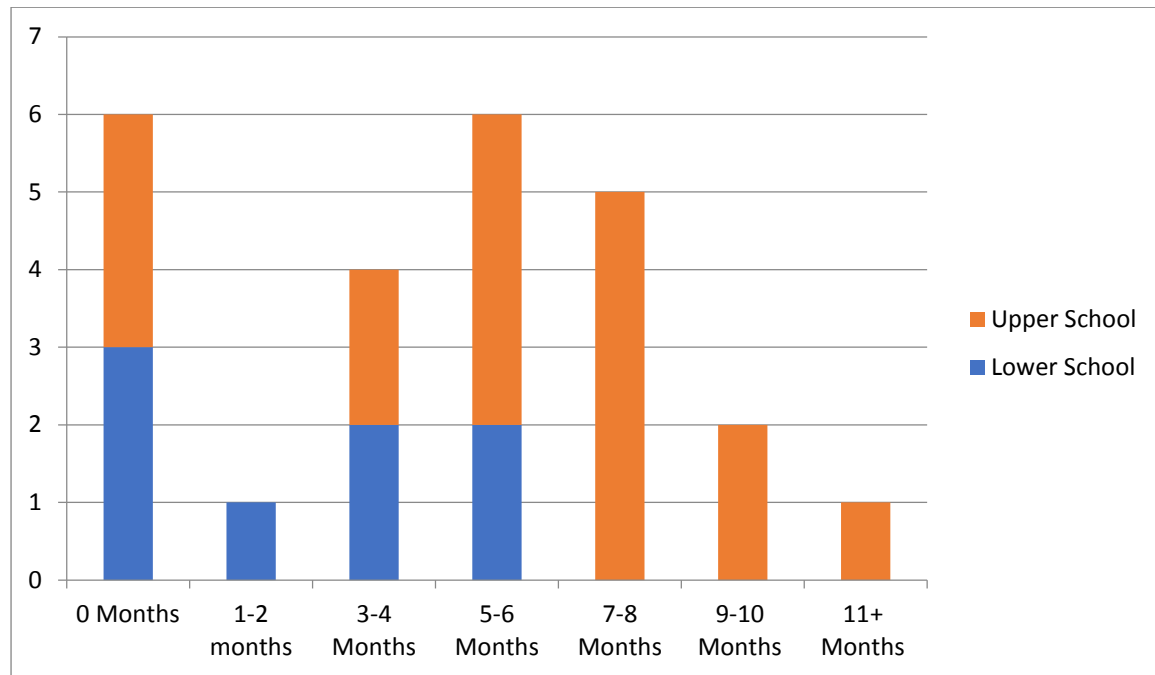


## Whole School Progress in Reading

At Clifton Hill we assess reading using two different assessment tools.

All students have their achievement in word reading and reading comprehension assessed using Routes for Learning 3. This is a class based tool and is based on teacher judgements.

Students who access our reading intervention are also assessed using Progress in Reading Assessment (PIRA). This is a termly standardised assessment that is delivered by senior teaching assistants. At present we are using reception, year 1 and year 2 assessments.



Definitions of good progress:

1-4 months = good progress

5 months + = outstanding progress

Progress in reading in Lower School is good

Progress in reading in Upper School is outstanding

72% of students (18/25) made more than four months progress in reading – good

56% of students (14/25) made more than five months progress in reading - outstanding

Progress in reading at Clifton Hill is outstanding.

At Clifton Hill we recognised that some students do not demonstrate progress on formal assessments because they can find the format difficult or it makes them anxious. Therefore if they do not demonstrate progress on the PIRA tool it is important that we also look at their word reading and reading comprehension data from Routes for Learning 3 (teacher judgements).

Students who have made 0 months progress

<b>Student</b>	<b>Progress in word reading (WR) and reading comprehension (RC) Teacher judgement – routes for learning 3</b>	<b>Intervention for 2018-2019</b>
Student A	Below expected progress in word reading Better than expected in reading comprehension	Continue on the reading intervention
Student B	Summer term 2018 Better than expected in WR and RC	Continue on the reading intervention – progress not demonstrated by the test but teacher judgement shows good progress
Student C	Better than expected progress in WR and RC	Continue on the reading intervention— progress not demonstrated by the test but teacher judgement shows outstanding progress
Student D	Below expected in RC and WR	Both students are year 14 leavers and their learning may have plateaued
Student E	Below expected in RC and WR	
Student F	Below expected progress in WR and expected progress in RC	This student is also a year 14 leaver and their attendance this year has been 64%. Poor attendance has had a significant impact on her learning.