



Cambridge Primary Insight Welcome Pack

Whether you're new to Cambridge Insight, or a new user of Cambridge Primary Insight, we're here to help you every step of the way.

Something to get you started

Help Centre

Here you can find lots of support materials, including instructions to guide you through our admin processes 24/7. We recommend saving the page as a favourite so you can get to it quickly when you need it - help.cam.org

Training webinars

We offer free webinars to help you get the most from our assessments, including introductions to learn more about the assessments; assessment set up tutorials to show you how to use our platform; and report sessions to help you get the most from your data and reports. You can check for upcoming webinars and register here - cambridge.org/insight/training

Customer Service Team

Our friendly team are always happy to help. You can reach them by emailing:

insight@cambridge.org or calling;

+44 (0) 1223 790 122 (Monday to Friday, 08:30 to 17:00 UTC).

Accessing the assessment

You can access our assessment platform from our website (cambridge.org/insight), simply select 'Login' from the top right of the screen.

You will have different log ins if you use more than one assessment product. This pack focuses on our new assessment platform, which you'll use to access Cambridge Primary Insight.

The assessment window for Cambridge Primary Insight is 1 August to 31 August the following year.

Cambridge Primary Insight is completely flexible and may be used at any point of the school year. We know that some customers prefer to use it at the beginning of the year, to quickly gain an overview of what their students know and can do so that teachers can plan lessons and target their teaching more effectively. Others like to use it later in the year to obtain an understanding of students' attainment at the end of their programme of study. Using the assessment later in the year, on successive occasions, is also a popular way of measuring progress from the end of one year group to the next.

The age-equivalent scores and age-standardised scores are adjusted to allow for the chronological age of the students and the time of year that the assessment was taken. By doing this, fairer comparisons may be made between students of different ages irrespective of the time of year the assessment was completed.



What can I expect to happen over the course of a year?

1

Assessment opens

Cambridge Primary Insight opens on 1 August. If you use other assessments with us, you will find this does vary depending on the assessment, but usually happens in June or August across our assessment suite.

Once the assessment is open you can add students to the assessment and have students complete the assessment whenever you're ready.

2

Invoice generated

We will invoice you based on your registered numbers in September/October.

If you join us after October and plan to test by August, your first invoice will usually be produced within 30 days, and the following year you will fall into the September/October invoice cycle.

If you use more than your registered numbers we'll raise a supplementary invoice towards the end of the assessment window.

3

Subscription renewal

Your subscription will renew on 1 May, and we'll be in touch before then to see if you want to make any changes to your student numbers.

You'll need to let us know before 1 May if you want to cancel or make changes, but we will remind you about that closer to the time.

4

Assessment closes

Cambridge Primary Insight closes on 31 August. If you use other assessments with us, you will find this can vary depending on the assessment.

You will need to finalise your testing before the assessment window closes.



How does the assessment platform work?

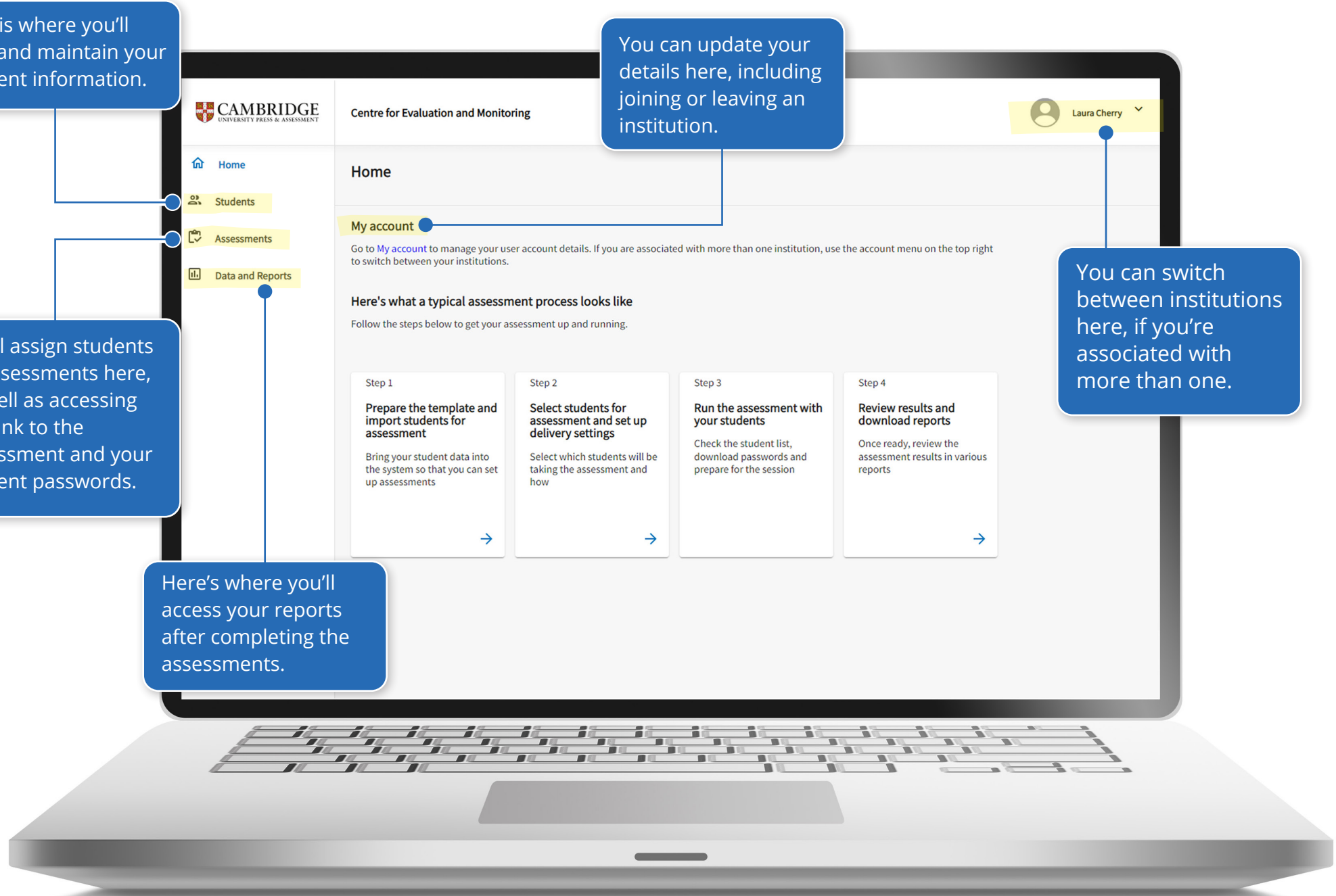
This is where you'll add and maintain your student information.

You can update your details here, including joining or leaving an institution.

You'll assign students to assessments here, as well as accessing the link to the assessment and your student passwords.

You can switch between institutions here, if you're associated with more than one.

Here's where you'll access your reports after completing the assessments.



What are the steps for completing the assessment?

1

Add your student information to our assessment platform

You'll do this in the 'Students' area of the platform. The quickest way is by uploading a spreadsheet, which you'll need to prepare in advance. You can get a template from our Help Centre. You also have the flexibility to add individual students manually too.

2

Assign your students to an assessment

You'll do this in the 'Assessments' area of the platform.

3

Plan for the day

Some of the things you might want to do in advance:

Access your student passwords (you can print them too).

Review our student and teacher 'day of assessment' guides (which you can find on the Help Centre) for more tips to ensure a smooth experience for you and your students.

4

Students access the assessment

Access is via a link, which again you will find in the 'Assessments' area of the platform.

5

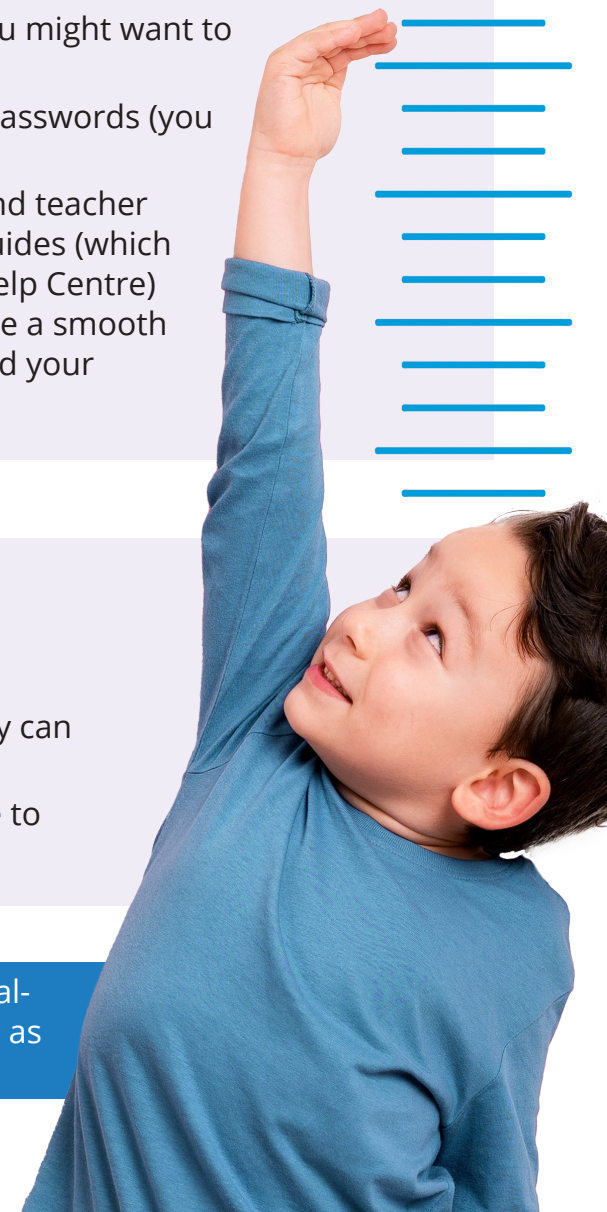
Students input their unique password

You get student passwords from the 'Assessments' area of the platform.

Once they enter their unique password, they're ready to go – they can follow the on screen prompts and begin the assessment.

The results will be automatically returned to us and you'll be able to view results almost instantly.

Check your tech – you can find technical requirements on our website (cambridge.org/insight/general-technical-requirements), and you can complete a trial assessment to make sure everything is working as expected



What does the assessment look like?

If you're wondering what sort of questions students will be asked, we have included some sample questions below. There are 5 modules, and students will select each module from a list of outstanding modules.

Reading

In the reading module there are three sections: word recognition, word decoding, and comprehension.

Word Recognition

ties treis

tris

tries trees

↺ Again

Word Decoding

mote mort

mott

moter moot

↺ Again

Comprehension

Underground

Some animals make their homes underground. These place are hidden house

and safe. They're It are warm in winter. They

Badgers dig tunnels in the holes. grass. At the end of there on the tunnel, they make

Badger Badger soil. At the end of there on the tunnel, they make

a big hole to sleep in. Their badger's home is call near a sett. They

↺ Again Next »

Spelling

In the spelling section, students will hear a word and are asked to provide their answers using the on-screen keypad.

Spelling

a b c d e f

g h i j k l m n o p

q r s t u v w x y z

space back

↺ Again Next »

Maths


There are 4 question categories in the maths module:

- Numbers 1 (counting, informal arithmetic, partitioning and place value, fractions)
- Numbers 2 (sorting, patterns, problem solving and algebra)
- Measures, Shape and Space (2d and 3d shapes)
- Data Handling (interpreting charts, tables and lists of data)

Students will hear the question and be asked to select their answer. There are often images to help them visualise the problems.

Mathematics

Tia puts sweets into bags.



She puts 100 sweets in each bag.

How many sweets does Tia have altogether?

35 305 335 355

↺ Again

Arithmetic

This module has stopping rules in place, so progression through this module is dependent on how a student is answering the questions. Some students will not see questions from all four operations: addition, subtraction, multiplication and division.

Pen and paper should not be used for this section.

Arithmetic (Practice)


$1 + 1$

1	2
3	4

Now click or tap the answer!

Developed Ability

Picture Vocabulary



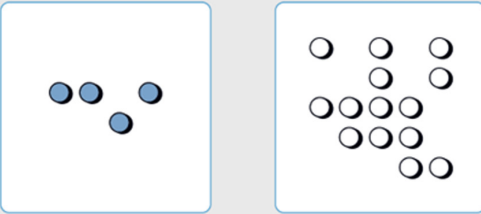
comet

↺ Again

There are two sections in the developed ability module. In the first, they are asked to choose the picture they think best matches the word they've been given.

The second section is pattern matching and this is timed. Students are told they have 7 minutes to do as many pattern matches as they can, but no timer is displayed on screen. "Time almost up" displays on the screen shortly before it ends. You might want to talk to the children about this section before they do the assessment. If they don't understand the task, they won't be able to progress beyond the example questions. There is an example question in the Help Centre that you can use to explain what to do.

Pictures



Next »

How do I get the most from the data and reports?

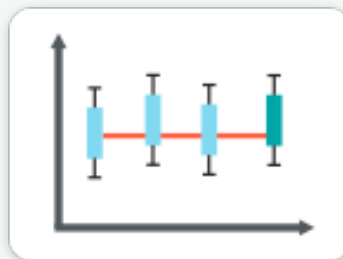
The data and reports you will have access to will vary depending on your package. You can find full details of what to expect in each package here <https://www.cambridge.org/insight/primary-insight>

Here is an overview of our Cambridge Primary Insight reports:



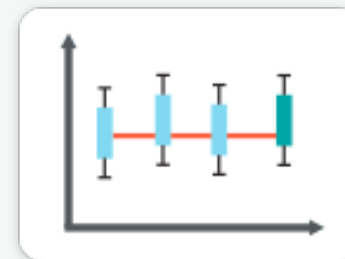
Summary of Scores

This report allows you to view the assessment outcomes for your students as age equivalent and age-standardised scores.



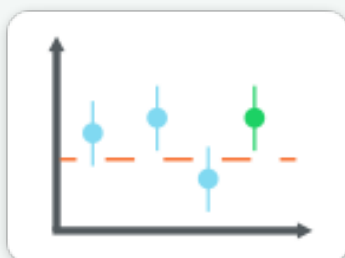
Year Group Overview

This report provides a simple view of the distribution of assessment scores for each year group across your school.



Individual Progress Report

This report shows the progress that a student makes over a period of time.



Individual Student Report (ISR)

This report provides a simple graph and a table showing the outcomes for an individual student in each of the assessment sections completed. *Outcomes will be presented at section level in Plus package, and at module level in Core package.*



Report for Parents and Guardians

This report provides a simple graph showing the assessment outcomes for an individual student together with descriptive text explaining to parents and guardians the purpose of each section in the assessment. *Only available in Plus package.*



All scores' CSV available

An 'All Scores' csv. download is also available from the Downloads tab with the Data and Reports section, which will download all scores for all students who have completed the assessment in the chosen academic year.

Top tips



Simple to use filters allow you to quickly create detailed and comprehensive reports.

To ensure the information shown to you is relevant and concise, you are asked to specify the content you want to view before a report is displayed. Data may be filtered for academic years, individual students, classes and year groups. The filters also allow you to choose to view reports displaying age equivalent or age standardised scores.



Age-equivalent scores are useful for many teachers and parents as they provide a simple and personalised measure for a student, regardless of their age, relative to the other students in the same year group.

It is a measure that can be compared easily to a known benchmark (the student's actual age) without the need for an understanding of more complicated statistics. It is common to see minor differences between a student's actual age and their age-equivalent scores for each module and minor differences should not be over-interpreted. Large positive differences (the age-equivalent score is six months or more greater than a student's actual age) are indicators that a student is performing very well. Large negative differences indicate that the student is likely to require additional support in a particular area.



At a high level, age standardised scores allow you to review whether a student's performance is in line with performance of the average child at their age when they took the assessment. A common misconception is that students who achieve a score of 100 (for example) for two consecutive years have not made progress, when in fact it indicates they have made the amount of progress typically shown by students of their age between the two assessment points. Minor differences between scores from successive assessment points (positive or negative) should not be over-interpreted. For example, if a student has scored 95 in Arithmetic in one assessment and 90 in the same module the following year, this is a relatively minor difference and the student was performing at a very similar level on both occasions. However, if a student scored 95 in the first assessment and then received a score of 112 the following year, the student has made better than expected progress. As a general rule, differences between scores of more than about 15 should be regarded as noteworthy.



Teacher Guidance offers help when interpreting data for individual students.

Commentary is provided (for Plus package users) based on the range of a student's scores in the different sections of the assessment.



We know some schools like to compare our data alongside data from their Management Information System (MIS). Although there is currently no direct link, data can be downloaded as a .csv file and then combined with MIS data.

If you're unfamiliar with the differences between age standardised and age equivalent scores, you can find lots of information in our Help Centre, or you can join one of our free webinars (see beginning of pack for details).