Assessment and Tracking at Repton Prep

A Guide for Parents and Guardians

Contents

1 Introduction

Repton Prep uses a variety of standardised assessments each year, alongside many in-class assessment procedures, to ensure that all children are challenged, motivated and making progress in all areas of the curriculum.

This document explains our whole school standardised testing cycle so that you can understand how we monitor the progress of your child and use data to inform our planning in school.

2 Standardised Testing

Standardised Testing means that the results from a test are presented as a Standardised Age Score (SAS). A pupil's raw score is compared with a large sample of pupils nationally that have previously sat the same test of the same age (in months) as the pupil. Nationally, the average score for a particular age of child is set to be 100, and a score is given based on how close to that national average the raw score is, according to a normal distribution curve. That means that any score higher than 100 is over the national average, and below 100 is less than the national average. Because a child's age in months is considered, a pupil is not disadvantaged in these tests by being born later in the academic year.

As a school we partner with GL Assessment to run our main cycle of standardised testing and are one of their centres of assessment excellence.

Through standardised testing, we monitor the progress of all pupils, particular groups of pupils (such as those with SEND needs) and can use the data to build a 'whole child' picture that informs future planning and tells us how pupils learn best.

2.1 Pre-Prep assessment

In Pre-Prep, standardised testing is minimised and used only when pupils are able to access some of the questioning methods such as using laptops to sit tests.

Throughout each term, in addition to those below, pupils are assessed on Phonics (half-termly), Maths (termly) and Writing (Years 1 and 2, half termly) to ensure progress is being made in line with expectations as well as observational assessments being made.

In the EYFS standardised testing is not relied on as an accurate measure of performance, and whilst data points are sought, they are not used for benchmarking, setting or other purposes.

Key whole school assessment points in Pre-Prep:

- Tapestry Learning Journal from Nursery
- CEM Baseline Assessments in Reception
- EYFS Profiles in Reception
- PTE/PTM from Year 1 (Paper in Year 1, Online in Year 2)
- NGRT/NGST from Year 2
- EYFS Tracking from Nursery

2.2 Prep assessment Timeline

Here is an example of a testing schedule for Standardised testing in Years 3-8.

Italic denotes non-standardised whole school assessments.

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Year 8	CAT4/NGST/Steer	NGRT/PASS	*Steer*	*Reading Assessment / NGST /PASS*	PTE/PTM/ *Steer*	*End of year exams*
Year 7	CAT4/NGST /Steer	NGRT/PASS	*Steer*	*Reading Assessment / NGST /PASS*	PTE/PTM/ *Steer*	*End of year exams*
Year 6	CAT4/NGST /Steer	NGRT/PASS	*Steer*	NGRT / *NGST /PASS*	PTE/PTM/ *Steer*	*End of year exams*
Year 5	CAT4/NGST /Steer	NGRT/PASS	*Steer*	NGRT/NGST/ *PASS*	PTE/PTM/ *Steer*	*End of year exams*
Year 4	CAT4/NGST /Steer	NGRT/PASS	*Steer*	NGRT/ *NGST /PASS*	*Steer*	PTE/PTM
Year 3	Pre-CAT4/NGST /Steer	NGRT/PASS/	*Steer*	NGRT/ *NGST /PASS*	*Steer*	PTE/PTM

2.3 Scope of Testing

2.3.1 CAT4 = Cognitive Abilities Tests

These tests assess pupils in four key ability strands which allow us to get a rounded overall picture of a pupil's abilities and can be applied to most of the curriculum areas in school.

Verbal Reasoning – a pupil's ability to reason with words
Quantitative Reasoning – a pupil's ability to reason with numbers
Non-verbal Reasoning – a pupil's ability to reason with patterns and shapes
Spatial Reasoning – a pupil's ability to manipulate objects and shapes visually.

2.3.2 PASS = Pupil's Attitudes to Self and School

This test gives us an insight into a pupil's confidence across areas of school and home life and helps us to judge which pupils may be in need of additional pastoral support to make the best progress in school. Tracking this annually also allows us to monitor changes in a pupil's attitudes to school which in turn allows for early interventions.

2.3.3   NGRT = New Group Reading Test

This test gives us a reading age and standardised reading score for pupils which is used internally by the English department to monitor progress and support reading initiatives.

2.3.4   NGST = New Group Spelling Test

This test gives us a spelling age and standardised spelling score for pupils which is used internally by the English department to monitor progress and target spelling interventions.

2.3.5   PTE = Progress Test in English

This test assesses knowledge and application of national curriculum content in English. This allows us to check that our pupils are in line with nationally expected norms and is used for our progress monitoring.

2.3.6   PTM = Progress Test in Maths

This test assesses knowledge and application of national curriculum content in English. This allows us to check that our pupils are in line with nationally expected norms and is used for our progress monitoring.

2.3.7   STEER Tracking

STEER Tracking used 3 times per year to track and monitor pupil's wellbeing. It guides the school on changes to a pupil's self-esteem and self-disclosure to others and this is used to create bespoke pastoral plans for pupils identified as potentially needing additional support. This is different to the PASS test in that it does not monitor a pupil's attitude to school, but more their relationships, friendships and self-esteem.

2.3.8   Further Information

Please follow the links below if you would like to know more about any of our assessments:

https://www.gl-assessment.co.uk/

https://steer.education/steer-tracking/

2.4 Entry Assessments

Pupils joining the school are asked to complete standardised testing prior to an offer being made. This is usually sat in the pupil's current school or at Repton Prep as part of an assessment day. .

Assessments that pupils are asked to complete:

- CAT4 Part 1 only (non-verbal reasoning)
- PTE and PTM tests
- A written English assessment

This data is used to inform setting upon arrival to Repton Prep, though this setting is reviewed in the first half of the Michaelmas term as part of our Form Placement review as classroom performance often doesn't exactly mirror test performance.

2.5 Sharing information

2.5.1 Sharing data with parents

After a standardised test cycle has been completed the results are shared with parents.

For CAT4 testing, a letter is written from the Deputy Head Academic which explains the purpose of the test, an overview of how a standardised result should be interpreted and a confirmation of the score for each child. This is also packaged alongside example questions from the test so that parents are able to see the kinds of questions that the results report results from as well as a graph showing the child's scores in relation to national norms.

With PTE and PTM (first year 2024) the results are shared in a similar way but reported as part of the transition report cycle. A standardised English and Maths score will sit alongside the English and Maths report and End of Year Exam result (where applicable) along with an explanation of how the result should be interpreted.

Other standardised testing such as NGRT and NGST is for internal use only, and used by staff to inform planning.

2.5.2 Sharing data with staff

All whole school testing data is shared with staff alongside implications for teaching learning, priority pupils and data analysis for ongoing review of teaching, learning and planning. The Deputy Head Academic is responsible for the dissemination of data to staff and it's interpretation for analysis.

GL Assessment additionally provide their own data analysis based on group scores which is used by the school to inform planning, and individual reports and examples of ideas for supporting individuals in the classroom are shared with staff so that they may be used to support learning.

In addition, the data dashboard for staff shows all the data for a particular pupil, tracked over years and including any flags for progress monitoring.

2.5.3 Form Placement

The Form Placement committee comprises the Head, Deputy Head Academic, Deputy Head Pastoral, Head of Learning Enhancement, Registrar, Assessment and Logistics Coordinator, Head of Maths, Head of English, Head of Science and Head of MFL.

The Committee meets annually, after the progress testing cycle and again before the end of the academic year to come to a decision on teaching group placement for the next academic year.

The Committee looks at all standardised data over a year alongside comprehensive teacher data on how pupils perform in their lessons to come to a balanced and fair decision that is right for each pupil.

Parents are notified of the next academic year's form placement decisions by the end of the academic year. Parents have the right to appeal a decision in writing to the Head, and this will

be reviewed then as part of the Michaelmas form placement review, which takes place before the October half term.

3   Termly and Annual Assessment Cycles

3.1   Annual Testing and End of Year Exams

In addition to the standardised testing, we conduct End of Year assessments from Year 5 upwards. This is in order to begin building good study habits as pupils mature towards GCSE years.

Year 5 – pupils will sit examinations in Maths, English and Science. Teachers will support preparations via lessons and homeworks in the summer term and examinations are conducted over a single day in form rooms, so that it is a familiar space for pupils.

Year 6 – pupils will sit examinations in all academic subjects. Teachers will support preparations via lessons and homeworks in the summer term and examinations are conducted over two days in form rooms, so that it is a familiar space for pupils.

Year 7 – pupils will sit examinations in all academic subjects. Teachers will support preparations via lessons and homeworks and form tutors will also support a small and sensible amount of additional revision preparation at home, such as with producing flash cards. The exams take place over Monday-Thursday (inc breaks for fixtures) in the Sports Hall, so that pupils begin to get used to a formal testing environment.

Year 8 – pupils sit the ***Repton Prep Leaver's Certificate*** examinations in all academic subjects. These examinations are set and marked by Repton senior school, in conjunction with our Head of Department and based on the Through-School curriculum outcomes by Year 8. Teachers will support preparations via lessons and homeworks and form tutors will also support a small and sensible amount of additional revision preparation at home, such as with producing flash cards. The exams take place over Tuesday to Friday (inc. breaks for fixtures) in the Sports Hall, so that pupils begin to get used to a formal testing environment.