



St Ignatius' Primary School & Nursery Class



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Understanding Assessment and Interventions A Guide for Parents and Carers

At St Ignatius' Primary School, assessment is a normal and important part of your child's learning. It helps us understand:

- What your child can do
- What they are ready to learn next
- Where they may need extra support or challenge

Assessment is not just about tests. It happens every day in classrooms and helps us ensure every child makes progress.

How We Assess Your Child's Learning

We use a range of approaches with all children. Some are used with everyone (universal assessment), and some are used only when we need more detailed information (targeted assessment).

Universal Assessment (Used with All Pupils)

Ongoing Classroom Assessment

Every day, teachers gather information about learning through:

- Careful observations
- Looking at jotter work
- Reviewing floor books (which capture group thinking and discussions)
- Video recordings of presentations, practical work or discussions
- Questioning and feedback
- Self and peer assessment

This helps teachers adjust lessons and provide support straight away.



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Literacy (Reading, Writing and Spelling)

To monitor progress in literacy, we use:

- Weekly phonics and spelling checks
- Ongoing reading and comprehension activities
- Observations of children's reading behaviours
- Writing assessments based on agreed school standards

These help us ensure children are developing strong reading and writing skills.

Numeracy and Maths

In maths, we use:

- End of Unit Maths Assessments to check understanding of key topics
- MALT (Middleton Assessment of Learning and Teaching) Maths Assessments, which provide standardised information about attainment

These assessments help teachers identify strengths and areas for development.

Assessment Glossary for Parents and Carers

A clear guide to what each assessment does, how it works, and when it is used

Assessment	What it is	What it assesses	How it is carried out	Why the school uses it	Who / When
SNSA (Scottish National Standardised Assessments)	Online national assessments used in Scotland.	Reading, writing, numeracy.	Completed on a computer/tablet. Questions adapt to the child's level.	Supports teacher judgement and tracks progress in literacy & numeracy.	<i>Who:</i> Class teacher. <i>When:</i> P1, P4 & P7 (national requirement).
YARC (York Assessment of Reading for Comprehension)	A detailed 1:1 reading assessment.	Reading accuracy, speed, comprehension.	Child reads aloud and answers questions.	Helps understand specific reading difficulties.	<i>Who:</i> Trained Teacher <i>When:</i> When concerns arise about reading.
PM Benchmark Assessment	A structured, one-to-one reading assessment using finely levelled fiction and non-fiction texts.	Reading accuracy, fluency, self-correction strategies, comprehension (literal and inferential).	A trained adult listens to the child read a levelled PM text aloud. The adult records errors, fluency, phrasing, and comprehension responses. Running records are used to determine the child's instructional reading level.	To identify a child's precise reading level, monitor progress, and select appropriate reading books. It gives detailed diagnostic information that classroom observation alone may not capture.	<i>Who:</i> Class teacher . <i>When:</i> When confirming reading level, reviewing progress, or if concerns arise about fluency or comprehension.



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Assessment	What it is	What it assesses	How it is carried out	Why the school uses it	Who / When
PhAB 2 (Phonological Assessment Battery)	Assessment of early phonological and language skills.	Sound awareness, sound manipulation, memory for sounds, processing.	Short tasks with a trained adult.	Identifies difficulties linked to reading and spelling.	<i>Who:</i> Trained Teacher <i>When:</i> When a specific literacy difficulty is suspected.
Boxall Profile	A structured tool for understanding emotional and social development.	Social skills, readiness to learn, emotional wellbeing.	Teachers complete a detailed questionnaire.	Helps plan nurture or wellbeing support.	<i>Who:</i> Trained Teacher <i>When:</i> If concerns about social/emotional needs emerge.
SDQ (Strengths & Difficulties Questionnaire)	A mental-health and wellbeing screening tool.	Emotions, behaviour, attention, friendships, prosocial behaviour.	Questionnaire completed by staff, parents, and sometimes the child.	Identifies wellbeing needs and supports early intervention.	<i>Who:</i> Class teacher, parents, child (if appropriate). <i>When:</i> When wellbeing concerns arise or as part of staged intervention.
MALT (Middleton Assessment of Learning & Teaching – Maths)	A standardised maths assessment.	Number skills, calculation, problem-solving.	Paper or online tasks.	Identifies strengths and areas for support in maths.	<i>Who:</i> Class teacher. <i>When:</i> Annually twice per year.
Teaching Talking	A speech and language assessment toolkit.	Listening, understanding, spoken language, clarity of speech.	One-to-one or play-based activities.	Helps identify speech and language needs early.	<i>Who:</i> Trained teacher. <i>When:</i> Early years/P1 or when concerns arise.

Interventions we use to support children

Interventions are chosen based on assessment evidence. They are time-limited, reviewed regularly, and aim to help children return to learning with increased independence and confidence.

Our ability to deliver these interventions relies heavily on our staffing capacity and may be disrupted due to staff absence/shortages. These are a variety of interventions that **may** be delivered, but it is unlikely that we would have capacity to deliver **all** of these services at any given point in time.

Programme	Focus	Format & Typical Dosage	Who it's for / Entry	What progress can look like
Read Write Inc. Fresh Start	Accelerating reading & spelling for older struggling readers	Structured phonics with age-appropriate texts; small group 3x per week	Upper primary learners who need a rapid boost in decoding & comprehension	Improved decoding, fluency and confidence; moving up reading levels
IDL Literacy (International)	Developing reading, spelling,	Computer-based, adaptive programme that adjusts to	Children who require additional support with	Increased accuracy and fluency in reading and



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Dyslexia Learning)	phonological awareness, confidence in literacy	each child's responses. Delivered in short, regular sessions (3–5 times per week). Includes multisensory activities that reinforce key skills through repetition and overlearning.	literacy, including those with dyslexia or difficulties in reading/spelling. Entry usually follows class-based evidence and/or targeted assessments (e.g., PhAB2, YARC, PM Benchmarks).	spelling; improved retention of phonics patterns; increased confidence and independence with literacy tasks; measurable progress shown through IDL's built-in tracking reports.
Wave 3 (highly personalised support)	Individual, precision-teaching targets (often literacy)	Daily short sessions; 1:1	Learners not progressing with quality first teaching & group support	Measurable progress on specific targets; reduced gaps
5-Minute Literacy Box	Key literacy skills (phonics, high-frequency words, spelling)	Very short, daily, targeted activities	Children needing quick, frequent over-learning	Better recall/automaticity; improved spelling/reading
5-Minute Number Box	Number facts, place value, counting strategies	Very short, daily practice	Children needing rapid consolidation of number skills	Faster recall; increased accuracy and confidence
SEAL Maths (Strategies for Early Arithmetical Learning)	Number sense & early calculation strategies	Structured activities building conceptual understanding	Early years/early primary or learners needing number-sense support	Stronger mental strategies; improved problem solving
Homunculi Approach	Emotional literacy, anxiety & problem-solving	Small-group/1:1 CBT-informed sessions using drawings/stories	Children who would benefit from structured emotional regulation support	Increased coping strategies; improved engagement
Seasons for Growth	Understanding & coping with change, loss and bereavement	Small-group programme with trained companion	Children affected by significant change/loss	Greater resilience, vocabulary for feelings, positive coping

How interventions are put in place

At St Ignatius, interventions are only put in place when assessment information shows that a child would benefit from additional, targeted support. We take time to understand each child's individual needs and work closely with families to ensure that any intervention is the right fit and delivered in a way that helps the child feel confident, included and supported. We also use whole school attainment data to identify gaps in progress when considering which interventions to deliver.

We use interventions as a positive way of helping children make progress, close gaps and build the skills they need to fully enjoy their learning. Every intervention is reviewed regularly, with the child's views taken into account, ensuring decisions are always made in line with their best interests and rights under the UNCRC.

Interventions are delivered using the following process:

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1. Identify need from class evidence/ school attainment data and (where relevant) diagnostic assessments.
2. Agree plan with the child and family (goals, timescale, who delivers).
3. Deliver & monitor (attendance, engagement, short assessments).
4. Review impact with the child and family; adapt, continue, or step down.

Questions or concerns?

Please contact the school office to arrange a chat with your child's class teacher or a member of the support for learning team. We are here to help.