EPA Assessment Process Development(AP assessments)

Update - Feb 2024

PiXL Tests (reading, maths, GPS)

QLA

Raw Scores

Medium Term Plan adaptation

Learning gap identification

Cohort Tracker

PiXL Therapy group creation and delivery

TT Step
(EPA attainment measure)

Scaled Score (EYFS – KS1 – KS2)

Pupil Progress meetings (ongoing tracking)

Intervention evaluation

**Assessment Process Guidance**

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| Ensure there is rigour and standardisation when administering the PiXL tests |
| * KS1 tests should mimic the government protocol for KS1 SATs
* All of KS2 should be under KS2 SATs protocol.
	+ Extra 25% time for those who cannot read 90 words per minute.
	+ Readers for maths questions
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| Test raw scores are converted into a scaled score and will define the Sonar ARE decision (using EPA Cohort Tracker spreadsheet ) |
| * This allows for accurate and standardise progress measures and attainment judgements.
* How much leeway is there to arrive at an ARE judgement that does not reflect their test score?
* The scaled score allows schools to keep tracking children against their KS1 outcome, meaning action can be taken for individual kids who have slipped below their scaled score.
* Cohort mean average progress and attainment percentages can easily be calculated. Very easy to see if a cohort is on track for the KS2 predictions.
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| Question Level Analysis (QLA) |
| * Green objectives: the majority of the class have understood: No need to spend much more time on this, unless some consolidation/re-visiting is deemed appropriate.
* Amber objectives (around 50% of the cohort got correct): these objectives need to be revisited in whole class teaching. Also, some consolidation will probably be needed.
* Red: these objectives may not have been taught. These needs to be taught or re-taught.
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| QLA – adapting medium term plans |
| * Teachers should adapt their medium term and weekly plans according to QLA results.
* QLA pattern analysis. For example, many of the amber objectives may be fractions based. This would certainly influence your medium term planning. In reading, if many amber objectives are inference based, this would mean a shift in a teacher’s whole class teaching.
* It is vital to prioritise which objectives are of most importance; essentially, this is the KPIs for each year group. For example, without achieving comprehension and retrieval-based objectives, a child cannot easily infer. Without being able to carry out an addition written strategy, a child cannot easily solve problems that involve addition.
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| QLA - developing precise intervention design and evaluation |
| * For interventions, children can easily be grouped according to common objectives they haven’t got correct in the assessment. The therapy can then easily be found for that objective, on PiXL.
* For children receiving 1:1 support, target objectives can easily be highlighted from the QLA.
* Additionally QLA can inform SEN targets, giving measurable outcomes.
* Are teachers directed to search PiXL for appropriate therapies and additional PiXL resources?
* Is time given (mid-term) to evaluate the effectiveness of the therapies?
* Is the effectiveness of the therapies recorded? RAG-rated?
* Is the effectiveness of the therapies evaluated at the next AP?
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| QLA – SLT and subject leader analysis |
| Are SLT/ subject leaders analysing (after each AP) the trends from the QLAs to spot cohort/whole school strengths/weaknesses?* For example:
	+ Are spelling scores consistent across all year groups?
	+ Are all year groups achieving 75% in their arithmetic tests?
	+ Is there a particularly weak area? FDP? Inference? Summarising?
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| Pupil Progress Meetings |
| * Sonar judgements, scaled scores and QLAs can form the basis of pupil progress meetings.
	+ Clear expectations and accountability discussions
	+ Clear action plan to be produced for each class/cohort
	+ Who is delivering the interventions? Where? When? Are TAs using therapies?
	+ Could Google Classroom be used to upload therapies, so children have access to the therapy on screen?
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