

ASSESSMENT AND INTERVENTION TOOLKIT

At St John's we use the following assessments to provide information about children's learning.

Many of these assessment tools are standardised which means that the results are compared against a sample of individuals of the same age. It is important to recognise that these assessments only provide a 'snapshot' of a learner's abilities on that day as they can be influenced by other factors.

If a learner has a significantly low score in a particular area, this doesn't always mean that they have SEN as learners can fall behind their peers for lots of reasons. If you have any concerns about your child's score, please contact their class teacher in the first instance who will be happy to discuss the results with you.

READING ASSESSMENT

Salford Sentence Reading Test

Salford requires pupils to read sentences of increasing difficulty and answer questions about what they have read. Pupils get a reading age and a comprehension age

READING INTERVENTION

Rapid Reading

Rapid Reading uses a huge collection of finely levelled fiction and non-fiction books around topics and themes that your children will love.

Available as printed books or online, the online world offers an extra layer of motivation and confidence-building, with read-to-me and read/record functions, cool animated characters that support the reader with instruction and feedback, plus online assessment and reporting data that helps you keep children moving at exactly the right pace for them.

Approved by the British Dyslexia Association and proven by the NFER to more than double pupils' progress in reading, Rapid is a reading intervention programme that you can trust to really work.

SPELLING ASSESSMENT

Young's Parallel Spelling Test

Set of graded, parallel spelling tests, which enables the charting of pupil's progress in spelling from Year 2 to Year 7. Banks of sentences allow selection of twelve matched tests with no overlap. Each word is dictated within the context of a sentence. Gives standardised scores for ages 6 years 5 months to 12 years 11 months, plus spelling ages from 6 years to 15 years of age. Measures children's progress in spelling over time. Could be used for screening/ identification of children failing to make progress. Can be used to provide entry and exit measures in order to evaluate the effectiveness of an intervention at child and group level.

SPELLING / PHONICS INTERVENTION

Rapid Phonics

It's never too early or too late to fill in the gaps in phonic knowledge. Rapid Phonics makes catch-up sessions quick, memorable and fun from year 1 to year 6. Rapid Phonics has been proven to work - even for children who have struggled on other phonics programmes.

This unique catch-up programme includes snappy lessons, lively age appropriate books and fantastic software to build confidence and fluency

WRITING INTERVENTION

RAPID WRITING

Rapid Writing contains pupil writing logs for small group and independent writing sessions, text-to-speech software for independent story writing practice and teaching guides to help make every writing intervention effective. It is designed for use by SEN and struggling writers at KS2 (First/Second Level).

MATHS ASSESSMENT

Puma

It is designed for whole-class use and for pupils of all abilities. There are three tests for each primary school year, to monitor pupils' progress term by term, and provides reliable, predictive and diagnostic information.

MATHS INTERVENTION

1ST Class at Number

A light-touch intervention for children who need a helping hand

1stClass@NumberTM is an innovative, highly effective mathematics intervention. It is delivered by trained teaching assistants to small groups of children who have fallen behind at mathematics. It helps them to get back on track and catch up with their peers. Over 8,000 children have taken part in 1stClass@Number since 2011, making average Number Age gains of 10 months in one term.

There are two versions:

- 1stClass@Number for children who are mainly in Year 2
- 1stClass@Number 2 for children who are mainly in Years 3 to 4
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Every child has three 30-minute **1stClass@Number** lessons per week for 12-15 weeks in a small group, while continuing to take part in their normal class mathematics lessons.

Teaching assistants work from detailed lesson plans, adapting them according to information gained from structured assessments. They help children to think and talk about their mathematics. 1stClass@Number has a Post Office theme: children use letters, parcels, postcards and house numbers to support their mathematics and write postcards to tell their class teachers about their achievements. Teaching assistants are supported by a link teacher, who may be the Numbers Count teacher or another teacher chosen by the school. The resources for the lessons are all provided in a sturdy box and the school will only need to find a few items of mathematics equipment such as some cubes and coins.

Teaching assistants are carefully trained while they learn to teach 1stClass@Number. They receive a total of 3 days of training in their first term and two follow-up sessions in the subsequent terms