



## English: Statement of Impact

Date: 2020/2021

### **SPEAKING, LISTENING AND COMMUNICATION**

#### **EYFS, KS1 and KS2 assessment:**

We have introduced the NELI programme, screening all Reception children for Speech and Language needs. The programme is then followed to address and needs as identified.

We also currently screen all children in Y1 and Y3, using Speech Link and Language Link, plus any children in other year groups about whom we have concerns around Speech and Language.

These programmes are used to inform teacher assessment data. We are developing the use of tools on Curriculum Maestro to ensure accuracy and consistency of teacher judgments across the school and the Multi Academy Trust in Speaking and Listening.



Witheridge Academy | Brayford Academy | High Bickington Academy | Pilton Bluecoat Academy | Umberleigh Academy

Fore Street Witheridge North Devon EX16 8AH T: 01884-860518

admin@witheridge.devon.sch.uk www.teamacademytrust.com

Mr C Holding – Head of School



**English: Impact**

**Date: 2020/21**

## **READING**

### **EYFS and KS1 assessment:**

Children in EYFS and KS1 are assessed regularly in reading using a variety of formative and summative strategies, including:

- Read Write Inc. initial assessment
- Read Write Inc. end of unit assessments
- Running Records (Benchmarking)
- Effective questioning
- Observation and conversation
- Y1 Phonics Screening
- KS1 Reading SATs

### **KS2 assessment:**

Children in KS2 are assessed regularly in reading using a variety of formative and summative strategies, including:

- Effective questioning
- Observation and conversation
- Book scrutiny
- Reading records
- STAR reader assessments taken half-termly
- KS2 SATs for Y6 children
- Summative Assessment Papers (at the end of each term)



Witheridge Academy | Brayford Academy | High Bickington Academy | Pilton Bluecoat Academy | Umberleigh Academy

Fore Street Witheridge North Devon EX16 8AH T: 01884-860518

admin@witheridge.devon.sch.uk www.teamacademytrust.com

Mr C Holding – Head of School



**English: Impact**

**Date: 2020/21**

## **WRITING**

### **EYFS and KS1 assessment:**

Children in EYFS and KS1 are assessed regularly in writing using a variety of formative and summative strategies, including:

- Effective questioning
- Observation and conversation
- Book scrutiny
- Moderation and Standardisation internally and externally
- EYFS Profile (via Tapestry)
- KS1 SATs

### **KS2 assessment:**

Children in KS2 are assessed regularly in reading using a variety of formative and summative strategies, including:

- Effective questioning
- Observation and conversation
- Book scrutiny
- Moderation and Standardisation internally and externally
- KS2 SATs for Y6 children





## How we use assessment data

Data from ongoing formative assessment, as well as from summative tests, are used to inform teachers' assessment entries on Curriculum Maestro, enabling class teachers to effectively track children's progress, including progress of vulnerable children, and to take timely and effective action where necessary.

At Witheridge CofE Academy, we work around three assessment points in each year, at the end of each of the Autumn, Spring and Summer terms respectively. At each of these assessment points, data will be collected by subject leaders in each of the Core Subjects and reported to the Head of School. This timetable has been slightly adapted in light of school closures and the COVID pandemic over the past year.

## Moderation

Inter-school and Intra-school Moderation is a key part of our assessment process in English, and moderation meetings are put in place at EYFS, KS1 and KS2 throughout the year for both reading and writing. Moderation takes place across the school, across the TEAM Academy Trust, across The Two Moors Learning Partnership and in wider contexts as necessary to ensure the accuracy and consistency of our judgments.

We use the Comparative Judgment Model to standardise judgments made in writing across our TEAM MAT schools.





## What does our data show?

### Strengths:

- Children make good progress in reading throughout the EYFS and Y1 so that by the time they finish Key Stage One, the percentage of children who are working at the expected standard is broadly in line with national averages.
- The number of children reaching the Expected Standard or better in Reading by the end of Key Stage Two is in line with National Average.

### Areas for Development:

- Securing reading provision for those children in Year 2 who move beyond the RWI programme to ensure their continued accelerated progress.
- Not enough children are reaching Greater Depth in writing across the school.
- Enhancing our Baseline and 'on entry' assessment, to clearly show children's starting points and evidence their good progress throughout the EYFS

## What are we doing about these?

We are investing heavily in our Speech, Language and Communication provision, including screening and assessment in our EYFS and KS1 classes through involvement in a Nuffield Speech and Language Development Project (NELI). We aim to identify need at the earliest possible opportunity, and to put provision in place to support children's language development as quickly as possible. We believe that a solid base in Speaking and Listening, including vocabulary acquisition, will provide children with the necessary building blocks to make progress and achieve their potential in English and the wider Curriculum as they progress through the school.

Throughout KS1 and KS2, we have implemented a number of strategies to improve children's vocabulary and spelling. These include 'Word of the Day' activities, topic vocabulary lists, and the implementation of the Decision Spelling programme.





We have already adopted a Whole Class reading model across Key Stage Two, and are working to secure its implementation in Year Two to support those children who have moved beyond Read, Write, Inc.

Children in Year 2 who are reading beyond the level of RWI now join Accelerated Reader to ensure the books they read continue to be closely matched to their ability and interest level.

For those children in Y3-6 who are working towards the expected standard, we also have a range of intervention strategies which are in place to support their accelerated progress towards EXS in Reading and Writing, including Repeated Reading, Dolch sight recognition cards and spelling and reading diaries.

We have adopted a consistent approach to the planning and teaching of writing across the Multi Academy Trust. This approach using 'The Rectangles' puts *purpose* at the core of our writing teaching, and gives further development opportunities for our most able writers.

Through investment in assessment software, we are able to track vulnerable groups of children, quickly identify any lapses in progress, and put in place timely intervention to address needs as they arise.

