



September 2026

TCAT ASSESSMENT POLICY

SERVE CHALLENGE EMPOWER

Document Control

Version	Date	Action
1	29/06/26	Approved by Quality and Standards Committee

This policy is a Trust-wide policy and applies without exception to all staff, students, trustees and governors who attend or work at all academies and settings in the Trust or in the central Trust structure.

Last Reviewed	June 2026
Next Review	June 2027
TCAT Lead	VB

Assessment Policy for The Challenge Academy Trust

1. Introduction

The Challenge Academy Trust recognises the pivotal role of assessment in advancing teaching and learning. This policy outlines the Trust's approach to assessment, spanning from early years through post-16 education. Grounded in Assessment for Learning principles, this framework integrates statutory assessments, research-backed practices, and methodologies that ensure an inclusive and student-centric approach to evaluation.

2. Purpose and Principles of Assessment

The true purpose of assessment is to inform curriculum planning, improve the quality of teaching and learning in response to the information assessment provides and to track and analyse pupil performance.

It must ensure that appropriate challenges are in place for all pupils regardless of their starting points and should be a continuous process through effective questioning and feedback that helps teachers to establish the next steps for teaching and learning. Leaders use assessment information to articulate standards in their subject; support staff and determine future professional development. It gives teachers and leaders a picture of the level of pupils' knowledge, skills and understanding and what is needed to further deepen this.

Assessment happens throughout every lesson and is used diagnostically by teachers to decide on the next steps. These sessions aim to develop teacher practice in improving assessment strategies and in deciding on the best ways forward to maximise learning.

Teachers are actively encouraged to use responsive teaching as research has proven that live feedback has greatest impact on a pupil's progress. Through this, pupils understand where they are at that point in their learning and the feedback should provide them with their next steps. For feedback to be truly effective, it must challenge pupils' thinking, not allow them to become too dependent and move the learning forward. Primarily, there needs to be good relationships between a pupil and teacher so that teachers know their pupils well enough to judge how best to give meaningful feedback which they will respond effectively to. The end result will be a meaningful blend of formative and summative assessment depending on what is being studied, where the pupil is clear in their learning and what their specific needs are.

Assessment is based on:

- developing key knowledge and skills required to succeed across all phases
- effective formative feedback
- high expected standards of all pupils
- incorporating summative assessment to support ongoing formative feedback

2.1. Inclusivity:

Assessments will be designed inclusively, acknowledging the diverse needs of all learners _____

within the Trust, spanning from 2-year-old children to post-16 students.

2.2. Formative and Summative uses of Assessment Information:

We employ both formative and summative uses of assessment information; formative tools continuously guide teaching and learning, while summative assessments offer a comprehensive overview of student achievement.

2.3. Linking to Statutory Assessments:

The Trust is committed to adhering to statutory assessment requirements at all educational stages, ensuring alignment with national standards and expectations.

3. Age-Specific Assessment

Pupils are assessed through a variety of formative and summative strategies throughout the academic year.

3.1. Early Years (2-5 years):

Assessment in early years prioritises holistic development, utilising play-based observations and formative assessments to inform individualised learning plans. Statutory 2 year progress checks take place to review a child's development between 24 and 36 months. This progress check celebrates developmental milestones, identifies strengths and identifies any areas where additional support may be required. Statutory Reception baseline assessment (RBA) is conducted within the first 6 weeks of a child starting Reception class, providing and assessing valuable insights and starting points in language, communication and literacy and mathematics. This data informs individualised learning plans and contributes to school-level progress measures at the end of Key Stage 2 (KS2). At the end of Reception year the EYFS Profile is completed, providing information on children's Good Level of Development and providing the Year 1 staff with valuable information for starting points the following year.

3.2. Primary Education (5-11 years):

Alongside ongoing formative assessments, statutory assessments at key stages, including phonics (KS1), multiplication tables (Y4) and end of Key Stage 2 (KS2) SATs, are conducted, providing benchmark data for tracking progress in English, mathematics, and science.

Optional key stage 1 tests will also be completed.

3.3. Secondary Education (11-16 years):

Seamlessly integrating formative assessments into regular teaching practices, summative assessments align with national qualifications and at Trust level, including GCSE examinations, vocational qualifications and other accredited courses at the end of Key Stage 4 (KS4). Our approach ensures a balanced focus on supporting academic and personal development.

3.4. Post-16 Education:

Assessments align with appropriate post-16 qualifications, including A-levels, vocational qualifications, and other accredited courses. This ensures students are well-prepared for future academic and vocational pathways.

4. TCAT Assessment and Reporting Cycle

At Trust level, summative assessments take place at agreed data points throughout the academic year within a MAT wide assessment calendar (Appendix 3).

Pupils are assessed internally at their respective academies across each half term.

Actions take place following each data point and inform scorecard meetings and target setting at Trust level, including informing school to school support and challenge.

Records will be kept supporting in the facilitation of monitoring by external bodies, as well as for internal use. Records will be easily accessible, understandable and utilise established systems already in place including Arbor, Insight, 4 Matrix and internal assessment dashboards.

5. Roles and Responsibilities:

Academies will establish the roles and responsibilities of key stakeholders within their individual policies including considering:

- Governors
- Leadership team
- Subject Leaders
- Teachers
- Tutors and mentors
- Parents and carers
- Exam officers and data mangers
- Pupils

6. Research and Best Practices:

Remaining informed about research, we integrate evidence-based practices into assessment strategies to enhance teaching and learning effectiveness. This is mainly facilitated through our comprehensive hub system.

To ensure that mock and teacher assessment judgements are robust, in year moderation is organised in conjunction with academies in TCAT and with other schools external to the Trust.

Regular, rigorous standardisation and moderation will take place internally as appropriate. The impact of these standardisation and moderation sessions is to support teachers to improve the accuracy of their summative assessments as well as teacher knowledge and expertise in approach.

7. Continuous Professional Development:

The Trust is unwavering in its commitment to providing ongoing professional development opportunities for educators, ensuring they are well-versed in the latest assessment methodologies and research findings.

Teachers are encouraged to share and experience effective practice through educational hubs. Training will be provided as required, including supporting moderation.

Monitoring and Review:

The effectiveness of this policy will be monitored by the Director of Education. Reports will be provided to the CEO and Trust Quality and Standards committee at specific intervals throughout the academic year.

Regular policy reviews ensure alignment with statutory requirements, best practices, and emerging research in the assessment field.

This Assessment Policy strives to cultivate a culture of continuous improvement, ensuring assessments are meaningful, transparent, and contribute positively to the educational journey of every young person within The Challenge Academy Trust.

This policy will be reviewed annually, when there are changes in law, or in accordance with the schedule drawn up by the CEO / Trustees.

Vicky Briggs
Director of Education

Appendices:

1. Statutory Assessments
2. Principles of Assessment
3. Trust agreed assessments and protocols
4. Assessment performance data timeline
5. Assessment in curriculum areas
6. KS4 examination details
7. TCAT SEND Assessments

APPENDIX 1

Key stages

The national curriculum is organised into blocks of years called 'key stages' (KS). At the end of each key stage, the teacher will formally assess pupils' performance.

Child's Age	Year	Key stage	Assessment
2 to 3	Nursery	<u>Early Years</u>	2 year progress Check
3 to 4	Nursery	<u>Early years</u>	
4 to 5	Reception	<u>Early years</u>	Reception Baseline Assessment (RBA) – completed within first 6 weeks of starting school Early Years Foundation Stage Profile (EYFSP) – completed at the end of June
5 to 6	Year 1	KS1	Phonics screening check
6 to 7	Year 2	KS1	National tests in English Reading and Maths (Optional). Teacher assessments in Maths, Science, and English Reading and Writing
7 to 8	Year 3	KS2	
8 to 9	Year 4	KS2	Multiplication Tables Check
9 to 10	Year 5	KS2	
10 to 11	Year 6	KS2	National tests in English Reading, Maths, and Grammar, Punctuation and Spelling. Teacher assessments in English Writing and Science
11 to 12	Year 7	KS3	

Child's Age	Year	Key stage	Assessment
13 to 14	Year 9	KS3	End of key stage test in English
14 to 15	Year 10	KS4	Some children take GCSEs
15 to 16	Year 11	KS4	Most children take GCSEs or other national
16 to 18	Year 12 & 13	KS5	A-level pathway, Vocational pathway, mixed pathway, T-Level Pathway, Foundation Pathway

APPENDIX 2

Principles of Formative Assessment

- Assessment will inform about pupils' knowledge and understanding of the topic, concept or skill - whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary.
- Assessment should be shared with pupils in a way that helps them to understand what they need to do to improve - whether this is better done orally (e.g. through targeted question and answer), in writing or through an alternative form of communication; and whether it is communicated to individuals, groups or the whole class.
- Assessment should have a purpose that pupils can apply it to their own learning -building in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts.
- Assessment approaches should be inclusive of all abilities - finding alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or in discussion with the pupil.
- Assessment should inform planning for future lessons.
- Assessment should identify gaps in knowledge and understanding where learning is secure - assessing whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or providing opportunities for exploring a concept in greater depth before moving on to new learning.
- The recording of assessments must have a purpose – it should not be assumed that everything needs to be recorded. Identify which outcomes are essential to record for the teacher, pupil, parent and keep it simple.

Principles of Summative Assessment

- Summative assessment will take place across the year, inclusive of the Trust assessment calendar, academy reporting arrangements and teacher workload.
- The assessment should be purposeful; to inform the teacher's planning; for senior leaders to evaluate curriculum teaching and learning, pupil progress and targets and for reporting to parents and carers.
- The assessment should identify pupil's attainment against expectations; how secure a pupil was in their knowledge of the curriculum and how ready they are for progression or useful information on levels of independence, confidence and attitudes to learning of pupils with SEN and disabilities.
- The assessment should be useful to support broader progress, attainment and outcomes for the pupils.
- The assessment outcomes should be communicated to pupils and contribute to pupils' understanding of how they can make further progress.
- Where agreed, assessment outcomes should be communicated clearly to parents/carers to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs.
- Assessment outcomes should be recorded to allow the academy to monitor and demonstrate progress, attainment and wider outcomes.

APPENDIX 3

PRIMARY:

Year	Term 1	Term 2	Term 3	Notes
Nursery 2-4 years	Early Excellence Assessment Tool	Early Excellence Assessment Tool	Early Excellence Assessment Tool	Early Excellence Assessment Tool to be completed as baseline assessment – 6 weeks after the child joins the setting. WellComm Assessment to be completed as baseline within 6 weeks of starting nursery and then when a child moves to the next section (age band)
Reception	Reception Baseline Assessment (Sept / Oct) Early Excellence Baseline Assessment (Sept / Oct) WellComm Assessment (Sept / Oct)	Early Excellence Assessment (Feb)	Early Years Foundation Stage Profile (June) Early Excellence Assessment (July)	WellComm Assessment to be completed as baseline within 6 weeks of starting nursery and then when a child moves to the next section (age band)
Year 1			Phonics Screening check (June) Summer NFER tests (June) FFT Reading Assessment (June)	TCAT Science quizzes plus shared independent practice tasks used with the PLAN Working Scientifically document to assess children in science
Year 2		Autumn NFER tests (Jan)	Y2 Past Paper (Summer Term 1) Y2 Optional SATs Paper (June) FFT Reading Assessment (June)	Common past papers agreed annually, TCAT Science quizzes plus shared independent practice tasks used with the PLAN Working Scientifically document to

				assess children in science
Year 3		Autumn NFER tests (Jan)	Summer NFER tests (June) FFT Reading Assessment (June)	TCAT Science quizzes plus shared independent practice tasks used with the PLAN Working Scientifically document to assess children in science
Year 4		Autumn NFER tests (Jan)	Multiplication Check (June) Summer NFER tests (June) FFT Reading Assessment (June)	TCAT Science quizzes plus shared independent practice tasks used with the PLAN Working Scientifically document to assess children in science
Year 5		Autumn NFER tests (Jan)	Summer NFER tests (June) FFT Reading Assessment (June)	TCAT Science quizzes plus shared independent practice tasks used with the PLAN Working Scientifically document to assess children in science
Year 6	Y6 Past Paper	Y6 Past Paper	Y6 Past Paper (Summer 1) KS2 SATs (May) FFT Reading Assessment (June)	Common past papers agreed annually TCAT Science quizzes plus shared independent practice tasks used with the PLAN Working Scientifically document to assess children in science

Internal moderation checks to take place across May.

Date	Assessment
Wk beg 01.09.2026	Reception Baseline Assessments (RBA) , EExREC and WellComm to be completed within the first 6 weeks of a child starting school. Nursery EExc baseline and WellComm to be completed within the first 6 weeks of a child joining Nursery.
Wk beg 12.10.2026	Year 6 past papers (2023) EYFS to submit starting point data on school's internal tracking system.
Wk beg 23.11.2026	Summer term targets to be input to school's internal tracking system, FFT for Year 6 and TCAT Education Scorecard (EYFS, Phonics, End KS1, MTC, End KS2)
Wk beg 11.01.2027	End of autumn term assessments using NFER (Y2-5) Year 6 past SATs paper 2024 Teacher assessment for Year 1
22.01.2027	End of autumn term data to be submitted on school's internal tracking system - any summative tests inform the teacher assessment.
Wk beg 25.01.2027 and 01.02.2027	Pupil Progress Meetings (internal)
Wk beg 08.02.2027	EYFS to submit mid-year data using EExREC and EExNur on schools's internal tracking system.
Wk beg 15.03.2027	Year 6 past SATs paper 2025
Wk beg 25.03.2027	Spring teacher assessment data on school's internal tracking system and data analysis reports completed to inform summer term planning, targeting and intervention.
Wk beg 19.04.2027	Year 2 past SATS paper 2026 Year 6 past SATs paper 2026
Wk beg 10.05.2027	End of KS2 SATs
Wk beg 07.06.2027 (2-week window)	Year 4 Times Tables check
Wk beg 14.06.2027	Phonics Screening Check
Wk beg 21.06.2027	Y1, 3, 4, 5 assessments begin using summer term NFER tests Y2 2027 Optional SATs papers FFT Reading Assessment (decoding and fluency)
Wk beg 28.06.2027	EYFS Profile data to be submitted to LA.
05.07.2027	End of year data (teacher assessment) to be submitted to school's internal tracking system - any summative tests inform the

	teacher assessment.
Wk beg 05.07.2027	Statutory end of KS2 data to be submitted to TCAT Education Scorecard, Arbor and FFT EYFS, End of KS1 data, phonics and MTC to be submitted to TCAT Education Scorecard and Arbor EYFS to submit year end data using EExREC and EExNur on schools's internal tracking system.
Wk beg 12.07.2027	Internal summer term data analysis reports issued to teachers to inform of pupil progress, attainment and for autumn term planning, targeting and intervention.

SECONDARY:

Year	Term 1	Term 2	Term 3	Notes
Year 7	NGRT CATS		TCAT end of key stage assessment in English & science.	TCAT WRM assessment
Year 8		NGRT	TCAT end of key stage assessment in English & science.	TCAT WRM assessment
Year 9			NGRT TCAT end of Key Stage Assessment in English, maths and Science	TCAT WRM assessment
Year 10			GCSE Mock Examinations Science is a series of modified AQA Paper 1s from Bi/Ch/Ph.	Due to the variety of curriculum models, coverage, this is not like for like to compare data. Science can compare data from all high schools. MFL will be in a position to compare data across the trust in 2025 due to a shared Y10 curriculum, shared assessments and non-tiered papers for each component.

Year 11	GCSE Mock examinations.	GCSE Mock examinations.	GCSE examinations.	Actual and predicted grades to be collected from all secondaries through Arbor and 4-Matrix
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Trust-Wide End of Key Stage 3 Assessment for English, Maths, and Science

End of Key Stage 3 (KS3) assessments are crucial in judging students' academic progress and readiness for Key Stage 4 (KS4). Implementing a trust-wide common assessment for English, Maths, and Science ensures consistent and equitable evaluation standards across all schools within the trust.

A trust-wide assessment will ensure that all students, regardless of their school, are evaluated using the same criteria and will provide a common benchmark for student performance, facilitating the identification of strengths and weaknesses across the trust. This standardisation allows for accurate comparisons and informed decisions on curriculum revisions at subject level and help to formulate targeted intervention groups.

- In KS3 English there will be a digital end of key stage exam in year 9 through the AI platform OLEX.AI.
- In KS3 science there will be a digital end of year exam for Y7, 8 and Year 9. The Year 9 assessment will be two papers that form a summative assessment of KS3 science. From 2025 these exams will be trialling an AI marking tool designed to reduce teacher workload whilst still providing accurate marking and effective feedback at pupil, teacher, dept, school and trust level.
- All TCAT secondary academies will use the NGRT reading test to screen students at 3 points across KS3.

In accordance with the calendar above, All TCAT secondary academies will complete a set of mock exams at the end of year 10, and at 2 points in year 11. In order to ensure data across English, maths and science can be compared, the following papers will be sat by Year 11 students in the academic year 2024-2025.

	Year 10	Year 11 Term 1	Year 11 Term 2
English		Language paper 1 and 2 (2024)	Language Paper 1 and 2 (2025)
Maths		Paper 1 and 2 (2024)	Paper 1 and 2 (2024)
Science	Modified Paper 1	BI/CH/PH Paper 1 (2025)	BI/CH/PH Paper 2 (2025)

Trust-Wide Assessment for MFL

In MFL, the ultimate goal is to communicate using the target language and all lessons and assessments are created with this aim in mind. From the beginning of KS2 onwards, pupils will be assessed using a range of formative and summative assessments which focus on retention of language and the skills of reading, listening and both receptive and production translation at appropriate stages in their learning sequence on each topic. At KS3, pupils will be assessed both receptively and productively each half term, ensuring that both assessment and feedback encompass all four modalities of reading, listening, writing and speaking across the year, this should include the explicit teaching and testing of target language phonemes.

With the introduction of a new GCSE specification for first examination in 2026, colleagues from across the trust have collaborated to create shared resources (following the curriculum designed by MM) therefore schools are following a shared curriculum*. As part of this, schools are provided with a range of assessment resources for each unit to implement at their discretion dependent on the needs of their cohort. Given that MFL examinations are tiered, with vastly different requirements at higher and foundation, it is necessary to give the most able pupils the opportunity to become familiar with the higher requirements and mark schemes whilst avoiding overwhelming pupils. In order to support tiering decisions early on in Year 11, a trust-wide assessment at the end of Year 10 will ensure that all students, regardless of their school, are evaluated using the same criteria and will provide a common benchmark for student performance, facilitating the identification of strengths and weaknesses across the trust and allowing staff to utilise pre-agreed grade boundaries to support them when setting and entering pupils for the exams in Year 11.

- All schools use AQA with the exception of TSA, therefore they share a similar approach but do not utilise the same materials or assessments.

APPENDIX 4



APPENDIX 5

EYFS Moderation

The purpose of EYFS Moderation is to ensure consistency, accuracy and fairness in assessing and moderations EYFS standards across the TCAT primary schools. It helps to validate EYFS practitioners understanding of the holistic view of the child, fosters collaboration between colleagues, corrects mis-conceptions and builds a shared understanding of the statements / goals.

Aims of Moderation

- Support teachers in developing a shared understanding of EY Assessment including Early Learning Goals.
- Ensure consistency in Early Years assessments across TCAT primary schools.
- Quality assure Early Years assessments across TCAT schools.
- Foster professional dialogue and reflection on Early Years assessment practices.
- Identify areas for improving pupil outcomes and where changes to provision may need to be made.
- Identify common areas for professional development related to Early Years assessment.
- Enhance teacher collaboration and professional growth.

Frequency of Moderation

- **Internal Moderation:** Conducted termly (three times per year) within each school. This will for part of each school's staff meeting/CPD plan
- **Cross Trust:** cross-school moderation will take place three times in the academic year with a focus on children who achieve similarly, children from specific groups e.g PP, EAL, Summer Born, Children who may be borderline, Children who are working beyond ARE and children who are working below ARE.

Training and Continuous Professional Development (CPD)

CPD should be an integral part of the moderation process, with clear links between moderation outcomes and professional development opportunities. CPD includes both structured training sessions and informal, peer-led learning.

- Use outcomes to inform future professional development, identifying areas where teachers may need additional support in making Early Years assessments.
- Share successful strategies across schools, promoting best practice in Early Years.

Review and Reflection

- Termly review meeting to evaluate the moderation process. What went well and what could be improved in future moderation cycles?
- Encourage teachers to reflect on how the moderation process has impacted their classroom practice, understanding of EY assessment and consider next steps for children.
- Feedback impact to school leaders

Primary Writing Moderation

The purpose of writing moderation is to ensure consistency, accuracy, and fairness in assessing and moderating writing standards across the TCAT primary schools. It helps teachers understand what constitutes high-quality writing, promotes collaboration, and aligns judgments to national standards.

Aims of Moderation

- Support teachers in developing a shared understanding of writing standards.
- Agree elements of writing which indicate that a child is on track to reach ARE+ by the end of the academic year.
- Ensure consistency in writing assessments across TCAT primary schools.
- Quality assure writing assessments across TCAT schools.
- Foster professional dialogue and reflection on writing assessment practices.
- Identify areas for improving pupil writing outcomes and where additional evidence is needed to reach a secure judgement.
- Identify common areas for professional development related to writing assessment and instruction.
- Enhance teacher collaboration and professional growth.

Frequency of Moderation

- **Internal Moderation:** Conducted termly (three times per year) within each school with a focus on Y1,2,4 supported by Y3,5,6 colleagues. This will form part of each school's staff meeting/CPD plan
- **Cross Trust:** cross-school moderation will take place three times in the academic year with a focus on Y3, 5, 6 with an additional session for Y6 to inform statutory Teacher Assessment. This will take place at the TCAT Development Centre during the afternoon session
- **External Moderation:** Attend regional or external moderation sessions annually for the end of KS2.

Training and Continuous Professional Development (CPD)

CPD should be an integral part of the moderation process, with clear links between moderation outcomes and professional development opportunities. CPD includes both structured training sessions and informal, peer-led learning.

- Use outcomes to inform future professional development, identifying areas where teachers may need additional support in writing assessments.
- Share successful strategies across schools, promoting best practices for teaching writing and writing assessment.

Review and Reflection

- termly review meeting to evaluate the moderation process. What went well and what could be improved in future moderation cycles?
- Encourage teachers to reflect on how the moderation process has impacted their classroom practice, understanding of writing assessment and student outcomes.
- Feedback impact to school leaders

The Use of AI to support Writing Moderation

Olex AI is used to support the accuracy and consistency of teacher assessment in writing in Upper Key Stage 2, acting as an additional tool to inform professional judgement rather than replace it. Teachers use Olex AI to analyse pupils' writing against agreed success criteria and to identify strengths, gaps, and next steps, which supports a shared understanding of standards across classes and year groups. This complements the trust's established moderation processes, where professional dialogue remains central to agreeing judgements and ensuring alignment with national expectations. Insights generated through Olex AI are used to prompt discussion during internal and cross-school moderation, helping to strengthen reliability, reduce unconscious bias, and provide additional evidence to support secure teacher assessment decisions. The use of AI also supports pupils in responding to feedback and improving their work, thereby contributing to higher-quality outcomes over time.

TCAT Primary Writing Assessment Grids (developed using the STA Teacher Assessment Frameworks for the end of KS1 and 2) and National Curriculum common exception word lists / statutory word lists are used to provide clear criteria for each year group's assessment of writing.

Date	Time	moderation	Location
02.10.25	3:00 – 4:00	Lead moderator meeting – review of Y1 and planning for Y2	Dallam Primary
16.10.25	1:30 – 3:30	Y6 moderation	TCAT Development Centre
14.10.26	3.45 – 4.45	EYFS Baseline Moderation	Meadowside Primary
13.11.25	1:30 – 3:30	Y5 moderation	TCAT Development Centre
27.11.25	1:30 – 3:30	Y3 moderation	TCAT Development Centre
10.12.25	3:45 – 4:45	Y1 moderation staff meeting time	Dallam Primary
10.12.25	3:45 – 4:45	Y2,4 moderation in school – led by Y3,5,6 teachers	Own school
10.02.27	3.35 - 4.45	EYFS Moderation- Mid-term data	Great Sankey Primary
11.02.26	1:30 – 3:30	Y6 moderation	TCAT Development Centre
12.03.26	1:30 – 3:30	Y5 moderation	TCAT Development Centre
26.03.26	1:30 – 3:30	Y3 moderation	TCAT Development Centre
01.04.26	3:45 – 4:45	Y1 moderation staff meeting time	Appleton Thorn
01.04.26	3:45 – 4:45	Y2,4 moderation in school – led by Y3,5,6 teachers	Own school
30.04.26	1:30 – 3:30	Y6 moderation	TCAT Development Centre
21.05.26	1:30 – 3:30	Y5 moderation	TCAT Development Centre
03.06.26	3:30 – 5:00	Y6 additional moderation prior to statutory teacher assessment submission	TCAT Development Centre

11.06.26	1:30 – 3:30	Y3 moderation	TCAT Development Centre
16.06.27	3.45 – 4.45	EYFS Moderation (Rec to focus on EYFSP)	Dallam Primary
17.06.26	3:45 – 4:45	Y1 moderation staff meeting time	Penketh South
17.06.26	3:45 – 4:45	Y2,4 moderation in school – led by Y3,5,6 teachers	Own school
07.07.27	3.45 – 4.45	EYFS Moderation in school (Transition focus)	Own School

Primary Writing Assessment Grids

Name: _____				Class: _____			
WORKING TOWARDS the expected standard							
In their writing the pupils can:							
Write sentences which can be read by themselves and others.							
Begin to demarcate sentences with full stops and capital letters.							
Use their phonic knowledge to write words in ways which match the spoken sound.							
Spell some common exception words from the Y1 list and apply these to their writing.							
Begin to spell some words from the previously taught Y1 spellings correctly.							
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.							
Begin to form lower-case letters of the correct size relative to one another in some of my writing.							
Usually use appropriate spacing between words.							
WORKING AT the expected standard							
In their writing the pupils can:							
Sequence sentences to form a short narrative.							
Demarcate most sentences with capital letters and full stops.							
Demarcate some sentences with question marks and exclamation marks.							
Use a capital letter for some names of people, places, days of the week and for the personal pronoun, 'I'.							
Use the coordinating conjunction, 'and' in sentences.							
Spell most common exception words from the Y1 list and apply these to their writing.							
Segment spoken words into phonemes and representing these by graphemes, spelling some correctly in their writing.							
Use the spelling rule for adding -s or -es as the plural.							
Spell some words correctly containing the prefix un- and recognise how this changes the meaning of the words.							
Form lower-case letters in the correct direction, starting and finishing in the right place.							
Form lower-case letters of the correct size relative to one another in some of my writing and use correct spacing between words.							
WORKING IN GREATER DEPTH within the expected standard (ABOVE)							
In their writing the pupil can:							
Sequence a short story or series of events related to a personal experience, text or learning.							

Use some different ways of starting sentences.							
Use some expanded noun phrases.							

Use coordinating conjunctions (and, but) and some subordinating conjunctions (when, if, that, because) in their writing.							
Can spell words from the Y1 common exception word list and some words from the Y2 list.							
Form lower and upper-case letters correctly and which are consistent in size and direction.							

Name: _____			Class: _____				
WORKING TOWARDS the expected standard							
The pupil can, after discussions with the teacher:							
Write sentences that are sequenced to form a short narrative (real or fictional)							
Can demarcate some sentences with:	capital letters						
	full stops						
Can segment spoken words into phonemes and represent these by graphemes, spelling some correctly and making phonetically plausible attempts at others.							
Spell the common exception words from the KS1 list.							
Forming lower-case letters in the correct direction, starting and finishing in the right place.							
Forming lower-case letters of the correct size relative to one another in some of the writing.							
Using spacing between words.							

WORKING AT the expected standard							
The pupil can, after discussion with the teacher:							
Write simple, coherent narratives about personal experiences and those of others (real or fictional)							
Write about real events, recording these simply and clearly							
Demarcate most sentences in their writing with:	Capital letters and full stops						
	Question marks when required						
Using present and past tense mostly correctly and consistently.							
Use co-ordination (e.g. or/and/but) and some subordination (e.g. when, if, that, because) to join clauses.							
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically – plausible attempts at others.							
Spell many common exception words correctly							
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.							
Use spacing between words that reflect the size of the letters.							

WORKING IN GREATER DEPTH within the expected standard (ABOVE)							
The pupil can, after discussion with the teacher:							
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.							
Make simple additions, revisions and proof-reading corrections to their own writing.							
Can use the full range of punctuation taught at KS1 mostly correctly.							
Spelling most common exception words correctly.							
Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -full, -less, -ly)							
using the diagonal and horizontal strokes needed to join letters in most of their writing with correct spacing between words.							

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



Name: _____		Class: _____					
WORKING TOWARDS the expected standard							
The pupil can write for a range of purposes and audiences (narrative and non)							
using different verb forms mostly accurately							
can organise and sequence events (use of headings and subheadings)							
using mostly correctly	capital letters						
	full stops						
	question marks						
	exclamation marks						
	commas for lists						
	apostrophes for contraction						
Use conjunctions to express time, place and cause							
Spell the common exception words from the KS1 list mostly accurately and spell some words from the Y3 list.							
Produce legible handwriting (letters correct size, orientation)							
WORKING AT the expected standard							
The pupil can structure writing to match the genre with an understanding of level of formality required. Meeting the requirements above and additional below:							
Beginning to use paragraphs to organise writing and group related material.							
structure and organise work clearly; beginning, middle, end							
describing settings and characters sometimes using descriptive and technical vocabulary.							
can use some cohesive devices and openers to link and connect sentences & paragraphs	co-ordinating conjunctions (and, but, or, so)						
	subordinating conjunctions (when, if, because, although)						
	Adverbs and adverbial phrases to show time						
use pronouns to limit repetition							
use a mixture of short and long sentences for effect							
can usually use correct grammatical structures in sentences (nouns and verbs agree) (recognise correct determiners before consonant or vowel)							
using some modal verbs appropriately (could, would, should, might, will, can)							
Can use apostrophes to mark singular possession in nouns.							

Use inverted commas mostly correctly for direct speech. Including the correct punctuation before / after a reporting clause.							
Use literary features such as similes, metaphors etc.							
spelling most words correctly* (year 3)							
Produce legible and mainly joined handwriting. Recognise when some letters need to be left un-joined.							

WORKING IN GREATER DEPTH within the expected standard (ABOVE)							
The pupil can write for a range of purposes and audiences with clear level of understanding of formality required.							
can develop characters and describe settings, feelings and/or emotions							
use nouns, pronouns and tenses accurately and consistently throughout							
Use a wider range of sentence structures to engage the reader linked to LKS2 grammar objectives.							
can write in a lively and interesting way beginning to develop pace							
use dialogue in narrative to create effect, using correct punctuation.							
Spell many of the common exception words taught from the 3/4 list and the rules from the Year 3 curriculum accurately.							
Proof-read to check for errors in spelling, punctuation and suggest improvements to their own work and that of their peers.							

Name: _____		Class: _____					
WORKING TOWARDS the expected standard							
The pupil can write for a range of purposes and audiences.							
Uses the full range of punctuation taught at KS1 and Year 3 mostly correctly and is beginning to:	Use inverted commas to mark speech						
Beginning to create a narrative with a clear structure, plot and setting							
Some use of effective and appropriate vocabulary chosen							
Use pronouns to limit repetition							
Use different verb forms mostly accurately							
Use commas for lists							
Use apostrophes for contraction							
Beginning to compose sentences using a wider range of structures, linked to the LKS2 grammar objectives. E.g. sentences of more than one clause.							
Spells some words from the Year 3 / 4 statutory word list accurately							
Beginning to spell some words with prefixes and suffixes from the LKS2 spelling curriculum accurately							
Handwriting is developing in size and consistency and there is evidence of understanding of diagonal and horizontal strokes needed for joining							
WORKING AT the expected standard (MEETING)							
The pupil can write for different purposes (narrative and non-narrative) with a greater understanding of the level of formality required.							
can use paragraphs although not always accurate							
describing settings and characters using a range of literary features. E.g. similes, metaphors and appropriate vocabulary.							
Use a variety of different sentence structures, including the use of fronted adverbials and sentences with more than one clause and punctuate appropriately with the use of commas.							
Appropriately use nouns and pronouns within and across sentences to support cohesion and avoid repetition. Correct use of tense.							
Use paragraphs correctly							

Accurately use punctuation from KS1 and Year 3, as well as:	Inverted commas and other relevant punctuation to indicate speech							
	Apostrophes to mark plural possession							
	Commas after fronted adverbials							
use dialogue in narrative to create effect								
include an interesting opening or conclusion appropriate to the genre								
Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. E.g. The strict maths teacher with no hair.								

spelling most words correctly* (year 3 and 4)							
producing legible joined handwriting							
Proof-read to check for errors in spelling and punctuation and suggest improvements to their own work and that of their peers.							

WORKING IN GREATER DEPTH within the expected standard (ABOVE)							
The pupil can write for different purposes selecting appropriate level of formality.							
Use the full range of punctuation taught at key stage 1 and LKS2 accurately							
Use dialogue in order to develop the character and plot							
Use a range of appropriate interesting adjectives, similes and metaphors							
Can move subordinate clauses within a sentence for effect eg. at the front of a sentence, embedded or end							
Use nouns, pronouns and tenses accurately and consistently throughout							
Spell the common exception words taught from the 3/4 list and the rules from the Year 3 curriculum accurately.							
Proof-read to check for errors in spelling, punctuation and suggest improvements to their own work and that of their peers.							
making some correct use of:	commas for clarity						
Writing almost always shows fluent, joined letters.							

Name: _____		Class: _____					
WORKING TOWARDS the expected standard							
The pupil can write for a range of purposes and audiences.							
Used paragraphs to organise ideas							
Include description of characters and settings							
Carefully selected words and phrases to link sentences and paragraphs – use of some cohesive devices.							
Use different verb forms mostly accurately							
Use of coordinating conjunctions (FANBOYS)							
Use of subordinating conjunctions (because, after, although, when, until etc)							
Using mostly correctly:	Capital letters						
	Full stops						
	Question marks						
	Exclamation marks						
	Commas in a list sentence						
	Apostrophes for contraction						
Spells most words from the Year 3 / 4 statutory word list accurately							
Most words with prefixes and suffixes from the LKS2 spelling curriculum accurately							
Some words from the Y 5 / 6 word list spelt correctly							
Joined, legible handwriting							
WORKING AT the expected standard (MEETING) – Including elements from above							
The pupil can write for different purposes (narrative and non-narrative) with a greater understanding of the level of formality required.							
can use paragraphs correctly to organise ideas							
describing settings and characters using a range of known and ambitious vocabulary							
Use dialogue to move the action forward in a narrative							
Appropriate range of vocab and sentence structures suitable to the genre of writing.							
Different types of verbs used mostly accurately, including modal verbs (might, should, would etc).							
Use of coordinating conjunctions and subordinating conjunctions. (For And Nor But Or Yet So) (although, because, etc)							

Accurately use punctuation from KS1 and LKS2, as well as:	Inverted commas and other relevant punctuation to indicate speech							
	Apostrophes to mark possession							

	Commas after fronted adverbials and to avoid ambiguity.							
	Punctuation for parenthesis (brackets)							
spelling most words correctly* (year 3 and 4)								
Spell most words from the Y5 & 6 word list correctly.								
Fluent, joined and legible handwriting.								
Proof-read to check for errors in spelling and punctuation and suggest improvements to their own work and that of their peers.								

WORKING IN GREATER DEPTH within the expected standard (ABOVE) Including elements from above								
The pupil can write for different purposes selecting appropriate level of formality.								
Use the full range of punctuation taught at key stage 1, LKS2 and Y5 expected mostly accurately, including:	Commas to mark phrases and clauses.							
	Full Range of Y5 Expected							
Paragraphs used effectively to show a change in time, place and event.								
Create atmosphere with carefully thought out and effective descriptive language and sentence structures – e.g. short sentences for effect.								
Ideas developed within a paragraph by including detail and a variety of different sentence structures.								
Writing includes an ending which refers back to the opening where appropriate.								
Expanded noun phrases used to add well thought out detail to writing.								
Dialogue used and punctuated correctly to convey character and advance action.								
Use different techniques to conclude work appropriately (e.g. Opinions, summary, justification, comment).								
Proof-read to check for errors in spelling, punctuation and suggest improvements to their own work and that of their peers.								

Name: _____		Class: _____					
WORKING TOWARDS the expected standard							
The pupil can write for a range of purposes.							
Uses the full range of punctuation taught at KS1 and LKS2 mostly correctly, including:	Capital Letters						
	Full Stops						
	Question Marks						
	Commas for lists						
	Apostrophes for contraction						
Use paragraphs to organise ideas							
In narratives, describe settings and characters							
In non-narrative writing, use simple devices to structure the writing and support the reader, including:	Headings						
	Sub-headings						
	Bullet Points						
Spell correctly most words from the Year 3/4 spelling list and some words from the year 5/6 spelling list.							
Write legibly. (At this standard there is no specific requirement for handwriting to be joined but it is encouraged.)							

WORKING AT the expected standard (MEETING – Including all of the above)							
The pupil can write effectively for a range of purposes and audiences.							
Select language that shows good awareness of the reader. E.g. use of first person in a diary entry or direct address in instructions / persuasive writing.							
In narratives, describe settings, character and atmosphere.							
Integrate dialogue into narratives to convey character and advance the action.							
Select vocabulary and grammatical structures to reflect what the writing requires. E.g.	Contracted forms in dialogue						
	Passive verbs						
	Modal verbs						
Use a range of devices to build cohesion. Including	Subordinating conjunctions						
	Coordinating conjunctions						
	Adverbials of time and place						

the use of the following within and across paragraphs:	Pronouns / synonyms							
Use verb tenses consistently and correctly throughout their writing.								
Use the range of punctuation taught at key stage 2 mostly correctly*, including:	Inverted commas and other relevant punctuation to indicate speech							
	Apostrophes for contraction and possession							
	Dashes, hyphens							
Spell correctly most words from the year 5/6 wordlist and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.								
Maintain legibility in joined handwriting when writing at speed.								

WORKING IN GREATER DEPTH within the expected standard (ABOVE)								
The pupil can write effectively for a range of purposes and audiences, selecting appropriate level of formality.								
The pupil can draw upon what they have read as models for their own writing. (e.g. literary language, characterisation, structure.)								
Distinguish between the language of speech and writing and choose the appropriate register.								
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.								
Use correctly the range of punctuation taught at KS2 correctly, including:	Semi-colons							
	Colons (to introduce a list and between clauses)							
	hyphens							
	dashes							
	Punctuation to enhance meaning and avoid ambiguity.							
Spell correctly most words from the year 5/6 wordlist and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.								
Maintain legibility in joined handwriting when writing at speed.								

*These are detailed in the word lists within the spelling appendix. Teachers should refer to these to exemplify the words that pupils should be able to spell.

^This relates to punctuation detailed in grammar and punctuation appendix. Pupils are expected to be able to use the range of punctuation shown in their writing.

Pupils should be taught to use the diagonal and horizontal strokes that are needed to join letters and understand when adjacent letters are best left un-joined.

Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, grammatical informality, colloquial expressions, long co-ordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	group	island	natural	popular	Rr	surprise
accident	breathe	continue	exercise	guard	Kk	naughty	position	recent	Tt
accidentally	build	Dd	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actually	business	describe	Ff	heard	learn	occasion	possible	remember	thought
address	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
answer	caught	disappear	February	history	Mm	opposite	probably	separate	various
appear	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
arrive	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
Bb	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
believe	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	



Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough

APPENDIX 6

KS4 examination details

Beamont Collegiate Academy

Subject	Qualification	Exam board	Exam/CA	Examiners	Year 10 Mock exam (July)	Year 11 mock exam (Nov)	Year 11 mock exam (Mar)
English Language	GCSE	AQA	100% exam	S Mullen (2) S Charnock (1) K Blundell (2) L McGee (1)	Lang 1	Lang 1+2	Lang 1+2
English Literature	GCSE	AQA	100% exam	L Burns (1+2) L McGee (1)	N/A	Lit 1	Lit 1+2
Maths	GCSE	Pearson Edexcel	100% exam		Paper 1	Paper 1, 2 and 3	Paper 1, 2 and 3
Triple Science	GCSE	AQA	100% exam	V Madden (Bio.) D Beech (Chem.) P Hesford (Phy.)	Biology 1 Amended Chem.1 Amended Phy.1	BIOL1 CHEM1 PHY1	BIOL2 CHEM2 PHY2
Combined Science	GCSE	AQA	100% exam	N Smith (Chem.) C Hull (Chem.)	Biology 1 Amended Chem.1 Amended Phy.1	BIOL1 CHEM1 PHY1	BIOL2 CHEM2 PHY2
History	GCSE	Edexcel	100% exam	M. McMillan (Paper 1+3) K Brash (Paper 2)	Paper 1	Paper 1 Paper 2 Paper 3 (half)	Paper 1 Paper 2 Paper 3
Geog	GCSE	AQA	100% exam	L Geraghty (2)	Mixed paper	Mixed paper	Mixed paper

French / Spanish	GCSE	AQA	100% exam	Sarah Reardon (Spanish Paper 4) Chloe McLear (Spanish Paper 4) Perla Prosalentis (French Paper 2 F and Paper 4)	Paper 1 Paper 2 Paper 3 Paper 4	Paper 1 Paper 2 Paper 3 Paper 4	Paper 1 Paper 2 Paper 3 Paper 4
Computer Science	GCSE	OCR	100% exam		Comp. 1	Comp 2.	Comp 1 and 2
Art	GCSE	AQA	60% CW 40% exam	J Aspey (component 1 and 2)	N/A	N/A	N/A
Religious Studies	GCSE	Edexcel	100%		Paper 1 and 2	Paper 1 and 2	Paper 1 and 2

Business Studies	Tech Award Level 1/Level 2	Pearson Edexcel	CA 60% Exam 40%	N Arukovic		Exam Paper	Exam Paper
Sport Science	Level 1 / Level 2 Cambridge National Award	OCR	60% CW 40% exam				Exam paper
Textiles	GCSE	AQA	60% CW 40% exam				
Health & Social Care	Tech Award Level 1/Level 2	Pearson Edexcel	60% CW 40% exam			Exam Paper	
Interactive Media	Level 2 Award	NCFE					
Drama	Tech Award Level 1 / Level 2	Pearson Edexcel	CA 1: 30% CA 2: 30% External Assessed Component : 40%				

Dance	Tech Award Level 1 / Level 2	Pearson Edexcel	CA 1: 30% CA 2: 30% Externally Assessed Component: 40%				
Music	Tech Award Level 1 / Level 2	Pearson Edexcel	CA 1: 30% CA 2: 30% Externally Assessed Component: 40%				
Hospitality	Vocational Award Level 1 / Level 2	WJEC Eduqas	40% exam 60% CA		Exam paper		Exam paper
Engineering (Construction and the Built Environment)	Vocational Award Level 1 / Level 2	WJEC Eduqas	60% CW 40% exam				Exam paper

Bridgewater High School

Subject	Qualification	Exam board	Exam/CA	Examiners	Mock Exams (when)
English Language	GCSE	Eduqas	100% exam	Amanda Jones Jess Maunder	10 summer p2 11 autumn p2 11 spring p1

English Literature	GCSE	Eduqas	100% exam	Beth Worrall Meg Healey Tom Vernon Amelia Moore	10 summer p1 11 autumn p2 11 spring p1
Maths	GCSE	Edexcel	100% exam	Harriet Matthews Lyn Nicholson	10 summer p1 2 11 autumn p1 2 11 spring p1 2
Triple Science	GCSE	AQA	100% exam	-	10 summer p1 11 autumn p1 11 spring p2
Combined Science	GCSE	AQA	100% exam	-	10 summer p1 11 autumn p1 11 spring p2

History	GCSE	Edexcel	100% exam	-	10 summer p1 11 autumn p2 11 spring p3
Geography	GCSE	AQA	100% exam	Owen Gifford	10 summer p1&2 3 11 autumn p 1 2 3 11 spring p1 2 3
French	GCSE	AQA	100% exam	-Zoe Thomas (Paper 4)	10 summer p1 3 4 11 autumn p1 2 3 4 11 spring p1 2 3 4
German	GCSE	AQA	100% exam	-	10 summer p1 3 4 11 autumn p1 2 3 4 11 spring p1 2 3 4
Computer Science	GCSE	OCR	100% exam	Debbie Price	10 summer p1 2 11 autumn p1 2 11 spring p1 2
Art	GCSE	AQA	40% exam 60% CA	-	10 summer: 11 autumn 11 spring
Music	GCSE	Eduqas	40% exam 60% CA	Ritchie Bradbury	10 summer p1 11 autumn p1 11 spring p1
PE	GCSE Camb National	AQA Camb Na- tional	60% exam 30% Practical 10% CA 60% Ca 40% Exam	Paul Mackay Mark Smith Suzie McKean George	10 summer p1 11 autumn p1 + 2 11 spring p1 + 2
Textiles	GCSE	AQA	40% exam 60% CA	-	10 summer 11 autumn 11 spring
Design Technology	GCSE	AQA	50% exam 50% CA	-	10 summer p1 11 autumn p1 11 spring p1
Food Preparation & Nutrition	GCSE	AQA	50% exam 50% CA	-	10 summer p1 11 autumn p1 11 spring p1
RS	GCSE	AQA	100%	Elle Magee	10 summer Christian beliefs & teachings, Islam beliefs & teachings, Themes A & E 11 autumn p1 11 spring p2
Digital IT	Btec	Edexcel	60% CA 40% Exam	-	10 summer 11 autumn 11 spring p1
Acting / Performing Arts	BTec	Edexcel	60% CA 40% External examined	-	10 summer 11 autumn c3 11 spring

			piece		
Dance	Btec	Edexcel	60% CA 40% External examined piece	Nic Fleming	10 summer c2 & c3 11 autumn actual comp c2 11 spring actual comp c3
Business Studies	Btec	Edexcel	60% CA 40% Exam	-	10 summer - 11 autumn - 11 spring p1

Padgate Academy

Subject	Qualification	Exam Board	Exam/CW	Examiners	Year 10 Mock	Year 11 Mock
English Language	GCSE	AQA	100% Exam	EEV – Paper 1 and 2 NYO – Paper 2	Full P1	Lang 1 & 2
English Literature	GCSE	AQA	100% Exam	EFO – Paper 1	Partial P1 and P2	Lit 1 & 2

Maths	GCSE	AQA	100% Exam		Paper 1, 2 & 3	Paper 1, 2 & 3
Triple Science	GCSE	AQA	100% Exam		Bio 1 Chem 1 Phys 1	Bio 1 & 2 Chem 1 & 2 Phys 1 & 2
Combined Science	GCSE	AQA	100% Exam	JLE/KHA	Bio 1 Chem 1 Phys 1	Bio 1 & 2 Chem 1 & 2 Phys 1 & 2
History	GCSE	Pearson Edexcel	100% Exam	PPR	Paper 1 & 2	Paper 1, 2 & 3
Geography	GCSE	WJEC Edu-qas	100% Exam	CPO/TNO	Paper 1	Paper 1 & 2
Spanish	GCSE	AQA	100% Exam		Reading, Speaking, Listening & Writing	Reading, Sp, Listening & Writing
Creative iMedia	Level 1/2	OCR	100% Exam		None	Paper 1
Computer Science	GCSE	OCR	100% Exam		Paper 1	Paper 1 & 2
Art	GCSE	AQA	60% CW 40% Exam	AMI	2hr in class Assessment	3hr in class assessment

Design	GCSE	AQA	50% CW 50% Exam		Paper 1	Paper 1
Drama	GCSE	Pearson Edexcel	Unit 1: 40% Unit 2: 20% Unit 3: 40%		None	None
Hospitality & Catering	Level 1/2	WJEC Edu-qas	60% CW 40% Exam		Paper 1	Paper 1
Religious Studies	GCSE	WJEC Edu-qas	100% Exam		Paper 1	Paper 1 & 2
Music	GCSE	WJEC Edu-qas	Unit 1: 30% Unit 2: 30% Unit 3: 40%		Paper 1	Paper 1
Sport	BTEC Tech Award	Pearson Edexcel	Unit 1: 30% Unit 2: 30% Unit 3: 40%		None	None

Subject	Qualification	Exam Board	Exam/CA	Examiners	Year 10 Mock Exam (June)	Year 11 Mock Exam (November)	Year 11 Mock Exam (March)
English Language	GCSE	AQA	100% Exam	Holly Mollatt AQA Paper 1 *Jill Curties KS2 English Reading SATs Specialist Marker	Paper 1	Paper 2	Paper 1 Paper 2
English Literature	GCSE	AQA	100% Exam		Paper 1	Paper 2	Paper 1 Paper 2
Maths	GCSE	Pearson	100% Exam	Dee McClure Edexcel Team Leader Higher Paper 3	Paper 1 Paper 2 Paper 3	Paper 1 Paper 2 Paper 3	Paper 1 Paper 2 Paper 3
Triple Science	3 x GCSE	AQA (Trilogy)	100% Exam	Richard Doyle AQA Chem Paper 2 Foundation this year (Has marked Chem papers 1&2 higher)	Biology 1 Amended Chem.1 Amended Phy.1	BIOL1 CHEM 1 PHY1	BIOL2 CHEM 2 PHY2
Combined Science	GCSE (Double)	AQA	100% Exam	Richard Doyle AQA Chemistry Paper 2 Foundation this year (Has marked	Biology 1 Amended Chem.1 Amended Phy.1	BIOL1 CHEM 1 PHY1	BIOL2 CHEM 2 PHY2

				Chem papers 1&2 higher)			
History	GCSE	Pearson	100% Exam	Matthew Bell Edexcel Paper 3 (Wei- mar & Nazi Germany) has also marked paper 2(Anglo- Saxon and Norman Eng- land)	Paper 1 (Half) Paper 2 (Full)	Paper 1 Paper 2 Paper 3	Paper 1 Paper 2 Paper 3
Geography	GCSE	AQA	100% Exam	Oliver Brace- girdle AQA Paper 2	Paper 1	Paper 1 Paper 2 (Half)	Paper 1 Paper 2 Paper 3
French German Spanish	GCSE	AQA	75% Exam 25% NEA		Paper 1 Paper 2 Paper 3 Paper 4	Paper 1 Paper 2 Paper 3 Paper 4	Paper 1 Paper 2 Paper 3 Paper 4
Art (Art and Design) (Graphic Comms) (Photography)	GCSE	AQA	100% NEA		N/A	N/A	N/A
Computer Science	GCSE	OCR	100% Exam		Paper 1	Paper 1 Paper 2	Paper 1 Paper 2
Construction and the Built Environment (Design)	Vocational Award Level 1 / Level 2	WJEC Edu- gas	60% NEA 40% Exam		Exam	Exam	Exam
Drama	GCSE	Y11 WJEC Y10 Pearson	60% NEA 40% Exam		Exam	Exam	Exam
Economics	GCSE	OCR	100% Exam		Paper 1	Paper 1 Paper 2	Paper 1 Paper 2

Enterprise and Marketing	Cambridge Na- tionals	OCR	60% NEA 40% Exam	Nichola Mad- den OCR R067 unit marker and moderator	Exam	Exam	Exam
Further Mathematics	AQA L2 Cert	AQA			None	Paper 1 Paper 2	None
Health and Social Care	BTEC Tech Award (2022)	Pearson	60% NEA 40% Exam		None	None	Exam
Hospitality and Catering	Vocational Award Level 1 / Level 2	WJEC Edu- qas	60% NEA 40% Exam		Exam	Exam	Exam

ICT Y10: Digital Skills	Y11: Functional Skills L2 Y10: Functional Skills L1	Y11: NCFE Y10: Pearson	100% Exam		Exam	External (First Sit)	External (Resit)
Music	GCSE	AQA	60% NEA 40% Exam		Exam	Exam	Exam
Music Technology	VCert	NCFE	60% NEA 40% Exam	Adele Booth NCFE moderator and examiner for 2025	Exam	Exam	Exam
Psychology	GCSE	OCR	100% Exam		Paper 1 Paper 2	Paper 1 Paper 2	Paper 1 Paper 2
Sport	BTEC Tech Award (2022)	Pearson	60% NEA 40% Exam		None	None	Exam
Statistics	GCSE	Pearson	100% Exam		Paper 1 Paper 2	Paper 1 Paper 2	Paper 1 Paper 2
Travel and Tourism	BTEC Tech Award (2022)	Pearson	60% NEA 40% Exam		None	None	Exam

Sir Thomas Boteler

Subject	Qualification	Exam board	Exam/CA	Examiners	Year 10 Mock exam (July)	Year 11 mock exam (November)	Year 11 mock exam March)
English Language	GCSE	AQA	100% exam	N Vallender (P1) T Brown (P1) E Ward (P2)	Lang 1	Lang 1+2	Lang 1+2
English Literature	GCSE	Eduqas	100% exam			Lit 1	Lit 2
Maths	GCSE	Pearson Edexcel	100% exam		Paper 1, 2	Paper 1, 2	Paper 1, 2 and 3
Triple Science	GCSE	AQA	100% exam		Bio 1 Chem 1 Phy 1	Bio 1 Chem 1 Phy 1	Bio 2 Chem 2 Phy 2
Combined Science	GCSE	AQA	100% exam		Bio 1 (Amended)) Chem 1 (Amended)) Phy 1 (Amended)	Bio 1 Chem 1 Phy 1	Bio 2 Chem 2 Phy 2

History	CSE	Edexcel	100% exam	Jo Jones	Paper 1 Paper 2 (Half)	Paper 1 Paper 2	Paper 1 Paper 2 Paper 3
Geography	GCSE	AQA	100% exam	Hannah Barnes (Paper 1) Chrissie Leatherbarrow (Paper 1)	Paper 1 (Sec A&B) Paper 2 (Sec A&B)	Paper 1 Paper 3	Paper 1 Paper 2 Paper 3

French/Spanish	GCSE	AQA	100% exam	Emily Hesford (Paper 2, H)	Reading Writing	Reading Writing Speaking	Reading Writing Speaking Listening
Computer Science	GCSE	AQA	100% exam		Comp. 1	Comp 1 and 2	Comp 1 and 2
Art	GCSE	AQA	60% CW 40% exam		N/A	40% Mock Exam	N/A
Religious Studies	GCSE	AQA	100%	J Baggaley (Themes) E Hoey (Edexcel Jewish)	Paper 1 and 2	Paper 1 and 2	Paper 1 and 2
Design and Technology	GCSE	AQA	50% CW 50% exam		Exam Amended	Exam Full	Exam Full
Business Enterprise	Tech Award Level 1/Level 2	Pearson Edexcel	CA 60% Exam 40%				Exam Pa- per
Music	GCSE	AQA	Performance 60% Exam 40%		Exam Paper	Exam Pa- per	Exam Pa- per
Sport Science	Level 1 / Level 2 Cambridge National Award	OCR	60% CW 40% exam			Exam Pa- per	Exam pa- per
Drama	Tech Award Level 1 / Level 2	Pearson Edexcel	CA 1: 30% CA 2: 30% External Assessed Component: 40%				
Dance	Tech Award Level 1 / Level 2	Pearson Edexcel	CA 1: 30% CA 2: 30% Externally Assessed Component: 40%				
Travel and Tourism	Tech Award Level 1 / Level 2	Pearson Edexcel	CA 1: 30% CA 2: 30% Externally Assessed Component: 40%				Exam Pa- per
Hospitality	Vocational Award Level 1 / Level 2	WJEC Eduqas	40% exam 60% CA		CA mock	Exam Pa- per	Exam pa- per

TSA

AQA Lit Paper 1- Rebecca Johnson

AQA Language Paper 1- Elizabeth Strettle, Rebecca Pennington, Adam Hyams, Julie Mckevitt-Waine

AQA Language Paper 2- Robert Murphy

KS2 SATS - Laura Barker and Julie McKevitt-Waine

SWHS

AQA Lit Paper 1

Lindsay Cox (Team leader)

Daryl Harrison

Lauren Howell

APPENDIX 7

TCAT SEND Assessments and Diagnostics

Cognition & Learning

Test	What does it assess?	Online/paper	Useful to know	Cost	Who uses it?
New Group reading Test (NGRT) Age range: 6-16 years New Group Spelling Test (NGST) Age range: 7-14	Standardised, termly assessments that reliably measure reading & spelling skills against the national average to help you get to the root of any problems precisely and quickly. NGRT provides information about sentence completion and comprehension skills allowing you to identify where difficulties lie. www.gla-assessment.co.uk/assessments/products/new-group-spelling-test	Reading Test duration: 45–50 minutes (paper) 30 minutes (digital) Spelling 20-30 minutes	Test format: Paper Digital (PC or tablet)	Available to all TCAT schools at negotiated reduced rate.	Penketh BCA Padgate
SNAP SpLD SNAP-SpLD (Specific Learning Difficulties) identifies and provides interventions for 20 learning difficulties	Processing speed Reading (dyslexia) Phonological skills Spelling (dyslexia) Auditory processing Hyperactivity Impulsivity Attention Auditory working memory Visual working memory Expressive and receptive language Social communication Sensory processing Gross motor coordination skills Academic self-esteem Social self-esteem Dysgraphic and hand-eye coordination skills Visual comfort and control	Online diagnostic assessment that profiles 20 specific learning difficulties in students aged 4-16.	Reports produced can be personalised	£225 + VAT for a 1yr subscription Free trial available Handbook £62	Bridgewater BCA

	Maths and number Self-monitoring and planning				
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SNAP Numeracy	Numeric al Counting Subitising Comparing numbers Number relations Using sight facts Cognitive Processing speed Visual working Auditory processing/verbal memory Visual discrimination Non-numerical ordering	Digital assessment allowing you to assess students with suspected maths learning difficulties/dyscalculia and maths anxiety, to provide support through targeted interventions.	Reports produced can be personalised	£225 + VAT for a 1yr subscription Free trial available Handbook £62	Bridgewater BCA
CATs – Cognitive Ability Tests Age range – 6-17+	Measures verbal, non-verbal, quantitative and spatial reasoning skills.	Test format: Digital (PC & tablet) Paper	6-8 yrs 2x 30 min Others 3x 45 mins	Available to all TCAT schools at negotiated reduced rate.	BCA Meadowside Broomfields
Rapid Age range 4 to 15 years GL Assessment	A light touch screener to identify strengths and challenges related to potential dyslexia for ages 4–15	Test format: digital (GL ready)	Quickly screen pupils using three short tests, which take a total of 15 minutes to complete.	Offers unlimited use of Rapid (quick whole-school dyslexia screener for pupils aged 4-15) COPS (follow on assessment from Rapid for age 4-7) and LASS (follow on assessment for age 8-11). Prices are 1 Assessment £275, 2 of the 3 Assessments £385, all 3 £410.50	Penketh BCA

LASS • Age range 8 to 11 years • Age range 11 to 15 years GL Assessment	8 – 11 years - A digital cognitive profiling tool to identify strengths and challenges with literacy skills and executive function for ages 8–11. 11 -15 years - Assess your pupils' literacy and cognitive skills to understand particular strengths and challenges that may relate to a specific learning difficulty, such as dyslexia	Test format : digital (GL ready)	LASS 8-11 is 9 short tests which take 30- 40 mins in total to complete (can be taken over a few sessions)	See above for Rapid	
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CoPS Age range 4 to 7 years GL Assessment	A digital cognitive profiling tool for early identification of challenges with literacy skills and executive function for ages 4–7.	Test format: digital (GL ready)	9 short tests take 45-60 mins in total to complete (can be taken over a few sessions).	See above for Rapid	
Dyslexia Screener & Dyslexia Guidance Age range 5 to 16+ years GL Assessment	An initial screener for teachers concerned about a pupil's literacy progress and skills application.	Test format: digital (Testwise)	Test duration – 40 to 60 minutes	£8.25 per credit (minimum order of 10)	South Wirral BCA Padgate GSP
Dyslexia Portfolio Age range – 5-16 years	Evaluate literacy, processing and memory skills, as a follow up to the Dyslexia Screener or independently.	Test format: paper (online reporting tool)	Test duration – 40 to 60 minutes		Penketh
Dyscalculia Screener & Dyscalculia Guidance Age range 6 – 14 years GL Assessment	An initial screener for teachers concerned about a pupil's numeracy progress and skills application	Test format: digital (Testwise)	Test duration: unlimited	£8.25 per credit (minimum order of 10)	South Wirral BCA

York assessment of Reading for Comprehension Age ranges 4–7 years 5-11 years 12-16 years GL Assessment or Dyslexia Action Shop	Reading assessment allows you to closely observe a pupil's reading behaviours, strengths and areas for development. It breaks down the components of reading so that you can target specific skills to bring about rapid progress. Parallel forms of the assessment allow you to measure the impact of interventions.	Test format: Paper (online reporting tool)	Test duration: 20–30 minutes	GL assessment – YARC Secondary is £310- with 15 pupil record cards, additional pupil booklets are £35 for 10 YARC EYs (4 to 7 years) is £178 and YARC Primary (5 to 11 years) is £20. Dis- counted price for both of £345. EY pack £20 (pack of 10) and Primary pack £35 (pack of 10). Dyslexia Action Shop Complete set	BC A GS P
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				Primary - £345 excl VAT Secondary - £310 Forms £3.50 each	
Diagnostic reading Analysis (DRA)	• Reading accuracy • Reading speed • Reading comprehension • Comprehension processing speed • Single word reading accuracy • Reading age • Comprehension age • Single word reading age • Provides a standardised measure of a pupil's reading ability.			Manual -£82 Reading booklet £60 Record sheets £24 for 10	Penketh
IDL Literacy & Numeracy Programmes	The IDL Literacy intervention software is a speaking- computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention but can also be used effectively as a school wide literacy software solution.	Online tool	Literacy Screener can be used to highlight dyslexic-type difficulties-takes around 30 mins - aged 8 and over. Numeracy Screener will highlight dyscalculic tendencies or number SEN-takes about 15 minutes -aged up to 11 years.	Starts from £499 Free trial available	Broomfields BCA Padgate

Sandwell Early Numeracy Test Age ranges 4-8 years 8-14 years GL Assessment & Dyslexia Action Shop	Assess pupils' ability with numbers and identify specific numeracy skills requiring targeted teaching. Identify specific number skills that require targeted teaching and monitor the impact of teaching interventions on a one-to-one basis. This assessment comprises SENT-R for pupils aged 4–8 years and SENT KS2–KS3 for pupils aged 8–14 years. It explores five strands of basic numeracy skills: identification, oral counting, value, object counting and language.	Test format: Paper (online group reporting tool available)	Test duration: 10–30 minutes	GL Assessment – revised edition for pupils aged 4-8 (SENT-R) priced at £252 and a version to enable the assessment of older pupils experiencing difficulties with numbers suitable for pupils aged 8 to 14 years (SENT KS2– KS3) priced at £252. If you buy both sets together, these can be offered at £418.50. All costs exclude VAT and delivery Dyslexia Action Shop = complete pack - £418 excl VAT + yearly licence £75	
Exact Age ranges 11–24 years GL Assessment	Digital screening to identify students entitled to exam access arrangements that provides supporting evidence for applications. Four tests which can be taken separately.	Test format: Digital – Testwise	Test duration: 30–40 mins tests – 10 mins per test	100+ credits package - RRP - £5.75 per credit	Penketh BCA Priestley

Recall Age ranges – 7 to 16 years GL Assessment	A digital test of executive function to assess working memory and processing speed in children aged 7–16 years.	Test format: Digital download	Test duration: 20-30 minutes	Lucid Recall assessment is a digital download for unlimited use with different options for the number of computers needed at any one time. 1 PC is £118.50, then networked versions are 4 PCs at £238.50,	BCA
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				10 PCs at £388.50 etc. If you require more devices contact GL.	
Comprehensive Test of Phonological Processing 2 (CTOPP) Age range: 4:0–24:11 Pearson & Dyslexia Action Shop	Helps evaluate phonological processing abilities as a prerequisite to reading fluency.	Test format - paper	!!!! Specialist Assessor to administer	Dyslexia Action Shop - Complete pack £393 excl VAT Recording booklets £82 excl VAT for 25	Penketh Priestley
Test of Word Reading Efficiency – second edition (TOWRE – 2) Age range: 6:0-24:11 Pearson & Dyslexia Action Shop	Is a measure of an individual's ability to pronounce printed words and phonemically regular nonwords accurately and fluently - reading skill that are critical in the development of overall reading ability.	Test format - paper	Specialist Assessor to administer Completion time: 5-10 minutes	Dyslexia Action Shop - Complete pack £352 excl VAT Recording booklets £50 excl VAT for 25	Penketh
Test of Memory & Learning (TOMAL – 2) Age range – 5 – 60 years Pearson	Test of Memory and Learning Second Edition (TOMAL-2) is a nationally standardised test for evaluating general and specific memory functions	Test format - paper	Specialist Assessor to administer 30 mins or 60 mins	Pearson – Starter and complete kits, print and digital from £675	

Detailed Assessment of Speed of Handwriting (DASH) Age Range: 9 years to 16 years 11 months	The Detailed Assessment of Speed of Handwriting (DASH) can be used to assess handwriting speed - ideal for providing evidence for Access Arrangements for Key Stage 2 National Curriculum Tests and for GCSEs.	Includes 5 subtests that are administered and scored by hand.	DASH- 2 to be published March 24	Complete kit £177.60	Penketh BCA Priestley
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Pearson & Dyslexia Action Shop					
WRAT 5 Wide Range Achievement Test Age Range: 5 years to 85 years Pearson	Provides an accurate and easy-to-administer way to assess and monitor the reading, spelling, and maths skills in people aged 5–85+ and helps identify possible learning disabilities.	Test format - paper	Specialist Assessor to administer Approx 15-25 mins for ages 5- 7 and 35-45 minutes for ages 8 and up	Pearson Complete kit £440	BCA – have the kit
B Squared Age Range: 9 years to 16 years 11 months www.bsquared.co.uk	Since the removal of Levels (2014) and P Levels (2018) schools have the flexibility to choose how to assess pupil progress. Schools have found it a challenge to show progress for pupils working below ARE or out of their year group. Some schools assess pupils as simply 'working below'. It is important schools are able to identify where a pupil is working, the progress the pupil has made and what those next steps will be. Our assessment frameworks can show the small steps of progress pupils make from birth to 25		Can have a free online meeting and trial	30 pupils - £875 for the programme plus £175 per year there are a number of options which determine the price.	Dallam Padgate (DP) GSP
Working Memory Digit Span Age Range: 9 years to 16 years 11 months		Test format - paper	5 mins	- Staffordshire County Council - Integrated treatment Services	Priestley

Communication & Interaction

Test	What does it assess?	Online/paper	Useful to know	Cost	Who uses it?
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Wellcomm Age Range: Early Years – 6 months to 6 years Primary – 6 to 11 years	The complete speech and language toolkit, from screening to intervention Both the Early Years and the Primary toolkits enable you to quickly and easily identify children needing support.	Test format is paper with online reporting tool	Test duration – 20 mins They're quick and simple to use (requiring no speech and language expertise), and the traffic light	GL Assessment – Well-Comm Early Years – 6 months to 6 years - £560 WellComm Primary age 6 years to 11 years - £560 WellComm Early Years and Primary set - £1000 The first year includes the Wizard Reporting Tool, for	Dallam (EYs) Great Sankey Primary (EYs) Meadowside(bot h) Penketh South (EYs)
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GL Assessment & Dyslexia Action Shop			scoring format of the instant reports makes them quick to interpret.	reference to renew the Wiz- ard Reporting Tool after the first year the current cost is currently £97.00. All prices exclude VAT and postage. Primary - £560 Early Years - £560	
Progression Tools Age Range: 3 to 18 years. www.speechandlanguage.org.uk	The Progression Tools aim to support teachers, TAs, SENCos and other staff to identify young people who may be struggling to develop their speech, language, and communication skills.	Test format is paper	They can also be used to track the progression of these skills over time or following interventions	Early Years - £55 Primary - £110 Secondary - £85	Sutton High Penketh High STB
Phonological Assessment Battery Age ranges PhAB: 6-14 years PhAB2: 5-11 years GL Assessment	A toolkit to identify pupils with phonological difficulties. Provides six standardised tests for 6–14- year-olds, each designed to sample different aspects of a child's phonological processing. The di- agnostic nature of the results means that they can be used to inform teaching and help target intervention programmes to a child's specific needs and improve their underlying literacy skills.	Test format: Paper (PhAB2 includes an online reporting tool)	Test duration: 20 – 25 minutes	The cost of this assessment is £208, and record cards are £29 per pack.	

British Picture Vocabulary Scale Age Range: 3-16 years GL Assessment & Dyslexia Action Shop	The receptive vocabulary assessment for standard English assesses receptive (hearing) vocabulary of children, identifying delays in vocabulary development even before children begin full time education	Test format: Paper	Test duration: 10–15 minutes https://www.gl-assessment.co.uk/assessments/primary/speech-and-language-development/british-picture-vocabulary-scale/	GL Assessment – At the end of this year academic year GL will lose the rights to sell BPVS so we are selling stock at reduced price. We currently have a 50% discount off the BPVS (usual prices £270 and extra records forms are sold in packs of 10 and can be ordered at £21 per pack). Dyslexia Action Shop - Complete kit - £270 10 forms - £25	
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Assessment of Comprehension & Expression Age ranges 6 – 11 years GL assessment	This assessment can be used to identify children with delayed or impaired language development, as well as those already identified as having language delays to gather valuable and extensive information about their overall language ability.	Test format: Paper	Test duration: 30 – 45 minutes	GL Assessment – £305 and record cards (pack of 25) are £95	
ASD Checklist from CDC					

SEMH – Pupil Wellbeing

Test	What does it assess?	Test Format	Useful to know	Cost	Who Uses it?
PASS – Pupil Attitudes to Self and School Age ranges 4–18+ years GL assessment	A tool that supports pupils’ wellbeing in learning and offers practical next steps. The Pupil Attitudes to Self and School (PASS) measure takes the guesswork out of understanding why pupils may be reluctant, disengaged or even disruptive learners by sensitively exploring social and emotional wellbeing. It also provides interventions and guidance so you can start to address issues immediately.	Test format Digital (English) 27 additional languages are available in paper format	Test duration 20 minutes		BCA
Emotional Literacy Age ranges 7–11 years 12–16 years	Measure pupils' ability to understand and express feelings and highlight areas for intervention.	Test format: Paper	Test duration: Untimed	Primary £190 and Secondary £190	Penketh South Wirral

SNAP-B (Behaviour) identifies and provides interventions for 17 social, emotional and behavioural needs.	Relationship with Self Anxiety Explosive anger Implosive anger Depression Academic self-esteem Social self-esteem Relationship with other children	Online diagnostic assessment that profiles 17 social, emotional and behavioural difficulties.	Test duration: About an hour Reports produced can be personalised	£225 + VAT for a 1-year subscription Free trial available Handbook £62	Bridgewater BCA
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	Friendship deficit Instrumental aggression Attention-seeking from peers Being hurtful towards peers Relationships with other children at home Relationships with adults Attention-seeking from adults Defiance towards adults Over-dependence on adults Being hurtful towards adults Relationships with adults at home				
Boxall Age range – 4 to 18 years www.boxallprofile.org	An evidence-based tool supporting a whole school approach to assessing and addressing children and young people's social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing.	Test Format: online or paper, completed by a member of staff who knows the student well	Time taken – about 20 minutes	Up to 300 pupils £325+VAT	Penketh
Strengths & Difficulties Questionnaire (SDQ) Age range 2 – 17 years	Is a brief emotional and behavioural questionnaire for children and young people. From Zoe Owen – focus is around depression rather than a broad measure of wellbeing.	The questionnaire can be completed on paper or online and can be found on the Youth in Mind website		FREE	BCA Padgate
SEMH.co.uk	Tools: • Sensory Suggestor • Behaviour Tool • Parent Questionnaire • Self-esteem Activity Tool		Online	FREE	Recommended by Lynsey Thorniley

For further assessments refer to:

- SALT
- Lead teachers – ASD & SEMH
- OT
- CDC – SNAP & CAST questionnaires
- Ed Psych
- The Engagement Model