

## Menu of Testing

	<b>Purpose</b>	<b>Delivery</b>	<b>Impact/Evidence</b>
Reading assessment	NGRT (New Group Reading Test) to establish reading age and identify gaps in comprehension.	Administered to all Year 7, 8, and 9 students to establish reading age	Data used to inform targeted interventions; progress tracked termly through NGRT scores and teacher feedback.
Math's Support	Fundamental Maths. To develop core numeracy skills for students who have gaps in foundational mathematical understanding, including number sense, the four operations, fractions, decimals, percentages, and basic problem-solving.	Targeted KS3 intervention delivered in small groups. Structured sessions focus on revisiting and securing fundamental maths concepts using practical resources, visual representations, and guided practice. Delivered by trained staff and adapted to individual student needs.	Improved confidence and accuracy in basic maths skills. Progress monitored through baseline and follow-up assessments, classwork, teacher feedback, and improved performance in maths lessons and assessments.
Literacy Support	Ruth Miskin Literacy (RML) to develop phonics and decoding skills for students with gaps in early literacy.	Phonics-based intervention delivered in small groups for students requiring foundational literacy support.	Improved phonics knowledge and reading fluency; monitored through NGRT and teacher assessment.
Literacy Support	Direct Instruction (DI) to accelerate reading and comprehension for students significantly below age expectations.	Targeted for students with NGRT reading age below 9.00 years. Structured, scripted lessons in small groups.	Evidence of improved reading age and comprehension; tracked through NGRT and internal assessments.
Literacy Support	Reciprocal Reading (RR) to develop comprehension strategies and collaborative reading skills.	Tested termly: <ul style="list-style-type: none"> <li>• Year 7, Target students 9.00 – 10.00 yrs</li> <li>• Year 8: Target students below 11.00 yrs</li> <li>• Year 9: Below 12.00 yrs</li> </ul>	Increased confidence in comprehension and inference; progress monitored through termly assessments and TA observation.

Baseline assessments	To identify key areas of need and level of support required.	School based assessment identifies key area(s) of need and level of need.	Baseline data informs intervention planning; reviewed at regular intervals.
Dyslexia AMBDA Testing	To diagnose dyslexia and provide recommendations for support.	Conducted by qualified AMBDA assessor (MHO) following referral and parental consent.	Formal diagnostic report with recommendations; used to inform SEN support and classroom strategies.