



Summative Test Results

Taipei European School
British Primary Section
2021-2022



British Primary May 2021 Summative Test Results

Academic Summative Assessments are carried out in the British Primary Section (BPS) at two points each year; Reading in November and then an English and Maths test in May. The purpose of the tests is to support the data that is collected by your child's teacher and use this to help identify next learning steps.

In addition, the Senior Leadership Team use this information to compare our results with other international schools and also against schools in the United Kingdom. This aids us in ensuring that our curriculum and pedagogical approach is keeping pace on the international stage and against the National Curriculum that we teach. As experienced practitioners, we accept that any test is limited, as it is just a snapshot of the learning that has taken place. It is for this reason that we don't share individual data from the tests, rather we offer rich data to parents through the Individual Learning Record. That information is far more accurate and provides a clearer picture of your child's process, progress, and product. The process describes the way your child learns in class and refers to things like taking risks, staying focussed and organisation. Progress is where learning process is tracked to check movement forward, while the product is the attainment levels of your child. Imagine it like a family vacation; one photo provides a limited and small amount of insight into what happened on the vacation (summative test), while a photo album (ILR) tells the whole story.

We are delighted to share this year's Mathematics and English results with our parent community. Summative testing is administered from Year 1 to 6 and is detailed in cohorts below. You will see that students at BPS are achieving much higher than the national average of England and Wales. This endorses that our programmes and delivery are of an excellent level and provide a high quality education to your children.

PTE Test (Progress Test in English)

Progress Test in English is a series of tests of English for students up to age 14. The tests are differentiated according to age:

The test for the Year 1 and 2 children comprises English skills and reading comprehension that is based on a single passage, an age-appropriate story. Tests from Year 3-6 combine a test of English skills (spelling, grammar, and punctuation) with a test of reading comprehension based on a narrative and linked non-narrative text.

PTE provides a reliable test of children's attainment in the core English skills: phonics, reading, spelling, grammar, punctuation, and comprehension. Each test has similar tasks, and so tests similar aspects of English attainment across the age range.

PTM (Progress Test in Maths)

Progress Test in Maths (PTM) assesses aspects of mathematical skill and knowledge, together with the key process skills of fluency, mathematical reasoning, and problem solving. For Year 3 and above, the tests are in two parts: Mental Maths and Applying and Understanding Maths. Mental Maths questions are timed and played from an audio file. Applying and Understanding Maths questions are answered at the pupil's own pace. PTM also aids in identifying strengths and weaknesses in pupils' Maths skills and knowledge.

Read Write Inc. Phonics

In Read, Write Inc. Phonics lessons, children learn to read accurately and fluently with good comprehension. Throughout the programme, children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. Children explicitly learn the sounds and the letter, or groups of letters, they need to represent them. In a pacy, interactive and fun way, children learn to blend sounds to form increasingly complex letter-sound correspondences. Parents get to experience first hand how a toy frog, known as Fred Frog, speaks in sounds to aid blending into words. They get to see how children are then exposed to lively, phonic book texts that are closely matched to their increasing knowledge of phonics and 'tricky' words. This ensures children are set up for success in that they can decode these texts precisely because the underlying, corresponding phonics is accurate and fluent. It is only then that comprehension of the text is addressed through literal and inferential type questions. Progress is assessed every 6 to 8 weeks. As a result of these assessments, teachers are able to fine-tune the next stepping stones that children need to take.

Comparative Judgment

Comparative Judgement aims to standardise the assessment of writing with other schools. Taking part in six assessment windows over the year, one per year group, we get to judge the writing of our pupils alongside the writing of pupils from participating schools both in the UK and internationally. Judging the work online, our teachers benefit from seeing our own pupils' work in the context of other pupils' writing. This provides useful data in ensuring that our moderation process draws on a range of inputs.

British Primary Results at a Glance



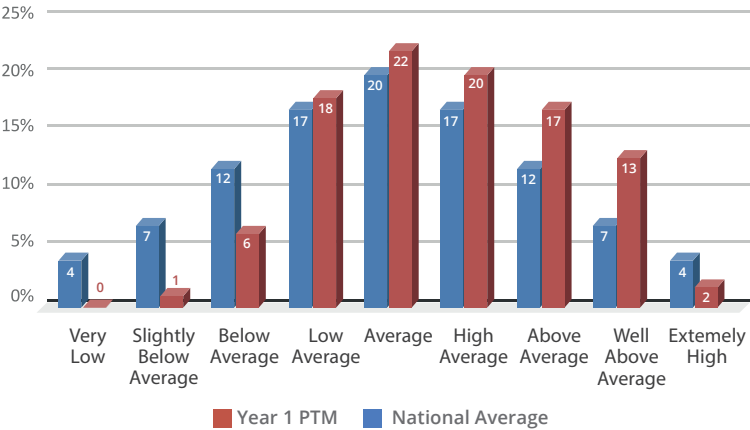
	Progress Test in Mathematics		
	Below Average	Average	Above Average
National Average	23%	53%	23%
Year 1	12%	66%	23%
Year 2	9%	51%	40%
Year 3	3%	39%	58%
Year 4	2%	57%	41%
Year 5	1%	42%	56%
Year 6	2%	21%	77%
Total Average	5%	46%	49%

	Progress Test in English		
	Below Average	Average	Above Average
National Average	23%	54%	23%
Year 1	7%	60%	32%
Year 2	11%	50%	40%
Year 3	8%	55%	37%
Year 4	2%	49%	50%
Year 5	2%	40%	58%
Year 6	4%	40%	57%
Total Average	6%	49%	46%

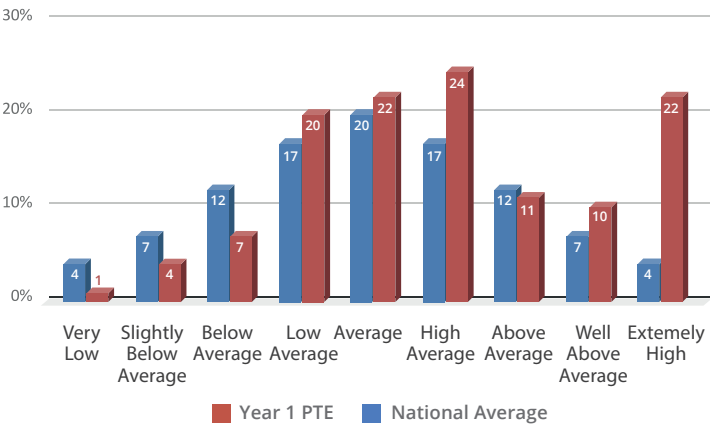
The figures have been rounded.

The below graph shows a visual representation in more detail and represents percentages of the cohort.

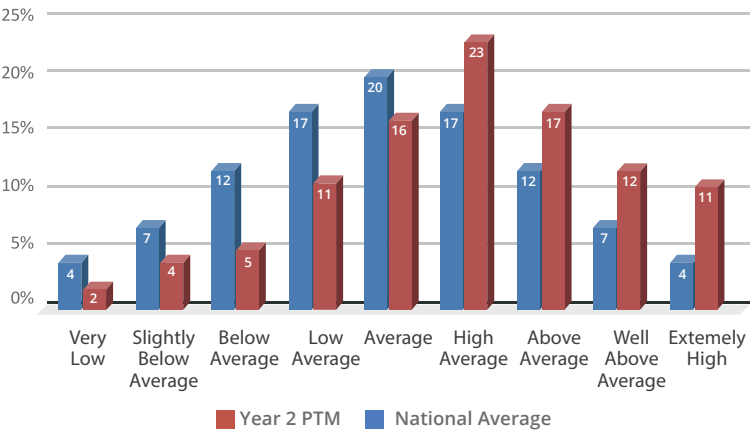
Mathematics Year 1



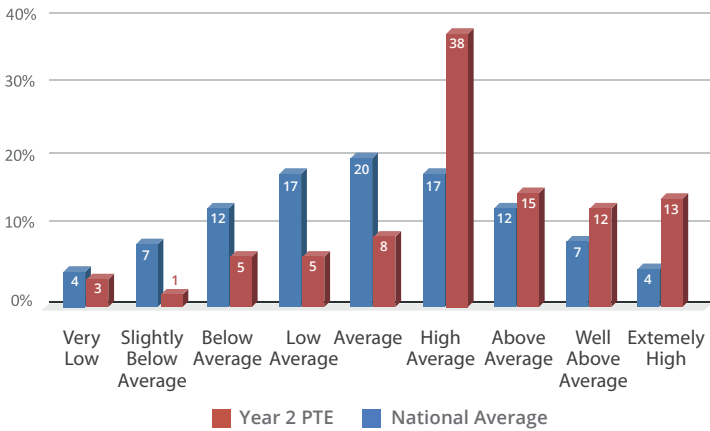
English Year 1



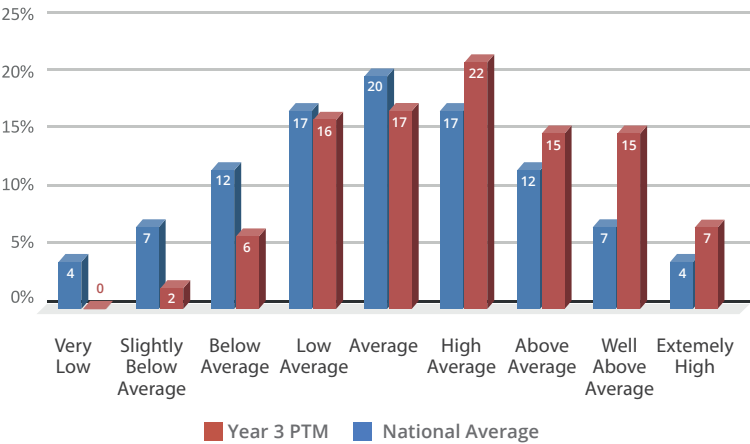
Mathematics Year 2



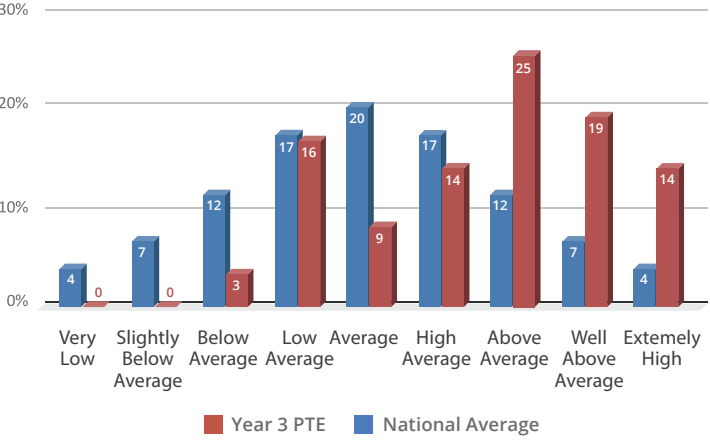
English Year 2



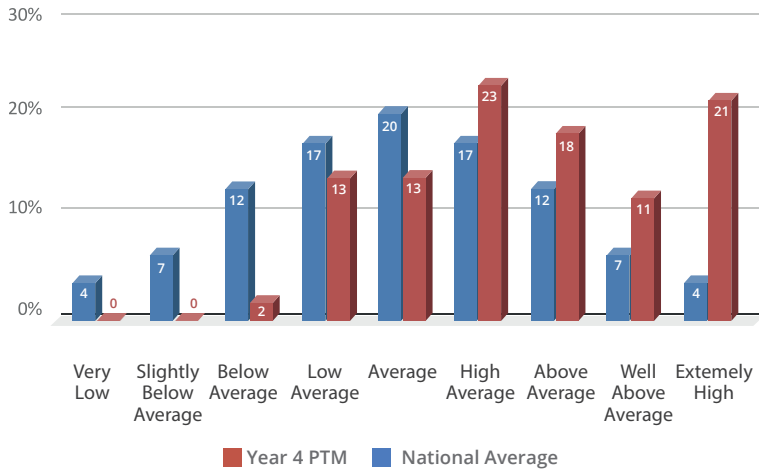
Mathematics Year 3



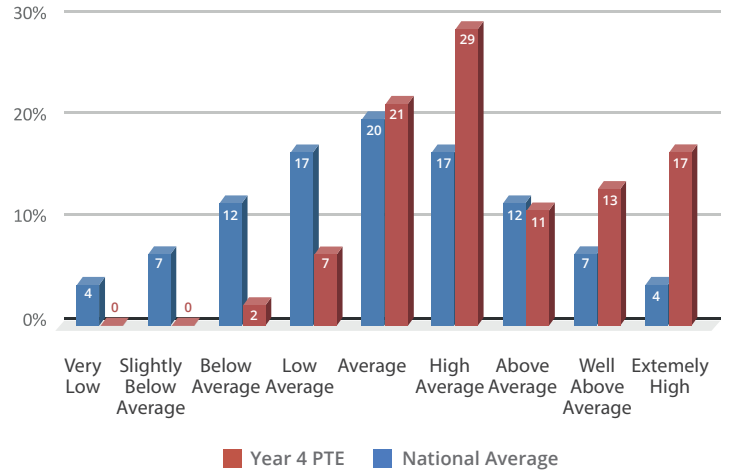
English Year 3



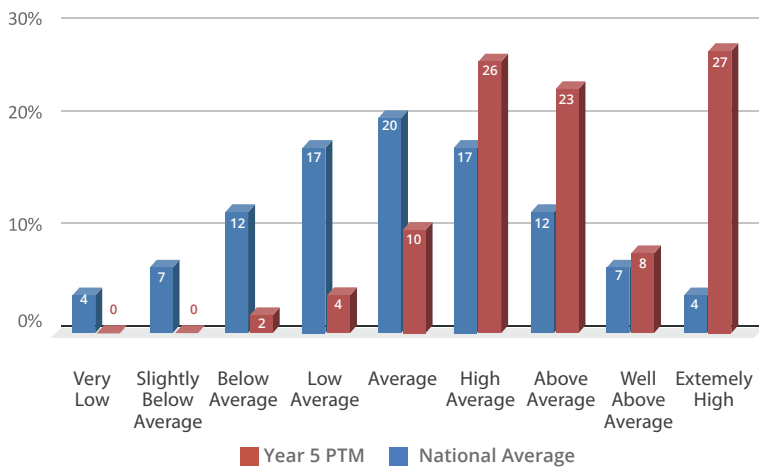
Mathematics Year 4



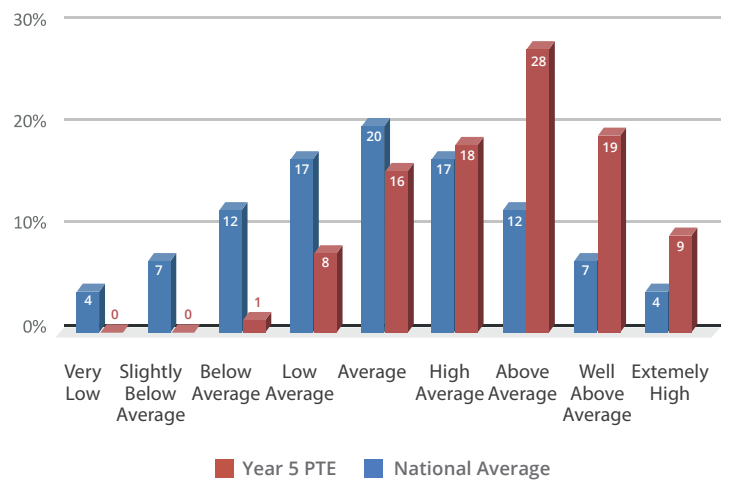
English Year 4



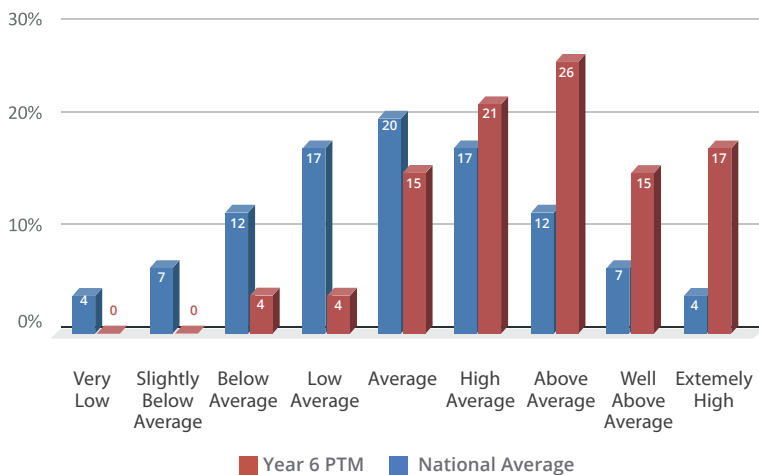
Mathematics Year 5



English Year 5



Mathematics Year 6



English Year 6

