



High March

ASSESSMENT REPORTING AND RECORDING POLICY

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This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

Useful Websites

www.gov.uk/dfe

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&utm_medium=search&utm_campaign=site_search&search_term=Feedba

HIGH MARCH

ASSESSMENT, RECORDING AND REPORTING POLICY

High March values the success and achievement of every pupil and strives to ensure that each realises their full potential. Our assessment procedure allows us to track an individual pupil's progress. The focus of assessment is on teachers and pupils gaining clear knowledge and understanding of what pupils have learned. The teacher's assessment and the pupil's own assessment are both central to the learning process.

Different forms of assessment are used for different purposes. The information gained serves many purposes. Effective assessment procedures provide the means for identifying strengths and weaknesses in pupils' learning thereby creating a positive impact on pupils' attitudes and motivation. Assessments can also assist the teachers in setting appropriately challenging targets for each pupil.

Our aims in the area of assessment include:

- Supporting learning by identifying children's strengths and weaknesses and encouraging them to evaluate their progress and reach their highest possible levels of attainment.
- Enabling our children to demonstrate and communicate their knowledge, understanding and skills.
- Helping our children understand what they need to do next to improve their work.
- Enabling teachers to identify the needs of each child including additional support if required.
- Allowing teachers to plan work that accurately reflects the needs of each child.
- Enabling subject teachers, Heads of Department and Subject Leaders, Deputy Head (Teaching and Learning), SENDCo and the Headmistress to monitor and track pupil progress.
- Providing a method of monitoring and developing the curriculum.
- Providing meaningful communication between school and parents, that provides them with information about their child's achievements and progress, on a regular basis.
- Provide the Headmistress and Deputy Head (Teaching and Learning) with information that allows them to make judgements about the effectiveness of the School.
- Ensuring pupils achieve their potential.

This policy is divided into 4 sections:

Section 1 – Feedback

Section 2 – Assessment: Formative and Summative

Section 3 – Recording

Section 4 – Reporting to Parents

SECTION 1 – FEEDBACK

Effective feedback fits within the ‘learning culture’ of the classroom and enables pupils to develop a greater independent awareness of tendencies and strategies for improving; this is instrumental in the building of their self-efficacy and the avoidance of a learned helplessness when it comes to making progress. The feedback process is central to learning – understanding what our patterns of errors are, what are strengths are and so on.

Principles of Effective Feedback

The Education Endowment Foundation (EEF) make six recommendations regarding principles, methods and implementation on the delivery of feedback to 5- to 18-year-old learners. The first three recommendations (below) relate to the principles of effective feedback:

- 1) **Lay the foundations for effective feedback.** Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- 2) **Deliver appropriately timed feedback that focuses on moving learning forward.** There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
- 3) **Plan for how pupils will receive and use feedback** Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback’s effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

At High March we believe that effective feedback will focus on moving the pupils’ learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves. Formative feedback focuses on improvement. It improves motivation, helps pupils move towards their targets and improves learning ambition. Feedback can be verbal or written.

Feedback, both verbal and written, should specifically focus on:

- the task (its outcome and advice on how to improve when doing that specific type of task),
- the subject (and underlying processes within that subject). and/or
- pupils’ self-regulation strategies (how pupils plan, monitor and evaluate their work).

Verbal Feedback

Formative verbal feedback is an integral aspect of effective instruction and can be delivered in a variety of different ways. It is not simply an ‘easy’ alternative to written feedback and careful thought and consideration is still required when delivering it. Teachers give pupils ‘in the moment’ verbal feedback on their work whenever possible. This is done during the lesson, when pupils are working. Verbal feedback may also be given to the whole class or individually at the beginning of the next lesson.

Written feedback

Teachers carefully consider when and how to use purposeful and time-efficient, impactful, written feedback that focuses on moving the learning forward. It should make pupils think and

reflect on their learning. It may also highlight effective learning behaviours and self-regulation strategies displayed by the pupil. It can highlight and provide evidence of the child's progress. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/ or self-regulation, and is then used by pupils. Written feedback given by the teacher is written in green ink.

Summary

The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (EEF Recommendations 1–3 above) are followed.

- Stickers and house points should be used to recognise effort and our High March core learning habits: resilience, initiative, self-discipline and curiosity. Stars of the Week for effort and excellence in work, behaviour and attitude. In Upper School special work should be handed to the Headmistress for presentation in assembly and to receive a Headmistress's sticker and certificate.
- At Junior House any child who has produced special work is sent to show it to the Headmistress and is given a Headmistress's sticker. A certificate is presented in Prayers.

Monitoring

Pupils' work is scrutinised regularly, both formally and informally by SMT, Heads of Department and Subject Leaders and other Staff as part of ongoing quality assurance procedures. Observations from these are shared at Staff Meetings and on an individual basis as necessary. Written feedback is also reviewed and discussed in departmental meetings.

SECTION 2 – FORMATIVE AND SUMMATIVE ASSESSMENT

Assessment is an integral part of the teaching and learning process and its purpose is to help us monitor, evaluate and review the pupils' learning and our teaching. Effective assessment should inform teaching by providing the evidence for closer matching of tasks to each pupil's needs. It assists the pupils by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Formative Assessment

Formative Assessment takes place as an integral part of the processes of teaching and learning. This aspect of assessment is an essential element of effective teaching and is one of the procedures used by the School for improving the standards pupils achieve. Formative assessment takes place on a day-to-day basis during teaching and learning, often informally, allowing teachers and pupils to assess understanding, attainment and progress more frequently. It provides the teacher and pupils with a clear understanding of the goal they are to achieve, the necessary information to identify where the pupils are in relation to that goal and the next steps they should take to achieve the goal.

Formative Assessment also provides information on a pupil's strengths and weaknesses within specific tasks, activities and skills. The teacher and pupils then build on these strengths and

address any weaknesses. The teacher uses the information gained from formative assessment to modify teaching and plan the next steps in the learning.

In the Foundation Stage the staff observe pupils either informally or through planned observations.

Learning Intentions and Success Criteria

Learning intentions should make clear what students will be learning about, not how this learning will be achieved, that is, to the activities and tasks of the lesson. They should help learners focus on the aim of the lesson, keep the subject material relevant to them and support their understanding of the context. They are not about what they are doing (the task) but what they are learning. When writing learning intentions, you should use a language that focuses on what you would like the children to know, understand or be able to do.

Success criteria should be linked to the learning intention but should describe the evidence that shows the acquisition of knowledge, understanding or skills. They are the evidence of learning that teachers want to see in their learners' work. They should keep learners on track with their learning and the task as well as challenge them to achieve. Knowing what success looks like, they will be able to work towards it and accomplish it. For some learners, scaffolding the learning helps them apply their knowledge and gives them the understanding of the context.

The success criteria should be in addition to what is normally required. For example, in the case of an English lesson concentrating on the use of adjectives, there would still be the expectation that the pupils would write using the correct English that they had been taught. In the core subjects, pupils will use the success criteria or Learning Intention as a guide when reflecting on their work and undertaking self-assessment (traffic lighting).

Sharing Learning Intentions and Success Criteria

- The Learning Intention(s) for each lesson should be written in language that every learner can understand and clearly displayed on a board and the pupils' attention drawn to it.
- The Learning Intention(s) should be written in the pupils' books (Year 3 upwards) or typed onto stickers for younger pupils to stick into their books.
- Every effort should be made to include a plenary session at the end of each lesson where the teacher refers again to the Learning Intention(s).
- It is desirable to include the success criteria (the evidence of learning that the teacher wants to see in the learner's work) which the pupils need to pay particular attention to, in order to achieve the Learning Intention(s). This could take the form of bulleted points on the board, or as a sticker in the book.

Example: Learning Intention - We are learning how to sequence events in a story.

Success criteria - It will make sense.

- It will retell the story we heard.

At the end of a lesson, the pupils may be asked to reflect upon their learning in the lesson and indicate (by way of traffic lighting or commenting) whether they feel they met the learning intention, are working towards meeting it, or require more help to meet it.

Summative Assessment

Summative Assessment allows us to compare and analyse the ongoing progress a child or group of pupils are making. It takes place after the teaching and learning has taken place. Summative Assessment gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning. The data collected:

- Provides information on the pupil's' level of academic performance.
- Evaluates the pupil's present knowledge, skill and /or understanding within a subject.
- Enable us to monitor, evaluate and track the pupil's progress.
- Provides information that informs and reports on the pupil's progress and attainment to parents.

At High March a variety of formal and informal summative assessments take place, such as:

- Low stakes quizzing and testing.
- End of unit/module tests are used by many teachers.
- Quest Assessment standardised tests are used in Mathematics, English and Science by Year 3, 4 and 5(English and Maths – termly, Science end of academic year).
- Quest Standardised tests in English and Maths are used termly in Year 1 and Year 2
- Cognitive ability standardised tests (CAT4) are taken early in the Autumn term by Year 5 and Year 6 pupils and Years 3 and Year 4 complete Quest Cognitive Potential standardised assessments (QCP). The results are shared with parents once the teachers have had the opportunity to review and discuss any implications for teaching and learning.
- Year 2 complete Quest Cognitive Potential assessments (QCP) in the Autumn term by way of introduction to this style of test and the results are discussed with parents as appropriate.
- 11+ Bucks Transfer Tests in Verbal Reasoning, Non-verbal Reasoning and Mathematical Reasoning.
- EYFS Profile.
- Termly summative assessment against the Early Learning Goals for Nursery and Reception pupils.

Test Marks / Examination marks

- Staff **do not** announce test results to the form as a whole although pupils who have done particularly well may be publicly acknowledged (especially if they generally don't achieve very highly).
- The same applies to standardised test or examination results.

Results are shared with parents either verbally at Parents' Evening or electronically.

SECTION 3 – RECORDING

The purpose of our recording is to provide information on each child's achievements, skills, abilities and progress throughout the curriculum. This information:

- Regularly updates information to reflect current achievements.
- Show the strengths and achievements of each child.
- May show the targets for each child.

We recognise various methods exist to assess a child's learning. The type of assessment that we make varies. At High March individual teachers employ their own recording methods. These include the use of mark books, planning books, short term and medium term plans. All standardised test scores are recorded electronically as a year group list. The charts contain the scores year on year for monitoring and tracking purposes. These are kept electronically by the Headmistress, Deputy Head (Teaching and Learning), Head of Department and are accessible to the relevant subject teachers. Heads of subject monitor the teacher's records and discuss and analyse pupils' results with the staff in their Department. At Faculty meetings assessment results may be discussed and decisions about support to improve learning can be agreed and actioned. Action points are recorded on the tracking document.

In the Foundation Stage, staff collect evidence of attainment in a range of ways - for example, written narrative observations, incidental observations and photographs as well as observations from parents and contributions from the children. Staff use the information gained, alongside the " 'Development Matters' document, to check that each child is developing appropriately. These records are updated at the end of each term. Staff complete an 'On Entry Baseline' assessment for pupils when they start in the Foundation Stage (either in Nursery or Reception). This assessment is completed within the first half term that the child is at High March.

The EYFS Profile is the summative assessment completed by staff at the end of the Reception Year. Copies of the EYFS Profile are stored in the individual hard copy Pupil Profiles.

The EYFS parents may access information on their child's progress at any time by appointment.

The following tests are carried out annually and results recorded:-

Year 1

Termly Quest Assessments in English (covering reading, spelling, grammar, and punctuation) and Mathematics (including arithmetic and reasoning). These are completed in the first half of the Autumn Term to provide a baseline.

Year 2

Termly Quest Assessments in English (covering reading, spelling, grammar, and punctuation) and Mathematics (including arithmetic and reasoning). These are completed in the first half of the Autumn Term to provide a baseline.

Autumn Term - Quest CAT

Year 3, 4 and 5

Termly Quest Assessments in English (covering reading, spelling, grammar, and punctuation) and Mathematics (including arithmetic and reasoning). These are completed in the first half of the Autumn Term to provide a baseline.

Autumn Term – Quest CAT

Summer Term – Quest Assessment in Science Year 5

Termly Quest Assessments in English (covering reading, spelling, grammar, and punctuation) and Mathematics (including arithmetic and reasoning). These are completed in the first half of the Autumn Term to provide a baseline.

Autumn Term – GL Online Standardised Assessment CAT4 Level B

Summer Term – Quest Assessment in Science

Year 6

September/October

CATs, Quest English Assessments in English (covering reading, spelling, grammar, and punctuation) and Mathematics (including arithmetic and reasoning).

GL Online Standardised Assessment CAT4 Level C

11+ Familiarisation papers and 11+ Bucks Transfer tests

September - December

Numerous practice papers in lessons/extra lessons

October - February

ISEB Common Pre-Test, Common Entrance and Senior School entrance examinations

Results are shared with parents either verbally at Parents' Evening or electronically (See Appendix 1). They are also stored electronically by the Headmistress, the Deputy Head (Teaching and Learning) and Heads of Department.

Teachers use the outcomes of all assessments to monitor progress, identify areas for development, and inform future teaching. Pupils who may need additional support if their progress is either below the expected level or has dipped are identified and a Pupil Progress Concern is raised. This will involve dialogue with the Learning Support Department and additional meetings with parents to put in place the necessary support to improve a child's progress. Assessment results are also used to ensure that pupils are correctly placed in Mathematics groups at Upper School and ability groups (where appropriate) in Junior House. These assessments may also help to identify pupils who are more able or those who may benefit from further assessment and intervention.

The staff share and discuss the needs, progress and achievements of the pupils on a regular basis. This dialogue is a strength of High March and recognises the value we attach to encouraging each member of our school, irrespective of ability, to achieve their potential.

SECTION 4 – REPORTING

High March values and nurtures the partnership it has with parents in helping pupils to make good progress, achieve highly and develop fully as people. Written and oral reports to parents on pupils' progress, development and behaviour are an important means of assisting parents to be fully involved in this partnership. Reports are an important way of helping pupils to make progress. Highlighting their strengths, including the High March Core Learning Habits and recognising and valuing their achievements in different areas of school life motivates pupils. Identifying areas for development and giving suggestions on how to improve provides pupils with a clear picture for future development. The School seeks to ensure that reports are personal to the pupil and provide parents with information they will find helpful. Reports are written for parents in a straightforward way so that they will know:

- how their child is performing in relation to their potential and to national standards.
- their child's strengths and any particular achievements.
- the progress made since the last report.
- areas for development and improvement as well as how parents can help.
- their child's attitudes to learning and whether their child is happy, settled and well-behaved.

At High March we seek to ensure that all parents feel welcome and able to discuss their child's progress and difficulties at any time. We encourage parents to ask questions and gain an insight into their child's performance and attitudes. We strive to be both honest and constructive in the picture that is given of each child. Where appropriate, specific advice is given as to how parents can help their child.

At High March we believe that it is important to report to parents on a regular basis, in a professional manner and in a form which parents can understand and relate to. Below is an outline of how and when we report pupil's progress to parents.

The Nursery teacher provides a written summary of the development of each child in relation to the three Prime Areas of Learning. These include Communication and Language, Physical Development and Personal, Social and Emotional Development. Parents then meet with the teacher to share information relating to the child's level of achievement. Where a child is making slower progress than is expected, this is flagged up with parents and strategies are put in place to support the child, both at School and at home. Where there is delay in development, support from outside agencies is sought. Parents are then provided with a written summary of the meeting. A copy of this summary is placed in the Pupil Profile when the child enters Reception.

1. When reporting takes place

All Year Groups

Autumn Term Parents' Evening

Spring Term Parents' Evening

2. Written Reports

Teachers complete electronic written reports following the guidelines in Appendix 6 of the Staff Handbook.

The written comment for Subject reports should contain information about the child's:

- attitude
- effort
- attainment and progress
- advice on how to make further progress.

Each child's report will also contain:

- a written comment from the Form Teacher
- a written report from any private lesson e.g. Singing, Speech and Learning Support.

The EFYS report includes report comments on the seven prime areas of learning (see below), Characteristics of Learning and specialist subject reports (Physical Education, French and Music).

Personal, Social and Emotional Development

- Self-regulation
- Managing Self
- Building Relationships

Communication and Language

- Listening, Attention and Understanding
- Speaking

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials

- Being imaginative and Expressive

Characteristics of Learning

- Playing and Exploring
- Active Learning
- Creativity and Thinking Critically

In Reception for each Early Learning Goal it will state whether the pupil is meeting the level of development expected at the end of the Reception Year (Expected), or not yet reaching this level (Emerging).

See Appendices 1 and 2.

Related Documents

- Curriculum, Teaching and Learning Policy
- Foundation Stage Handbook
- Learning Support Policy
- More Able Policy
- Report Writing Guidance for Staff
- Staff Handbook

Appendix 1

Reporting to Parents – Standardised Assessment Letter

Year 1 and 2 Standardised Assessments

Assessment Results Autumn Term 2025	
Name:	Form:

As you are aware, your daughter has recently completed Quest standardised assessments in English (covering reading, spelling, grammar, and punctuation) and Mathematics (including arithmetic and reasoning). The results of these are provided below, along with some explanations as to how to interpret the data.

These assessments are carried out to help us monitor the girls' progress and inform our teaching, so that we may best support our learners as they progress through School. We would like to emphasise that these tests are only one of the factors we use to monitor the progress of the girls.

Quest	English			Mathematics	
	Reading	Spelling	Grammar & Punctuation	Arithmetic	Reasoning
Standardised Score					

Standardised Score (SAS)

The SAS is based on the student's raw score which 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. This is a standardised score scale in which the average for each age band is 100; this makes it easy to tell whether a pupil is attaining above or below the national average.

Standardised age scores allow for a fair comparison of results, as they take into account:

- The number of questions answered correctly
- The difficulty of the questions answered
- The pupil's age at the time they sit the assessment
- The pupil's performance compared to a nation sample

Quest standardised age scores range from 58 at the lowest end, to 142 at the highest end.

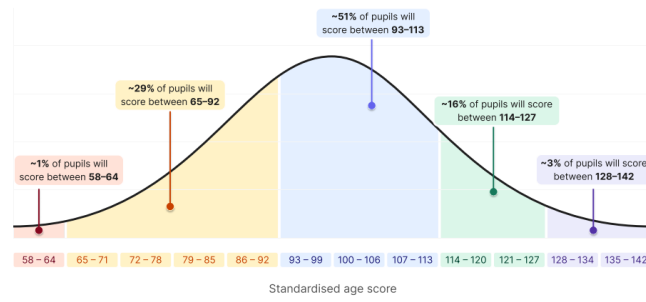
Quest standardised age scores relate to performance as shown in the table below.

Score range (SAS)

58 - 64
65 - 92
93 - 113
114 - 127

Performance descriptor

Working below
Working towards
Meeting expectations
Greater depth



**Year 3 and 4
Standardised Assessments**

Assessment Results Autumn Term 2025	
Name:	Form:

As you are aware, your daughter has recently completed Quest standardised assessments in English (covering reading, spelling, grammar, and punctuation) and Mathematics (including arithmetic and reasoning) and QCP (Quest cognitive potential) standardised assessments in School. The results of these are provided below, along with some explanations as to how to interpret the data and exemplar questions from each cognitive domain assessed in QCP – verbal reasoning, quantitative reasoning, non-verbal reasoning and spatial ability.

These assessments are carried out to help us monitor the girls' progress and inform our teaching, so that we may best support our learners as they progress through School. I would like to emphasise that these tests are only one of the factors we use to monitor the progress of the girls.

Standardised Score (SAS)

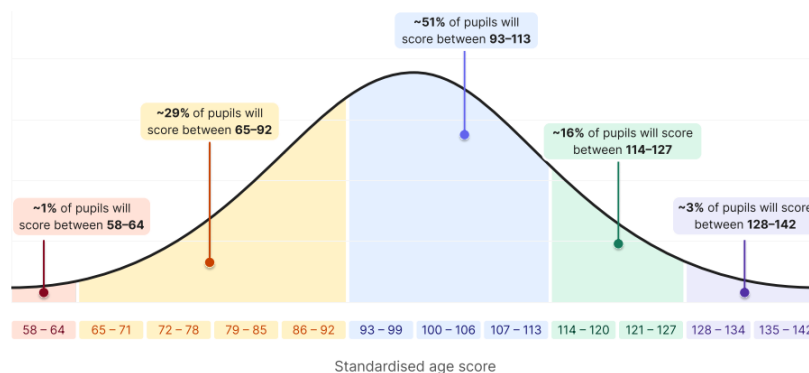
The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. This is a standardised score scale in which the average for each age band is 100; this makes it easy to tell whether a pupil is above or below the national average.

Standardised age scores allow for a fair comparison of results, as they take into account:

- The number of questions answered correctly
- The difficulty of the questions answered
- The pupil's age at the time they sit the assessment
- The pupil's performance compared to a nation sample

Quest standardised age scores range from 58 at the lowest end, to 142 at the highest end. Quest standardised age scores relate to performance as shown in the table below.

Score range (SAS)	Performance descriptor
58 -64	Working below
65 - 92	Working towards
93 - 113	Meeting expectations
114 - 127	Greater depth
128 - 142	Greater depth plus



Quest	English			Mathematics	
	Reading	Spelling	Grammar & Punctuation	Arithmetic	Reasoning
Standardised Score					

Quest Cognitive Potential (QCP)

QCP assessment measure pupils' thinking skills across four key cognitive domains: verbal reasoning, quantitative reasoning, non-verbal reasoning and spatial reasoning. Performance across these cognitive domains indicates academic potential and provides insight into pupils' cognitive profiles. QCP serves as a useful tool in providing a measure of reasoning potential, but please remember that this set of tests only measures certain areas of cognitive potential rather than providing a summative assessment of skills and knowledge that have been taught via the curriculum.

Domain	No. of questions attempted	SAS
Verbal reasoning	/40	
Quantitative reasoning	/36	
Non-verbal reasoning	/48	
Spatial ability	/36	
Mean		

QCP assesses:

Verbal Reasoning

Verbal reasoning measure how well a pupil understands and processes language-based information. It reflects their ability to reason using words and concepts, which supports reading comprehension and verbal learning.

In the Verbal Classification test, two words that are the odd ones out must be chosen from a list of five. E.g.:

- A bear
 B leopard
 C lion
 D tiger
 E wolf

In the Verbal Analogies test, a word or words must be chosen to complete the sentence. E.g.:

Fish is to swim as bird is to _____.

- A duck
 B feathers
 C fly
 D robin
 E wings

Quantitative Reasoning

Quantitative reasoning assesses a pupil's ability to understand and work with numerical patterns and relationships. It highlights how well they can use logic to solve number-based problems.

In the Number Analogies test, a number that follows a pattern must be chosen to complete a pair of numbers. E.g.:

10 → 7 20 → 17 30 →

- A 23
 B 27
 C 33
 D 37
 E 47

In the Number Series test, a number must be chosen to complete the series. E.g.:

28 24 20 16 12 8

- A 3
 B 4
 C 5
 D 6
 E 7

Non-Verbal Reasoning

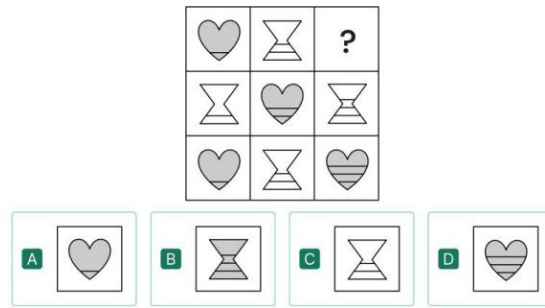
Non-verbal reasoning assesses a pupil's ability to identify patterns, relationships and rules in visual information. It shows how well they can think logically and solve problems without relying on language.

In the Figure Classification test, the image that best matches a group of images should be chosen. E.g.:



- A 
 B 
 C 
 D 
 E 

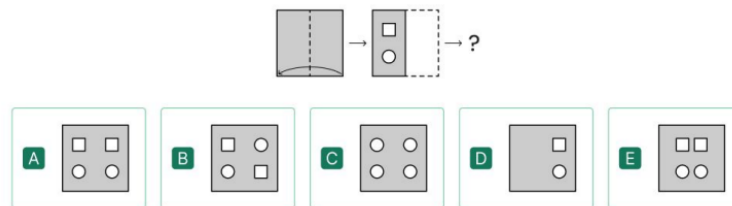
In the Figure Matrices test, an image is chosen to complete a matrix. E.g.:



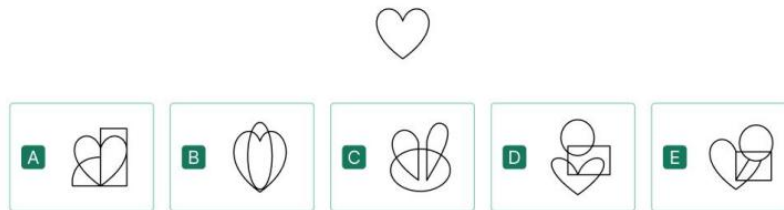
Spatial Ability

Spatial ability assesses how well a pupil can visualise and manipulate shapes and space in their mind. It plays a key role in subjects like maths, science, design and computing.

In the Figure Analysis test, an image must be chosen that shows how a piece of paper would look if it had shapes cut out of it. E.g.:



In the Figures Recognition test, students have to choose the option that contains a given shape. E.g.:



**Year 5 and 6
Standardised Assessments**

Assessment Results Autumn Term 2025	
Name:	Form:

As you are aware, your daughter has recently completed Quest standardised assessments in English (covering reading, spelling, grammar, and punctuation) and Mathematics (including arithmetic and reasoning) and GL CAT4 (cognitive ability) standardised assessments in School. The results of these are provided below, along with some explanations as to how to interpret the data and exemplar questions from each battery assessed in CAT4 – verbal, quantitative, non-verbal, and spatial.

These assessments are carried out to help us monitor the girls' progress and inform our teaching, so that we may best support our learners as they progress through School. I would like to emphasise that these tests are only one of the factors we use to monitor the progress of the girls.

Standardised Score (SAS)

The SAS is based on the student's raw score which 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. This is a standardised score scale in which the average for each age band is 100; this makes it easy to tell whether a pupil is above or below the national average.

Standardised age scores allow for a fair comparison of results, as they take into account:

- The number of questions answered correctly
- The difficulty of the questions answered
- The pupil's age at the time they sit the assessment
- The pupil's performance compared to a nation sample

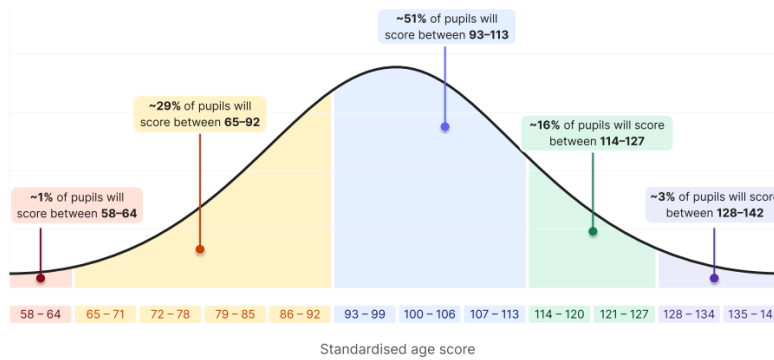
The average standardised score is 100.

Quest standardised age scores range from 58 at the lowest end, to 142 at the highest end.

GL standardised age scores range from 60 at the lowest end, to 141 at the highest end.

Quest standardised age scores relate to performance as shown in the table below.

Score range (SAS)	Performance descriptor
58 -64	Working below
65 - 92	Working towards
93 - 113	Meeting expectations
114 - 127	Greater depth
128 - 142	Greater depth plus



Quest	English			Mathematics	
	Reading	Spelling	Grammar & Punctuation	Arithmetic	Reasoning
Standardised Score					

GL Cognitive Ability Test CAT4

This provides a measure of reasoning ability to place alongside attainment. CATs raise awareness of individual strengths/weaknesses in a range of skill areas to inform teaching/learning and provide a baseline for pupils – an opportunity to compare future performance at the end of each stage. As a measure of reasoning ability, when placed alongside attainment, the tests allow us to identify evidence of underachievement at pupil, group and school level. CAT4 serves as a useful tool in providing a measure of reasoning ability, but please remember that this set of tests only measures certain areas of ability rather than providing a summative assessment of skills and knowledge that have been taught via the curriculum.

National Percentile Rank (NPR)

National Percentile Rank (NPR) indicates the percentage of pupils in the national sample who obtain a standard age score at or below a particular score. For example, a pupil with a SAS of 108 has a NPR of 70; she has performed as well as, or better than, 70 per cent of pupils of her age group.

Description	Very Low		Below Average			Average			Above Average		Very High		
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	90	95	99

GL CAT4 Scores			
Battery	No. of questions attempted	SAS	NPR
Verbal	/48		
Quantitative	/36		
Non-verbal	/48		
Spatial	/36		
Mean			

CAT4 provides a unique profile of strengths and weaknesses across four batteries:

Verbal Reasoning

In the Verbal Classification test, each question presents three words that are similar in some way. Students have to identify the conceptual link between the three words and then select from a list of five further words the one which best fits with the first three, e.g.:

doubtful		confusing		vague	
A. false	B. hidden	C. insecure	D. uncertain	E. fearful	

In the Verbal Analogies test, a In the Verbal Classification test, each question presents a verbal analogy in the form of 'A→B: →__'. Students have to work out how the first pair of words is related to each other and then select from five answer options the one that completes the second pair, e.g.:

blue → colour			socks → __		
A. clothing	B. feet	C. shoes	D. pair	E. wear	

Quantitative Reasoning

In the Number Analogies test, each question presents three pairs of number such as 4 → 6, 8 → 10, 9 → __. Students have to work out how the pairs of numbers are related and then complete the third pair by selecting the answer from the five options presented, e.g.:

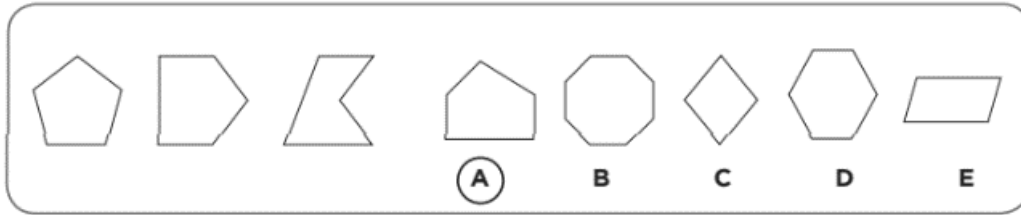
5 → 13		11 → 19		6 → __	
A. 9	B. 12	C. 14	D. 16	E. 18	

In the Number Series test, students have to work out the rule underlying the progression in the number series in each question and then select the next number in the series from the five options presented, e.g.:

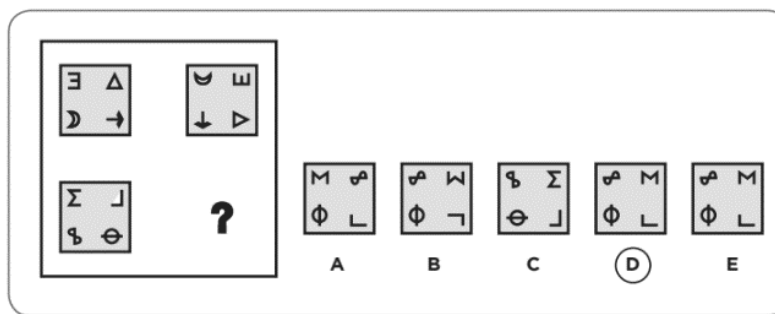
3 7 15 31 63 → __				
A. 94	B. 97	C. 117	D. 127	E. 137

Non-Verbal Reasoning

In the Figure Classification test, three designs are presented which are similar in some way or ways. From a selection of five possible answers, the student must identify a fourth design with similar properties, e.g.:

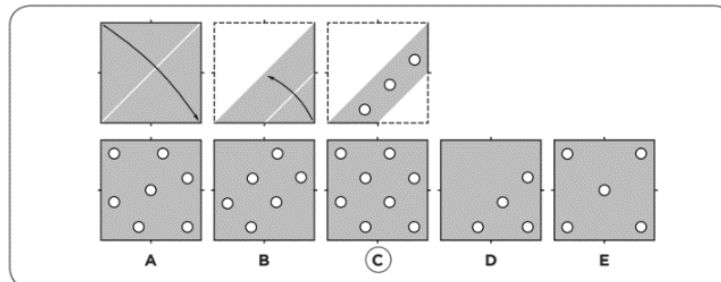


In the Figure Matrices test, each question presents a figural analogy in the form of $A \rightarrow B, C \rightarrow _$. Students have to work out how the first pair of figures is related to each other and then select from five answer options the one that completes the second pair, e.g.:



Spatial Reasoning

In the Figure Analysis test, each question presents students with a square that is repeatedly folded and then has one or more holes punched through it. Students have to work out what the final product would look like when unfolded, and select this from the five answer options provided, e.g.:



In the Figures Recognition test, students are shown five complex designs as line drawings with a target shape below. Students have to identify which of the five designs contains the exact same size outline of the target, including each side in full.

Appendix 2

Key Stage 2 Core Subject Report Template

Key Stage 1 Core and Foundation Subject Report and Key Stage 2 Foundation Subject Report Template

Name:	Form:	<i>(Subject)</i>
Teacher:		

Form Teacher's Report Template

Name:	Form:	Absences up to May Half Term (half days)	
		Authorised:	Unauthorised:
Summer Term 2024	Age: years months	Average Age of Form: years months	

Form Teacher's Comments
Form Teacher's Signature:
Head Teacher's Signature: