NOTE: This summary is intended to give teachers and other school staff a shortcut to gaining an overview of the assessment. It is vitally important for the success of an assessment that it is implemented with fidelity and that the person using the assessment is given time to read and digest the contents of the guide as part of comprehensive training before using it with children.

The Sandwell Numeracy Test comprises of a revised edition for pupils aged 4-8 (SENT-R) and a version to enable the assessment of older pupils experiencing difficulties with numbers suitable for pupils aged 8 to 14 years (SENT KS2–KS3).

The Sandwell Early Numeracy Test assessments enable teachers to assess a pupil’s ability with numbers, through exploring five strands of basic numeracy skills: identification, oral counting, value, object counting and language.

Administered on a one-to-one basis the assessment has been designed to identify specific number skills that require targeted teaching and to monitor the impact of teaching interventions. For children with Special Educational Needs, it can also be used to identify targets for an individual education plan (IEP) and to provide information to support decision-making within the SEN Code of Practice.

Why use SENT-R and SENT KS2-3?

- SENT-R has been designed to identify a pupil’s specific number skills, to help inform targeted teaching strategies
- Helps to identify the specific number skills throughout primary school, from primary into secondary and in upper Key Stage 2 and Key Stage 3
- It can be used to monitor the impact of teaching interventions on rate of progress
- The test will enable you to group children with similar levels of attainment to facilitate teaching
- It can be used to inform targeted teaching strategies and to monitor the impact of teaching interventions, including effective use of the Pupil Premium
- The images in the test book and other stimulus materials are engaging and relate the tasks to recognisable everyday activities

What are the professional requirements?

The test is designed to be used by trained and qualified teachers, SENCOs EPS and other suitably qualified staff.

The interpretation of findings can be undertaken by an appropriately qualified person – a teacher or EP.
Part 1: The handbook gives guidance on the preparation and test conditions for testing as well as delivery of the test.

NB The test relates to the old national curriculum levels. If the teacher looks at the outline of the questions, it should be fairly easy to decide which questions the child can answer easily and so start the test with the not sure/don’t know questions.

Part 2: Response Sheets and report master

The different response sheet are described and explained.

Part 3: Research and Development

The section on standardisation states;

‘The test has been designed to be used by children in KS2 and KS3 for children who may not be progressing as quickly as the average child. The test is, therefore, not designed for all children in the age range. Accordingly, calculating standardised scores which compare the performance of an individual with that of the whole population the same age is neither appropriate nor possible. The test, therefore, does not provide these measures.’

Whilst the assessment does generate a ‘numeracy age equivalent’, it is based on a sample of 1500 pupils with only 131 for years 3, 4 and 5.

This assessment will help you to assess what the child knows and can generate a numerical outcome which can be used to measure progress over time. It can assist in identifying next steps for teaching.