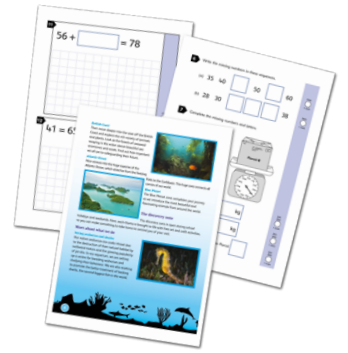




Tests at Bagthorpe

It is important to be thoughtful about how tests are used in school. Done well, tests are an invaluable tool for assessing children as well as being an opportunity for the children to develop their own independence, confidence and resilience. To help us get it right, we keep the following three priorities at the forefront of our planning and practice.



1. Be Positive!

First and foremost, we want to create a **positive culture** of testing, so this means being thoughtful about where, when and how we do tests. Usually, children do the test in their classroom, with their teacher and whilst the tests are important, we certainly don't make them into a big event.

2. Think Individual!

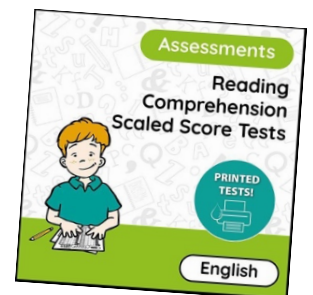
We want our children to be enabled to be at their best when accessing formal assessments, which again requires some careful thought and planning.

For most children, this will mean taking the test in their usual classroom alongside their peers, but a small number of children will need specific provisions with their needs in mind. Some, but not all of these children may be on the SEND register.

For some children, this will mean working in a small group away from the main classroom supervised by a known adult. Children who need one to one support are supported by an adult who knows and understands them.

3. Start Early; Start Well!

We want all our children to become familiar with the process of formal assessments from an early age so that this is a normal part of school life. As well as enabling us to gather valuable assessment information on a regular basis, it also helps to inform us about which children might need special support to access the tests.



The tests we use are designed to benchmark progress and attainment against national averages in reading and mathematics. This brings a level of reliability to the outcomes from the test and also validates teacher assessment judgements.

Children take three tests per year to allow teachers to track progress termly.

The tests increase in demand every term, in line with the progress children will be making in class - this also helps to build their resilience and confidence.

Standardised Scores

The NTS tests produce a reading/maths age-standardised score, based on 100 being the average score across several thousand children. This then tells us whether a child's attainment is above, below or within the national average standard for their year group. These are shown as Performance Indicators on the table below:

	Performance Indicator
GDS	Working at greater depth within the expected standard
EXS	Working at the expected standard
WTS	Working towards the expected standard
B	Working below the expected standard

Analysis of standardised scores is also a useful tool for:

- indicating whether children or groups are below, at, or above age expectations
- checking for consistency
- tracking year-on-year progress

The tests are designed to align with content and structure of statutory assessment testing (SATs). This means that results from NTS tests can allow for accurate and appropriate assessment tracking for national End of Key Stage assessments.