Welcome to our assessment update. As primary teachers, heads and schools continue to navigate the changing education landscape of ‘life without levels’, we have brought all the latest information on our range of assessment products and services to support you together with some information on how we ensure that our assessments are of the highest quality for you to use in your school.

Developing a successful approach to assessment in these changing times depends on a clear understanding of the purpose and principles of assessment. NFER has many years’ experience designing robust and reliable assessments across the primary phase. This expertise enables us to support schools in developing the best approach to assessment for their particular context; their curriculum, pupils and staff.

Following very positive feedback from schools and teachers, we are delighted to be introducing this term, NFER Tests Suite 2 summer and NFER Tests Suite 2 autumn in reading, mathematics, spelling, and grammar and punctuation for Years 3, 4 and 5. These tests are fully aligned to the new national curriculum and enable schools to measure progress both within a school year and from year to year. They are supported by our independent Analysis and Marking Service, which provides comprehensive analyses of pupils’ performance and progress.

If you would like to know more about our full range please visit the website www.nfer.ac.uk/na9

Liz Twist
Head of Assessment

Visit our work in Assessment page
www.nfer.ac.uk/wa9

Contact us
Our dedicated phone line and email enquiry service is open 08.45–17.15 every working day. Telephone 01753 637007 or email products@nfer.ac.uk
MONITORING PUPIL PROGRESS

**NFER Reception Baseline Assessment**
Standardised with over 3000 children to provide a robust assessment with reliable outcomes. No additional training is required for Early Years practitioners.
Find out more: www.nfer.ac.uk/ba9

**NEW NFER Tests Suite 2**
Following on from the success of NFER Suite 1, Suite 2 has been fully aligned to the 2014 national curriculum and standardised with pupils being taught the new curriculum.
Find out more: www.nfer.ac.uk/nt9

**Analysis and Marking Service**
Saves valuable teacher time and provides comprehensive analyses of pupils’ performance and progress, in a format suitable for sharing with staff, governors and Ofsted.
Find out more: www.nfer.ac.uk/am9

**Practical guides for assessing writing**
Exemplify and discuss different genres of writing and how to assess pupils’ work in the context of the new curriculum and the particular emphasis on grammar.
Find out more: www.nfer.ac.uk/kg9

**MONITORING PUPIL PROGRESS**
Autumn and summer tests used together can provide a measurement of progress within year groups from year to year.
To find out more about NFER’s range of assessment products for primary schools visit: www.nfer.ac.uk/pr9
What it means to standardise

Standardising the tasks and the contexts in which an assessment takes place ensures every child has exactly the same opportunity to show what they know and can do. A standardised assessment is one in which all the children are asked the same questions or given the same tasks to do and in the same conditions. For example, in our standardised baseline assessment, teachers are told exactly what to do and say (e.g. how to set up the resources and how to introduce the tasks).

With a non-standardised approach, the different contexts in which children are assessed may not be equally supportive. The ‘standardisation’ of the administration of an assessment ensures consistency in delivery, within and across schools, and therefore more comparable outcomes.

A good assessment will need to provide reliable outcomes. Reliability will be adversely affected by ambiguously worded questions or tasks, or poor administration or scoring guidance. Rigorous development, effective quality assurance and extensive trialling with a large representative sample help to establish a standardised assessment’s reliability, i.e. the extent to which the assessment provides consistent results.

A standardised assessment will provide a standardised score. For more information on standardised scores, visit: www.nfer.ac.uk/ntscores1

Quality of our assessment

Of course, teachers consider a number of issues, such as those outlined above, when selecting any assessment product. There are many aspects that are important to balance when choosing a standardised assessment product, especially those designed for young children. At NFER, we have been developing assessments for almost 70 years and we continue to revise and refine our methods. We believe that the key to a successful standardised assessment for any age-range is to find the ‘sweet-spot’ where the three main elements of a good assessment – reliability, validity and manageability – meet.