

RENAISSANCE®

ASSESSMENT SUCCESS

IN

MIDDLESEX

Ivybridge Primary School
Isleworth, Middlesex

Ivybridge Primary School has approximately 290 children, spanning from nursery through to Year 6. The school's vision is to provide quality education for young people and to achieve excellence in all they do within a happy, caring and safe environment. Kim Blacklock, UKS2 Leader and Literacy Coordinator, shares her story of finding a reliable assessment system for the school.



Find out more
renlearn.co.uk/success-story

**Assessment Without
Levels**

Progress Monitoring

Reading Age

SATs

Tracking Attainment

Our search for a reliable assessment brought us to Star Reading

Our assessment practice prior to implementing Star Reading

Before implementing Star Reading, our assessment was done using national curriculum reading levels. This wasn't enough for us to evaluate pupil progress, so we started looking for a more stable assessment package. We wanted a system that could track progress, measure attainment and pick up diagnostic gaps in children's reading skills, so we could create interventions early enough to fill those gaps. We came across Star Reading, which has now been implemented in our school for three and a half years and is used in Years 2 to 6.

How we use Star Reading as an Assessment

Star Reading provides us with metrics like Reading Ages and the ZPD (Zone of Proximal Development) which we track and record at intermittent points: half-termly. We use these metrics during pupil progress meetings to demonstrate progress made by our students. To see the overall progress of a class or year group, we print out the Summary Reports and the Growth Reports provided by Star. We also print out a few individual Diagnostic Reports for struggling children. These reports help us demonstrate progress to our Senior Leadership Team, who can clearly see how children are performing on an individual, class or even school level.

“The Star Reports help us demonstrate progress to our Senior Leadership team who can clearly see how children are performing on an individual, class or even school level.”

How we use Star Reading as a SATs indicator

In September 2017, we had 18 children who, according to Star, had a reading age below 10 years, and a scaled score of 510. This scaled score is the benchmark score provided by Renaissance in their SATs Linking Research Study. Of the 18 students, 16 of those did not achieve ARE in the SATs, so we made the same prediction that they needed to be at a reading age of at least 10 years and have a scaled score of 510 to pass their SATs the next year.

The following year, we had eight children who measured below the reading age of 10, with a scaled score of 510; so they became our target group for the year and we were pleased to say that six of those children actually passed! Again, there was a significant correlation between the Reading Age, the Renaissance Benchmark Score, and whether they could achieve the expected standard. Using this information, we now know that if our children are below a reading age of 10 and have a standardised score of 510, they will be our target group. This group of children will have interventions with teachers or teaching assistants, after-school booster opportunities, and will be more closely monitored.

It's a great way to ensure your children are reading at the right level!

Star is a really great way to ensure children are reading books that are suitable for them; books that are accessible yet challenging. On the reporting side, Star tests give us reliable reports that are multi-faceted, providing you with attainment data and progress data as well as diagnostics and targets for the children. We would definitely recommend Star Reading because of this.



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