



SINCLAIR HOUSE SCHOOL

INFORMATION FOR PARENTS: ACADEMIC ASSESSMENTS AND REPORTING ON YOUR CHILD'S PROGRESS (Reception-Year 6)

Dear Parents

Academic Assessments

At Sinclair House School, we have two main assessment cycles: one in Autumn term and one in Summer term. Children are assessed using GL'S CAT4, NGRT, PTE and PTM. (For more information on these assessments please see 'GL Assessments' section at the end of this document.) In Spring term, the NGRT is repeated. In KS1, children are assessed regularly in phonics, with Year 1 pupils taking the phonics screening test. KS2 begin 7/8/10+ assessments in preparation for the 11+. The Summer Term of Year 5 and Autumn Term of Year 6 is focused heavily on 11+ past papers in English and Maths.

	Autumn	Spring	Summer
Reception	CEM Baseline TWINKLEYFS check		CEM Baseline TWINKLEYFS check
Year 1	PIE PIM NGRT Monster Phonics Assessment Form Grapheme	NGRT	PIE PIM NGRT Monster Phonics Assessment Form Grapheme Phonics Screening
Year 2	PIE PIM NGRT CAT 4 Monster Phonics Assessment Form Grapheme Phonics Screening Check (for those pupils who have not passed in Year 1)	NGRT	PIE PIM NGRT Monster Phonics Assessment Form Grapheme Phonics Screening
Year 3*	PIE PIM NGRT CAT 4 7+ English & Maths	NGRT 7+ English & Maths	PIE PIM NGRT 7+ English & Maths
Year 4	PIE PIM NGRT	NGRT 8+ English & Maths	PIE PIM NGRT

Sinclair House School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

	CAT 4 8+ English & Maths		8+ English & Maths
Year 5	PIE PIM NGRT CAT 4 10+ English & Maths	NGRT 10+ English & Maths	PIE PIM NGRT 11+ English & Maths
Year 6	PIE PIM NGRT CAT 4 11+ English & Maths	NGRT 13+ English & Maths (dependent on cohort)	PIE PIM NGRT 13+ English & Maths (dependent on cohort)

In addition:

- Spelling tests are introduced in the Summer term of Reception and continue up to the end of Year 6.
- In EYFS and KS1, formative assessments in phonics take place every 8 or 9 lessons to assess the sounds covered.
- Timetables tests are conducted from Year 2 onwards.
- End of block tests happen at the end of each unit in Maths.
- Independent writing takes place at the beginning and end of each term ('Cold' and 'Hot' Writes) and at the end of each unit.
- Years 3-6 have end of topic Science assessments.
- Other subjects, such as Humanities and Languages, may use quizzes/end of topic tests.

These assessments provide staff with detailed feedback as to where the child has done well, as well as targeted areas of focus. We hold Pupil Progress meetings each term where all staff who teach a class come together to discuss each individual child, including, where necessary, targeted areas of improvement and what we can do to support this. Our weekly staff meeting provides opportunities for us to discuss children's progress where necessary. Parents' Evenings and written reports provide formal opportunities for teachers to communicate assessment results with parents.

Recording and tracking assessment results

We record and track assessment results to help inform our planning and highlight any areas of focus. We track these results in a way that allows us to compare results year on year as the child progresses throughout the school. We use these assessment results to help us flag children who may need extra support and those who require extra challenge.

Reporting on your child's progress

There are a number of opportunities during the school year for you to find out about your child's progress.

Parents' Evenings: The Parents' Evening is an opportunity for you to talk directly to your child's teacher(s). There are two Parents' Evenings for each year group during the year and appointments will be made for you to see the appropriate members of staff. We ask parents to arrive promptly for these appointments and to keep to the allotted time to ensure the smooth running of the meetings.

Additional meetings with teachers can be scheduled at any point during the year; at Sinclair House School we have an 'open-door' policy.

Autumn and Spring Reports:

An Academic Assessment report is produced to provide a quick check-up on progress and attainment, as well as a written comment focusing on children's personal development and progress in PSHEE. You will receive a report sheet with a grade for effort and attainment (further information on these are below) in Years 1-6 and against the EYFS goals in Reception (Appendix A). These grades are carefully worked out by your child's teachers, according to a set of descriptors outlined in the attached document, in order to ensure that they are as objective as possible. These grades will be available and discussed at the Parents' Evening meetings during the Autumn and Spring Term. The Summer grades are accompanied by a full written report and as such will be clarified here, along with a target in each subject.

Summer Reports:

Full reports are written at the end of the Summer term using the school-wide format. These include detailed comments for subjects, subject-specific targets, a comment on Personal, Social & Emotional Development and effort and attainment grades.

THE ATTAINMENT GRADE

Teachers will use a combination of the following criteria when awarding an attainment and progress grade in reports. They are not in order of importance:

- the learning of factual material
- the understanding of concepts
- the mastery of mechanical and mental processes
- oral contribution made in class
- level and depth of original thought and idea
- care taken with work including, where appropriate, grammar, spelling, punctuation, together with a avoidance of mistakes of content

THE EFFORT GRADE

The Effort Grade is extremely important as an incentive, a stimulus to all and an indicator to parents of the child's commitment and progress in the course of a term's lessons.

The following criteria will be considered when awarding the Effort Grade:

- attitude towards tasks set in class
- willingness to contribute towards class discussion
- material produced during studies/homework
- handing in of work on time
- general attitude and level of co-operation in class
- presentation of work

Sinclair House School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

The following considerations should also be taken into account, when giving an Effort Grade:

- Behavioural and emotional difficulties may affect performance.
- Health and social factors may also influence performance

All pupils in Years 1 – 6 will receive detailed feedback on their progress, both Academic and Social, at regular intervals throughout the year.

If you require further information you can make an appointment to see the Academic Deputy Head, Francesca Paul.

Appendix A:

Child's Name:	Reception Class	Age Band/s:
EMERGING	EXPECTED	EXCEEDING

	<u>Autumn Term</u>
Personal, social and emotional development	
Physical development	
Communication and language	
Literacy	
Mathematics	
Understanding the world	
Expressive arts and design	

Reception Reports

EFFORT GRADE DESCRIPTORS

1	Excellent
2	Good
3	Satisfactory
4	Concern

ATTAINMENT & PROGRESS GRADE DESCRIPTORS

O	Y	G	LB	DB
Orange	Yellow	Green	Light Blue	Dark Blue

DB	Significantly exceeding: This attainment grade is given to pupils who are significantly above expectations.
LB	Exceeding: This attainment grade is given to pupils who are exceeding the year group objectives covered.
G	Working within expectations: This attainment grade is given to pupils who are largely meeting the year group objectives covered.
Y	Working towards expectations: This attainment grade is given to pupils who are working towards accessing the year group objectives covered.
O	Working below expectations: This attainment grade is given to pupils who are unable to access the year group objectives covered for this subject and/or there are concerns regarding their progress within the subject.

Year 1-6 Reports

Sinclair House School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

GL Assessments

Sinclair House School uses the GL Assessments Progress in Maths (PiM), Progress in English (PiE) and New Group Reading Test (NGRT) as a levelling and tracking assessment completed in the Autumn and Summer term of every year. These are linked to the National Curriculum Levels and can be tracked and monitored throughout the pupil's time at Sinclair House School. The GL CAT4 is tracked through each year group from Years 2-6 and provides teachers with an invaluable tool to assess potential and learning styles.

GL Assessment: Progress in Maths (PiM)

Progress in Maths (PiM) tests a pupil's mathematical skills and concepts, and has become established as the standardised maths assessment of choice in many schools. The group test highlights pupils' strengths and weaknesses helping teachers and SENCOs to address areas of concern and build upon what pupils already know, in order to increase their understanding. The structure and content of the test allow for pupils to be tested annually, used summatively at the end of the year. Each test has been developed to be age-appropriate in both presentation and content. Those for the youngest pupils are administered in small groups (and may be given individually) and require very young learners to demonstrate their understanding of number and shape. Tests for 6 to 11-year-olds cover number, shape and data handling with algebra being introduced into the series in PiM 10. In the tests for 6 to 8-year-olds, all questions are given orally and throughout the series the amount of reading has been kept to a minimum.

GL Assessment: New Group Reading Test (NGRT)

The NGRT allows the assessment of reading and comprehension in a single test, whilst providing a wealth of diagnostic information NGRT providing a comprehensive overview of a pupil's reading and comprehension ability whilst identifying areas where they may be experiencing difficulties, to better inform target-setting. The overall scores broken down into separate scale scores, showing how sentence completion scores compare to those for comprehension, allowing for the implementation of better intervention strategies. Using Test 1 through to Test 4B we are able to obtain data for the age range within the school 5 years to 14 years whilst at the same time obtaining scores for pupils whose results are equivalent to those pupils up to the age of 16 years. The added advantage is that in addition to the standard age scores and age equivalent scores the National Curriculum levels for reading can also be calculated.

GL Assessment: Progress in English (PiE)

Progress in English (PiE) for pupils from age 5 right through to 14 years provides a continual assessment across the primary and lower secondary phases. It tests a pupil's reading and writing ability, and has become established as the standardised English assessment of choice in many schools.

The structure and content of the group test allow for pupils to be tested annually, used summatively at the end of the year. PiE comprises two forms. The Long Form includes open response comprehension questions and writing tasks. It is provided with detailed marking keys that have been rigorously moderated to guide teachers in the marking of their pupils' extended written work. There is a Teacher's Guide for each test, which includes useful curriculum links and offers guidance on administering and interpreting results.

GL Assessment: Cognitive Ability Test 4 (CAT4)

CAT4 is the fourth edition of *GL Assessment's Cognitive Abilities Test*, the UK's most widely used test of reasoning abilities. Fully standardised on 25,000 UK pupils, the suite of tests has been developed to support schools in understanding pupils' developed abilities and likely academic potential. Results from CAT4 can help in intervention, monitoring progress and setting targets for future attainment. Aimed at pupils between 7:06 to 17+ years, the test can be administered individually or in a group setting. CAT4 assesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together,

these four tests provide teachers with a comprehensive profile of a pupil's reasoning abilities, and as such the core abilities related to learning.

The resulting data can then be used to identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. The more we know about a pupil, the better position we should be in to offer a learning environment and ways of teaching and learning that allow pupils to maximise their potential. Information about a pupil's reasoning ability will be key to many decisions and should be considered alongside attainment data and other factors known to impact on learning, such as attendance and attitude

We use CAT4 at Sinclair House School because:

- CAT4 identifies a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning;
- CAT4 is unique in the way it can 'unlock potential' – that is, identify a pupil with high level ability who may have been overlooked or who is in danger of underachieving;
- results from CAT4 can help in intervention, monitoring progress and setting targets for future attainment.
- CAT4 has been newly standardised to provide accurate, up-to-date data;
- It can be used to inform appropriate target-setting, with indicators of attainment provided at KS2, KS3.