

PiXL Primary Assessment Package

The PiXL Primary Diagnostic assessment package is rooted in the core PiXL principle of DTTR (Diagnosis, Therapy, Testing and Revisiting). The diagnostic assessments are designed to give pupils the opportunity to demonstrate their skills whilst the extensive Question Level Analysis (QLA) tools allow teachers to analyse assessments forensically so that they inform planning for the cohort as a whole and for individual groups of pupils.

This calendar outlines the assessments we offer for each year group along with dates of the assessment windows and deadlines for uploading the QLA spreadsheets. It is important to note that it may not necessarily be appropriate to use all assessments – it is for schools to decide what is most appropriate for their context.

We would suggest that fewer assessments which are thoroughly analysed and inform practice will be more effective than more assessments that are not used formatively.

Following each wave of assessments, we publish partnership data allowing schools to benchmark against the rest of the PiXL partnership. In addition to this data, we publish Implications for Teaching reports for each subject, outlining the key headlines in terms of the partnership data and recommendations for improving on the areas pupils have not performed well in. For 2021-22, we are including partnership data for Writing in Year 6 to sit alongside Reading, Mathematics and GPS. See below for more information.

For more information and guidance on the different aspects of the Assessment Package and Question Level Analysis tools, please go to the [PrimaryWise guidance page](#).

PiXL Primary Assessment 2021/22

Year 1

Paper	Assessment window	QLA deadline	Publication of National QLA and IFT Reports
SPRING ASSESSMENT	17 January – 18 February 2022	Thursday 24 Feb 2022	Wednesday 2 March 2022
SUMMER ASSESSMENT	16 May – 17 June 2022	Thursday 23 June 2022	Wednesday 29 June 2022

The Year 1 Diagnostic Assessment Package Includes the Following Materials

Reading:

- Diagnostic assessment
(to be completed in groups)
- Teacher checklist
- Reading interview for children who cannot access the assessment

Writing:

- Diagnostic writing task
- Teacher checklist

Mathematics:

- Diagnostic assessment (to be completed in groups)
- Teacher guidance for each question to include probing questions and use the supporting practical apparatus or visuals
- Teacher checklist against key skills
- Mathematics interview for children who cannot access the assessment

The Year 1 Diagnostic Assessment Package has been designed to provide Year 1 pupils with an opportunity to experience a mixed practice assessment and for teachers to collect diagnostic information about pupils gaps.

PiXL Primary Assessment 2021/22



Year 2

Paper	Assessment window	QLA deadline	Publication of National QLA and IFT Reports
AUTUMN ASSESSMENT 2018 National KS1 Paper	11 October – 19 November 2021	Thursday 25 November 2021	Wednesday 1 December 2021
SPRING ASSESSMENT 2019 KS1 National Papers	28 February – 18 March 2022	Thursday 24 March 2022	Wednesday 30 March 2022

Years 3 - 5

Paper	Assessment window	QLA deadline	Publications of National QLA and IFT Reports
OCTOBER ASSESSMENT PiXL AUTUMN 2021	27 September – 22 October 2021	Thursday 28 October 2021	Wednesday 3 November 2021
FEBRUARY ASSESSMENT PiXL SPRING 2022	24 January – 25 February 2022	Thursday 3 March 2022	Wednesday 9 March 2022
JUNE ASSESSMENT PiXL SUMMER 2022	16 May – 24 June 2022	Thursday 30 June 2022	Wednesday 6 July 2022

PiXL Primary Assessment 2021/22



Year 6

Paper	Assessment window	QLA deadline	Publication of National QLA and IFT Reports
SEPTEMBER ASSESSMENT PiXL Paper	6 September – 24 September 2021	Thursday 30 Sept 2021	Wednesday 6 October 2021
NOVEMBER ASSESSMENT 2017 National KS2 Papers	8 November – 26 November 2021	Thursday 2 December 2021	Wednesday 8 December 2021
JANUARY ASSESSMENT 2018 National KS2 Papers	10 January – 28 January 2022	Thursday 3 February 2022	Wednesday 9 February 2022
MARCH ASSESSMENT 2019 National KS2 Papers	28 February – 18 March 2022	Thursday 24 March 2022	Wednesday 30 March 2022

PiXL Primary Assessment 2021/22



Year 6 writing assessment

Partnership data gives us powerful information on the areas of the curriculum which may need further attention. This informs schools' practice but also informs the PiXL Primary Curriculum team and helps set priorities.

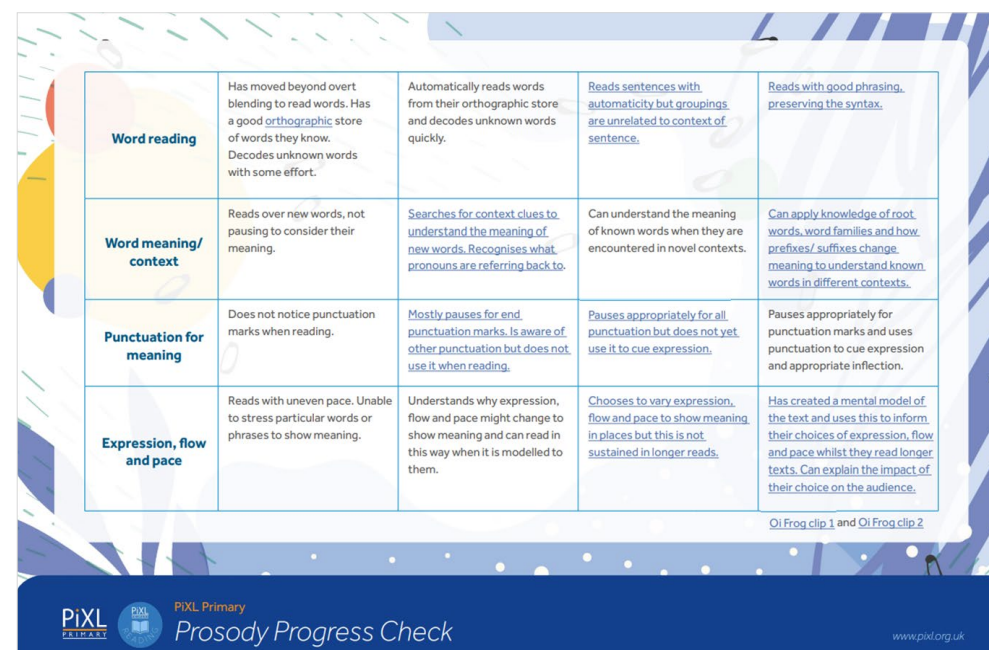
Partnership data is currently available for Reading, mathematics and GPS through the use of the assessments outlined in this calendar. For 2021-22, we will be offering schools the option to engage with uploading Writing assessments (in a similar format to Question Level Analysis spreadsheets) to enable us to produce partnership data linked to Writing content domains. There will be two windows for uploading data: January (using interim data) and June (for final teacher assessments) as outlined below.

	Upload window	Publication of National QLA
Y6 INTERIM WRITING ASSESSMENT	10 January – 10 February 2022	Wednesday 16 February 2022
Y6 FINAL WRITING ASSESSMENTS	13 June – 30 June 2022	Wednesday 6 July 2022

Assessing Reading - Prosody Progress Check

The Prosody Progress Check has been designed to support schools in assessing pupils' prosody. Reading with prosody teaches comprehension by encompassing speedy word reading, understanding word meanings in context and using expression, flow and pace to create meaning. It is therefore an important aspect of pupils' reading development at all levels and ages. The Prosody Progress Check comprises 4 strands of prosody, moving left to right in terms of a pupil's security through each of the strands with the holy grail of reading fluency being the bottom right-hand corner. This is where pupils are actively choosing to read with a particular expression, phrasing and pace because they have created their own mental model of the text and they want to share that with the audience. That is the point when we know that pupils have retrieved, inferred and truly taken meaning from the text.

Listening to pupils read aloud on a one-to-one basis gives teachers rich information about pupils' reading ability and their next steps. These will often be steps which wouldn't necessarily be identified in a formal reading assessment. We would therefore recommend that alongside formal assessments, time is put aside to enable all pupils to be listened to reading aloud on a one-to-one basis. The Prosody Progress Check can be used to support this process and to identify next steps. [Click here](#) for more information on the Prosody Progress Check.



Word reading	Has moved beyond overt blending to read words. Has a good orthographic store of words they know. Decodes unknown words with some effort.	Automatically reads words from their orthographic store and decodes unknown words quickly.	Reads sentences with automaticity but groupings are unrelated to context of sentence.	Reads with good phrasing, preserving the syntax.
Word meaning/context	Reads over new words, not pausing to consider their meaning.	Searches for context clues to understand the meaning of new words. Recognises what pronouns are referring back to.	Can understand the meaning of known words when they are encountered in novel contexts.	Can apply knowledge of root words, word families and how prefixes/suffixes change meaning to understand known words in different contexts.
Punctuation for meaning	Does not notice punctuation marks when reading.	Mostly pauses for end punctuation marks. Is aware of other punctuation but does not use it when reading.	Pauses appropriately for all punctuation but does not yet use it to cue expression.	Pauses appropriately for punctuation marks and uses punctuation to cue expression and appropriate inflection.
Expression, flow and pace	Reads with uneven pace. Unable to stress particular words or phrases to show meaning.	Understands why expression, flow and pace might change to show meaning and can read in this way when it is modelled to them.	Chooses to vary expression, flow and pace to show meaning in places but this is not sustained in longer reads.	Has created a mental model of the text and uses this to inform their choices of expression, flow and pace whilst they read longer texts. Can explain the impact of their choice on the audience.

Q1 Frog clip 1 and Q1 Frog clip 2

PiXL Primary
Prosody Progress Check
www.pixl.org.uk

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