Targeted Interventions for Primary

Assess | Identify | Intervene & Improve

Risingstars-uk.com/shine
Administer PiRA, PUMA, NTS Assessments and/or Ready, Check, Go

**PiRA**

What are PiRA assessments?
Termly test papers enabling you to reliably benchmark performance and track progress against national averages in reading. Available in paper and auto-marked, online, interactive format.

[Risingstars-uk.com/pira](http://Risingstars-uk.com/pira)

When should pupils sit the papers?
- Autumn papers are designed to be sat in November
- Spring papers are designed to be sat in March (or later because of school closures)
- Summer papers are designed to be sat in June

**PUMA**

What are PUMA assessments?
Termly test papers enabling you to reliably benchmark performance and track progress against national averages in maths. Available in paper and auto-marked, online, interactive format.

[Risingstars-uk.com/puma](http://Risingstars-uk.com/puma)

**NTS Assessments**

What are NTS Assessments?
Termly, National Test-style, standardised reading and maths papers. Confidently measure performance against thousands of pupils nationally. Available in paper format.

[Risingstars-uk.com/nts](http://Risingstars-uk.com/nts)

**Ready, Check, Go**

What are Ready, Check, Go assessments?
In just 30 minutes at the start of the academic year, identify pupils’ understanding of core maths building blocks. Developed in line with the Ready to Progress criteria.

[Risingstars-uk.com/rcg](http://Risingstars-uk.com/rcg)

How much do these assessments cost?
£18 per 10-copy pack of termly tests for each subject and year group.

Free downloadable test guidance and mark schemes are available with New PiRA, New PUMA and NTS Assessments.
Input marks into MARK, our free online assessment and reporting tool (scores feed through automatically if using interactive tests). From there, you can access 4 Shine reports (in addition to all of the other MARK reports). Each Shine report identifies gaps in knowledge and suggests a learning sequence to address these.

What is MARK?

Free online assessment and reporting tool designed to help you:

- Quickly analyse gaps in learning to inform targeted teaching
- Effortlessly generate reports for individuals, classes, schools and tailored groups to view and compare pupil progress and attainment
- Easily download visual reports that can be shared as PDFs with colleagues, parents and Ofsted

Risingstars-uk.com/mark

If I subscribe to Shine which additional 4 reports can I access in MARK?:

- Shine Reading Skills Intervention Report - Individual
- Shine Maths Intervention Report - Individual
  Suggests interventions for an individual pupil
- Shine Reading Skills Intervention Report - Grouped
- Shine Maths Intervention Report - Grouped
  Suggests interventions for several pupils, grouped by Area of Learning

View full Shine reports at risingstars-uk.com/shine
## Pupil details

- **Age at test:** 10:7
- **Class:** Year 6 class 1

## Recent scores

<table>
<thead>
<tr>
<th>Date taken</th>
<th>Paper taken</th>
<th>Age-standardised score</th>
<th>Standardised score</th>
<th>Date taken</th>
<th>Paper taken</th>
<th>Age-standardised score</th>
<th>Standardised score</th>
<th>Suggested Learning Sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>30/04/20</td>
<td>5 Spring</td>
<td>82</td>
<td>86</td>
<td>15/09/20</td>
<td>4 Summer</td>
<td>‡</td>
<td>‡</td>
<td></td>
</tr>
<tr>
<td>24/04/21</td>
<td>5 Spring</td>
<td>‡</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

† Age outside of data range

### Content Domains

- **Retrieval**
  - 2b: Retrieval 1/2
  - 2c: Summary 1/2
  - 2f: Structure 0/1
  - 2h: Comparison N/A

- **Vocabulary**
  - 2a: Vocabulary 2/7
  - 2g: Impact of language 3/4

- **Inference**
  - 2d: Inference 2/4
  - 2e: Prediction 1/3

## Overall score for the Area of Learning

- **Retrieval:** 3/5
- **Vocabulary:** 5/11
- **Inference:** 3/7

## Suggested Learning Sequences

- Year 5, Retrieval, Fiction 2
- Year 5, Retrieval, Non-Fiction 2
- Year 5, Vocabulary, Fiction 2
- Year 5, Vocabulary, Non-Fiction 2
- Year 5, Inference, Fiction 2
- Year 5, Inference, Non-Fiction 2

## Results from previous tests

- Results from the most recently taken test are highlighted.
This report shows pupils grouped according to their score in each Area of Learning. Please see the Intervention Report – Individual for details specific to each pupil.

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Suggested Learning Sequences</th>
<th>Pupils</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retrieval</td>
<td>Year 5, Retrieval, Fiction 2, Year 5, Retrieval, Non-Fiction 2</td>
<td>Salome Blake, Gary Brechin, William Brown, Nancy Drew, Hermione Granger *, Constance Hopkin, Zoë Jordan, George Kirrin, Harry Potter *</td>
<td>1/5, 2/5, 2/5, 3/5, 0/5, 1/5, 2/5, 2/5, 0/5</td>
</tr>
<tr>
<td>Inference</td>
<td>Year 5, Inference, Fiction 2, Year 5, Inference, Non-Fiction 2</td>
<td>William Brown, Colleen Cox, Adelbert Glaze</td>
<td>2/7, 3/7, 3/7</td>
</tr>
</tbody>
</table>

Each pupil's score per Area of Learning.

Links to access the learning sequences.

Individual content domains that make up the Area of Learning.
### Pupil details

- **Age at test:** 11:7
- **Class:** Year 6 class 1

### Recent scores

<table>
<thead>
<tr>
<th>Date taken</th>
<th>Paper taken</th>
<th>Age-standardised score</th>
<th>Standardised score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>30/04/20</td>
<td>5 Spring</td>
<td>76</td>
<td>78</td>
<td>1/2</td>
</tr>
<tr>
<td>15/09/20</td>
<td>4 Summer</td>
<td>†</td>
<td>†</td>
<td>3/7</td>
</tr>
<tr>
<td>24/04/21</td>
<td>5 Spring</td>
<td>‡</td>
<td>‡</td>
<td>0/1</td>
</tr>
</tbody>
</table>

### Areas of Learning

<table>
<thead>
<tr>
<th>Strand</th>
<th>Area of Learning</th>
<th>Questions</th>
<th>Score</th>
<th>Suggested Learning Sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and place value</td>
<td>Number</td>
<td>Q3, Q6</td>
<td>1/2</td>
<td>Number 2</td>
</tr>
<tr>
<td>Calculations</td>
<td>Written addition and subtraction</td>
<td>Q4, Q8, Q9, Q11, Q14, Q16, Q19</td>
<td>3/7</td>
<td>Written addition and subtraction 2</td>
</tr>
<tr>
<td>Calculations</td>
<td>Mental multiplication and division</td>
<td>Q5</td>
<td>0/1</td>
<td>Mental multiplication and division 2</td>
</tr>
<tr>
<td>Calculations</td>
<td>Written multiplication and division</td>
<td>Q23</td>
<td>2/4</td>
<td>Written multiplication and division 2</td>
</tr>
</tbody>
</table>

### National Curriculum strand

- Areas of Learning make up a strand

### Test, subject, year group and test term

- Test, subject, year group and test term

### Areas of Learning is made up of sub-strands

- Area of Learning is made up of sub-strands

### National Curriculum strand

- National Curriculum strand

### Intervention Report – Individual

- This report is for one pupil only. In this case, Mariana.

### Results from previous tests

- Results from previous tests are highlighted

### Overall score for this Area of Learning

- Overall score for this Area of Learning

### The link to access the learning sequence

- The link to access the learning sequence

### This report is for one pupil only. In this case, Mariana.

- This report is for one pupil only. In this case, Mariana.
**Shine Maths Skills Intervention Report - Grouped**

**R-6**

**NTS Mathematics Year 5 Spring**

Most recently taken 24th April 2021

Report generated 25th April 2021

St Cuthbert Mayne

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### Number and place value

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Pupils</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>William Brown *</td>
<td>0/2</td>
</tr>
<tr>
<td></td>
<td>Nancy Drew</td>
<td>1/2</td>
</tr>
<tr>
<td></td>
<td>Hermione Granger</td>
<td>1/2</td>
</tr>
<tr>
<td></td>
<td>Harry Potter</td>
<td>1/2</td>
</tr>
</tbody>
</table>

*This pupil scored 0 in this Area of Learning. This Area of Learning may not have been taught yet or more specific support may be required. Please see the Learning Sequence for intervention information.*

### Calculations

#### Written addition and subtraction

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Pupils</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written addition and subtraction</td>
<td>Salome Blake</td>
<td>3/7</td>
</tr>
<tr>
<td></td>
<td>George Kirin</td>
<td>2/7</td>
</tr>
</tbody>
</table>

### Calculations

#### Mental multiplication and division

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Pupils</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental multiplication and division</td>
<td>Gary Brechin</td>
<td>0/1</td>
</tr>
<tr>
<td></td>
<td>Constance Hopkin</td>
<td>0/1</td>
</tr>
<tr>
<td></td>
<td>Zoë Jordan</td>
<td>0/1</td>
</tr>
</tbody>
</table>

### Calculations

#### Written multiplication and division

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Pupils</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written multiplication and division</td>
<td>Nancy Drew *</td>
<td>0/4</td>
</tr>
<tr>
<td></td>
<td>Hermione Granger</td>
<td>1/4</td>
</tr>
</tbody>
</table>

### Fractions, decimals and percentages

#### Fractions

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Pupils</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fractions</td>
<td>Kane Kar Chen</td>
<td>1/2</td>
</tr>
<tr>
<td></td>
<td>Constance Hopkin</td>
<td>1/2</td>
</tr>
<tr>
<td></td>
<td>Philip Mannering *</td>
<td>0/2</td>
</tr>
</tbody>
</table>

### Fractions, decimals and percentages

#### Written calculations with fractions

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Pupils</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written calculations with fractions</td>
<td>William Brown</td>
<td>1/5</td>
</tr>
<tr>
<td></td>
<td>Nancy Drew</td>
<td>1/5</td>
</tr>
<tr>
<td></td>
<td>Constance Hopkin</td>
<td>2/5</td>
</tr>
<tr>
<td></td>
<td>Katrine Suleiman</td>
<td>2/5</td>
</tr>
</tbody>
</table>

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**Your school**

This report shows the intervention required for smaller groups within a class/group.

**Name of class/group**

This report shows pupils grouped according to their score in each Area of Learning. Please see the Intervention Report – Individual for details specific to each pupil.

**Test, subject, year group and test term**

This report shows the intervention required for smaller groups within a class/group.

**Areas of Learning make up a strand**

Each's pupil's score per Area of Learning.

**The intervention content by Area of Learning**

All pupils that need an intervention for this Area of Learning.

**National Curriculum strand**

The link to access the learning sequence.

Area of Learning is made up of sub-strands.
Step 3
Intervene and Improve

Address specific gaps in understanding with learning sequences for each Area of Learning and measure understanding with quick quizzes. Accessing the targeted learning sequences is easy - simply click on the links in the Shine reports.

Shine Maths
Complements your use of PUMA, New PUMA, NTS Assessments: Maths and Ready, Check, Go: Maths

What is a maths learning sequence?
A learning sequence is a unit of intervention content. The learning sequences are arranged in a specific order and contain instructions tailored to teachers and teaching assistants.

Each learning sequence includes:
- Prepare, Do, Review introductory sections that explain how to use the different elements of the learning sequence
- Teacher guided activities and worksheets
- Quiz and answers
- Review sheets
- Yearly guidance

Shine Reading Skills
Complements your use of PiRA, New PiRA and NTS Assessments: Reading

What is a reading learning sequence?
A learning sequence is a unit of intervention content. The learning sequences are arranged in a specific order and contain instructions tailored to teachers and teaching assistants.

Each learning sequence includes:
- Prepare, Do, Review introductory sections that explain how to use the different elements of the learning sequence
- A model text and questions and a practice text and questions
- Teacher guidance, including answers
- Online Modelling Responses Software
- New vocabulary flashcards
- Review sheets

View sample learning sequences at risingstars-uk.com/shine
How do the learning sequences work?

- **Autumn test** sat in November
  - use relevant learning sequences in the spring term

- **Summer test** sat in June
  - use relevant learning sequences in the autumn term of the following year

- **Spring test** sat in March
  - use relevant learning sequences in the summer term

How much does Shine cost?

- £400+VAT annual subscription to Shine Reading Skills, with free access to MARK
- £400+VAT annual subscription to Shine Maths, with free access to MARK
- £720+VAT annual subscription to Shine Reading Skills and Shine Maths, with free access to MARK

30 day free trial available!
Speak to your local Assessment Consultant for more details.
Risingstars-uk.com/myassessmentconsultant
Meet the creators of Shine

**Kate Ruttle**
Kate has spent over 30 years in primary classrooms, teaching from nursery to Year 6. She has worked as SENCO and Deputy Head for 10 years, establishing networking groups for local SENCOs to support and learn from each other. Kate has worked as an advisory teacher for literacy and inclusion in various local authorities and is a specialist teacher and assessor for dyslexia. Having been involved in educational publishing (in the UK and internationally) for over 25 years, Kate has written resources for all major UK educational publishers (including PiRA for RS Assessment from Hodder Education and On Track English: Reading Comprehension for Rising Stars). She has also been involved in setting reading papers for both the English and Welsh National Tests.

**Dee Reid**
Dee started teaching way back in 1974, and her first teaching job was in an Upper School for Girls in Kent (which has since been demolished)! After having her own children, Dee realised that helping young learners become readers was extremely rewarding, so she retrained as a primary school teacher. Later, she taught English to undergraduates at Oxford Brookes University and has also worked as a tutor at the Centre for the Teaching of Reading at Reading University. Dee then broadened her horizons and became a primary literacy consultant running courses for teachers all over the world. More recently, she co-authored On Track English: Reading Comprehension for Rising Stars and has also been delivering webinar training.

**Eleanor Hick**
Until 2011, Eleanor was a Primary Adviser and Inclusion (SEN) Adviser for Lancashire County Council, involved in the development of a range of materials. She was also the lead adviser for the IDP (Inclusion Development Programme) in Lancashire, which produced the Key Resources series to support schools in accessing provision for pupils. Prior to joining LCC, Eleanor worked in several schools in Salford and was a Headteacher until 2000. In 2011 she established Inclusive Learning Lancashire Ltd and has been working independently with schools, teachers and SENCOs across Lancashire and Cumbria to improve the education and outcomes of primary aged children with special needs. Eleanor has also developed training related to memory and learning, refined systems for individual pupil planning and monitoring of progress. Eleanor has worked with a number of schools providing consultancy support and advice as well as running termly SENCO training days. She is Chair of Governors of a primary school and very recently joined the Governing Body of an EBD secondary special school in Lancashire. Eleanor authored On Track Maths with Katharine Rogerson and is thrilled to have been able to work with her again when developing Shine Maths.

**Katharine Rogerson**
Based in Lancashire, Katharine has taught KS1 and EYFS in large and small schools for over a decade. She has also helped nurseries to create successful transition routines, ensuring school readiness. Recently, Katharine supported the review of the Rising Stars Early Years Maths Curriculum and co-authored On Track Maths.