



## Subject Area: Learning Support      Year Group Focus: AC Group

To research and implement a new assessment for reading accuracy, ensuring that all students taught within the AC Groups are able to show progress, that the assessment is appropriate to their ability level and that results can be used to inform future planning.

### Project Challenges

- Previous assessments seem out of date and do not link to what mainstream English classes complete.
- The Salford Reading Test does not seem accurate and the pupils do not seem to make much progress using these as the content is not appropriate.
- The Salford Reading Test also lacks any form of extension or challenge once the higher tasks have been completed.

### Project Aims

- To ensure a new reading assessment is in place and is used effectively to measure students' reading ages and inform provision.
- Research different reading assessments aimed at low ability students and those with SEND.
- Implement the new assessment
- For students to feel more confident and make sure they develop their comprehension.
- To encourage students to read for pleasure

### Research

My research included contacting schools and finding out which assessments they have had successes with. Many schools did not get back to me despite contacting them on a number of occasions.

Primary School	Reading	Assessment
Roe Lee	ORT	NFER reading papers
St James' C of E Primary	Accelerated Reader	
Brookhouse , Blackburn		Talk For Writing
Holy Souls	Read Write Inc	
St Gabriels		
Lammack	ORT , Big Cat Collins	
Cedars		
QEGS	Accelerated Reader	

Secondary School	Reading Program	Assessment
Cross Hill, Blackburn	Read Write Inc, Rapid Plus	
St Wilfrids' Blackburn	Accelerated Reader	
Witton Park, Blackburn	Accelerated Reader, Read Write Inc	Lexia
Blackburn Central		Lexia
St Bede's , Blackburn	Accelerated Reader	

Subject Area: Learning Support

<https://www.nature.com/articles/s41539-017-0010-9>

Stephen J. Howard, published 29<sup>th</sup> August 2017

<https://www.tes.com/news/tests-every-sendco-should-have-their-assessment-toolkit-sponsored>

TES Author, published 8<sup>th</sup> May 2017

<https://www.gl-assessment.co.uk/case-studies/using-gl-assessment-data-with-educators-and-leaders-to-drive-high-achievement/>

Jonathan Bishop.

## **Brief Summary of approach and timescale**

### **Stage 1:**

- Contacting local schools to find out about the assessments that are used. This took a lot of time, especially when making follow up calls and emails. Some schools were really good at sharing ideas but others were not so forthcoming. It has been a good exercise as I have made contacts within other schools and have been given some excellent advice for both reading schemes and assessments.

### **Stage 2:**

- Trialling NGRT assessments alongside Year 7. This made the most sense in order to be able to make comparisons with the mainstream students.
- Contacting other schools took longer than anticipated due to the lockdown; assessments had to continue despite the research.

### **Stage 3:**

- After gaining recommendations about assessments and feedback on certain resources, I have spent time looking into what is appropriate for our students. Obviously, assessments cannot happen too frequently, so I will continue to evaluate what we have and try new techniques and resources in the future. There is also a cost implication for many of these assessments, so it is not viable to trial them all.

### **Stage 4:**

- Reviewing the results and appropriateness of the assessments.
- Audit the reading material for the AC Group and encourage students to read for pleasure.
- In order to cater for our students' varied interests and to sustain their enthusiasm as they develop their reading skills, we have built up a large selection of books from many different publishers. These include Oxford Reading Tree, Fireflies, Project X and Usborne Young Readers. I have banded them into colours using the book banding system and our professional judgement.

## **Key Learning (How this has worked in Learning Support)**

- This is not a short-term project. There are so many options and opinions to consider that much more time is needed to consider what the best way forward is.
- The NGRT assessments that are being used link into what students in mainstream are doing, so this gives us the ability to see how the AC Group compares ability-wise.
- The test gives us a more in-depth analysis of the students' level and seems to be more challenging than the Salford Reading Tests.
- The content is more appropriate for the children, it interests them more than previous tests which are outdated.
- Spelling age is also given which means we have more data to inform future planning.
- However, I am not convinced that the lowest ability students are able to make more progress with it.

## **How will I know if I have been successful?**

- Students will show progress and we will be able to compare students to those in their own year group.
- Students will be clear on the expectations of the assessment.
- Students' understanding will be analysed more closely and I will get a clearer idea of what needs to be planned for in the future.

**A special thanks to Sarah Belshaw for the contribution to this issue of the bulletin.**

**If you have any questions or wish to learn more about the projects, please let myself or Sarah know.**

**Thank you - Marie Claire**