

# PiRA, PUMA and GAPS Case Study

Anglican International School,  
Jerusalem

Termly  
reading, maths  
and GPS tests that  
allow you to reliably  
benchmark performance  
and track progress  
against national  
averages.

## Key Outcomes

1. British curriculum centres agree that the standardised tests help to benchmark progress with schools in the United Kingdom.
2. Staff members feel that as the tests are termly, they do reduce teacher workload for KS2.
3. International schools find that the reporting gives an understanding of student's with different language needs strengths and weaknesses.

Anglican International School runs from nursery through to the IB Diploma with single form entry in each year group. The elementary school has about 120 children, with 20 children in each year group. They are an international school based in Jerusalem with approximately 25% local students, the remaining students coming from all over the world. Foreign students generally stay for a few years, but local students tend to stay for their whole school career. The preschool and elementary school follow the English National Curriculum (including EYFS) supported by the International Primary Curriculum. The high school follows the International Baccalaureate programme, teaching both at MYP and DP level. The school is based in the old English Hospital and prides itself on its British ethos and cultural ties to the UK.

*"I would recommend them. They're very easy to use and user friendly, and the way the tests are worded is fantastic."*

Alistair Wade, Curriculum and Assessment Coordinator,  
Acting Head (Elementary)

## How are you using this resource?

We switched to PiRA, PUMA and GAPS for our Years 1-6 students a few years ago after several years of using the Rising Stars Progress Tests. When Rising Stars released new editions of these, we took time to consider what we wanted from our assessments and rather than updating to the new Progress Tests we made the switch to the standardised tests. We prefer having the termly tests as it spreads it out over the year and gives us a balanced approach. We continue to use the Rising Stars Writing tests we had previously to supplement the reading, maths and grammar, punctuation and spelling tests. We really like that these assessments are online, although we find it harder to test online for our KS1 children, so prefer to use the paper tests for them.

For KS2 we use the online tests as it's better for the environment and it's better for our teacher workload. We also like that we get simple data results from the tests and can compare how we're doing to the average in the United Kingdom. This is really important for us as we're one of the only British curriculum schools in the country and the tests really help us to compare and benchmark our progress with British schools. The school is an accredited member of the Association of British Schools Overseas, COBIS, and the Middle States Association of the United States.

**Section A: Grammar, punctuation and vocabulary**

1 Circle the **two verbs** in the sentence below.  
When Harry ran on the grass, his shoes got muddy.  G

2 Draw lines to match each word to its correct **suffix** to make a new word.

Word	Suffix
enjoy	ation
joy	ment
relax	ful

3 Tick one box in each row to show whether each word is a **noun** or an **adjective**.

	Noun	Adjective
bravery	<input type="checkbox"/>	<input type="checkbox"/>
deceitful	<input type="checkbox"/>	<input type="checkbox"/>
proud	<input type="checkbox"/>	<input type="checkbox"/>

4 Draw a line to match the first part of each sentence to the second part so that the punctuation is correct.

The children	→	classroom displays had been changed.
The child's	→	new gel pen was a present from her friend.
The children's	→	were painting the background for the school play.

5 Underline the **fronted adverbial** in the sentence below.  
When we went to the park, we saw some builders digging the road.  G

6 Write the ending that can be added to the **verbs** below to change them into **nouns**.

inform	prepare
adore	sense

Ending: \_\_\_\_\_  G

7 Write **inverted commas** in the two correct places in the sentence below.  
Stand by the door, said Mrs Green.  P

8 Circle the **adverb** in the sentence below.  
The large crowd cheered loudly when the race began.  G

9 Tick the sentence below that must end with a **question mark**.

	Tick one.
He wanted to know when the party would finish	<input type="checkbox"/>
I need to know that I can leave the party by 7 p.m.	<input type="checkbox"/>
Please can you tell me how long the party will last	<input type="checkbox"/>
He asked if he could leave the party early	<input type="checkbox"/>

10 Tick the **one** sentence that uses **Standard English**.

	Tick one.
Ben was feeling very happy.	<input type="checkbox"/>
I were using that pencil.	<input type="checkbox"/>
We was going to see the film.	<input type="checkbox"/>
You was really late this morning.	<input type="checkbox"/>

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## What are the main benefits of the resource?

We use them more as a summative assessment which is really helpful when we write our termly reports. When we report on student attainment, we can see if they're meeting the expectations or working towards/above. This means we can combine our teacher judgement with the actual test paper that corroborates that evidence. Also we can use it for progress, we can see very easily with the graphs in the reports from MARK whether children are making progress, especially as the tests progress in difficulty as the year goes on. It's also useful for us to use these tests as a benchmark when students first arrive in our school as we have students coming from all over the world with experience in many different curricula. They also come with different language needs, and the tests help to give us an idea of their strengths and weaknesses. We really like that the tests give us a breakdown of different strands, it's not just a score for the subject overall, we can break it down to see whether, for example, their knowledge and understanding of shape is weak, but their understanding of numbers is strong.

## Is the resource flexible? How?

In the initial lockdown during the spring term we experimented with taking our assessments online from home for our KS2 students. Whilst it was a challenge, it was reassuring to know that we had that option. We won't take the results of those assessments completely literally, but it was still useful for us to have that data. We were then able to do the summer tests properly and compare our results to the tests taken at the beginning of the year. It's good for us to know that we can still offer the online testing if we go back into lockdown over the next academic year.

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Alistair Wade, Curriculum and Assessment Coordinator, Acting Head (Elementary)

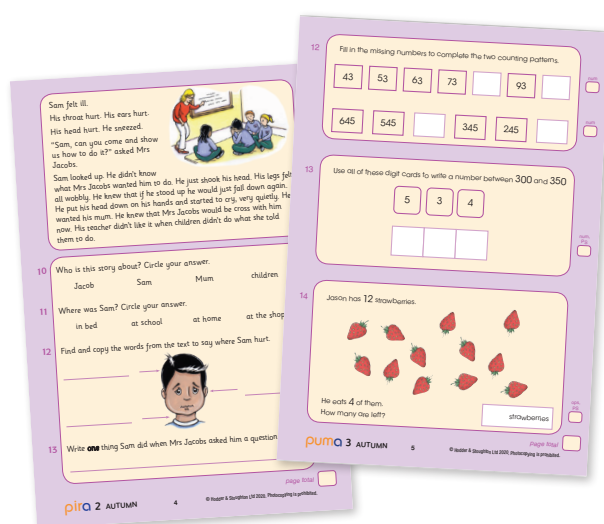
## Does the resource engage your learners? How?

They find the tests really engaging, they're a bit more welcoming and friendly. The staff really like the layout and the fact that they're a little bit longer and more detailed than our previous tests, so it gives our students more of an opportunity to show what they do know which is fantastic.



## How has it helped to direct your teaching plans?

The results haven't yet helped us to direct our teaching plans, but we want them to! Actually, one of our objectives for our recent BSO inspection is to prove that we use our previous data and assessments in our future planning. We want to be able to do this, we're just trying to find the best way without increasing workload for teachers. For the BSO inspection we are inspected every 3 years and occasionally OFSTED staff will join these to ensure that the inspectors are reflecting the standards and ideals agreed by the government. We have just signed up for the interventions programme Shine and once we've had a chance to start using this properly in school, we think it will also help us to show how we are using our assessment results to inform our future planning.



## What did you like about it?

Generally speaking, it does reduce teacher workload, especially when using the online tests. But it does take our Inclusion Needs teachers longer to mark the tests compared to the old ones that we did previously. Similarly, marking papers takes the KS1 teachers some time, but our KS2 teachers really like the auto marking feature on the online tests. That being said, this is only once per term so the workload does balance out.

## What did you not like about it?

The students are generally very happy taking the tests, but we do have issues with the MARK website sometimes. It can be quite slow to load, and sometimes students lose their connection in the middle of a test. Although we keep our testing environment fairly informal to reduce pressure on the students, that can make them upset, because at the end of the day they want to do well and show us what they can do to the best of their ability. The timed element of the online tests can be a bit stressful as well, particularly for students who need extra support.

## Would you recommend this resource to other schools?

Yes I would. They're very easy to use and user friendly, and the way the tests are worded is fantastic. We're looking forward to seeing the new versions next year as well.

## We're here to help

For more information on PiRA, PUMA and GAPS, speak to our International Assessment Resource Manager, [Nicholas.dunn@hodder.co.uk](mailto:Nicholas.dunn@hodder.co.uk)

Find more case studies at [www.risingstars-uk.com/impact-in-schools](http://www.risingstars-uk.com/impact-in-schools)