Supporting the needs of every pupil

Assessments to identify potential and evidence progress

We are able to deliver a personalised programme of learning for each child based on the information derived from GL Assessment’s tests to ensure that every child is a learner every lesson.

Jill Wilson, CBE, Headmistress, Gleddings Preparatory School, West Yorkshire
A whole pupil approach to assessment

GL Assessment has worked in partnership with schools for over 30 years to develop a range of assessments that support better outcomes for pupils. We believe in a “whole pupil approach” to assessment, which alongside a teacher’s own judgement can provide a powerful and objective all-round view of an individual learner.

We have combined the power of our assessments to support schools in implementing a whole pupil approach. Our Complete Digital Solution provides critical insight across the following three areas:

- **Ability**: To indicate a learner’s potential performance
- **Attainment**: To show where the learner is now and what you can do to support their highest possible achievement
- **Barriers to learning**: To identify barriers that prevent a learner from achieving their greatest possible potential.

**BY IMPLEMENTING THIS APPROACH, SCHOOLS ARE PROVIDED WITH AN ASSESSMENT MODEL THAT:**

- Compares ability against current attainment to identify under-achievers and factors influencing them
- Measures a pupil’s potential, showing what they could achieve, alongside progress rate
- Identifies barriers to learning and informs early intervention strategies
- Delivers a national benchmark through Standard Age Scores
- Can determine where a school is adding value and where there is room for improvement.

Discover which assessments play a central role in this approach overleaf.

Using the range of assessments we do means that teachers start the year knowing each student really well and that learning will be tailored much more for each student’s needs. They will have the opportunity to enjoy real, proper, personalised intervention and support.

Lee Walker, Vice Principal, Hinchingbrooke School
Which digital assessments are included?

- Cognitive Abilities Test: Fourth Edition (CAT4)
- Progress Test Series
- New Group Reading Test (NGRT)
- Dyslexia and Dyscalculia Screeners
- Single Word Spelling Test (SWST)
- Pupil Attitudes to Self and School (PASS)
- Kirkland Rowell Surveys (KRS)
- Baseline

*subject to a fair usage policy

Assessment Timeline

See an example of one possible assessment timeline below

Turn over to discover more about all of our assessments
Measuring a pupil’s **ability** is crucial when it comes to understanding what they could achieve in the future.

Not only does this facilitate evidence-based target setting, it enables teachers to deliver a truly personalised learning experience, ensuring every pupil is given the same opportunity to succeed.

In our experience, helping your pupils to realise their potential begins with an understanding of how each individual thinks. How your pupils think affects how they learn.
Target-setting and intervention strategies can be personalised and monitored, supporting teachers in raising achievement across literacy, maths and science. By comparing pupils’ potential with their attainment data, teachers can easily identify if an individual is reaching their full potential, enabling immediate intervention if necessary.

Our suite of attainment tests play a pivotal role in identifying pupils’ current levels of attainment and tracking ongoing progress, year on year.

My advice to other schools is to establish a robust assessment framework that combines hard, independent assessment data that PTE, PTM and CAT deliver with the soft data delivered via teachers’ professional judgement. Through such an approach, the likelihood of supporting all pupils is maximised.

Garry Mathewson, Principal at Holy Family Nursery and Primary School, Derry

ASSESSMENTS

Progress Test Series
The Progress Test Series can be used year-on-year to support teachers in identifying current levels of attainment and tracking progress in the core subjects of English, maths and science.

New Group Reading Test (NGRT)
NGRT allows teachers to specifically screen and monitor the reading ability of pupils at a group level. The Standard Age Scores and Reading Ages in NGRT are crucial for tracking progress year-on-year.

Single Word Spelling Test (SWST)
SWST is a series of nine standardised tests designed to assess spelling attainment. It highlights teaching strategies and follow-up activities for improving spelling.

Baseline
Designed to be fun, friendly and engaging for pupils, our award-winning Baseline allows teachers to measure literacy, language and numeracy on entry to Reception and at the end of the year.

WHAT CAN I DO WITH THE RESULTS?

Track progress year-on-year by using our Standard Age Score, and benchmark against the national picture

Facilitate target setting and personalise teaching and interventions to each pupil

Provide evidence of progress to Ofsted and parents.
There are a number of barriers to learning that may hinder a pupil’s ability to access the curriculum, from underlying additional educational needs to attitudes towards school.

It is important that schools can easily determine where they are adding value and where there is room for improvement – understanding the views of all of its stakeholders is crucial in this process. The assessments in our ‘barriers to learning’ range are designed to support schools in identifying these factors.

Where there are discrepancies between potential and attainment data, our Pupil Attitudes to Self and School (PASS) survey helps schools to understand any barriers to learning, affecting a pupil’s ability to fulfil their potential.

It is important that we take on board the views of all members of the school community and show stakeholders that the views of parents, pupils and staff are an essential component of delivering the best possible education to the school’s children.

Stephen Black, Principal, Ballymena Academy, Northern Ireland

ASSESSMENTS

Dyslexia and Dyscalculia Screeners
These screening tools help to identify early signs of dyslexia and dyscalculia and inform the planning of appropriate support programmes and intervention strategies.

Pupil Attitudes to Self and School (PASS)
PASS provides an insight into the motivations, feelings and learning barriers of each pupil, enabling teachers to understand how pupils’ attitudes are affecting their learning.

Kirkland Rowell Surveys (KRS)
KRS ensures school improvement measures are on the right track by providing an instant overview of a school’s strengths and weaknesses by listening to pupils, parents and staff.

WHAT CAN I DO WITH THE RESULTS?

Uncover any hidden barriers to learning and implement intervention strategies at the earliest opportunity

Identify those with additional educational needs that require further screening and support

Support communication with parents, pupils and stakeholders, and give evidence for inspections and self-evaluations.
The importance of data

Effective use of assessment data allows schools to benchmark pupils on a national level and track and report pupil progress year-on-year. By combining data with teacher insight, we can inform teaching and learning, track and provide evidence of progress to Ofsted and parents, and motivate learners by identifying barriers to learning.

The Complete Digital Solution can dramatically improve outcomes for learners and as a result, drive whole-school improvement. By assessing school performance against benchmarked data, senior leaders can determine where their school is adding value and where there is room for improvement.

WHAT CAN YOU DO WITH THE DATA
With our suite of data rich reports, teachers are able to:

- Cross reference attainment and potential to identify under-achievers and the factors influencing this
- Monitor progress, provide personalised learning and set targets for future attainment
- Communicate key information about pupils using a series of data to support communication with key stakeholders
- Identify learning barriers in order to help unlock each pupil’s full potential
- Identify an ‘all round view’ of each pupil to inform personalised teaching and learning.

STANDARDISED SCORES
Essential to the Complete Digital Solution are standardised scores. They are one of the fairest and most accurate ways of benchmarking pupils and monitoring their progress, enabling schools to compare the performance of different pupils within a year group, across year groups and against the national standard. It also enables scores from more than one test to be compared meaningfully – providing you with an easy way of comparing ability and attainment.

It is imperative that we use standardised assessments to authenticate what we are doing. It is a very important safety net and invaluable in ensuring children make good progress.

Nicki Clarke, Associate Senior Leader, Trinity Academy Halifax
Our school wanted to measure students’ attainment at any fixed point, see progress (between key stages and year-on-year), gauge students’ attitudes to learning, and gain a real understanding of their potential. By assessing all of these things, you get a holistic view of each student. You know where the learner is now, where he or she can go, and how best they can get there. We use a combination of internal and external assessments, and comparing and contrasting this data forms the basis of our new assessment model.

Lee Walker, Vice Principal, Hinchingbrooke School

We provide a comprehensive package of training and support. For no extra charge, you will receive:

Phone and email support from your personal Account Manager
Your account manager will work with you to implement a bespoke timetable of assessment for your school

Access to our online training platform, where you can receive support in 5-minute modules:
- How to administer assessments
- Understanding different types of data and how they can be used
- Identifying implications for teaching and learning and intervention strategies
- How to evidence progress year-on-year

Free access to customer support seminars and webinars

Support delivered via WebEx is available at an additional cost.
If you are interested in becoming a Centre of Assessment Excellence, please contact your local area consultant. Details can be found online at www.gl-assessment.co.uk/consultants. Alternatively call 0330 123 5375.

GL Assessment is pleased to be working with a growing number of schools using the Complete Digital Solution who have been accredited as a GL Assessment Centre of Assessment Excellence.

Our Centres of Assessment Excellence work in partnership with us to deliver our whole-pupil approach to assessment. Partner schools are using assessments to gain a complete understanding of each pupil’s learning needs including attitudes, potential and attainment. This allows teachers to make informed teaching and learning decisions, to track progress effectively and to provide evidence of progress to Ofsted and to key school stakeholders e.g. parents and the governing body.

Why become a Centre of Assessment Excellence?

Centres of Assessment Excellence ensure the best possible outcomes for pupils. Schools receive additional support from GL Assessment and are able to contribute to the development of these important assessments. School partners join our network of Centres of Assessment Excellence and can share experiences, their views on assessment and learn from other schools. They support schools in their area to develop good assessment practice that can contribute to raising standards.

All Centres of Assessment Excellence schools complete the GL Assessment Centre of Assessment Excellence training programme, which helps support a whole-pupil approach to assessment.

The Centres of Assessment Excellence programme
Contact your local Area Consultant today to organise a school visit or a free quote.

Visit www.gl-assessment.co.uk/consultants
e-mail cds@gl-assessment.co.uk
or call 0330 123 5375

For any further information on any of the assessments included in our Complete Digital Solution please visit www.gl-assessment.co.uk/cds