



**One school, four viewpoints:
what does effective
assessment look like?**



Who are we?

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Class Teacher

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Head of Learning
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Who are we?

Students



Gender of students

Boys and girls



Age range

3-11



Grades or year groups

FS1-Year 6



Number of students on roll

703



Number of Emirati students

5



Number of students of determination

21



Largest nationality group of students

UK

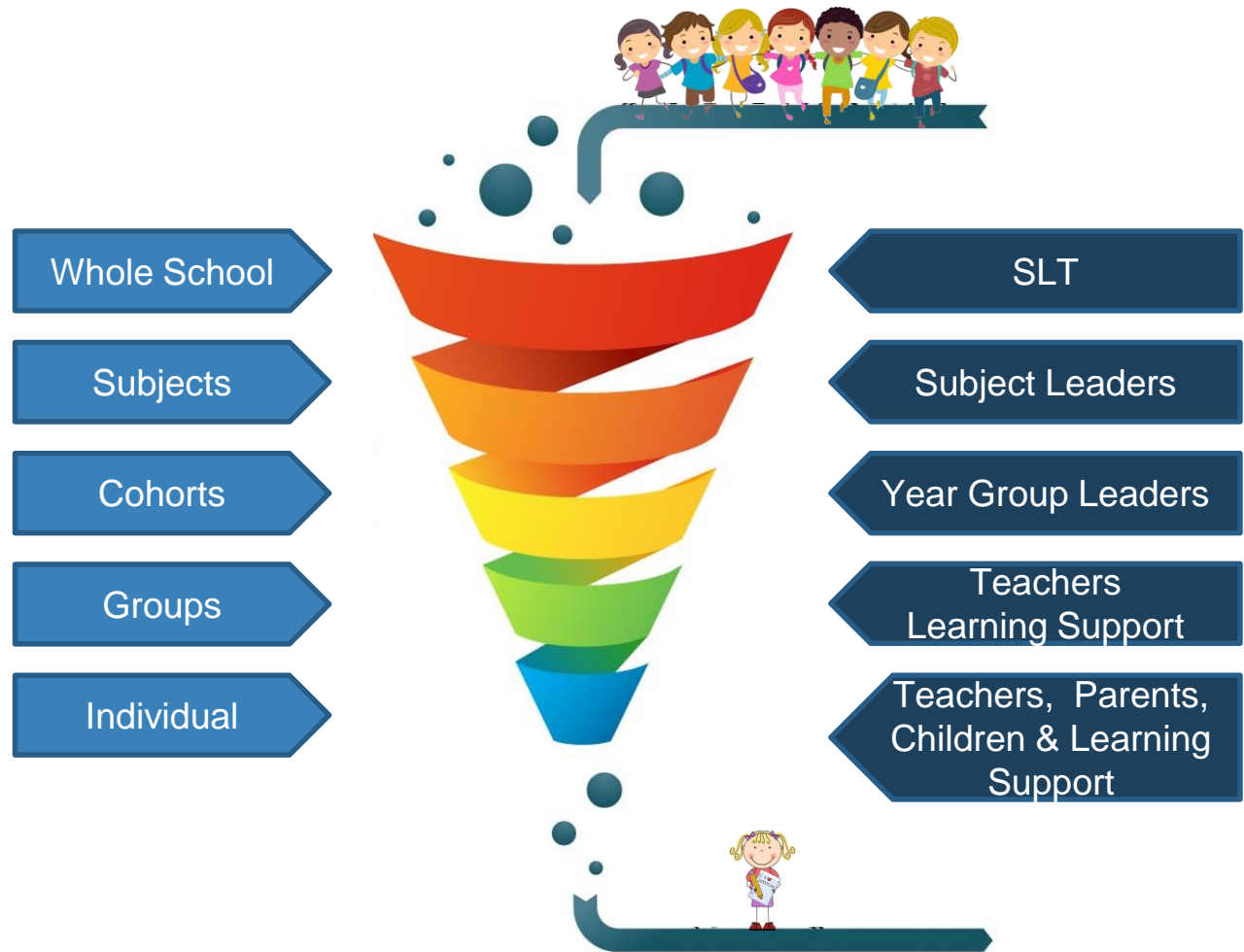


So What?

The focus of data analysis needs to filter down to the needs of **an individual child**, particularly those with additional needs.

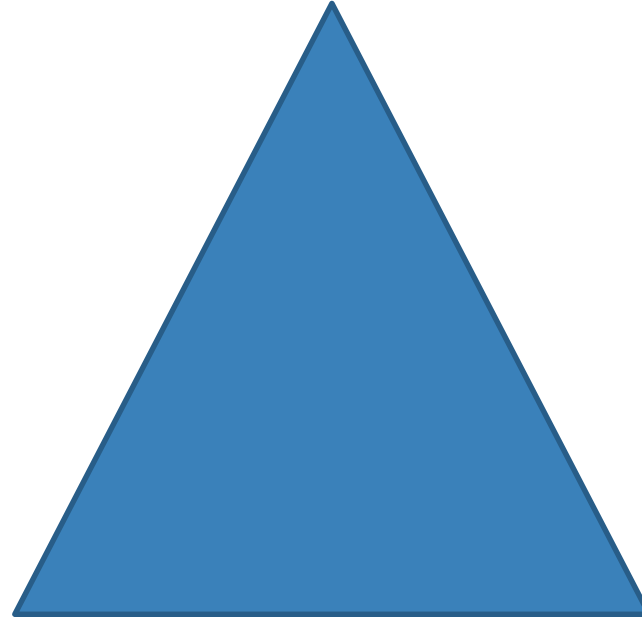


Get to know your students



**Get to
know
your
students**

Attainment



Aptitude

Attitude

The Rubix Cube Solution



CATs Rubix Cube Solution

CATs School Response

Class Teachers	Year Group Leaders	Learning Support	Core Subject Leaders	Senior Leaders
IDENTIFY INDIVIDUALS THAT MAY BE UNDER ACHIEVING	IDENTIFY YEAR GROUP TRENDS	IDENTIFY PUPILS THAT MAY BE AT RISK	IDENTIFY SUBJECT TRENDS	DOWNLOAD SENIOR LEADER REPORT
IDENTIFY INDIVIDUALS THAT MAY BE OVER ACHIEVING	IDENTIFY INDIVIDUAL PUPILS WITH SIGNIFICANTLY DIFFERENT SCORES	IDENTIFY PUPILS WITH UNEVEN PROFILES	COMPARE APTITUDE & ATTAINMENT	COMPARE SCORES WITH PREVIOUS CATs
CONSIDER CONTEXT	CONSIDER CONTEXT	CONSIDER CONTEXT	Specialist Teachers	REFLECT ON PUPIL PROGRESS FEEDBACK
CONSIDER ACTION	CONSIDER ACTION	CONSIDER ACTION	IDENTIFY PUPILS THAT MAY BE UNDER OR OVER ACHIEVING IDENTIFY GIFTED & TALENTED PUPILS	CONSIDER ACTION

1

IDENTIFY INDIVIDUALS THAT MAY BE AT RISK

Look for students that may have
SAS less than or equal to 85

2

IDENTIFY INDIVIDUALS WITH UNEVEN PROFILES

Check for students with spikes or dips in their scores
To begin with, use SAS=20+

V = 85
NV = 123
Significant
Difference

3

CONSIDER THE CONTEXT

Are there any surprises?

These pupils may be well known to you and provision in place.
AEN/SEN/EAL/Current Provision/Screening Data
These scores can provide another piece of your jigsaw.
However, these scores may require further investigation.

Lucid **COPS**
Cognitive Profiling System



YARC

PASS

PT SERIES

4

CONSIDER ACTION

1. Undertake further assessment where required.
2. Plan intervention provision for pupils where needed.
3. Conversations instigated with class teacher, parents and SLT where needed.



Get to
know
your
students



Get to know your students

**Summative
Assessment**



AFL



**Low stakes
testing**

**Learning
Conversations**



Classwork



**External
Testing**

Get to know your students

Summative Assessment



'Screener' Testing

Observations



**Parent views/
family context**



External Testing

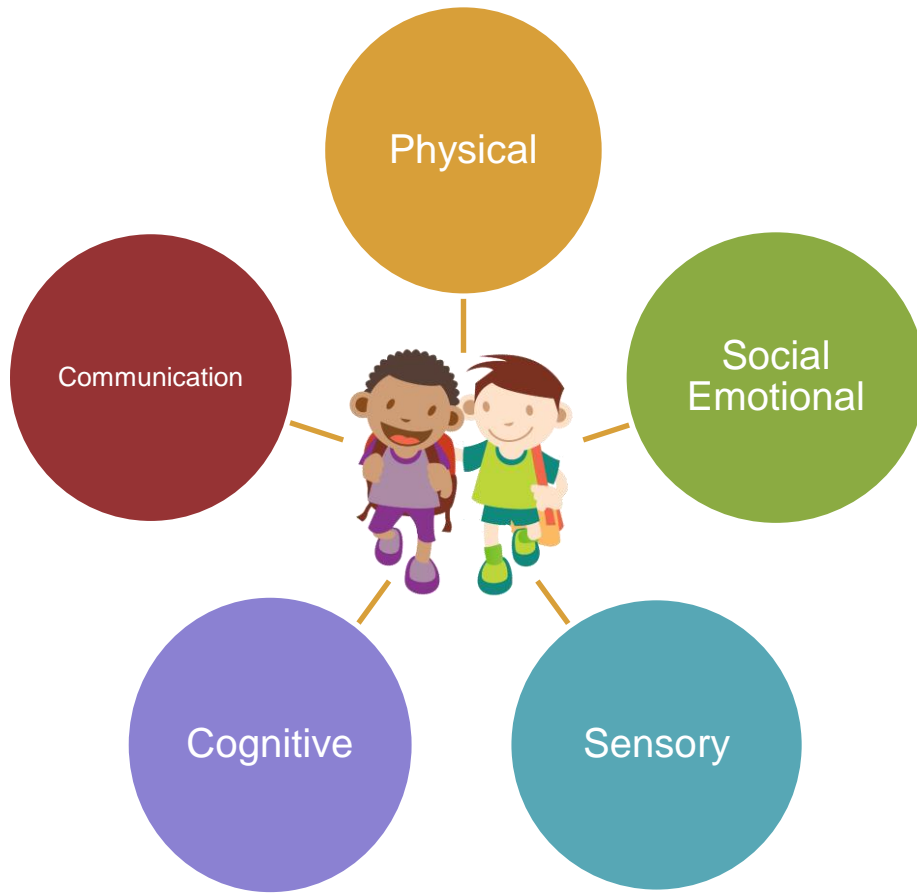
**Well-being
conversations**



**Learning
Conversations**



Get to know your students



Get to know your students

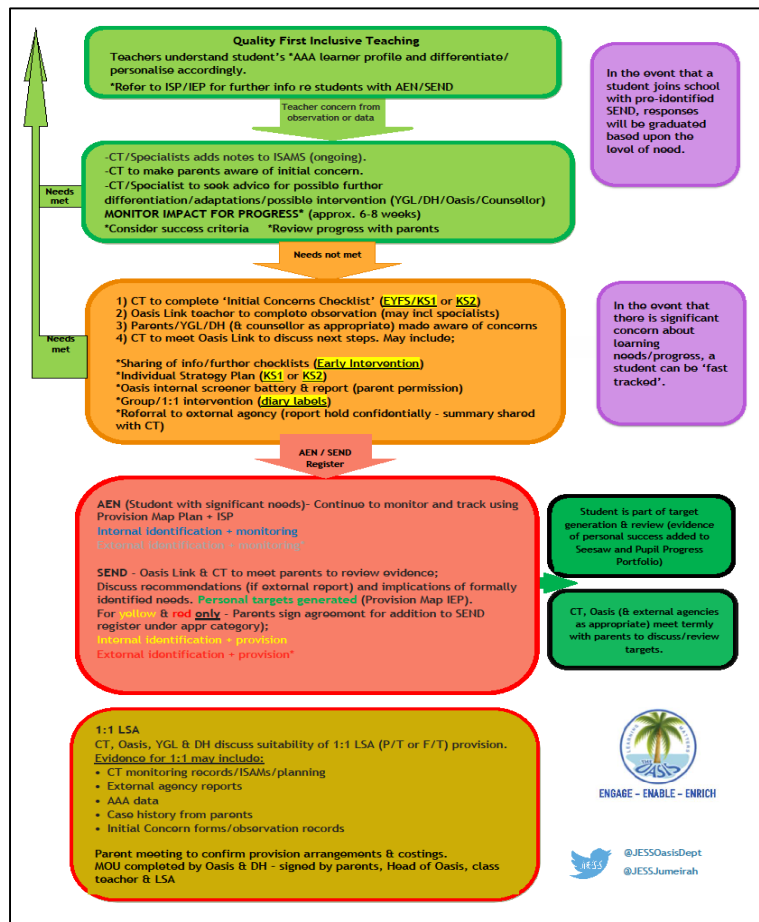


@EmmaDibden

Identification Flowchart

An effective approach to early identification

@EmmaDibden



E of Y1		E of Y2			E OF Y3									E of Y4				E of Y5									E of Y6			
					CAT4A													CAT4B												
PTE	PTN	SW	PTE	PTN	SW	Ve	Qt	Nc	Sp	PTE	PTN	PT	SW	PTI	PTI	PT	SV	Ve	Qu	Nc	Sp	PT	PTN	PT	SW	PTI	PTN	PT		
100	99	102	103	102																										
101	94	70	90	92																										
84	85	91	88/91	88/85																										
101	103	94	111	108	88	85	87	94	76																					
81	91	77	92	95	86	91	97	77	90	93	93	114	85																	
81	92	92	90	94	83	78	90	91	100	94	104	116																		
91	96	83	87	104	80	96	94	99	89	86	88	89	---																	
			117	98	93	115	107	101	103	89	110	113	86																	
96	107	113	122	81	104	82	101	90	113	90	85	85																		
96	97	97	108	94	85	96	83	86	111	86	93	93																		
119	109	120	116	110	106	96	97	112	123	112	128	123	107																	
75	99	78	103	123	79	100	118	107	108	95	107	132	84																	
																						95	102	114						
		101	110	101	102	109	105	106	107	114	104	135	105	103	92	97		93	97	15	105	106	93	105						
														88	93	104		95	111	124	111	82	96	89						
						93	97	92	101	98	90	103	80	106	91	114		95	82	95	85	94	101	106						
						91	123	104	124	83	107	91	90	95	114	116		101	114	118	105	94	105	113						
		90	96	102	83	86	76	101	84	83	89	108	87	99	90	104		77	73	100	94	80	98	94						
														141	136	133	126	112	118	98	104		119	121	107					
93	101	97	115	121	92	105	118	111	112	100	106	112	111	97	121	115	114	97	121	115	114	103	111	131	90					
97	75	107	99	81	106	88	87	91	95	110	90	101	100	106	89	92	107	94	73	78	74	108	93	105	116					
84	89	90	90	82	83	90	91	86	81	94	101	135		101	96	112	77	85	82	76	89	98	85	132						
104	110	117	116	119	131	126	141	134	141	120	123	141	116	129	135	141	117	131	130	137	141	132	141	120						
100	101	102	107	96	110	91	110	97	85	102	104	97	119	103	97	99	112	87	106	77	95	105	112	94						

Year on Year SEN/AEN

2021 LEAVER CAT 4

NAME	Verbal	Quantitative	Non-verbal	Spatial	High/Low differential	CONTEXT/ACTION
	88	113	91	70	43	EAL R-3B W-3B M-2S Y2 Oasis support for BRP Previous OT
	113	130	91	130	39	R-3B W-3B M-3B
	99	114	94	78	36	R-2S W-2W M-2S Y3 Oasis support for BRP
	97	115	107	131	34	R-3W W-3B M-3B Y3 Oasis support for fine motor
	97	98	82	115	33	R-2S W-3B M-2S Y2 Oasis support for phonics
	115	126	103	98	28	R-3B W-3B M-3B
	97	123	119	124	27	R-3B W-3W M-3B
	107	112	85	104	27	R-3B W-3B M-3B
	97	122	97	105	25	R-3B W-2S M-2S Y3 Oasis support for fine motor
	94	97	91	114	23	EAL R-3B W-3B M-3B
	107	87	97	109	22	R-2S W-2S M-2S
	80	100	93	102	22	R-3B W-3B M-3B
	78	90	91	100	22	AEN R-2W W-2B M-2B Y2 Oasis support for phonics, BRP & Maths Y3 Oasis support for phonics, Maths & Clicker 7/pre-learning
	96	96	74	91	22	R-3B W-3B M-2S
	84	103	105	99	21	EAL R-2S W-3B M-2S Y3 Oasis support for fine motor
	81	104	82	101	20	R-3B W-2S M-2S Y2 Oasis support for BRP Y3 Oasis support for Clicker 7
	91	97	77	90	20	AEN R-2W W-2W M-2S Y2 Oasis support for maths & Meemo Y3 Oasis support for BRP, Maths & Clicker 7
	87	106	100	92	19	R-3B W-3B M-3B
	110	117	99	105	18	R-3B W-2S M-3B Y2 Oasis support for phonics& writing
	104	101	86	96	18	R-3B W-3B M-2S Y2 Oasis support for writing Y3 Oasis support for phonics
	90	92	95	108	18	R-2S W-2W M-2S Y2 Oasis support for phonics, BRP & Maths Y3 Oasis support for BRP
	89	106	95	105	17	R-2S W-2S M-3B Y2 Oasis support for phonics, BRP & writing Y3 Oasis support for phonics & Clicker 7
	91	98	92	81	17	R-3B W-2S M-2S Y2 Oasis support for maths & phonics Y3 Oasis support for BRP
	105	112	96	93	15	R-3W W-3B M-3B
	110	106	96	97	14	R-3W W-3B M-2S Y3 Oasis support for TLP
	99	95	94	109	14	R-3B W-2S M-2S Y2 Oasis support for phonics & Maths Y3 Oasis support for phonics
	104	100	91	98	14	R-3W W-3W M-3B
	94	85	96	83	13	R-3B W-3B M-2S Y2 Oasis support for BRP
	97	108	109	99	12	R-3B W-3B M-3B
	90	88	94	100	12	EAL R-3B W-3B M-3B
	83	91	94	91	11	EAL R-2W W-2B M-3B Y3 Oasis support for BRP & Clicker 7
	101	106	96	106	10	R-3B W-3B M-3B
	100	99	96	106	10	R-3B W-2S M-3B Y3 Oasis support for fine motor
	96	94	99	89	10	EAL AEN R-1S W-1S M-2B Y2 Oasis support for phonics, RR, OG, Meemo & Maths Y3 Oasis support for TLP & Maths
	105	107	102	98	9	R-3B W-2S M-2S
	90	99	92	95	9	EAL R-3B W-3B M-3B
	96		101			EAL R-3B W-3B M-2S
	93		97			R-3B W-3B M-3B

Concerns checklists

An effective approach to early identification

Initial -Concerns FS – Class Teacher



Date form submitted:	Date student joined JESS:	
Name	D.o.B.	Age
Class	Class teacher	
EAL: Y/N	Lang spoken at home:	
Any known outside agency/support involvement:		
Has class teacher made parents aware of concerns? Y/N Date (if yes):		
Has vision been checked?		Has hearing been checked?
Primary cause for concern:		
What steps have already been taken in class to meet the needs of the student?		
Strengths & Interests:		

Please use the following key and tick the number next to the statement that best describes its regularity (or severity) during a full week, rather than a single day. Some of the descriptors are best judged by their severity (in brackets) rather than their frequency. Remember that your judgements should be made in relation to class/age related expectations.

- 1 - Very often (or severe)
- 2 - Regularly (or moderate-severe)
- 3 - Sometimes (or moderate)
- 4 - Seldom (or minimal)
- N/A - don't know or never

Self Care and Self Management

	1	2	3	4	N/A
Difficulty unpacking/packing schoolbag					
Difficulty eating snack and lunch independently, and tidy up after self					
Difficulty with taking shorts on and off when getting dressed					
Difficulty when putting shoes and socks on					
Difficulty with washing and drying hands					
Difficulty using toilet independently					
Difficulty with communicating personal needs to an adult					
Additional Comment:					

Speech & Language

	1	2	3	4	N/A
Speaking skills noticeably behind peers (not EAL)					
Difficulty recognising rhyme &/or producing rhyme					
Difficulties in understanding spoken language (not EAL)					
Spoken vocabulary is limited (EAL a factor Y / N)					
Difficulty with word retrieval – eg. speaks very slowly, repeats self, uses words like <i>thing, you know</i> .					
Articulation issues (some sounds produced incorrectly)					
Difficult to understand speech (unclear/mumbles)					
Unable to express needs or communicate effectively (Expressive language)					
Speaks infrequently					
Additional Comment:					

General Processing

	1	2	3	4	N/A
Poor organisational skills					
Difficulty with following instructions					
Disorganised thinking /behaviour					
Poor short term / long term memory					
Difficulty processing instructions given (not EAL)					
Difficulty with tasks requiring sequencing					
Appears disorientated					
Appears unmotivated					
Additional Comment:					

Concerns checklists

An effective approach to early identification

Fine and Gross Motor Skills

Hand used for writing:	Right	Left	Not established yet				
			1	2	3	4	N/A
General physical awkwardness – walking, running, getting off the floor, table work							
Reluctant to participate in PE activities , or active physical play in playground							
Poor hand and eye co-ordination eg colouring, staying between/on lines, threading,							
Poor short term / long term memory							
Poor fine motor skills eg cutting, holding pen/mark making, drawing recognisable images							
Poor sitting position eg W/M sitting, slouching, leaning, lying, rolling, constant moving							
Additional Comment:							

Sensory

	1	2	3	4	N/A
Appears over excited or under motivated at times					
Demonstrates self-stimulatory behaviours (e.g. flapping, spinning)					
Will avoid tactile experiences					
Will seek tactile experiences					
Dislikes noisy environments					
Has specific food preferences					
Very distractible, has difficulty focusing or concentrating on any activity					
Additional Comment:					

Social and Emotional Behaviour

Play is mainly:	solo	parallel (alongside)	co-operative (attempted)				
			1	2	3	4	N/A
Not following instructions – oppositional OR language?							
Physical aggression – biting / pushing / hitting / kicking							
Often focusses on or is pre-occupied with one topic or idea							
Impulsive behaviour, lack of reflective thought prior to action							
Difficulties coping with changes to routine							
Low tolerance - easily frustrated							
Difficulties forming and maintaining relationships - dominant/easily led/withdrawn							
Overly excitable during group play							
Inappropriate display of affection							

Behaviour often inappropriate for situations						
Failure to see consequences of own actions						
Easily led by peers						
Dominates peers, not always kindly						
Variation in mood and responsiveness more than expected for age						
Poor adjustment to environmental changes						
Lags in developmental milestones - emotional and maturity						
Additional Comment:						

Signed

Class teacher: _____ Oasis Link Teacher: _____

Screeners Report

An effective approach to early identification

Learning Profile Summary

Student:
D.O.B:
Age:
Date of test:



*** was referred to the Oasis Department for assessment to ascertain if she is achieving to her potential in learning.

Current Teacher Assessments:

Date	Reading	Writing	Math	Science
May 18	3C	2A	3C	3C

CAIs Profile: Standard Score (90 – 110 average)

The Cognitive Ability Test gives an indication of a child's potential in the elements associated with learning.

Date	Verbal (words)	Quantitative (number)	Non Verbal (reasoning)	Spatial (visual reasoning)
May 18	103	105	111	103

LASS

*** completed the LASS Assessment for students aged 8-11. This computerized diagnostic assessment provides information about cognitive strengths and weaknesses and produces an individualised cognitive profile. The assessment is also a useful predictor of possible literacy difficulties. The cognitive profile helps to determine teaching strategies and learning activities which are appropriate for the individual.

***'s focus and attention throughout was good.

*** attained the following results in the LASS –

Subtest	Focus	Standard Score (average standard scores lies in the range 90 - 110) Below 88.5 indicates need for intervention.
ATTAINMENT		
Single word reading	Sight words	90
Sentence reading	In context	92
Spelling	Single words	86
DIAGNOSTIC		
Haunted Cave	visual memory	115
Mobile	auditory sequential short term/working memory	95
Non Words	phonic decoding skills	115

Segments	phonological processing	93
SUMMARY OF ABILITY TEST		
Non-verbal reasoning		95

Summary of table:

- *** shows a visual over auditory sequencing strength.
- ***'s profile is 'uneven' although the large majority of scores are within or above average range.
- *** appears to have a specific challenge with spelling (SS86).
- Most scores appear to correlate with her current reading and writing levels. Her current Teacher Assessment reading level is slightly higher in comparison to her scores on this particular screener.

York Assessment of Reading Comprehension.

A paper based assessment developed to assess the accuracy, rate and comprehension of oral reading skills. The process of reading draws on many sub-skills. YARC assesses three of these components:

- Decoding (reading accuracy)
- Fluency (reading rate)
- Text comprehension (literal and inferential meaning).

During the reading comp sub-test the student is able to go back to passage to find answers rather than retrieving from memory.

	Standard Score (90 – 110 average) Below 88.5 indicates need for intervention.
May 14	
Accuracy	101
Rate	115
Comprehension	109

Summary:

- The York Assessment of reading for Comprehension indicates that ***'s reading accuracy is average; with her reading rate being of an above average pace.
- Her comprehension is scoring at a slightly higher level than her verbal cognitive potential indicators.
- When reading a more detailed text, rather than single sentences (a sub-test in the LASS), her comprehension score increases from low average to high average

Screeners Report

An effective approach to early identification

Single Word Spelling Test: (90 – 110 average)

Date	Standard Score
Sept 16	102
Sept 17	99
Sept 18	100

Summary:

***'s single word spelling progress has remained consistently within average ranges.

TAPs: Standard Score (90 – 110 average)

Date	Phonologic	Memory	Cohesion	Overall
May 14	99	90	85	91

Summary:

- *** found blending (SS85) of phonemes particularly challenging.
- Below average word memory (SS85) also indicates a challenge in retaining words in isolation.
- *** had difficulty in retrieval of literal information from sentences. When asked to infer and give greater depth to her answers she was able to answer with greater accuracy.

Independent writing sample:

- Writing is generally structured and organised.
- Evidence of some attempts at adventurous vocabulary (sighed, fantastic, creaky, smiles).
- Speech marks used – not consistently correct.
- 10% spelling errors.
- Majority of errors High Frequency words, _ed endings and missing syllables (surprised – spraced/ family – family)
- Capital letters for names are missing consistently.
- Over reliant on conversational speech at times.

Overall Summary

Internal assessment results indicate that *** has all the fundamental literacy skills in place and that her current levels are concurrent with her cognitive potential profile.

Her high average reasoning skills are enabling her to continue to develop her reading comprehension by thinking answers through in greater depth.

*** does not appear to be 'hearing or processing' a number of sounds when she is writing which could be impacting on her spelling in free writing as well as her literal retrieval during auditory input.

School Action:

- Oasis - to provide *** with access to IDL for school/home use.
- *** to be considered for HF spelling/phonic boost in T1 Y5 (segmenting/blending)
- Spelling resources to be made available for use of the summer break.

- Spelling strategies to be shared to establish preferred methods: for use in school and at home

Parental Action:

- **Audiology assessment**- To include auditory processing as appropriate
- **Word memory games** – Parent support sheet provided.
- **IDL online spelling programme** – To be introduced in school to confirm appropriate for ***.
- *** to consolidate phonic knowledge over summer break using spelling revision pack.
- **To improve weak phonological processing ability and phonic decoding skills**
 - Games / activities to strengthen the following skills:
 - Rhyming, alliteration
 - Segmenting words into syllables / blending syllables into words. (simple - /im/ and /ple/)
 - Segmenting words into onset and rimes (broom - /br/ and /oom/)
 - Blending onset and rimes into words (I say /br/ and /oom/. What word am I saying?)
 - Breaking down words into individual phonemes (hamper - /h/, /a/, /m/, /p/, /er/).
 - Manipulating sounds by deleting, adding or substituting syllables or sounds.
 - E.g., ... say can
 - Now say can without the /k/ - **an**
 - Say can with /m/ instead of /k/ - **man**.
- **Secure phonological processing skills indicate the ability to identify and process speech sounds through auditory and oral manipulation.**
- **Play word games**
 - Hangman, Scrabble and Wheel of Fortune
 - Make words from a larger word (i.e., FAMILIAR : l, a, am, ram, rim, air, arm, etc.).
 - Unscramble the word (i.e., ti = it, tbi = bit, amr = ram or arm) or the sentence (i.e., Sarah like I = I like Sarah.)

Please do not hesitate to contact me if you would like to have any further discussion on aspects of this report.

Emma Dibden
Head of Oasis
JESS Jumeirah

Name of child: ***

I/We acknowledge receipt of a copy of The Oasis internal assessment report following our discussion with

Signed: _____

Date: _____

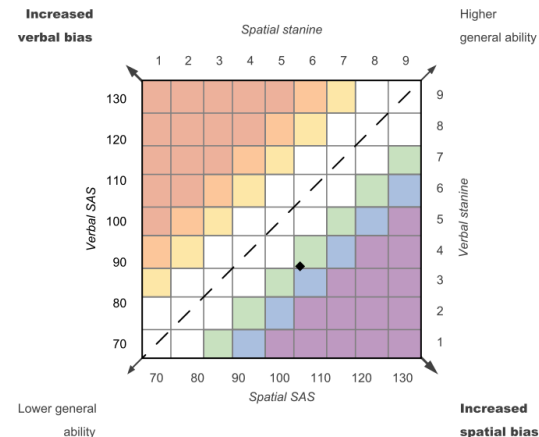
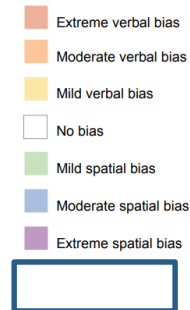
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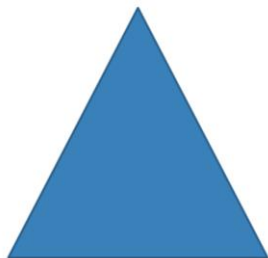
Child A	DoB: 23.2.10			
SWST Sept Y2:	92			
Teacher Assessment EoY2:	Reading: 2W	Writing: 2W	Maths: 2W	
EoY2 GL PT	English: 97	Maths: 108		
Screeners Results (Y3)	YARC: Acc: 92 Rate: 95 Comp: 100	TAPS: Phon: 97 Mem: 88 Cohesion: 95 Overall: 92	LUCID COPs: Zoid (VSM): 79 Rabbits (VSSM): 82 Toybox (VVAM): 97 Zoid's letters (VVSM): 99 Zoid's letter names (AVAM): 82 Races (ASM): 125 Rhymes (PhA): 83 Wock (AD): 99	

Scores

Battery	No. of questions attempted	SAS	NPR	ST	GR (/1)	SAS (with 90% confidence bands)													
						60	70	80	90	100	110	120	130	140					
Verbal	41/48	89	24	4	1														
Quantitative	36/36	106	66	6	1														
Non-verbal	48/48	95	37	4	1														
Spatial	36/36	105	63	6	1														
Mean	-	99	-	-	-														



Attainment



Aptitude

Attitude

Mean SAS: 99		Verbal SAS: 89		Quantitative SAS: 106		Non-verbal SAS: 95		Spatial SAS: 105						
	Probability of student:		Most likely scaled score achieved	'If challenged' scaled score achieved	reaching expected standard									
	reaching expected standard	reaching a high score/working at greater depth			reaching a high score/working at greater depth									
					10%	20%	30%	40%	50%	60%	70%	80%	90%	
Maths	82%	11%	103	106	<div><div></div></div>									
SPAG	65%	8%	102	106	<div><div></div></div>									
Reading	57%	5%	99	104	<div><div></div></div>									
Science TA	92%	N/A	N/A	N/A	<div><div></div></div>									
Writing TA	65%	3%	N/A	N/A	<div><div></div></div>									

CAT4A	Verbal: 89	Quant: 106	Non-verbal: 95	Spatial: 105
Ed Psych scores	Ability: Overall: 112 Verbal Comp: 113 Visual Spatial: 111 Fluid Reasoning: 109	Exec Function: Working Mem: 76 Proc Speed: 83	CTOPP: Phon mem: 101 Phon aware: 84 Rapid Symbol naming: 85	WIAT-III Reading Comp: 112 Word Reading: 89 Pseudo decode: 85 Spelling: 75 Numeracy: 90 Maths Prob: 101 Maths Fluency +: 81 Maths Fluency -: 87 Maths Fluency x: 100
EoY3 GL PT	English: 86	Maths: 111	Science: 93	

PASS

1	2	3	4	5	6	7	8	9
Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
37.7	8.2	5.0	15.9	72.0	22.6	28.7	23.7	5.6

An effective
approach to
early
identification



How do you define it?

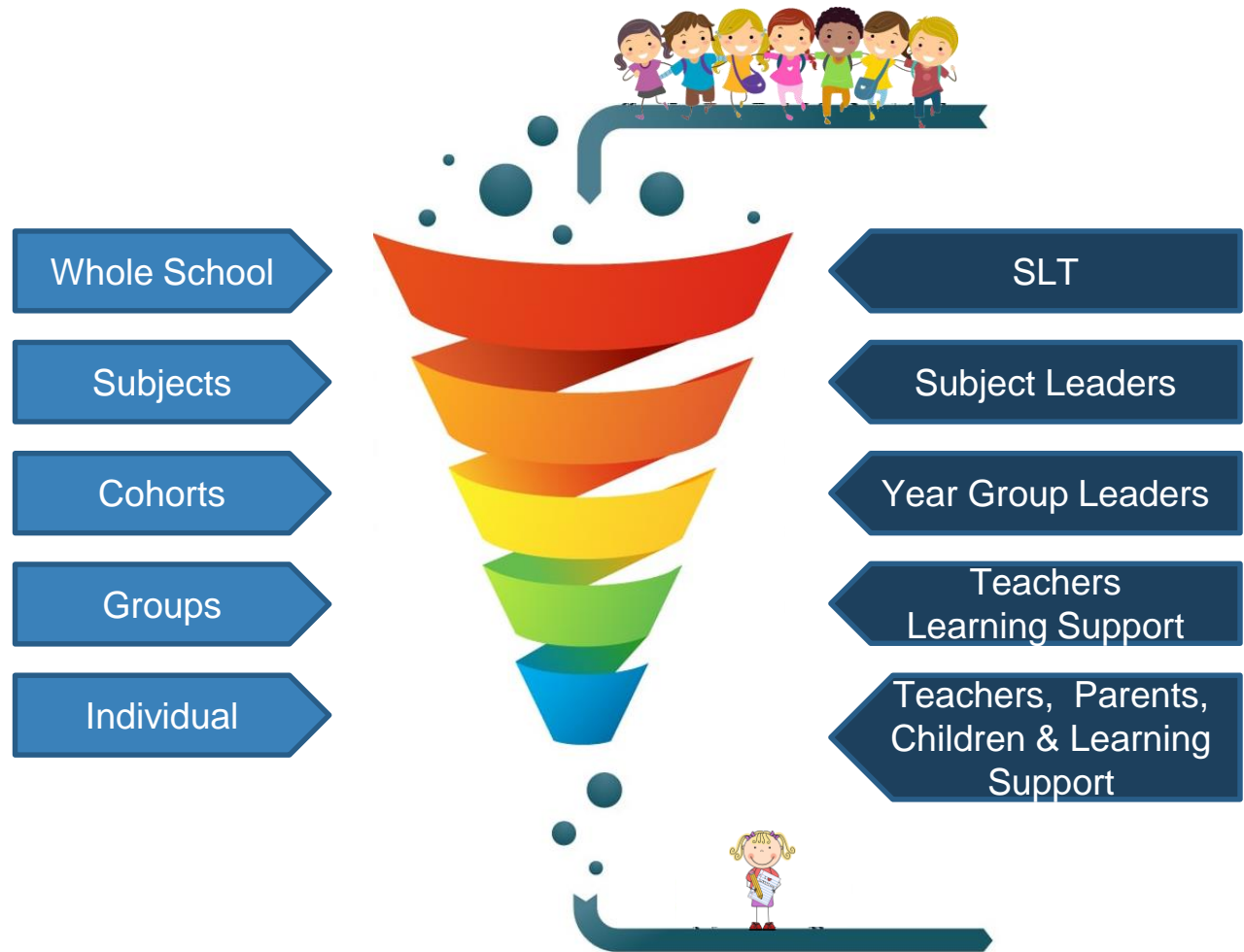
<p>Adaptation of materials</p> <p>Refer to BDA Dyslexia Style Guide in Strategy Library</p> <ul style="list-style-type: none"> Provide a visual word bank (Padle/Clicker 7) Ensure spellings to learn match phonics knowledge Adjust reading level of material Support text with visuals or recorded material Ensure worksheets are 'uncluttered' Make use of assistive technology (Clicker 7) Provide writing frames Encourage use of a personal dictionary Provide manipulatives <p>Adaptations to the environment</p> <ul style="list-style-type: none"> Provide preferential seating Provide a work station/quiet area to support focus. Support focus and attention by reducing visual stimulation eg around the IWB Allow access to self-regulation tools. <p>Accommodations in classroom management</p> <ul style="list-style-type: none"> Have clear and agreed classroom rules on display Display visual timetable Provide individual visual timetable Increase opportunities for physical movement Facilitate access to therapy/self-regulation equipment (OT or Oasis recommendations) Outline amount of work expected and check in at intervals Model/prompt appropriate behaviour Provide frequent feedback Use positive reinforcement Plan for access to sensory space in Oasis <p>Adaptations to classroom tasks</p> <ul style="list-style-type: none"> Pair with a good reader Pair with a good writer who can act as scribe during planning sessions (or teacher) Allow use of bullet points, diagrams, cartoons to present responses/planning Use concept mapping for student to add to as topic develops Allow use of i-pad (with keyboard) Allow use of voice to text software Allow use of text to voice software 	<p>Accommodations in modes of instruction</p> <ul style="list-style-type: none"> Support verbal instruction with visual aids Gain child's attention before giving instructions Speak at a slower rate using as few words as possible Pair with a good listener so they can check in with someone if they forget what to do Chunk instructions (with pauses) and ask them to repeat them back Be prepared to repeat instructions Re-word instructions if necessary (shorter/simpler sentences) Write instructions on the board so they can use as a checklist Provide concrete examples Support memory by providing a sequence of the lesson at the beginning Give extra time for oral responses Regularly review and revisit concepts Check frequently for understanding of task Reduce copying from board to a minimum Provide extra time to complete work. Note if this is given to inform AA in Year 6. Pre-teach vocabulary or terminology Pre-teach concepts Provide over-learning opportunities <p>Home Learning Accommodations</p> <ul style="list-style-type: none"> Post home learning on Seesaw Set up a buddy system. Phone a friend ☺ Explain home learning at beginning or during the lesson Allow time to write home learning in diary and check it is correct Clearly labelled box for home learning returns Reduce home learning expectations (for written tasks) Break projects into manageable tasks Negotiate extended time without penalty <p>Assessment Accommodations</p> <ul style="list-style-type: none"> For non-statutory assessments allow alternatives, such as oral presentations. Refer to recommendation(s) made by EP or other external assessor (OT, SLT) Mark for content NOT spelling/grammar when appropriate Provide reader/scribe for assessments Use assistive technology as appropriate
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ISAMS STAR	Tier	Response
BLUE	Internal identification + monitoring	Internal evidence* + strategies for QFT differentiation (ISP)
GREY	External identification + monitoring	External report + strategies for QFT differentiation (ISP)
YELLOW	Internal identification + provision	As above + additional provision (ISP+IEP)
RED	External identification + provision	As above + additional provision (ISP+IEP)

IEP targets sample

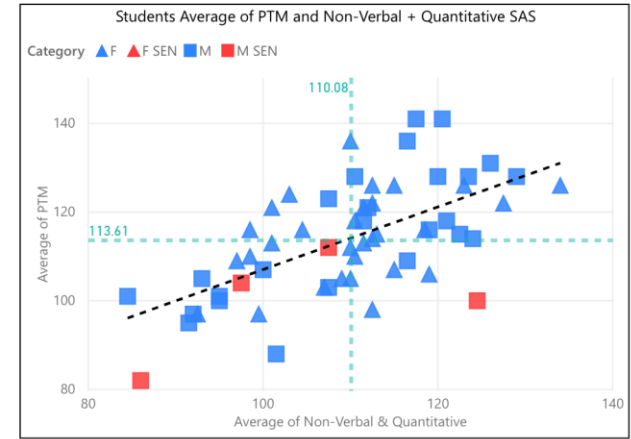
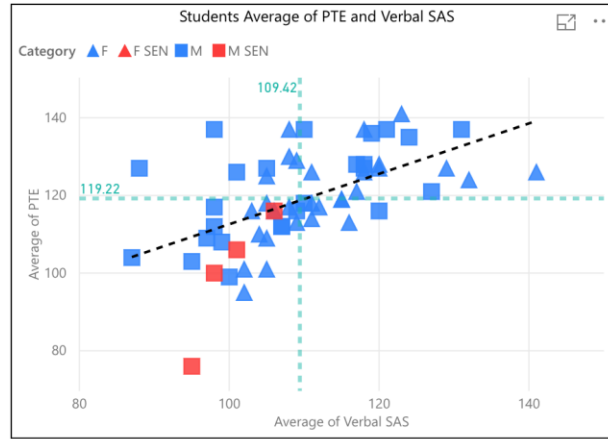
Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Writing	Use a mixture of simple and compound sentences.	Improvement in quality and quantity of written work.	Role modelling. Discussion of text and different types of sentences and their use.	
Taking Responsibility	Use your boogie board to record steps during teacher instruction.	can recall what he has to do.	Reminded to use boogie board. Told what to write initially. Prompted to tick off when things are complete.	
Editing work	Edit your own writing to include full stops and capital letters and to ensure sentences make sense.	Achieved 61% of time.	LSA support, checklist on boogie board. Read work aloud (only taking a breath when there is punctuation).	
Summary				
Parent / Guardian contribution				Parent / Guardian signature: _____
Pupil contribution				Pupil signature: _____

Get to know your students



Comparison of Individual Data against the JESS Average

Analysis of Individual Student Attainment With the JESS Average - CAT4 Vs Progress Tests

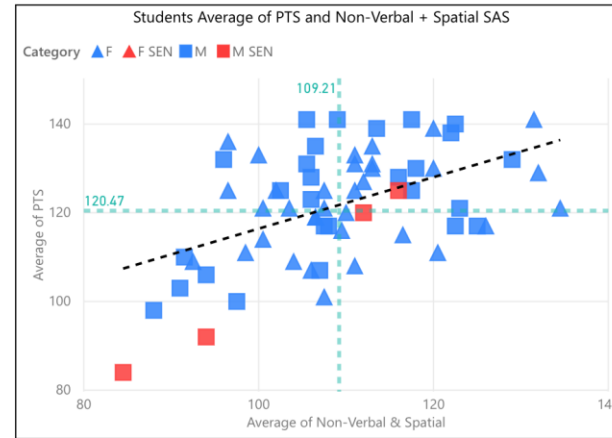


Tests To Compare

- ☒ CAT4a
- ☐ CAT4b
- ☐ PASS 2
- ☐ PT07
- ☐ PT08
- ☐ PT09
- ☐ PT10
- ☒ PT11

Cohort

- ☒ JJ 2018 Leavers
- ☐ JJ 2019 Leavers
- ☐ JJ 2020 Leavers



Focus
your
efforts on
the
So What?

So What?

- Get to know your students
- Dig deeper – look below the ‘surface data’
- An effective approach to early identification
- Collaboration - to add value
- Focus on the So What?