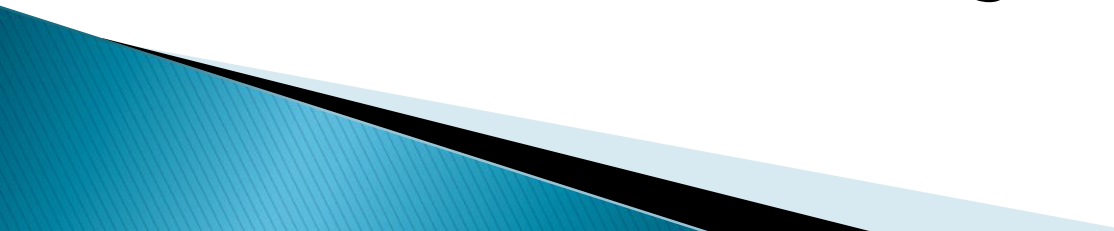
Emerging:  
{Working Towards  
Guidance}

Expected:  
{Meeting Guidance}

Exceeding:  
{Exceeding Guidance}

Y5 Objectives						
Y6 Objectives						
Average Depth		2.0	2.0	2.3	2.3	2.1
% covered		28%	24%	28%	28%	28%
<b>Number and Place Value: Numbers to 10 Million</b>						
To construct and record numbers to 10 000 000; to recognise the value of digits to 10 000 000.		2	2	2	2	2
To compare numbers to 10 000 000 using place value.		2	2	2	2	2
To compare and order numbers to 10 000 000; to create combinations of numbers using a fixed number of digits.		2	2	2	2	2
To round numbers to 10 000 000 to the nearest million, hundred thousand and ten thousand.		2	2	2	2	1
To round numbers to the nearest appropriate number up to and including millions; to determine when rounding is appropriate and to which value.		2	2	2	2	1
<b>Calculations: Four Operations on Whole Numbers</b>						
To use multiple operations and create expressions from a picture; to use the order of operations to solve expressions.		2	2	2	3	3
To create and solve expressions using the four operations.		2	2	2	3	3

# Insight Tracking

- ▶ Allows teacher to track progress in greater detail
  - ▶ Clearly identifies children who are ready for next steps in learning and those who aren't making the necessary progress
  - ▶ Clearly links assessment and learning
  - ▶ Teacher will use information to plan even more focused learning activities
  - ▶ Enhances transition between Key Stages and year groups as previous teacher can clearly see what has been taught and achieved
- 

## Learning objectives

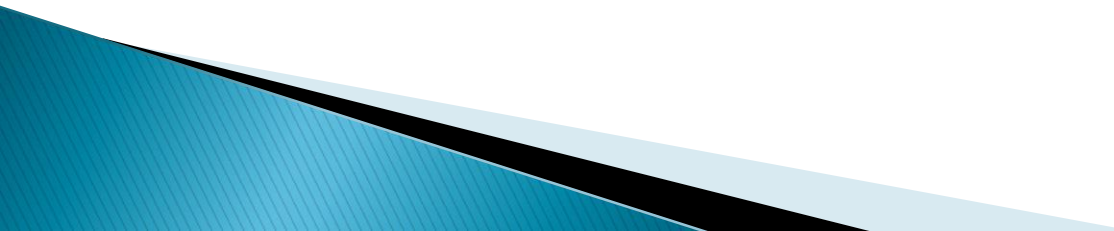
## Individual Performance overall

Y3 Objectives								
Y4 Objectives								
Y5 Objectives								
Average Depth			1.8	2.5	2.5	2.7	2.7	2.7
% covered			95%	95%	95%	95%	95%	95%
Word Reading								
5.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet			1	2	2	3	3	3
Comprehension								
5.2.a.1 Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks								
5.2.a.2 Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes			1	2	2	3	3	3

## Class Performance for objective

## Learning objectives

# Cognitive Ability Tests (CAT4)

- ▶ The Cognitive Abilities Test (CAT4) is an assessment that is designed to help children and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.
  - ▶ CAT4 is designed to give schools a much broader, more rounded view of each child, their potential and how they learn. Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed.
  - ▶ Tasks involve thinking about shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and some questions are answered by mentally generating and transforming visual images (Spatial Ability).
- 

## Words

### Example

green blue red

colour

A

crayon

B

paint

C

yellow

D

rainbow

E

### Practice 1

rain fog sunshine

winter

A

snow

B

weather

C

dark

D

night

E

### Practice 2

happy sad frightened

tall

A

feel

B

think

C

new

D

angry

E

## Numbers

### Example

15 14 13 12 →

9	10	11	13	14
A	B	C	D	E

### Practice 1

5 10 15 20 →

25	30	35	40	45
A	B	C	D	E

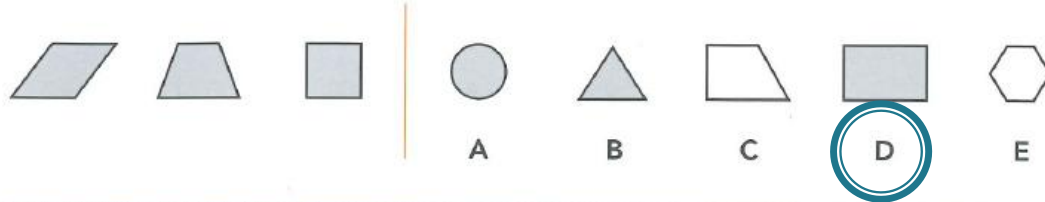
### Practice 2

9 0 8 0 7 0 →

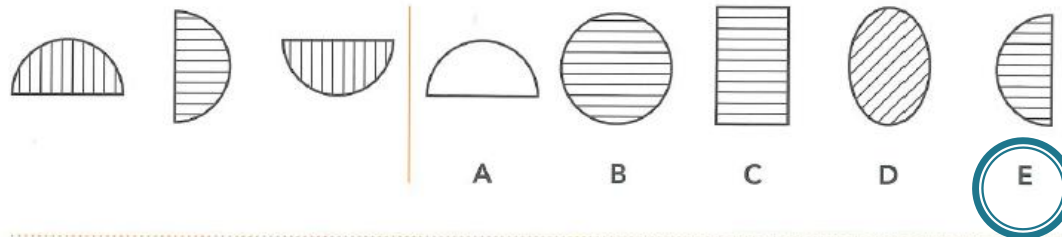
0	2	4	5	6
A	B	C	D	E

## Figures

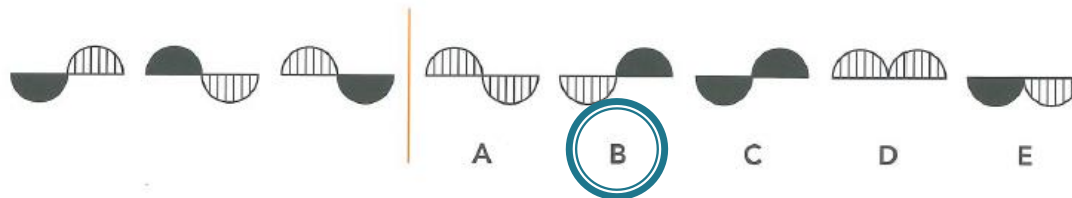
### Example



### Practice 1



### Practice 2



# How is CAT4 used?

- ▶ CAT4 provides teachers with information that can form the basis for discussions about how best a child can learn and reach their potential in school.
- ▶ Teachers are provided with an individual profile of learning preference along with a range of indicators of likely future performance. Used with other information, these data can support teaching and learning for all children.
- ▶ CAT Standardised Score are compared to other test results to triangulate and add validity to performance in tests
- ▶ CATs are taken in year 2 and 4 (*and sometimes in year 6 on behalf of high schools*)

School: Alderley Edge Primary School

Group: Class 2

Date of test: 18/11/2024





Test: X

No. of students: 30

Words			Numbers			Figures			Shapes			Overall	
No. attempted (/24)	SAS	GR (/30)	No. attempted (/18)	SAS	GR (/30)	No. attempted (/24)	SAS	GR (/30)	No. attempted (/18)	SAS	GR (/30)	Mean SAS	GR (/30)
24	101	15	18	126	=1	24	90	20	18	111	=15	107	=10
24	117	3	18	126	=1	24	105	11	18	115	=8	116	4
12	87	=25	18	110	=9	24	94	=17	17	111	=15	101	17
24	83	30	18	82	29	20	77	=27	6	83	27	81	30
12	95	=18	16	102	=16	24	122	=2	18	131	1	113	=5
24	115	5	18	99	=19	23	72	=29	18	114	10	100	18
24	102	14	18	112	8	21	96	15	17	105	18	104	16
24	95	=18	18	98	=21	24	91	19	18	106	17	98	19
24	109	10	18	104	14	24	107	8	18	102	20	106	=14
24	97	17	11	97	=23	24	95	16	18	100	23	97	=20
24	93	=21	18	119	=4	24	113	=5	18	126	=2	113	=5
24	107	=11	18	102	=16	24	106	=9	18	113	=11	107	=10
24	114	6	18	115	=6	24	78	=24	17	82	28	97	=20
24	90	24	18	106	13	23	88	21	18	101	=21	96	=22
24	113	=7	16	103	15	24	106	=9	18	112	14	109	=7
24	116	4	18	107	12	23	122	=2	18	121	5	117	=2
17	91	23	18	89	26	18	82	23	18	91	25	88	26
24	87	=25	18	84	27	24	77	=27	18	95	24	86	=27
24	122	1	14	108	11	24	125	1	18	116	7	118	1
24	106	13	18	125	3	24	111	7	18	124	4	117	=2
18	99	16	12	94	25	20	102	12	6	77	30	93	=24
23	93	=21	17	78	30	24	72	=29	18	101	=21	86	=27
24	113	=7	18	98	=21	24	78	=24	12	81	29	93	=24
24	119	2	13	102	=16	24	94	=17	18	113	=11	107	=10
24	87	=25	18	83	28	24	84	22	18	84	26	85	29
23	107	=11	16	97	=23	24	117	4	18	115	=8	109	=7

## Profile

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Words		
Numbers		
Figures		
Shapes		

## Summary

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██████ profile of scores from CAT4 is evenly balanced and this means that she can learn effectively in a number of different ways.

██████ is likely to learn by reading, writing about, and discussing topics as well as using a more hands-on approach across all subjects.

- So ██████ should use a range of methods when learning: reading, writing and using pictures, charts, diagrams and mind maps to provide visual clues to help her remember key facts and information.
- ██████ good verbal skills can be developed further by reading widely and using a range of media and material.
- This means that the full range of subjects should be open to ██████ who should manage well and may not yet have developed preferences that will emerge later or even at secondary school.
- A clearer preference may develop over time which may help direct her choices for the future.

## Profile

Words	<div></div>	<div></div>	<div></div>
Numbers	<div></div>	<div></div>	<div></div>
Figures	<div></div>	<div></div>	<div></div>
Shapes	<div></div>	<div></div>	<div></div>

## Summary

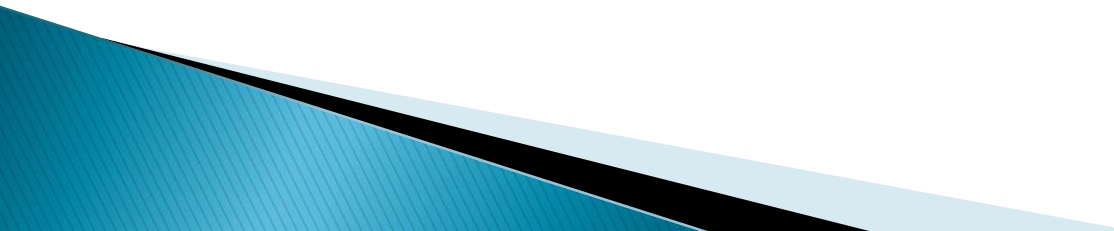
█████'s profile of scores from CAT4 shows a very marked preference for learning in visual, tactile ways with a weakness in verbal skills that may lead to difficulties in literacy and learning in general.

- █████ may find some of his schoolwork difficult, especially when it involves lots of reading and writing.
- Does █████ find reading difficult? If so, he may need some extra help at home under guidance from school.
- Reading at home with your child for 10 minutes each day (including weekends and school holidays) could make a significant difference.
- When you are helping with homework, make sure that █████ understands each step of the task before moving on. It is important that █████ learns at a pace that is right for him.
- █████ has exceptionally good spatial skills. Typically, this may mean that he sees the solution to a problem quickly but is unable to talk through the steps needed to reach the answer: make sure he is helped to explain how he worked this out.
- █████ may lack some attention to detail so should read carefully and check that he understands the task in hand.
- Use spatial and visual approaches to support all learning. For example, watch a film version of a book, choose books with both text and pictures, make charts and mind maps to help when learning new things and revising.

# NFER Tests – What are they?

- ▶ The National Foundation for Educational Research (NFER) is a charity that provides independent research into education and children's services. Informed by its research, NFER launched a new range of tests for primary school pupils. **'The NFER tests are paper-based tests that schools can purchase and use as end of term or end of year assessments,'**

# What do NFER Tests cover

- ▶ Maths (arithmetic and reasoning)
  - ▶ Reading comprehension
  - ▶ Grammar, punctuation and spelling
- 

# What do the tests involve?

- ▶ NFER tests are aligned to the current 2014 national curriculum and test the knowledge and skills that a child is expected to have gained during the school year.
- ▶ Tests are linked to each year group's objectives
- ▶ On the maths paper, a typical question might be:

*Write down the two days when the temperature rounds to 5 °C*

*Monday 3.5 °C*

*Tuesday 5.4 °C*

*Wednesday -2.5 °C*

*Thursday -4.9 °C*

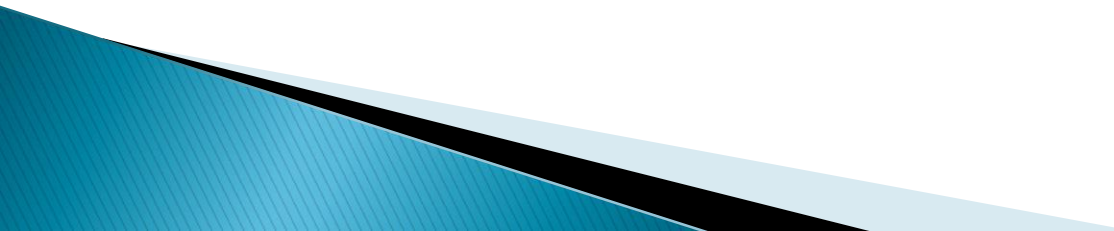
*Friday 4.7 °C*

- ▶ The English papers consist of a variety of types of text, both fiction and non-fiction, linked by a topic or theme. Children have to answer questions based on their understanding of the passages, such as:

# Results

- ▶ NFER tests produce two types of result.
  - Raw Score
  - Age-Standardised Score
    - This compares their performance with that of other pupils of the same age. This is important in primary schools, as pupils who are the youngest in their year group tend to perform less well than the eldest.'
    - The average, nationally standardised score is 100; about 68 per cent of all children taking the tests will achieve a mark within 15 points of that (so, between 85 and 115).

# What is a good standardised score?

- ▶ 100 is the national average
  - ▶ A score above 100 means the candidate has scored above national average.
  - ▶ NFER considers a score of 105–114 a “high average”, 115–129 “above average” and 129+ “well above average”.
- 

# A

## Scores

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Test	No. of questions attempted	SAS
Words	24/24	119
Numbers	18/18	110
Figures	24/24	104
Shapes	18/18	119
Mean	-	113

A

Year < 2024–2025 (Y6) > Display Table Options

Subject	Last Sum2	Aut1	Aut2	Spr1
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### Reading

Main Assessment	Exceeding		Expected	
NFER	136			
Practice SATs				111
Average Depth	Y5 2.7	Y6 2.0	Y6 2.0	Y6 2.0
% covered	Y5 95%	Y6 33%	Y6 57%	Y6 57%

### Writing

Main Assessment	Exceeding		Exceeding	
Average Depth	Y5 2.7	Y6 2.3	Y6 3.0	Y6 3.0
% covered	Y5 90%	Y6 48%	Y6 65%	Y6 65%

### Maths

Main Assessment	Exceeding	Exceeding	Exceeding	
NFER	140			
Practice SATs				111
Average Depth	Y5 2.7	Y6 3.0	Y6 2.9	Y6 2.9
% covered	Y5 87%	Y6 18%	Y6 28%	Y6 28%

# B

## Scores

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Test	No. of questions attempted	SAS
Words	24/24	97
Numbers	18/18	93
Figures	24/24	84
Shapes	18/18	104
Mean	-	95

# B

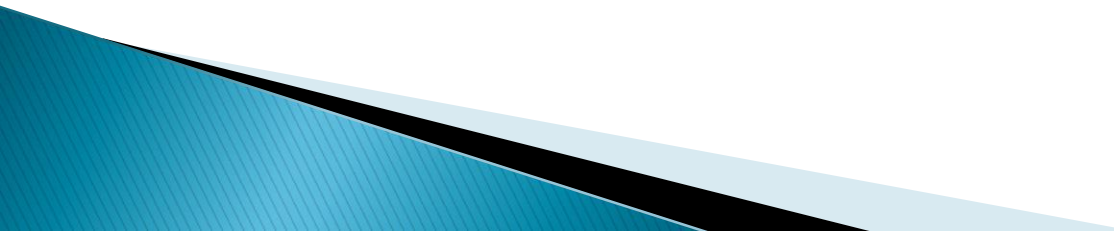
Year < 2024–2025 (Y6) > Display Table Options

Subject	Last Sum2	Aut1	Aut2	Spr1
<b>Reading</b>				
Main Assessment	Expected		Emerging	
NFER	80			
Practice SATs				93
Average Depth	Y5 1.6	Y6 2.0	Y6 1.6	Y6 1.6
% covered	Y5 86%	Y6 33%	Y6 57%	Y6 57%
<b>Writing</b>				
Main Assessment	Expected		Emerging	
Average Depth	Y5 2.0	Y6 1.9	Y6 1.9	Y6 1.9
% covered	Y5 70%	Y6 48%	Y6 65%	Y6 65%
<b>Maths</b>				
Main Assessment	Expected		Expected	
NFER	98			
Practice SATs				92
Average Depth	Y5 1.7	Y6 1.4	Y6 1.6	Y6 1.6
% covered	Y5 64%	Y6 18%	Y6 28%	Y6 28%

# Other assessments we use at AECPS

Assessment	Purpose
PM Benchmarking	Reading assessment for word accuracy and fluency for reading book alignment
Read Write Inc Assessment	Phonics assessment to assess progress and reassign groupings
Single Word Spelling Test	Spelling assessment

# Statutory Assessments in 2025~2026

- ▶ Reception baseline tests
  - ▶ Year 1 Phonic Screening Check
  - ▶ Year 4 Times Table Check
  - ▶ End of Key Stage assessments at Year 6
    - Children will be formally tested in:
      - Grammar, punctuation and spelling
      - Mathematics
      - Reading
      - Writing
- 

# What will you receive in your child's reports this year?

## School report

- Reception children are assessed using Emerging, Expected
- Years 1 to 6 will be given a grade for their achievements based on the age appropriate expectations of Emerging, Expected or Exceeding

## NFER Test results

### Statutory Test Results:

- Test raw score
  - *Scaled Score (year 6 only)*
  - Grade – Not at the Expected Standard, Met Expected Standard or *Greater Depth Standard (for some areas)*
- 

# Any questions...

