



Preparing for OFSTED using Renaissance Place™



Accelerated™
Reader



STAR™
Reading

Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.

National Curriculum framework

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Overview

Throughout the new school inspection framework, OFSTED have raised the importance of seeing literacy provision in place and improvement in literacy outcomes. This shift in focus means schools need to consider literacy as a whole school initiative that is integrated into long term planning, rather than looking for quick fixes or considering it something that is the sole responsibility of the English Department.

*The Teachers' Standards*ⁱ clearly explain that **all** teachers should:

demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English, whatever the teacher's specialist subject (Part 1, point 3).

Additionally, a recent report on behalf of the All-Party Parliamentary Group for Education, *Overcoming the barriers to literacy*, recommends that secondary schools should develop cross-departmental strategies to improve literacyⁱⁱ

Therefore, it is crucial you consider how your school is implementing literacy across the curriculum. Renaissance Learning™ can help you do this in many ways. To help guide you, below is a summary of some of the areas inspectors are being instructed to report on and how you may use Renaissance Learning products to help support your schoolⁱⁱⁱ:

Long term planning for literacy, rather than a focus on 'quick fixes'

- You may wish to use our customised resource (found at the end of this document) to adapt your whole school literacy policy to include the rationale behind Accelerated Reader™ (AR™) and the expectation of how teachers will use it.
- You may wish to define clear AR literacy goals for your school. Based on extensive research, we suggest: 100% participation, 85% average percentage correct, <10% students at risk and 15 minutes of engaged time per day.
- Next, you may set up half termly reporting periods in Renaissance Place enabling you to pull data from across the year, via consolidated reports, to monitor student progress.

The performance of particular groups of students (especially those groups who achieve less well currently, those in receipt of pupil premium and those eligible for the Year 7 catch-up funding) and the literacy provision and outcomes that result

- You may wish to assign characteristics to your students in order to pull reports for OFSTED on those groups who typically achieve less well in your school. Inspectors will wish to see how well those who are in receipt of the pupil premium are progressing and if gaps are closing with other students who do not receive the funding. The same is true of students in Year 7 who are in receipt of the literacy catch-up funding

Head teachers and senior leaders give active, consistent and sustained support. Specialist knowledge is used to support individual departments and teachers.

- The Accelerated Reader coordinator should organise and document any training done. This may include remote sessions purchased with renewal or Customer Workshops attended.
- Opportunities for best practice to be observed by underperforming teachers should be identified and arranged by the Accelerated Reader Coordinator.

A case is made for literacy in all subjects: literacy teaching and the application of literacy skills as a focus across the school and of the different subjects

- You may wish to encourage all teachers to use our public search domain, AR Book Finder (www.arbookfind.co.uk), to create lists of extended reading for their subjects. In the Advanced Search tab, teachers can search for their subject and narrow the results by topic, interest level, fiction and non-fiction and ZPD range.

Teachers identify effective practice in different areas of the curriculum and learn from each other

- Specialist knowledge is shared out: all AR training should be cascaded down.

Practical ideas are emphasised that teachers can use in longer term plans and schemes of work

- You may wish to make AR links in schemes of work. If you are studying a text, ensure all the AR details are written in the scheme of work. Teachers can then tie in the AR Reading Practice Quiz and, if applicable, the Vocabulary Skills Quiz and Literacy Skills Quiz.

Effective use is made of the library and librarian

- The librarian should have an active role in your Accelerated Reader programme. The librarian should be regularly promoting competitions, checking up on students to ensure they are reading within their ZPD and redirecting those who are not. He or she should be encouraging student voice in the programme and ensuring new books are regularly added to the collection.
- The library should be regularly updated addressing any deficits you may have in your collection. You can identify these deficits from your STAR Reading results.
- The librarian should regularly analyse library usage if using a Library Management System.

Senior leaders keep a close eye on developments through systematic monitoring and evaluation

- Data team meetings should be regularly occurring around your AR data.
- You may wish to use the Progress Monitoring Tools in STAR Reading™ to track any other literacy interventions taking place.

Provision [is provided] that is measurable in both educational data and other indicators over time

- You may wish to use a Duolog Reading Programme or other supportive literacy programmes that are then trackable by using the Progress Monitoring Tools in STAR.
- Teachers may use the ATOS analyser to ensure that all material being used is accessible and appropriate for the students.

The school has a comprehensive policy on the teaching and application of literacy skills within all subjects

- You may wish to use our customisable literacy policy supplement to help define your expectations for literacy across the school.

What you should do when you hear OFSTED are coming:

OFSTED Preparation:

1. Ensure Status of the Class Record and Diagnostic Reports are available from each teacher for OFSTED to see.
2. Print your STAR Test Record Report, customising dates to show last year as well. This provides a full record of every reading test for each student.
3. Print your STAR Growth Report. Use this to show comparison between two testing periods. Look at how much, as an average, the class have changed in scaled score points, reading ages and percentile rank. Look at how much progress each class has made. The students' progress and months of usage should match up. E.g. If you have used AR for 3 months, you are looking to see your students make a minimum of 3 months progress in reading age to keep up, or more than 3 months for accelerated progress.
4. For students who have not made enough progress:
 - a. Run the STAR Diagnostic report and look at the time spent. Choose one student's Diagnostic Reports for whole year to compare time spent on each test. This example will help explain cases where STAR results may have declined for a student if they rushed through some of their tests.
 - b. Customise the AR Diagnostic Report to the same date period as between two STAR tests. Did students meet an 85% average in this period? Therefore, have they completed high quality reading practice in order to achieve growth by the next STAR test?
5. Run your Growth Report again using characteristics to be able to tell OFSTED how your 'at risk' students are performing. OFSTED are currently very interested in schools reporting on progress of the following:
 - i. Free School Meals
 - ii. Pupil Premium
 - iii. Looked After Children
 - iv. Children from Service Families
 - v. SEN
 - vi. EAL
 - vii. Gender
6. Consolidated Reports are very good for showing progress to OFSTED. Print off Consolidated Reports at least half-terminly to show how you track progress and have data driven planning taking place.
7. Write up the next steps you will take in order to show you are responding to the data and making informed decisions about long term and short term planning.

Whole School Literacy Policy

Supplement

Rationale of Accelerated Reader (AR) and STAR Reading™:

Reading, writing and maths are the necessary foundations on which all additional learning must be built. This policy aims to help teachers to improve children's futures by flourishing academically and developing a lifetime of learning.

We recognise that every child is unique. Children learn in different ways and at their own individual pace. Our literacy policy is designed around this premise, enabling teachers to evaluate a child's attainment and then tailor their learning programme accordingly. We make sure that every child can experience accelerated learning in an environment that is safe and non-threatening, fostering successful practice working towards learning objectives and longer-term goals.

About Accelerated Reader

Accelerated Reader (AR) is the world's most popular reading management software. Used in thousands of schools across the UK, AR helps teachers to monitor students' regular reading practice. It gives teachers the information they need to ensure that students are habitually reading and understanding the books that will best develop their reading skills.

How Accelerated Reader works

A student's reading level is determined by a STAR Reading assessment. This is a computer-adaptive test that takes approximately 10 minutes to complete. It gives rise to the student's Zone of Proximal Development (ZPD), which is the ideal range of text complexity for that student. Students achieve the most significant gains in reading skills when they read books that are neither so easy as to be unchallenging nor so hard as to be frustrating.

AR Book Levels are determined with the ATOS readability formula, which measures the complexity of the text of an entire book. The formula takes into account the average sentence length, average word length, the difficulty of the words used and the total number of words in the book.

Using Book Levels and their reading range as a guide, the student then chooses books that interest them and reads them. A free online book-searching tool AR BookFinder allows students, teachers and parents to find interesting books at the appropriate level. After finishing a book, students take an online Reading Practice quiz within AR. These quizzes check that the student has understood the book and provides an opportunity to praise the student and give verbal or written feedback.

The Home Connect feature notifies parents and guardians when the student has taken quizzes and allows them to monitor progress from home.

Over 25,000 quizzes are available with AR; approximately 2500 are added every year. In addition to Reading Practice Quizzes, many high-frequency texts also have Vocabulary Practice Quizzes and Literacy Skills Quizzes, which test 24 higher-order thinking skills. Students can take AR quizzes in school using a computer, iPhone, iPad, iTouch or NEO 2.

Comprehensive reports allow teachers and senior leaders to monitor students' progress and to determine the effectiveness of intervention. The reports flag students who are at risk of falling below benchmark levels of attainment and enable teachers to determine what steps are necessary to improve their attainment. This ongoing monitoring of reading practice, combined with periodic STAR assessments, provides teachers with valuable data to inform their instruction and gives students a persistent motivation to make progress with their reading.

Within your school's literacy policy, you may wish to comment on:

- What you believe makes a good reader
- Your school's stance on: guided reading; reading to students; listening to students read and sharing complete novels.
- The range of texts your students are exposed to both within the curriculum and within the library.
- Your school's expectations of the implementation AR and STAR reading from: SLT, teachers, those in charge of pastoral care, the librarian and support staff.
- How you are using Renaissance Place™ as the foundation and measurement tool for your other literacy programmes.

Endnotes

- i Teachers' Standards, Department for Education,
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/208682/Teachers__Standards_2013.pdf.
Accessed 10 February 2014.
- ii Report of the Inquiry into Overcoming the Barriers to Literacy, All-Party Parliamentary Group for Education,
<http://www.educationengland.org.uk/documents/pdfs/2011-appge-literacy-report.pdf>.
Accessed 10 February 2014.
- iii Improving literacy in secondary schools: a shared responsibility, Ofsted,
<http://www.ofsted.gov.uk/resources/improving-literacy-secondary-schools-shared-responsibility>.
Accessed 10 February 2014. Pages 5-6.
- iii Reading, Writing and Communication (literacy), Ofsted,
<http://www.ofsted.gov.uk/resources/reading-writing-and-communication-literacy>.
Accessed 10 February 2014. pp. 25, 36 and 41.

For Ofsted

We recommend providing your Ofsted inspector(s) with a copy of this page.

STAR Assessments are used for screening, progress monitoring and diagnostic assessment in reading, maths and early literacy. They are computer-adaptive, efficiently determining students' attainment level in much less time than classic paper-based tests. The assessments have been proven as valid and reliable, correlating strongly with other tests.

STAR Reading assesses 41 skills in critical early literacy domains for emergent readers. Tests can be completed in as little as 10 minutes without assistance from a teacher. Tests can be repeated as often as weekly for progress monitoring, and used as a diagnostic tool for older struggling readers.

STAR Reading assesses attainment in reading and comprehension across all school years. STAR Reading provides nationally norm-referenced reading scores. Tests are typically completed in less than 20 minutes, and can be repeated as often as weekly for progress monitoring.

STAR Maths assesses attainment in mathematics across all school years. STAR Maths provides nationally norm-referenced scores and criterion-referenced evaluations of skill levels. Tests are typically completed in less than 20 minutes, and can be repeated as often as weekly for progress monitoring.

How STAR works

STAR Assessments are computer-adaptive tests. STAR delivers an initial test item from a bank of several thousand questions based on a student's estimated attainment level. As students answer questions correctly, the difficulty of the subsequent questions increases. Conversely, as they answer them incorrectly, the difficulty decreases. By continually adjusting the difficulty of the questions, the software determines an increasingly accurate assessment of a student's attainment level. In this way, the software dynamically adapts the test to each individual student's attainment.

Learning Progressions

STAR Assessments have been built around learning progressions, which have been developed by the National Foundations for Educational Research (NFER). The learning progressions take the skills of the national curriculum and arrange them into domains and skill areas, plotted as a map of the skills students need to learn in the order in which they are typically learned. Every skill located along the learning progression is linked to a scale, against which every item in STAR is mapped. Renaissance Learning has pioneered the empirical validation of learning progressions, proving the correlation between the skills of the curriculum and the items in the STAR tests. STAR Assessments are therefore able to identify not only the skills students have mastered, but also any prerequisite skills that are missing and the skills they are ready to learn next.

Reporting

Comprehensive reports allow teachers and senior leaders to monitor students' progress and to determine the effectiveness of intervention. In STAR Reading and STAR Maths, reports flag students who are at risk of falling below benchmark levels of attainment and enable students to determine the steps necessary to improve their attainment. Skills-based reports inform instructional planning on an individual or group level, bridging the gap between assessment and learning.

More information

Full details about the research foundation for the STAR Assessments can be found in the following booklet:

<http://www.renlearn.co.uk/science-of-star>



Empowering educators with Renaissance School Partnership (RSP)



Maximise your implementation of Accelerated Reader (AR) with dedicated programme management from Renaissance School Partnership

Renaissance School Partnership (RSP) is a professional services programme that links your school with a dedicated programme manager in order to implement Accelerated Reader (AR) and STAR Reading most effectively. The programme has a multi-faceted approach, tailored to meet each individual school's expectations and needs.

Programme management

A dedicated programme manager works directly with the AR project team in your school to guide the implementation of AR and establish best practices across the school.

This involves a bespoke programme schedule designed specifically for your school, taking into account your required goals and areas for greatest potential in student growth. The programme manager monitors implementation remotely, collecting and tracking data every week and providing updates to the senior leadership team and AR core team. Detailed half-termly reports give more analysis of progress and recommended next steps. A final report records the change in every measurement of success over the course of the year, analyses the data, and provides suggestions for future success with AR.

“We have been lucky enough to work with fantastic and helpful staff at Renaissance Learning. I would recommend RSP as a great way to get personalised help for your school about how to develop AR and a positive reading culture in general.”

Kristina Fleuty, LRC Manager, New Rickstones Academy

Training

Extensive training is provided to ensure that your core team has an implicit understanding of best practices and data analysis.

This is formed of seven on-site consulting days, each tailored towards and timed in accordance with your school's needs. These days can include training and support, learning walks and meetings with the core team to review data. In addition, RSP schools have unlimited access to remote training sessions and phone and email support from the programme manager as required. Specific areas of concern, such as the range of library stock available to students, are identified and addressed.

Reading culture

In addition to training and data handling, Renaissance School Partnership (RSP) gives schools access to resources that help to establish and develop a reading culture.

RSP programme managers have a background in teaching and experience of fostering a love of reading and genuine enthusiasm for books. They develop resources that can be adapted to your school's particular needs and linked to existing initiatives like World Book Day or the CILIP Carnegie shadowing scheme. They provide advice and support for establishing student voice in book selection and library display, as well as hosting special events exclusively for RSP schools.

Sample resources

Programme managers develop custom resources that meet RSP schools' specific needs, providing training where necessary and making them available to other RSP schools as requested.

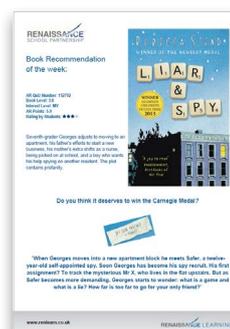
These resources are tailored to the school's circumstances, addressing particular concerns that have been identified by the programme manager and project team. They can be used to support specific intervention strategies or overcome obstacles to progress. Resources created for RSP have included a targeted project for improving vocabulary acquisition, which had been identified as a weakness among struggling students at a particular school. Another school received feedback from Ofsted suggesting that students were given opportunities to respond to Accelerated Reader (AR) targets; the programme manager developed a resource to meet that need, which is now in use in several RSP schools.

Renaissance Academy				
Assessment Period / Parameter	Autumn 1 2015	Autumn 2 2015	Spring 1 2016	%
Coast participation	87%	74%	92%	
Students achieving benchmark of 60%	41%	29%	67%	
Average percentage correct	70%	72%	78%	
Number of books taken	628	1004	2100	
Number of books returned	470	1300	1902	
Percentage of books returned per pupil	74%	92%	89%	
Average number of books read per student based on 100000 pages	7.2	1.6	2.4	
Books read per pupil	2087	5082	4610	
Average points earned per pupil	4.3	4.4	4.8	
Average book time	3.9	4.1	4.7	
Engaged time per day (in minutes)	6	9	11	
Percentage of students at risk	70%	71%	54%	
EYFSP Reading Parameters				
Average Percentage Rate	55	60		
Average reading age	11:08	11:10		

*Please note the other reading age may have changed due to the change in numbers of students on your system

Half-termly reports

In addition to weekly data monitoring, a comprehensive half-termly report identifies strengths and weaknesses and makes recommendations for the next steps to take.



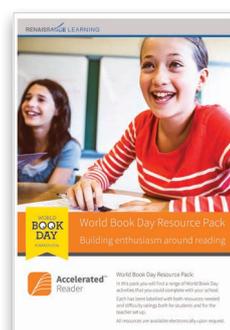
Weekly book recommendation

Programme managers identify popular books and new releases for promotion within the library each week.



Preparing for OFSTED

This guide gives schools everything they need to know for using AR and STAR data to prepare for an inspection of literacy and what to do when the call comes in.



World Book Day resource pack

RSP helps to develop a whole-school reading culture by providing additional support and resources for initiatives like World Book Day and the Carnegie Shadowing scheme.

The RSP Core Team

RSP programme managers have extensive experience working in schools and managing the implementation of Accelerated Reader. They work closely with the core team, a group of committed members of staff who are confident in providing guidance and support to other staff. The ideal core team will be varied in role within the school.

Project Manager: Directly oversees the AR classes; reviews data and rolls out interventions; communicates with the year leaders and heads of departments; sets up opportunities to hold teachers accountable for progress.

Assistant Project Manager: Assists with managing the data; helps set targets for the students; organises events; has responsibility for ensuring all teachers see their groups' data weekly.

Member of SLT: Overall line manager of the project; liaises with the project manager, the AR programme manager and head teacher; holds teachers accountable for progress; ensures the programme received necessary support and budget.

Librarian: Ensures the library is accessible to all students; organises activities to promote reading; keeps library stocked and displays up-to-date; oversees the student committee.

“There is clear quantitative evidence of a huge improvement in engagement and in attitudes towards reading and writing. The percentage of students saying that they enjoy reading very much or quite a lot increased from 47% to 72% over the year. The number reading outside class every day or almost every day doubled, from 25% to 50%. In 2012, 53% of students identified as being a reader, and a year later that had risen to 87%.”

Jan Evans, Deputy Head Teacher, Kingsmead School

“Since joining the Renaissance School Partnership (RSP) programme, we have seen an improvement in every metric we measure using AR and STAR.”

Joanne Ballard, Reading and Literacy Co-ordinator, Clacton Coastal Academy

To apply for the 2014-15 school year, contact the Renaissance School Partnership team on 020 7184 4040, or visit renlearn.co.uk/rsp

RENAISSANCE[™]
SCHOOL PARTNERSHIP

“RSP has proved an effective way to embed AR throughout the Academy”

Nightingale Academy

Edmonton,
North London

Nightingale Academy is a medium-sized school for 11-18 year-olds near Edmonton, North London.

Accelerated Reader™ (AR™) was originally implemented at Nightingale as a tool to support the variety of complex needs of the students at the Academy. Nearly three-quarters of students speak English as an additional language, while two-thirds are in receipt of Pupil Premium funding.

Elizabeth Stanford is the AR co-ordinator at Nightingale, with responsibility for implementing the programme effectively. “The programme was not difficult to implement but it was a long process to find how to run the programme effectively in our Academy. Once we determined how it should be run, it did not take long to get established.”

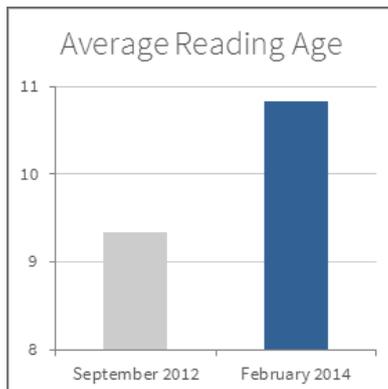
“The initial impact of AR was minimal as we had some issues regarding participation and improvement. However within the last year we have seen great improvements.” Nightingale joined Renaissance School Partnership (RSP) in order to maximise the effectiveness of AR and establish it as an Academy-wide programme. “It has been a great way to gain knowledge about the AR programme and access additional support from Renaissance Learning.”

“In particular, the data support we receive from the team at Renaissance and the support we receive from our programme manager with regard to Model Class status has been invaluable for motivating both staff and students.” Model class status is a certification standard of recommended best practices with AR. RSP programme managers work with the AR core team to put the necessary steps in place to achieve this standard in each class and ultimately across the school.

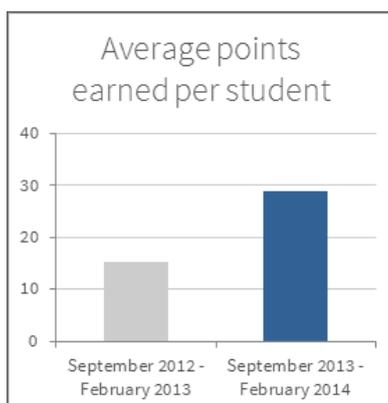
Elizabeth notes two key factors in the success of the programme: students are now given 20 minutes of dedicated time every day for AR, and the programme has been made a tutor-led subject. This has put AR at the heart of the school, giving staff clear responsibility for how their tutees are progressing with reading. “Staff buy-in has been great: because AR is a form-centric session, one specific teacher is now able to take responsibility for the delivery of AR. Since AR has become a form activity the majority of tutors are now able to access and use reports and give feedback and support to students.”

“Most students enjoy that their work is marked immediately and they can receive instantaneous rewards in the form of AR points. Students are much more enthusiastic about reading and are much more engaged and interested in their academic progress as readers.” The average number of points earned per student rose 90% over the year to the end of the RSP programme, with a 73% increase in the number of books read per student. This enthusiasm has had an effect on the way students are making use of the Learning Resource Centre.

“Students are heavily involved in the LRC at Nightingale,” observes Elizabeth Kerns, the LRC Manager. “We have more than 20 student helpers before and after school, break and lunchtimes with 12 students currently on a waiting list to be trained. There are two class monitors for the issue and return of books for every LRC English lesson in years 7, 8 and 9. We also have an active Student Advisory Committee, which I introduced when I joined as the LRC Manager in the Autumn that RSP started.”



Average reading age from September 2012 to February 2014.



Average points earned per student, three half-terms from September to February.

“The LRC collection was already well stocked with AR books following major investment in the AR programme. Gaps in the book level collection were identified at the beginning of the Renaissance School Partnership (RSP) programme to meet the needs of students. We also have introduced a suggestion box in the LRC and prioritise purchasing new books from students’ suggestions.”

“Use of the LRC and book circulation have increased because students are required to have an AR book to read each day. We require every student in years 7, 8 and 9 to have an AR book to read each morning and students depend largely on the LRC for books. Students are expected to get their AR books from the LRC either during their regular LRC English Lesson (weekly in year 7 and once every two weeks in years 8 and 9) or to come independently before school, after school, at break or at lunchtime. The increased use has become particularly apparent this year with students stopping by the LRC after school to take out and return books.”

“RSP has proved an effective way to deliver AR to students and embed it throughout the Academy. It enables the proper role of the LRC to support teaching and learning and the curriculum without relying solely on the LRC to deliver AR.”

Staff at Nightingale use the STAR Reading assessment to gather data on reading attainment and then target intervention where it is identified as necessary. One weakness identified before joining RSP was that participation in AR was low. Linda Stone, Assistant Vice Principal (literacy), explains how monitoring this measure of engagement in reading has led to improvements with reading skills. “Tracking participation has led to 94% averages for the last two half terms and a significant growth in the average reading age. In September 2012 our average reading age was 9.04. As of February 2014, it is 10.01.”

“RSP has supported this by providing our Project Manager with regular updates and lists of students to target. The rise in reading ages – and knowledge of reading ages - has raised awareness amongst staff and students of the literacy demands of the curriculum and the resulting literacy needs of the students. AR, along with other programmes and a wider support from the school and the language for learning team, has made great developments in whole school literacy.”

At the end of the RSP programme, the number of students flagged as at risk of not making expected progress had decreased by 19%.

The additional attention to detail of AR data provided by RSP has been particularly useful for demonstrating growth for inspectors. “During our Ofsted visits AR statistics were invaluable in showing progress,”

Elizabeth Stanford notes. Nightingale has undergone an inspection and received two monitoring visits since joining the programme. Linda remarks that “AR and RSP were seen as an effective and integral part of the overall Literacy strategy.” This is reflected in the report from Ofsted, which highlights the reading programme as a particular strength of the school:

“Students in Years 7 and 8 receive intensive daily practice in reading. This is helping to develop their skills, improve their ability and build their confidence.”

The successes being seen across the school with AR are particularly strong for students receiving Pupil Premium funding and other additional grants. The gap in attainment between these students and their peers is reducing, particularly in reading.

“In 2012, the average scores gained in examinations by students who are supported by extra funds, including those eligible for free school meals, were below those of students in other schools. Recent data show that the gap is narrowing for current students more quickly in English than in mathematics as a result of extra support to develop literacy, especially reading.”

To complement the daily reading and quizzing, Nightingale has a well-developed calendar of reading events and activities in place that runs alongside AR and RSP. Initiatives like World Book Day and the Carnegie Medal are given particular focus in addition to the regular programme of reading activity across the school. The importance of reading is reinforced through staff development days and briefings, while particular successes are highlighted by the Principal. Displays and the awarding of prizes in assemblies further embeds reading as a central part of school life. “There are signs of a culture of reading developing,” Elizabeth Kerns remarks. “RSP has supported this by enabling students to access the skills they need to engage as readers.”

**Read more stories of success at:
renlearn.co.uk/success**



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