Liberty Academy Trust

Assessment Policy 2026-27

Date	September 2026
Written by	Liberty Academy Trust Assessment Working Group
Review Date	May 2027
Updated	

Contents

1. Introduction 3
2. Baseline & Target Setting 3
3. Definitions 4
4. Targets 5
5. Assessments 6
6. Primary Assessment 7
7. Summative Tests 8
8. Secondary Assessment 8

Key Stage 3 Assessments – Formative assessments 8

9. Record Keeping and Analysis 11
10. Pupil Progress Meetings 11
11. Reports Home 12
12. Roles and Responsibilities 13

APPENDIX 1 – Liberty Assessment Calendar 15

APPENDIX 2 – Key Stage 4 Pathway 16

APPENDIX 3 – Examples of Formative Assessments 18

APPENDIX 4 – Screening and Assessment Tools and their Capabilities 19

APPENDIX 5 – GL Assessment Progress Tests 21

1. Introduction

1.1 It is key that all stakeholders (pupils, staff, parents/carers) understand current academic performance across subject areas, how this relates to previous assessments of their knowledge, skills and understanding, and also indications of future achievements.

1.2 The tracking of assessment data allows leaders to set targets, ensure ambitious pathways and plan teaching that helps pupils make further progress. The tracking of assessment data allows schools to deploy any required interventions to ensure that pupils achieve their full potential.

1.3 In order for this to be accurate and effective we will employ a consistent approach to assessment across the different Key Stages. All pupils will be continually assessed, and current performance data will be mapped against targets, which are derived from baseline information on entry into the school.

1.4 All staff in our Trust are committed to promoting Equality, Diversity, Inclusion and Belonging. Staff should actively promote fairness, representation and Inclusive practices In how learners are assessed. This may include consideration of resources and ensuring as far as is practical assessments are free from cultural bias and accommodate different learning styles and needs.

1.5 Where possible staff may conduct assessments using online platforms to promote digital literacy and reduce staff workload. Online assessments both summative and formative can include rubrics and automated marking. Feedback to pupils can also be instantaneous which can increase student engagement and have a greater impact.

This policy aims to:

1.6 Provide clear guidelines on our approach to formative and summative assessment for each Key Stage.

1.7 Establish a consistent and coherent approach to recording summative assessment outcomes.

1.8 Clearly set out the responsibilities for key roles across the Trust.

2. Baseline & Target Setting

Baseline Assessments

2.1 The points and associated circumstances at which pupils transition into Liberty schools are diverse and the availability of prior data is variable. This is due to pupils missing significant amounts of education prior to joining the schools or being

disapplied from national tests for various reasons.Therefore, at transition[1] into a Liberty Trust school a holistic judgement of the pupils is made to create a one-page profile[2] using information available obtained during the admissions process, the Education Healthcare Plan, Prior Attainment Data and by conducting national standardised assessments.

2.2 The National Standardised assessments used in Liberty Academy Trust are:

GL Assessment CAT4 – Cognitive Ability Test
GLA Assessment NGRT – New Group Reading Test

Using these sources pupils will be placed on a pathway based on their current academic potential which will be reviewed annually based on in-year performance data. These pathways will determine class groupings and target setting and support discussions around options and enrichment activities pupils are supported to access and future pathways and career discussions.

Phonics	KS1 TA	KS2 Scaled Score	CAT4 Overall SAS	Reading SAS (NGRT)	CAT4 GCSE Indicator	Pathway
40	GDS	110+	120+	120+	7-9	
32-40	EXS	95-110	100-120	100-120	4-6	
<32	WTS	80-95	86-100	86-100	1-3	
<32	PKS	79 or below	85 or below	85 or below	Non GCSE	

See Appendix 2 for additional detail

2.3 Schools should consider repeating CAT4 Assessments at key transition points e.g. Primary to Secondary Phase and Key Stage 3 to Key Stage 4.

2.4 Schools will also have the option to baseline pupils at the start of each academic year with the Progress Test Series to identify any regression or gaps in knowledge following the Summer break. However, this is to inform catch up intervention and should not be used to change targets. Prioritising pupils achieving their aspirational targets is foremost.

3. Definitions

3.1 Formative assessment
Assessment that takes place *during* learning to check pupils' understanding and progress. It is used to identify gaps, give feedback, and inform teaching next steps rather than to grade or judge final achievement. This includes ongoing checks during lessons, such as questioning, discussion, and low-stakes quizzes, to identify understanding and inform next steps in teaching.

3.2 Summative assessment

[1] To be completed in pupils Term 1

[2] See Appendix 2 – One Page Profile Template

Assessment that takes place *after* a period of learning to measure what pupils have achieved. It is used to evaluate attainment, often through tests or exams, and may be recorded or reported. This includes end-of-unit or term tests, exams, or final pieces of work used to measure and report pupils' overall attainment.

3.3 Diagnostic Assessments

Diagnostic assessments can be used by teachers and members of our multidisciplinary teams to assess pupils' strengths and needs, identify specific areas of difficulty, and plan targeted support. Diagnostic assessment may be informal, activity-based, observational, or delivered through formal tests. Some assessments are broad in scope, while others focus on a specific area of learning or development. The EEF's Improving Literacy in Key Stage 2 guidance report recommends that:

a. High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can inform professional judgement about the best next steps and make teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. A range of diagnostic assessments are available, and staff should be trained to use and interpret these effectively. This approach can be used for high- and low-attaining pupils and for whole-class and targeted interventions.

3.4 There are two types of diagnostic assessment:

a. An informal diagnostic assessment happens spontaneously before a new learning experience begins. For example, the teacher could call up a few pupils and ask them to share what they know about a specific subject. She could also ask pupils to complete a survey, quiz or simple checklist to gather information. This may also include a specialist therapist observing a pupil for example to complete a diagnostic writing assessment.
b. A standardised diagnostic assessment uses well-defined testing methods to identify existing gaps. These assessments provide teachers and therapists with a more in-depth analysis of a pupil's learning strengths and areas of need. They may also screen for specific learning difficulties or additional SEND needs. Literacy and language assessments are vital because they underpin pupils' ability to access the curriculum; however, other factors such as processing speed and working memory can also affect learning. A list of tests schools can use can be found in Appendix 4.

3.5 It is important to understand the limitations of assessments, what each assessment is designed to measure, and what the results mean. Test results are only ever a measure of how the pupil performed on the day; they should not be used in isolation as a predictor of future achievement. Other evidence should always be used to triangulate a profile of pupil achievement.

4. Targets

4.1 The school provides a range of data sources to enable teachers to effectively plan for the diverse range of learning needs in their classrooms. The data comprises:

- One page profiles of need - these are developed using pupil demographic information (Pupil Premium, EAL etc.), EHCP targets, attendance and behaviour information, pupil voice and data gathered from admission process – they are reviewed regularly providing further advice and guidance for colleagues.
- Pupil Pathways
- Prior attainment data dependant on availability and year group will consist of: EYFS, Phonics, KS1 and KS2 outcomes
- Reading age
- Standardised assessments
- Diagnostic assessments
- Information on learning and engagement
- Specific resources or adaptations required.

4.2 Staff will utilise the information provided at the start of each Key Stage to set appropriate and challenging targets for learners. The targets are set in line with the following principles:

- Targets are aspirational, with the aim of challenging predicted outcomes.
- Targets are considered with the specific needs of each learner in mind.

5. Assessments

5.1 The Trust uses both formative and summative assessment. These terms are defined in Section 3. This section sets out how each type of assessment is applied in practice across Liberty Academy Trust schools.

5.2 **Formative Assessment.** Formative assessment should be embedded across lessons and used to check pupils' understanding, identify gaps or misconceptions, and inform responsive teaching. Strategies will vary according to subject, learning objective, curriculum and cohort, and may include questioning, discussion, low-stakes checks and other in-lesson approaches. Collaborative working across the Trust will support the sharing of effective formative assessment practice. Evidence from formative assessment may contribute to summative teacher assessment where appropriate.

5.3 **Summative Assessment.** Summative assessment is used to evaluate what pupils have achieved following a sequence or period of learning. Within Liberty Academy Trust this may include standardised assessments, curriculum assessments, formal tests, examinations and, particularly for primary-age pupils, summative teacher judgement. These outcomes support tracking of attainment and progress over time and help inform reporting, intervention and curriculum review.

5.4 **Hot and Cold Assessment Tasks.** It is the expectation that Liberty Academy Trust teachers will routinely use hot and cold assessment tasks to inform both formative and summative assessment. Cold tasks are exercises at the beginning of a unit (often half termly). The pupils attempt the task based on current knowledge and this acts as a baseline. So, for example if the unit is about writing poetry they produce a poem on a set topic with set parameters but without explicit teaching on how to write a poem. They then complete the unit of work and the teacher teaches them how to improve their work. At the end of the unit they do a hot task, which is a second go at doing the same piece of work. This allows a teacher to be able to build on what a child already knows, instead of all being taught the same thing. Teaching can be much more focussed because of this assessment strategy.

The child, parent and teacher are all able to see the difference between what they could do before and what they could do at the end of the unit.

6. Primary Assessment

6.1 EYFS Assessment

EYFS assessment is in line with the EYFS statutory framework.

6.2 Teacher Assessments

Each term pupils' progress is measured against the age-related expectations for the level they are working at. A broad range of evidence can be used to award the appropriate level. The principles by which the Liberty descriptions can be applied to the extent of the curriculum that has been covered by the assessment point at which the judgement is made are outlined below. The descriptors mirror the judgments which are applied at the end of each Key Stage. This will allow schools to identify areas of under achievement in progress between the Key Stages to ensure appropriate intervention can take place.

The fundamental principle that distinguishes each descriptor is the level of **independence** by which a pupil can use, demonstrate, solve or apply their knowledge, understanding or skills that they have gained so far.

6.3 The following descriptions should be applied:

Pre-Key Stage	This level can be applied to pupils who are currently not able to access the age-related curriculum.
Working Towards (WTS)	Pupils are able to demonstrate knowledge/skills/understanding of the curriculum covered **only with significant support** or intervention. For example, with significant instruction, support of an adult or scaffolding resources.
Expected (EXS)	Pupils **can independently** demonstrate knowledge/skills/understandingof the curriculum covered**, beyond a sequence of lessons** where that knowledge/skill/concept has been taught and is therefore **embedded.**
Greater Depth (GDS)	Pupils **can independently** demonstrate knowledge/skills/understandingof curriculum covered through various **contexts and problems** and, where appropriate, with **higher quality**.

7. Summative Tests

The following standardised materials/tests are used for Key Stage1/2 Pupils

Test	Who	When
Read Write Inc	Years R-6	
New Group Reading Tests	Years 2-6	Baseline (all pupils start of year including those new into school) End of Autumn Term (Intervention Pupils only) End of Spring Term (Intervention Pupils only)
GL Assessments – Progress Tests Maths, English and Science ***See Appendix 4 for test schedule***	Years R-5	Baseline – start of School Year End of Year
Mock SATS papers Previous Years SATS Papers	Year 6 Only	Forms part of the Liberty SATS Preparation Process

7.1 Nationally standardised summative assessment

7.2 Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Reception Baseline Test (Pilot 2019/20)
- Phonics screening check in year 1
- Phonics screening check in year 2
- Timetable Test for Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

8. Secondary Assessment

Key Stage 3 Assessments – Formative assessments

8.1 Formative assessment is the cornerstone of the LAT Key Stage 3 assessment approach and is prioritised as the most impactful driver of pupil progress. It is embedded in everyday teaching and used to check understanding, identify misconceptions, and inform responsive teaching in real time. In line with the Trust's principles, formative assessment is low-stakes, workload-conscious, and focused on improving learning rather than generating data.

8.2 This includes a range of routine, in-lesson strategies such as hinge questions, exit

tickets, retrieval practice, whiteboard responses, structured questioning, and short concept checks. These approaches allow teachers to quickly gauge pupil understanding and adapt teaching accordingly, ensuring that gaps are addressed promptly and learning is secured over time.

8.3 Formative assessment is tightly aligned to the taught curriculum and supports the development of secure, cumulative knowledge. Teachers use it to revisit prior learning, strengthen retention, and ensure that assessment reflects what has been explicitly taught. It also plays a key role in minimising construct-irrelevant variance, for example by focusing on core knowledge and avoiding unnecessary complexity that may obscure pupils' true understanding.

8.4 In line with the Trust's inclusive principles, formative assessment is flexible and multimodal. Pupils may demonstrate their understanding through a range of forms, including oral responses, diagrams, practical demonstration, or written work. This ensures that all learners, including those with SEND and EAL, can access assessment fairly and show what they know without unnecessary barriers.

8.5 Feedback is an integral part of formative assessment and is designed to be timely, actionable, and manageable. Strategies such as whole-class feedback, live marking, and modelled examples (e.g. WAGOLLS) are used to maximise impact while minimising workload. Pupils are expected to engage with feedback, reflect on their learning, and act on next steps to improve.

8.6 At KS3, assessment should be cumulative, building in line with the curriculum so that pupils demonstrate how their knowledge and skills develop over time. This approach enables teachers to evaluate progress against previously taught content while continually reinforcing and embedding earlier learning.

8.7 Overall, formative assessment at KS3 is designed to be embedded, responsive, inclusive, and sustainable supporting both high-quality teaching and meaningful pupil progress whilst being workload conscious and avoiding creating unnecessary work.

8.8 Pupil voice across the Trust indicates that many learners perceive a significant increase in demand and challenge in the transition from Key Stage 3 to Key Stage 4. As such, formative assessment at KS3 is designed with a clear awareness of this progression, 'starting with the end in mind' by considering the knowledge, skills, and assessment styles pupils will encounter at KS4. This does not mean replicating KS4 assessments or introducing undue pressure, but rather thoughtfully incorporating elements such as question styles, extended responses, and structured tasks that mirror KS4 expectations in an accessible, low-stakes way. For example, approaches such as scaffolded modelling of responses, similar in principle to the 'walking talking mocks' used at KS4, can be adapted for KS3 to explicitly guide pupils through how to approach more complex questions and thinking processes. In doing so, pupils are gradually familiarised with the demands of KS4, building confidence and reducing the perceived step change while maintaining the supportive and developmental ethos of KS3.

Key Stage 3 Assessments - Summative Tests – Core (English and Maths)

8.9 Standardised tests are used within Liberty Academy Trust Schools. These enable us to make comparisons at local and national levels and to monitor the progress pupils make during their time in Key Stage 3. These standardised tests are used by a large cohort nationally each academic year.

8.10 The following standardised materials/tests are used:

Test	Who	When
New Group Reading Tests (NGRT)	Years 7/8/9	Baseline (Transition into school) End of Autumn Term (Intervention Pupils only) End of Spring Term (Intervention Pupils only) End of Summer Term (ALL)
GL Assessments – Progress Tests Maths, English and Science See Appendix 4	Years 7/8/9	End of Year Baseline for new pupils at start of School Year

8.11 Curriculum maps for each subject will identify the intended concepts, knowledge and skills that will be learnt, against which the degree of pupil ability and understanding will be measured. Throughout 2024/25 unit assessments will be completed to accompany curriculum maps. These are being worked on cross Trust with support from the external curriculum consultant, Megan Dixon.

8.12 The intention is all departments will then set two / three summative assessments per year. These summative assessments will be directly linked to the curriculum maps for that school and department. Departments have complete discretion over content but need to ensure that each terms test comprises several, cumulative, components. These will be administered, analysed and evaluated on a school level.

8.13 The Trust does not support assessment approaches at KS3 which allocate grades. Any school based assessment systems should ensure a mark scheme approach which clearly distinguishes what a child does and does not know.

8.14 Each question would have a volume of raw marks. The test will then be given

total number of raw marks. A pupil's raw marks would then be converted into percentage score. A pupil's percentage score and the year group median average would be communicated to parents.

8.15 This system ensures there is a common language for marking between different subjects. All departments would be required to use raw mark percentage scores to assess end of term tests. Progress can easily be demonstrated through test scores that pertain to tests that follow the wider knowledge domain of each subject.

8.16 All summative assessment schemes will be quality assured by both the school and the trust to ensure they are robust, and a level of consistency is achieved within and across departments. A range of summative assessment materials will be collated and shared across schools with the aim to ultimately move towards a range of standardised assessments which will be delivered across all schools.

Key Stage 4 Assessments

8.17 Progress and assessments will be graded to show current attainment against qualification grades (e.g., GCSE, BTEC, Foundation Level etc.), allowing pupils to make incremental progress across the grades and for them to be able to recognise the progress they are making towards their targets.

8.18 Key Stage 4 Pupils will sit a set of formal mock examinations at set points as determined by the Liberty Assessment Calendar. These include 1 formal mock examination period at the end of Year 10 and 2 formal mock examination periods in Year 11. These Mock Assessments can be sat within the classroom environment if logistically these avoids disruption in the school.

8.19 These formal mock examinations must use whole past papers in the time frame specified on the past paper. Staff will be required to provide a ***Mock Grade*** for each pupil this is the grade attained in the relevant exam paper ascertained using the grade boundaries for that paper. All summative assessment schemes will be quality assured by both the school and the trust to ensure they are robust, and a level of consistency is achieved within and across departments. There will be central/cross-school moderation of Grades.

9. Record Keeping and Analysis

9.1 There is an expectation that all schools will formally record the outcomes of the Summative tests into the schools MIS system – Bromcom.

9.2 Teachers should use the outcomes of the Assessments on a day-to-day basis to inform and adapt their future plans and to give regular feedback to improve pupil outcomes.

9.3 Schools should use the outcomes of the Assessments to form part of a school's self-evaluation process and any areas for development identified by this analysis should then be incorporated into School Improvement Plans.

10. Pupil Progress Meetings

10.1 Any pupils who are not making progress should receive personalised support and intervention. There needs to be a whole school system for linking progress to

provision which forms a cyclical process that is strategic and is integral to the school assessment calendar. To be most effective it requires involvement from all members of the school community so it can support with the identification of barriers to learning and planning of suitable actions to narrow achievement gaps.

10.2 There is an expectation that regularly timetabled Pupil Progress meetings will be held within Liberty Academy Trust Schools. These meetings provide a forum for analysis and discussion of the factors that have supported pupil progress and identifies, collaboratively, actions that overcome barriers to learning. The aims of the meetings are to enable:

10.3 Staff to engage in professional dialogue about pupil progress.

10.4 Quality time to discuss barriers to learning and effective strategies to remove these.

10.5 Members of the SLT to be aware of the progress being made in each cohort.

10.6 Teachers and SLT to analyse the impact of intervention strategies.

10.7 Strategic decision making on how additional adults and other resources are used effectively in order to meet the needs of the pupils and the school.

11. Reports Home

11.1 We take our responsibilities for co-production seriously; with this in mind, our approach to reporting to parents and carers ensures that there are multiple ways in which pupil progress is reported on throughout the year. Every term, families are invited to discuss their child's progress in school – during this meeting, all areas of academic progress and progress against EHCP targets are discussed, with revisions made to provision, where necessary

11.2 As is a statutory expectation, the Annual Review ensures that the progress against EHCP targets are formally reviewed by both the school and the LA and ensures that any statutory changes can be recorded appropriately.

11.3 Schools will report outcomes of Assessment with Parents via the My Child at School. Format of reports is at the discretion of the schools.

11.4 Progress is also shared via written report which is sent home termly; this is an opportunity for families to read about progress in specific subjects.

11.5 Parents and carers at school will also be encouraged to discuss their child's progress on an informal basis, through 'drop ins' and coffee mornings that will be held regularly throughout the year.

12. Roles and Responsibilities

Role	Responsibilities
Director of Education	• Ensure the Trust has effective procedures for assessment. • Maintain a strategic overview of assessment across the Trust. • Ensure statutory requirements are met by senior leaders in each school. • Ensure best practice in assessment is shared across the Trust. • Ensure the Liberty Academy Trust Delivery Plan provides sufficient resources for the ongoing development of assessment.
Head of Digital, Data and Technology	• Support the Director of Education in developing procedures for assessment. • Liaise with third-party providers for assessment systems and software. • Ensure systems are developed for the collation, analysis and reporting of assessment data. • Ensure assessment leads are trained on the Liberty Academy Trust Assessment Policy and supported to cascade training to staff.
Principals	• Ensure their school has effective assessment procedures and follows the arrangements set out in this policy. • Provide the Trust with timely and accurate assessment data. • Ensure assessment procedures are clear to staff and are carried out consistently. • Review the effectiveness of assessment and ensure data is scrutinised to support pupils not making expected progress. • Ensure statutory requirements are met. • Ensure pupils are entered for qualifications that are appropriate to their prior attainment, ambitions and chosen adult pathways. • Ensure assessment requirements across subjects are coherent, manageable and effective. • Ensure clear communication with parents, carers and pupils about examination expectations, including taking action where pupils may be at risk of non-attendance.
Assessment Leads	• Cascade Trust assessment information and materials to staff. • Work with teachers to deliver assessment arrangements and provide the Trust with timely and accurate data. • Support teaching staff to carry out assessment procedures. • Support teaching staff to scrutinise data and take action to support pupils not making expected progress.

	• Work with Exams Officers to enter pupils for appropriate qualifications linked to prior attainment, ambitions and adult pathways. • Work with pupils to support examination access, ensuring effective access arrangements are in place and barriers to attendance and success are minimised. • Deliver timely reports on assessment and results data to parents and carers in line with minimum Trust expectations.
Teachers	• Ensure lessons have clear questions for learning, targets or aims appropriate to pupils' abilities. • Take responsibility for the progress, wellbeing and attendance of pupils in their class and alert SLT to new barriers to learning or family-related issues. • Work proactively with colleagues to ensure appropriate provision and support for individual pupils. • Use assessment information routinely to inform future planning, teaching and intervention. • Set and review targets and monitor the impact of interventions. • Keep appropriate records of pupils' work, attainment and progress. • Provide regular feedback to pupils and families so that reports and parent/carer meetings contain no surprises.

APPENDIX 1 – Liberty Assessment Calendar

Full Calendar - Data and Assessment Calendar 2026_27.xlsx

Phase	Assessment Type	Year Groups	Frequency	Assessment Windows
Baseline	CAT4 and NGRT	ALL	x1	wc 14th September 2026 DEADLINE: 25th September 2026
Target Setting	Target Setting	Y3-6	x1	DEADLINE: 2nd October 2026
Primary	NGRT	Y3-6	x3	wc 23rd November 2026 wc 15th March 2027 wc 14th June 2027
	GL Progress Tests	Y1-5	x2 Baseline and EOY	Baseline - wc 14th September 2026 EOY - wc 21st June 2027
	Mock SATS	Y6	x3	wc 16th November 2026 wc 18th January 2027 wc 8th March 2027 DEADLINE: 19th March 2027
	Teacher Assessment	Y1-5	x3	DEADLINE: 27th November 2026 DEADLINE: 19th March 2027 DEADLINE: 25th June 2027
Secondary	NGRT	Y7-11	x3	wc 23rd November 2026 wc 15th March 2027 wc 14th June 2027 (Not Y11)
	Progress Tests	Y7-9	x2 Baseline and EOY	Baseline - wc 14th September 2026 EOY - wc 21st June 2027
	Mock Assessments	Y10	x1	wc 28th June & 5th July 2027 DEADLINE: 9th July 2027
		Y11	x2	wc 16th & 23rd November 2026 DEADLINE: 27th November 2026 wc 8th & 15th March 2027 DEADLINE: 19th March 2027
				wc 2nd March DEADLINE: 13th March

APPENDIX 2 – Key Stage 4 Pathway

<table>
<tr><th colspan="3">LAT Key Stage 4 Curriculum Pathways</th></tr>
<tr><th>Pathway 1:
Academic</th><th>Pathway 2:
Vocational</th><th>Pathway 3:
Supported Vocational</th></tr>
<tr><td rowspan="2">GCSE English Lang
GCSE English Lit
GCSE Maths

GCSE Combined Science

BTEC Level 2 Workskills

AQA Level 2 PSHE Unit Award Scheme

Core PE

Choose Two From:
• GCSE History
• GCSE Geography
• GCSE Art
• GCSE Design and Technology
• GCSE Food Technology
• GCSE PE
• GCSE Computer Science
• GCSE Citizenship</td><td>Functional Skills L1/2 English
Functional Skills L1/2 Maths

BTEC Level 1 Applied Science

BTEC Level 1 Workskills

AQA Level 1 PSHE Unit Award Scheme

Core PE

Choose One or Two From:
• BTEC Level 1/2 Sports Leaders
• WJEC Level 1/2 Hospitality and Catering
• BTEC Level 1/2 Creative iMedia / ICT
• BTEC Level 1 / 2 Public Services</td><td>Entry Level English
Entry Level Maths

Entry Level Science

Entry Level Workskills

Entry Level AQA PSHE Unit Award Scheme

Core PE

Choose One or Two From:
• BTEC Home Cooking
• Entry Level Sports Leaders
• Entry Level Art and Design
• Entry Level Geography
• Entry Level History
• AQA Unit Awards linked to personal interest</td></tr>
<tr><td colspan="2"><u>Offsite alternatives – choose one:</u>
College: - Catering and Hospitality
- Construction and Multi Trade
- Exploring Caring Sectors
- Hair
- Motor Vehicles
- Sport</td></tr>
</table>

Blue and Purple Pathways
These are academic pathways. The focus is to support pupil to acquire academic qualifications in line with their mainstream peers. The Purple Pathway is an academic pathway for those high attaining pupils who are targeted to achieve top grades at GCSE e.g. Grades 7 to 9.

Amber Pathway
This a combination pathway based on pupils prior attainment levels and for pupils who have missed a significant time in education, including pupils who have medical needs, poor attendance and new arrivals. Pupils take a combination of GCSE equivalent and Entry Level Qualifications. The focus is on ensuring the pupils acquire qualifications leading to their chosen destination or career choice.

Purple Pathway
This pathway is aimed at pupils who have low prior academic attainment in primary and Key Stage 3. This is an entry level pathway designed to ensure pupils achieve

qualifications representative of their time in school, including an English and Maths qualification. There is a focus on work experience and life skills in the read pathway, supporting pupils to develop their interests and intended destinations.

APPENDIX 3 – Examples of Formative Assessments

Infographic

Pre-class open question

End of class feedback forms / questionnaires

Hot and cold tasks

Low stakes quizzes and polls

Entry and exit post its

Word clouds

Scales

Live polls

Traditional question and answer

Whiteboards / number / word fans to show quick fire responses.

Pupils' presentations

Homework exercises

Reflective journals

Teacher observations

Dipstick tasks e.g., write a letter to a friend explaining, draw a sketch to illustrate, explain to a partner.

Self-assessment

Final projects

APPENDIX 4 – Screening and Assessment Tools and their Capabilities

Name of Tool	Purpose	Age Range Applicable to
Dyslexia Early Screening	Early screening of dyslexia	4.5 years to 6.5 years
Secondary Age Dyslexia Screener	Dyslexia screening	11 to 16 years
WIAT-II	Assessment of word reading and comprehension skills, designed to support access arrangements and understanding of general literacy levels	4 to 85 years
WRIT	Verbal and visual IQ testing	4 to 85 years
WRAM	Assessment of memory and learning to assess immediate and delayed memory ability	5 to 90 years
WMRS	Working memory rating scale	5 to 11 years
TOMAL-2	Test of memory and learning	5 to 59 years
Key Maths 3	Measurement of mathematical concepts and skills	6 years to 16 years 11 months
PIPA	Pre-School and Primary Inventory of Phonological Awareness	3 years to 6 years 11 months
ASDS	Asperger Syndrome diagnostic scale	5 to 18 years
GARS-3	Identification and severity of autism	3 to 22 years
Brown ADD	Assessment of ADD / ADHD	3 years to adult
BYI-III	Beck Youth Inventories to assess symptoms of depression, anxiety, anger, disruptive behaviour and self-concept	7 to 18 years
BASC-3	Behaviour assessment system to help understand behaviours and emotions	2 years to 21 years 11 months
SIP	Self-image profiling to measure self-esteem	7 to 16 years
Renfrew Language Scales assessment	Expressive language impairment - action picture test where pupil describes a picture	3 to 8 years

British Picture Vocabulary Scale (BPVS)	Receptive language	
Helen Arkell Spelling Test (HAST)	Diagnostic spelling test – advises on how to alleviate difficulties.	Primary and Secondary
Vernon graded word spelling test	Diagnostic spelling test	Primary and Secondary
Wide range achievement test, fourth edition (WRAT-4)	Combined reading and spelling test. Can be administered as group or one to one, plus a single work and reading comprehension test. It can be used to assess exam arrangements required.	Primary and Secondary
Wechlser Individual Achievement Test for teachers, second edition (WIAT-II)	Spelling and reading comprehension	
Literacy Assessment Online (Edukey)	Includes national phonics assessments, online screening tool.	6-14 years
Phonological Assessment Battery (PhAB)	Phonological ability - has sub-tests in alliteration, naming speed, rhyme, spoonerisms, fluency and non-word reading. PhAB2 includes extra sub-tests such as blending, phonological working memory, phoneme segmentation and phoneme deletion.	5-11 years and 11-14 years
Comprehensive Test of Phonological Processing (CTOPP)	Similar to PhAB. Additionally, can be used to assess for exam arrangements and can be used to show eligibility for extra time.	4-6 and 7-24 years
Test of Memory and Learning (TOMAL)	Tests working memory.	5-59 years
Test of Auditory Processing Skills(TAPS-4)	Tests language processing	4-18
Detailed Assessment of Speed of Handwriting (DASH)	Useful for secondary schools when testing for extra time. It can be done in a group and assesses how quickly pupils write per minute; this then is turned into a standardised score. The test is not recommended for internal assessments, but the manual includes some diagnostic information about handwriting	9-16 years
Sandwell Early Numeracy Test (SENT)	Basic number skills identification, oral counting, value, object counting and language. Suitable for primary pupils.	Primary pupils
Test of Basic Arithmetic and Numeracy Skills (TOBANS),	Fluency in number skills	Primary

APPENDIX 5 – GL Assessment Progress Tests

Choosing a test type and level - GL Assessment (gl-assessment.co.uk)

Primary tests	R		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer
CAT4					Level **X** (digital or paper)		Level **Y**** (paper only) **Pre-A**** (digital/paper)		Level **A**		Level **B**		Level **C**	
PT English		Level **5** (paper Form A only)	Level **6** (paper Form A only)		**7** Form **A**		**7** Form **B***	**8** Form **A**	**8** Form **B***	**9** Form **A**	**9** Form **B***	**10** Form **A**	**10** Form **B***	Level **11**
PT Maths														
PT Science														
NGRT			Paper test **1** and **1B**		Paper test **2A** and **2B** OR Form A/B/C		Adaptive tests - Form **A / B / C**							
NGST														
PASS	PASS **1** (KS1)						PASS **2** (KS2)							

Secondary tests	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13	
	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer	Autumn	Summer
CAT4	Level **D**		Level **E**		Level **F**				Level **G**					
PT English	11T Form A only	12 Form **A**	12 Form **B***	13 Form **A**	13 Form **B***	14 Form **A**	14 Form **B***							
PT Maths														
PT Science		n/a		**13** Form **A** (If KS3 finishes at the **end of Year 8**)	**13** Form **B*** (If KS3 finishes at the **end of Year 8**)	**14** Form **A** (If KS3 finishes at the **end of Year 9**)	**14** Form **B*** (If KS3 finishes at the **end of Year 9**)							
NGRT	Adaptive tests - Form **A / B / C**						Form **A / B / C**							
NGST														
PASS	PASS **3** (KS3 & 4)										PASS **4**			

* If Required

**Age range on Pre-A is broader so Level Y often preferred