



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

HIGH MARCH

ASSESSMENT, RECORDING AND REPORTING POLICY

Introduction

High March values the success and achievement of every pupil and strives to ensure that each realises her full potential.

Assessment is an integral part of teaching and learning. Effective assessment enables pupils and teachers to understand what has been learned, identify strengths and areas for development, and determine appropriate next steps. Assessment supports high-quality teaching, informs planning, facilitates communication with parents and enables leaders to monitor attainment, progress and the effectiveness of provision across the School.

No single assessment provides a complete picture of a pupil's attainment, progress or potential. Assessment decisions are informed by a combination of teacher assessment, classroom performance, nationally standardised assessments, nationally benchmarked assessments and professional judgement.

Our assessment procedures are designed to support pupils in becoming confident, reflective and independent learners while ensuring that all pupils are appropriately supported, challenged and encouraged to achieve their potential.

Aims

The aims of assessment at High March are to:

- support learning by identifying pupils' strengths and areas for development
- enable pupils to demonstrate and communicate their knowledge, understanding and skills
- help pupils understand how to improve their work and develop greater independence as learners
- enable teachers to plan learning which accurately reflects pupils' needs
- identify pupils who require additional support or challenge
- monitor attainment and progress over time
- provide meaningful information to parents regarding achievement, progress and next steps
- contribute to curriculum review and school improvement
- benchmark attainment against national expectations where appropriate.

SECTION 1 – FEEDBACK

At High March, feedback is intended to improve learning by helping pupils identify strengths, address misconceptions and understand their next steps.

Feedback may be verbal or written and is most effective when it:

- focuses on improving learning
- is appropriately timed
- identifies specific strengths and areas for development
- encourages pupils to reflect upon and improve their work

- promotes independence and self-regulation
- enables pupils to take an active role in their learning.

Feedback may focus on:

- the task
- subject knowledge and understanding
- learning processes and strategies
- self-regulation and learning behaviours.

Teachers should plan opportunities for pupils to respond to feedback so that it has a positive impact on learning and progress.

Verbal Feedback

Verbal feedback is an important component of effective teaching. Teachers provide immediate feedback during lessons through discussion, questioning, individual guidance and whole-class feedback. It enables misconceptions to be addressed promptly and allows pupils to reflect on and improve their work as learning takes place.

Written feedback

Written feedback is used purposefully when it is likely to improve learning. Teachers carefully consider when written feedback will be most effective and ensure that pupils are given opportunities to respond to feedback and improve their work. Written feedback should be manageable, meaningful and focused on moving learning forward.

Written feedback may also recognise pupils' strengths, identify misconceptions and provide guidance on next steps in learning. Pupils are expected to engage with feedback and act upon it where appropriate.

Recognition and Celebration

Achievement, effort, progress and demonstration of the High March Core Learning Habits are recognised and celebrated through:

Then your bullet list:

- house points
- stickers
- certificates
- Stars of the Week
- Headmistress Awards
- celebration assemblies

Monitoring

Pupils' work is reviewed regularly through work scrutiny, departmental discussion and other quality assurance procedures. This helps to ensure consistency and effectiveness in feedback practices across the School and supports continual improvement in teaching and learning.

SECTION 2 – FORMATIVE AND SUMMATIVE ASSESSMENT

Assessment is an integral part of teaching and learning. At High March, assessment is used to support pupil progress, inform teaching, identify next steps in learning and evaluate the effectiveness of curriculum provision. Effective assessment enables teachers to understand what pupils know, understand and can do, and to respond appropriately to their learning needs.

Formative Assessment

Formative assessment takes place continuously as part of the teaching and learning process and provides teachers and pupils with information about current understanding and next steps in learning.

Teachers use formative assessment to:

- identify what pupils know, understand and can do
- identify misconceptions
- adapt teaching
- provide feedback
- determine appropriate next steps in learning

Examples of formative assessment include:

- questioning
- classroom discussion
- observation
- retrieval activities
- low-stakes quizzes
- marked work
- self-assessment
- peer assessment

In the EYFS, formative assessment includes both planned and spontaneous observations of children's learning and development.

Learning Intentions and Success Criteria

Learning intentions help pupils understand what they are learning and why it is important.

Success criteria help pupils understand what successful learning looks like and provide a basis for reflection, self-assessment and improvement.

Teachers share learning intentions and, where appropriate, success criteria so that pupils understand the purpose of learning and what successful outcomes will look like.

Pupils are encouraged to reflect on their learning and evaluate their progress towards these goals.

Summative Assessment

Summative assessment provides information about attainment and progress at a particular point in time.

Assessment information is used to:

- evaluate attainment
- monitor progress
- identify support or challenge needs
- inform curriculum planning
- communicate outcomes to parents
- evaluate the effectiveness of teaching and curriculum provision

The School uses a range of summative assessments including:

- teacher assessment
- low-stakes tests and quizzes
- end-of-unit assessments
- Quest standardised assessments
- Quest Science assessments
- Quest Cognitive Potential (QCP) assessments
- CAT4 assessments (Year 5 only)
- No More Marking National Writing Assessments
- EYFS Profile assessments
- entrance assessments and examinations where appropriate

Summative assessment should be considered alongside day-to-day teacher assessment and should not be viewed in isolation.

Using Assessment Information to Inform Planning

Assessment is most effective when it informs future teaching and learning. At High March, assessment information is used at classroom, pupil, subject and whole-school level to ensure that teaching remains responsive to pupils' needs and that all pupils are supported to make progress.

Classroom Level

Teachers use formative and summative assessment information to:

- identify gaps in knowledge, skills and understanding
- identify and address misconceptions
- adapt lesson content, explanations and activities
- determine the pace of learning
- provide additional support where required
- provide further challenge for pupils ready to deepen their learning
- inform grouping arrangements and adaptive teaching approaches
- revisit prior learning where necessary

Pupil Level

Assessment information helps teachers to:

- monitor individual progress over time
- identify pupils who may require intervention or support
- identify pupils who require greater challenge
- evaluate the impact of support programmes
- establish appropriate next steps for learning

Subject and Year Group Level

Heads of Department and Subject Leaders use assessment information to:

- monitor attainment and progress across year groups
- identify curriculum strengths and areas for development
- review curriculum content and schemes of work
- evaluate teaching approaches
- support strategic curriculum development

Whole-School Level

The Headmistress, Deputy Head (Teaching and Learning), SENDCo and senior leaders use assessment information to:

- evaluate the effectiveness of teaching and learning
- monitor trends over time
- evaluate the performance of different groups of pupils
- identify school improvement priorities
- support strategic planning
- provide assurance regarding standards and pupil progress

Nationally Benchmarked Assessment Information

Information from nationally standardised and benchmarked assessments, including Quest Assessments, CAT4, QCP and No More Marking National Writing Assessments, is used alongside teacher assessment to provide a broader picture of attainment and progress.

These assessments help the School to:

- compare attainment against national expectations
- validate teacher assessment
- identify strengths and areas for development
- evaluate progress over time
- inform future curriculum planning and development

National Writing Assessment (No More Marking)

High March participates in the No More Marking National Writing Programme to support the assessment and monitoring of pupils' writing.

No More Marking uses Comparative Judgement, whereby pieces of writing are compared against one another to generate a reliable national scale of writing attainment.

Participation in the programme provides:

- external benchmarking against national standards
- information about strengths and areas for development
- evidence of progress over time
- quality assurance for teacher assessment

Outcomes are considered alongside teacher assessment and other assessment information to inform teaching, planning, monitoring and curriculum development.

The School has completed a Data Protection Impact Assessment (DPIA) relating to the use of the platform.

Standardised Assessments

The School uses a range of nationally standardised assessments to provide information about attainment, progress and potential.

These currently include:

- Quest Assessments in English, Mathematics and Science
- Quest Cognitive Potential (QCP)
- CAT4 assessments (Year 5 only)
- No More Marking National Writing Assessments

Results from standardised assessments are considered alongside teacher assessment and should never be viewed in isolation.

Results are shared with parents as appropriate and are considered alongside teachers' professional knowledge of the child.

Communicating Assessment Outcomes

Assessment outcomes are communicated sensitively and professionally. Individual results are shared with pupils and parents where appropriate and are not routinely announced publicly to classes or year groups.

SECTION 3 – RECORDING

The purpose of recording is to maintain accurate information about pupils' attainment, achievement and progress over time.

Assessment records:

- provide information regarding attainment and progress
- help identify strengths and areas for development
- support planning, intervention and challenge
- contribute to reporting and communication with parents
- inform curriculum review and school improvement

Teachers maintain assessment records using methods appropriate to their age phase and subject area. Assessment information is stored securely and used to monitor individual and cohort progress over time.

Assessment information is reviewed regularly by teachers, Subject Leaders, Heads of Department, the SENDCo and senior leaders to ensure that pupils are making appropriate progress and that teaching remains responsive to pupils' needs.

Early Years Foundation Stage

In the EYFS, practitioners maintain evidence of learning through observations, work samples, photographs and professional judgement. This information is used to monitor progress within the Early Years Foundation Stage Framework and to inform future planning.

An on-entry baseline assessment is completed for pupils when they join Nursery or Reception. Ongoing assessment takes place through observation and interaction, and progress is reviewed regularly throughout the year.

At the end of Reception, practitioners complete the EYFS Profile in accordance with statutory requirements.

Assessment Cycle

The School uses a range of teacher assessments and nationally standardised assessments to support the monitoring of attainment, achievement and progress.

	Autumn	Spring	Summer
Year 1	Quest Assessments in English and Maths	Quest Assessments in English and Maths (internal use)	Quest Assessments in English and Maths No More Marking National Writing Assessment
Year 2	Quest Assessments in English and Maths Quest Cognitive Potential (QCP)	Quest Assessments in English and Maths (internal use)	Quest Assessments in English and Maths No More Marking National Writing Assessment
Year 3	Quest Assessments in English and Maths Quest Cognitive Potential (QCP)	Quest Assessments in English and Maths (internal use)	Quest Assessments in English, Maths and Scienc No More Marking National Writing Assessment
Year 4	Quest Assessments in English and Maths Quest Cognitive Potential (QCP)	Quest Assessments in English and Maths (internal use)	Quest Assessments in English, Maths and Science No More Marking National Writing Assessment
Year 5	Quest Assessments in English and Maths Quest Cognitive Potential (QCP) CAT4 (Cognitive Ability)	Quest Assessments in English and Maths (internal use)	Quest Assessments in English, Maths and Science No More Marking National Writing Assessment
Year 6	Quest Assessments in English and Maths Quest Cognitive Potential (QCP) 11+ familiarisation and transfer testing, where appropriate ISEB Pre-Test, Common Entrance and senior school entrance assessments, where appropriate	Senior school entrance assessments, where appropriate	

The assessment cycle is reviewed periodically to ensure that it remains appropriate, manageable and effective.

Using Assessment Information

Teachers use assessment information to:

- monitor attainment and progress
- identify pupils requiring additional support or intervention
- identify pupils requiring additional challenge
- inform adaptive teaching
- support pupil groupings and curriculum planning
- evaluate the effectiveness of provision

Where assessment information indicates that a pupil may require additional support, concerns are discussed with the SENDCo and parents, and appropriate provision is implemented and monitored.

Regular professional dialogue between teachers, Subject Leaders and senior leaders supports a shared understanding of pupil achievement and helps ensure that all pupils are supported to fulfil their potential.

Assessment Review and Quality Assurance

Assessment information is reviewed regularly by:

- Class Teachers
- Subject Teachers
- Heads of Department
- Subject Leaders
- SENDCo
- Deputy Head (Teaching and Learning)
- Headmistress

Assessment information is used to:

- monitor attainment, achievement and progress
- identify pupils requiring additional support, intervention or challenge
- evaluate the effectiveness of teaching and curriculum provision
- support strategic planning and school improvement
- ensure consistent standards across the School

A detailed assessment schedule is maintained separately and reviewed annually by the Deputy Head (Teaching and Learning).

SECTION 4 – REPORTING

High March values its partnership with parents and recognises the importance of clear, regular communication regarding pupils' attainment, progress, wellbeing and personal development.

Reporting is intended to:

- celebrate achievement and effort;
- recognise strengths and successes;
- identify areas for future development;

- support pupils in making progress;
- provide parents with a clear understanding of their child's learning and development;
- strengthen the partnership between home and school.

The School aims to ensure that reporting is accurate, constructive, informative and personalised, helping parents and pupils understand achievements, progress and next steps in learning.

Reporting Schedule

Parents are provided with regular opportunities to discuss their child's progress and development.

Term	Reporting Activity
Autumn Term	Parents' Evening
Spring Term	Parents' Evening
Summer Term	Written Report

In addition to these formal reporting opportunities, parents are encouraged to contact the School at any time if they wish to discuss their child's progress, wellbeing or learning.

Written Reports

Written reports provide information regarding:

- attainment and progress;
- strengths and achievements;
- attitudes to learning;
- effort and engagement;
- personal development;
- areas for future improvement and development.

Subject reports typically include information about:

- attainment;
- progress;
- effort and engagement;
- next steps for learning.

Reports may also include contributions from Form Teachers and, where applicable, specialist teachers or support staff.

Early Years Foundation Stage Reporting

In Nursery and Reception, reporting reflects the requirements of the Early Years Foundation Stage Framework.

Parents receive information about their child's progress through regular communication, parent meetings and an annual written report.

The EYFS report includes information relating to:

- the prime and specific areas of learning and development;
- the Characteristics of Effective Learning;
- specialist subjects where appropriate.

In Reception, the end-of-year report includes outcomes against the Early Learning Goals and indicates whether a pupil is working at:

- **Expected**, or
- **Emerging**

levels of development.

Assessment Information

Assessment information may be shared with parents through:

- parents' evenings;
- written reports;
- individual meetings;
- assessment summaries where appropriate.

Results from standardised assessments are shared with parents as appropriate and are considered alongside teacher assessment and teachers' professional knowledge of the child.

Related Documents

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

Useful Websites

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

Appendix A

Assessment Schedule by Year Group

The School's assessment programme supports the monitoring of attainment, progress and potential. Assessment arrangements are reviewed periodically and may be adjusted in response to developments in curriculum provision, national assessment practice and school priorities.

Year Group	Autumn Term	Spring Term	Summer Term
Nursery	Baseline and ongoing observational assessment	Ongoing assessment	Ongoing assessment
Reception	Baseline and ongoing assessment	Ongoing assessment	EYFS Profile
Year 1	Quest English and Mathematics	Quest English and Mathematics	Quest English and Mathematics
Year 2	Quest English and Mathematics QCP	Quest English and Mathematics	Quest English and Mathematics
Year 3	Quest English and Mathematics QCP	Quest English and Mathematics	Quest English, Mathematics and Science
Year 4	Quest English and Mathematics QCP	Quest English and Mathematics	Quest English, Mathematics and Science
Year 5	Quest English and Mathematics CAT4 No More Marking	Quest English and Mathematics	Quest English, Mathematics and Science No More Marking
Year 6	Quest English and Mathematics CAT4	Ongoing assessment and entrance assessments as appropriate	Ongoing assessment and entrance assessments as appropriate

A more detailed operational assessment schedule is maintained separately and reviewed annually by the Deputy Head (Teaching and Learning).

Appendix B

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)

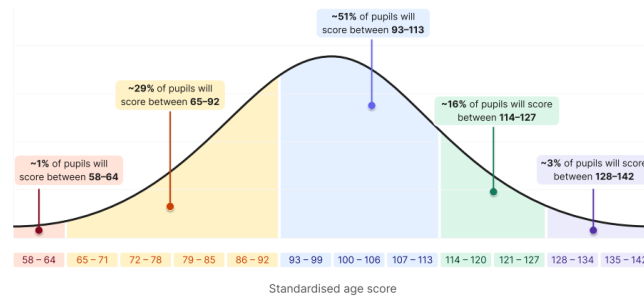
58 - 64
65 - 92
93 - 113
114 - 127

Performance descriptor

Working below
Working towards
Meeting expectations
Greater depth

128 - 142

Greater depth plus



**Year 3, 4 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 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.

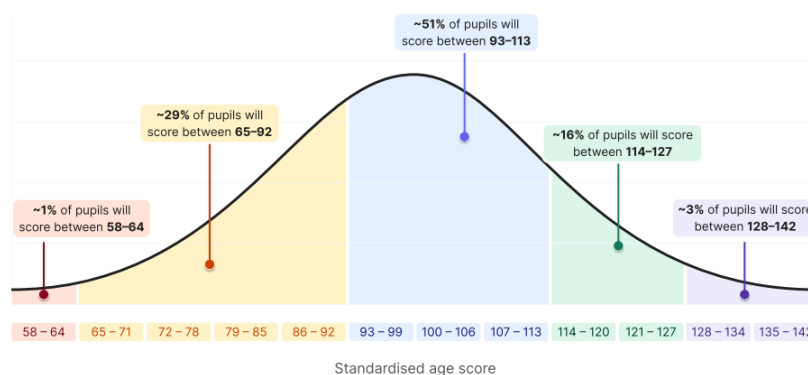
Standardised age scores allow for a fair comparison of results, as they take into account:

- 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.:



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 _____.



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 →



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

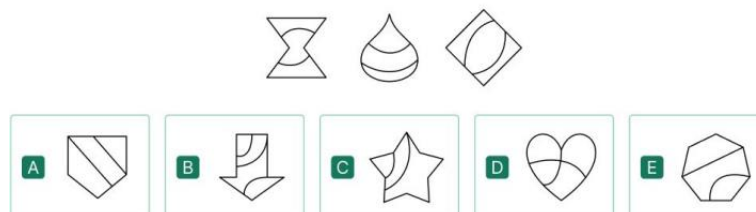
28 24 20 16 12 8



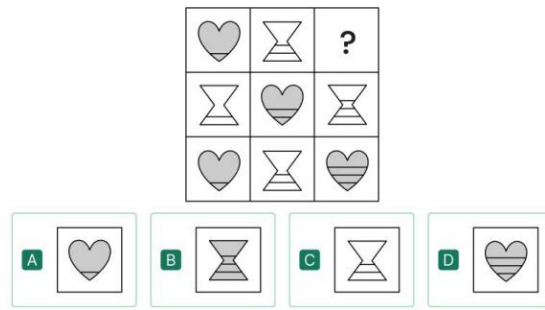
Non-Verbal Reasoning

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.:



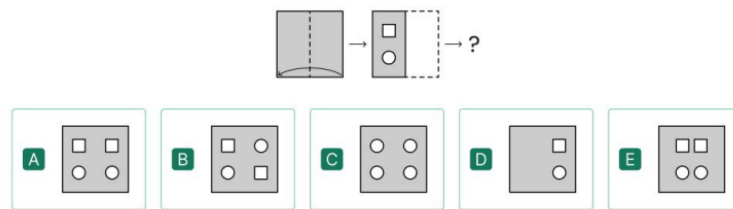
In the Figure Matrices test, an image is chosen to complete a matrix. E.g.:



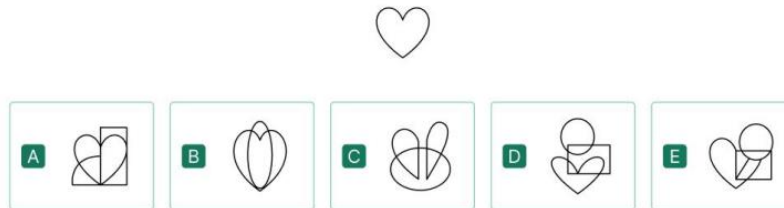
Spatial Ability

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
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

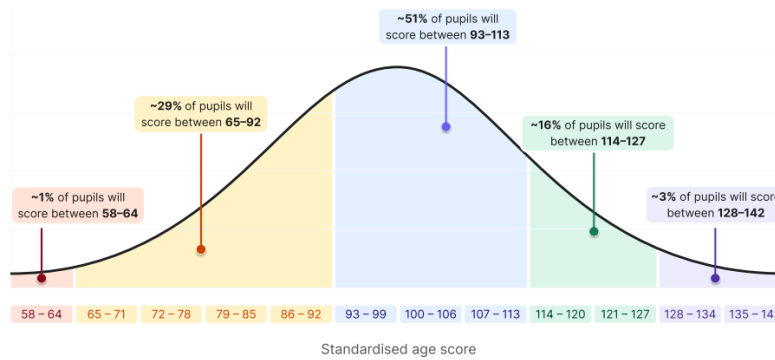
The average standardised score is 100.

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.:

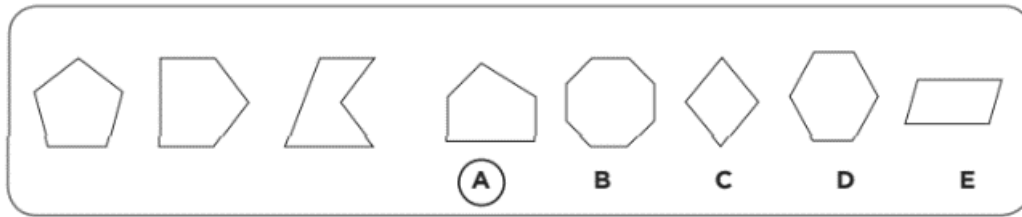
5 → 13		11 → 19		6 → __
A. 9	B. 12	C. 14	D. 16	E. 18

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.:

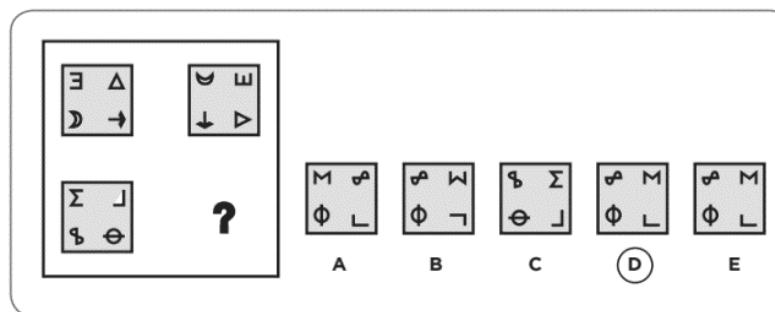
3 7 15 31 63 → __				
A. 94	B. 97	C. 117	D. 127	E. 137

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.:

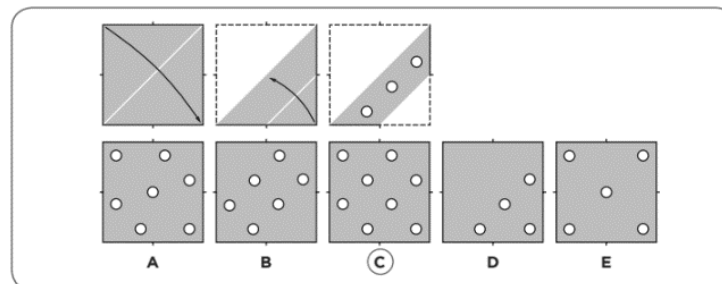


In the Figure Matrices test, each question presents a figural analogy in the form of $A \rightarrow B, C \rightarrow _$. Students have to work out how the first pair of figures is related to each other and then select from five answer options the one that completes the second pair, e.g.:



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, e.g.:

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:
Head Teacher:

Appendix C

Guide to Standardised Assessments for Parents

Why does High March use standardised assessments?

Assessment is only one part of how we understand a pupil's learning and progress. Teachers use a broad range of evidence, including classwork, observation, discussion, formative assessment and summative assessment.

Standardised assessments provide an additional source of information by comparing a pupil's performance with a nationally representative sample of children of the same age.

They help us to:

- monitor progress over time
- identify strengths and areas for development
- inform future teaching and learning
- provide appropriate support or challenge
- benchmark attainment against national expectations
- support transition between year groups and schools

No single assessment is used in isolation. Assessment outcomes are always considered alongside teacher assessment and professional judgement.

Quest Assessments

Quest standardised assessments are used to monitor attainment and progress in:

- English (Reading, Spelling, Grammar, Punctuation and Vocabulary)
- Mathematics (Arithmetic and Reasoning)
- Science (Years 3-5)

These assessments provide nationally benchmarked information and support the monitoring of progress over time.

Quest Cognitive Potential (QCP)

QCP assessments provide information about pupils' cognitive potential across four areas:

- Verbal Reasoning
- Quantitative Reasoning
- Non-Verbal Reasoning
- Spatial Ability

QCP assessments do not assess taught curriculum content. Instead, they provide information about reasoning skills and learning potential.

CAT4 Assessments

CAT4 assessments provide information about pupils' reasoning abilities across four areas:

- Verbal
- Quantitative
- Non-Verbal
- Spatial

CAT4 results are considered alongside teacher assessment and other assessment information to help staff understand how pupils learn and where additional support or challenge may be appropriate.

National Writing Assessment (No More Marking)

High March participates in the No More Marking National Writing Programme.

No More Marking uses **Comparative Judgement**, an assessment approach in which teachers compare pairs of pieces of writing and decide which demonstrates stronger overall writing performance. This creates a reliable national benchmark for writing attainment.

Participation in the programme helps the School to:

- benchmark writing against national standards
- monitor progress over time
- identify strengths and areas for development
- provide quality assurance for teacher assessment

The programme complements teacher assessment and other assessment information and is used as part of the School's wider assessment framework.

Data Protection

The School has completed a Data Protection Impact Assessment (DPIA) relating to its use of the No More Marking platform. Assessment information is processed in accordance with the School's Data Protection and Privacy policies.

Understanding Standardised Scores

Many standardised assessments report a **Standardised Age Score (SAS)**.

A Standardised Age Score:

- takes account of a pupil's age
- allows comparison with pupils nationally
- has an average score of 100

A score above 100 indicates attainment above the national average for that age group, while a score below 100 indicates attainment below the national average.

Assessment outcomes should always be considered alongside other information known about the pupil.

Typical Standardised Age Score Ranges

SAS	Interpretation
128+	Significantly Above Average
114-127	Above Average
93-113	Average Range
85-92	Slightly Below Average
Below 85	Below Average

Access Arrangements

The School seeks to ensure that assessments provide an accurate reflection of a pupil's attainment and understanding.

Where appropriate, pupils may receive approved access arrangements that reflect their normal way of working, including:

- supervised rest breaks
- additional time
- other reasonable adjustments

Such arrangements are considered individually and implemented where appropriate.

Appendix D

Frequently Asked Questions

My child achieved a lower score than expected. Should I be concerned?

Not necessarily. Assessment results provide information about performance at a particular point in time and should always be considered alongside classroom performance, teacher assessment and other evidence.

If teachers have concerns regarding progress, these will be discussed with parents and appropriate support will be put in place.

Why does the School use nationally standardised assessments?

Nationally standardised assessments provide an additional source of information that helps the School monitor progress, benchmark attainment and evaluate the effectiveness of teaching and learning.

Does No More Marking use Artificial Intelligence (AI)?

No More Marking assessments are based on Comparative Judgement undertaken by teachers. Outcomes are generated through multiple teacher judgements rather than solely AI-generated marking. Scripts are anonymised and the teacher always reviews all judgements. The School has completed a Data Protection Impact Assessment (DPIA) relating to its use of the platform.

Do assessment results determine sets or interventions?

Assessment information may contribute to decisions regarding support, intervention and grouping arrangements. However, educational decisions are never based on a single assessment. Teachers consider a wide range of evidence when determining the most appropriate provision for individual pupils.

Will assessment results be shared with parents?

Assessment information may be shared through reports, parents' evenings, individual meetings and assessment feedback sheets where appropriate. Results are always considered alongside teacher assessment and professional judgement.