



G A Y T O N   P R I M A R Y   S C H O O L  
G A Y T O N   R O A D   •   H E S W A L L   •   W I R R A L   •   C H 6 0   8 P Z

Wednesday 11<sup>th</sup> February 2020

Dear Parents/Carers,

**RE: Implementation of NFER assessments at Gayton**

This academic year, we are introducing the use of NFER assessments for Years 1-6. These are termly assessments which support teachers in making their teacher assessment judgements. Informal assessments (such as questioning, classroom quizzes and observations) are useful in evaluating ongoing learning on a daily basis. However, formal assessments (such as tests) can provide useful evidence about what pupils know and can do at a particular point in time. Used alongside outcomes from other assessments, tests help give a more complete picture of pupils' attainment. They can be particularly useful for highlighting strengths and weaknesses of individual pupils, providing diagnostic information to inform ongoing teaching. Test can also provide valuable summative data at the end of a period of learning, enabling school to monitor attainment and progress at individual, class, year group or school level.

We use NFER assessments as these have been standardised using 60,000 pupils and therefore can be used to enable reliable benchmarking. Different year groups have different tests so the table below shows the overview of what assessments are available for each year group:

Year Group	Subjects available	Terms available
Year 1	Mathematics Reading	Spring Summer
Year 2	Mathematics Reading	Autumn Spring
Year 3	Mathematics Reading Grammar & punctuation Spelling	Autumn Spring Summer
Year 4	Mathematics Reading Grammar & punctuation Spelling	Autumn Spring Summer
Year 5	Mathematics Reading Grammar & punctuation Spelling	Autumn Spring Summer
Year 6	Mathematics Reading Grammar & punctuation Spelling	Autumn Spring

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### Interpreting NFER results:

Your child's class teacher will be able to provide you with an overview of your child's standardised scores from the autumn term (Years 2-6 only) as Year 1 do not sit NFER tests until the end of the spring term.

A standardised score of 100 represents the average score of all the pupils participating in that standardisation. Therefore a pupil achieving a standardised score of 100 is performing in line with the national average for that term. If the same pupil achieves a standardised score of 100 on a consecutive test, this shows they are performing consistently at an average level i.e. they are retaining a similar position relative to the national average. A pupil who consistently gains a similar standardised score is making average or expected progress in line with the progress seen nationally.

If a pupil's standardised score goes up significantly, it means they are making more than average progress. Conversely, if a pupil's standardised score falls significantly, they are making less than average progress and may need to be monitored more carefully.

Below is an overview of the standardised scores:

<b>Below 70</b>	<b>70-84</b>	<b>85-94</b>	<b>95- 104</b>	<b>105-114</b>	<b>115-129</b>	<b>Above 129</b>
Well below average	Below average	Low average	Average	High average	Above average	Well above average

It's important to remember that the NFER test is a snapshot of performance. It will often be supplemented by a teacher assessment result, which takes into account your child's performance across a range of different activities and over a longer period of time.

### SEND pupils

For some pupils, it is not appropriate for them to sit the NFER tests. This decision is made by the teaching staff and will always be based on your child's individual needs. However, school has also introduced a tracking system for pupils who are working below the level of tests so that we can demonstrate their progress in key aspects of their learning. Again, the class teachers will be able to talk you through these assessments at parents' evening or when discussing your child's review of their PCP (personal care plan).

It will take time for us to embed the use of NFER assessments at Gayton, but already they are providing useful information for teaching staff to support them with their teaching assessment judgements. We hope that parents will also find them useful as it provides standardisation against a national benchmark.

Thank you for your continued support.

Mrs McAleny

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