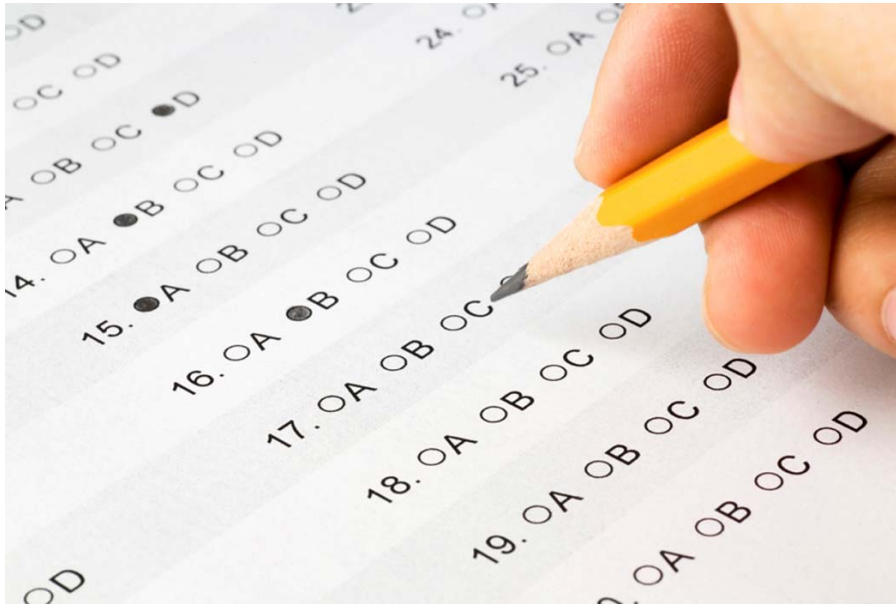


THE TAUNTON ACADEMY

Criteria for Testing and Involving an Educational Psychologist



Criteria from Year 7 to Year 11

On Entry to Taunton Academy:

Year 7

- Key Stage 2 (KS2) results are collected from Primary Schools.
- On the Year 6 visit days all students complete a reading and comprehension test using the STAR reading test.
- Those who do not visit are tested during their first weeks at school.
- Year Leader will arrange for any new students in any year group to be tested on entry to school.

All Other Year Groups

- All students who take KS2 tests will have Fischer Family Trust predictions based on these results/scores.
- All students complete an Emotional Literacy Assessment (ELA). Some students may be offered support sessions.

The Taunton Academy works closely with external agencies e.g. Educational Psychologists, Behaviour Support, Speech and Language. If consulted they use relevant testing.

Year 7

- During September all students take the **CAT4** test which supports us in understanding students' developmental abilities and likely academic potential.
- From these test results, meetings with parents will take place and interventions started where required. They may also require different follow up testing such as CTopp, Diagnostic Reading Analysis, Dyslexia and Dyscalculia screening or the DASH test. Other forms of testing for emotional literacy may also be used as required.
- Students may receive 1:1 support for some lessons or be placed in short term intervention groups to address weak areas that the testing and teachers' assessments has highlighted. This will be regularly reviewed.
- Any student who has been part of this programme is retested at the end of each year to ensure that they have made progress. If they have made the required amount of progress when the results are analysed they leave the programme. If not, they continue for as long as the intervention is of use to them or may be offered further/alternative interventions (small group work in literacy or numeracy, handwriting, basic number work).
- Students will also follow the Accelerated Reader programme and the Drop Everything And Read (DEAR) programme which supports and tests students' literacy and reading comprehension levels.
- Also during the Autumn term, students complete an Emotional Literacy Assessment (ELA). Some students may be offered support sessions.
- In July ALL students are retested, to assess progress made during the year. We will also use Lucid tests as required for additional information.
- At this early stage, the tests and interventions begin to indicate whether exam access arrangements may be required.
- This graduated response will follow an '**assess, plan, do and review**' cycle. Unless it is at a crisis stage it will start with classroom quality teaching input and may lead on to External Agency support (e.g. Behaviour Support) and possibly culminate with a meeting with the County's Educational Psychologist

Year 8

- Any student from Year 7 who has a standard age score (SAS) of <90, derived from the Year 7 tests join the programme and are then retested at the end of Year 8. Each year the results are analysed so that further interventions (small group work in literacy or numeracy, handwriting, basic number work) can be put in place. Some students may require further testing (CTopp, Diagnostic Reading Analysis, Dyslexia and Dyscalculia screening or the DASH test).
- Students may receive 1:1 support for some lessons or be placed in short term intervention groups, such as the ARROWS intervention group, to address weak areas that the testing and teachers' assessments have highlighted.
- The progress of students is tracked. If they are in line with expectations, they finish the intervention. If they plateau, the intervention might be replaced by small group support as above. If they continue to make progress they will carry on.
- At this stage the tests and interventions provide information as to whether exam access arrangements may be required.
- Also the failure of interventions to assist a student may lead us to consider using a graduated response to remove barriers to learning
- This graduated response will follow an '**assess, plan, do and review**' cycle. Unless it is at a crisis stage it will start with classroom quality teaching input and may lead on to External Agency support (e.g. Behaviour Support) and possibly culminate with a meeting with the County's Educational Psychologist.

Year 9

- Each year the results are analysed so that further interventions (small group work in literacy or numeracy, handwriting, basic number work) can be put in place. Some students may require further testing (CTopp, Diagnostic Reading Analysis, Dyslexia and Dyscalculia screening or the DASH test).
- Students may receive 1:1 support for some lessons or be placed in short term intervention groups to address weak areas that the testing and teachers' assessments have highlighted.
- Progress of students on the programme continues to be tracked. If they have made the required amount of progress when the results are analysed they leave the programme. If not, they continue for as long as the intervention is of use to them or may be offered further/alternative interventions (small group work in literacy or numeracy, handwriting, basic number work). If the progress they have made enables them to achieve a standard age score (SAS) of >90, this may indicate that they will not need exam access.
- This is a transition point for exams and results from the CAT4, NGRTII and WRAT 4 tests may be used as one piece of evidence towards applying for exam access.
- **However, this is not enough evidence for the Exam Board. They also need evidence that these arrangements are used as 'normal' practice in lessons. The Inclusion Department will ask the students' teachers to provide this evidence. Testing for exam access takes place at the end of year 9 so students are aware of their entitlements as they start their GCSE courses in KS4.**
- At this point Careers meetings may be arranged for students with Statements, Looked after Children, Travellers and some students' with an SAS of <90 before their transition from KS3 - KS4. The purpose of this meeting is to give students information about routes into employment before they make their option choices.

Year 10

- The FFTD predictions are used as baseline data to provide a wider picture of student potential. During Year 10 students are regularly assessed with their first 'Mock Exams at the end of Year 10.
- Individual departments may use this information, in conjunction with subject results, to discuss each student's personal target. The SEND department tracks and supports faculty interventions.
- This information will be used to allocate students to teaching groups; to aid target setting relating to different levels of exam entry and for identified students with an SAS of <85 where examples of their work will be submitted to the exam boards as evidence of 'normal practice'.
- In the event of an approach by parents/carers with a report from a private Educational Psychologist asking for exam access, it will be considered as a prompt. Unless the school can find evidence of need from tests administered and evidence collected over the past years it will not be accepted.

Year 11

- Exam Access may be applicable if a student has an SAS of <85 and these access arrangements are used as 'normal practice' in lessons.
- We will employ a raft of tests to ensure that all students receive the concessions they require from the exam boards this will be completed in the Autumn term.
- Students will take two sets of Mock Examinations in the Autumn and Spring terms.

Tests for Exam Access

Wide Range Achievement Test (WRAT 4) (The spelling can be group tested, so we test the whole year group. The other three tests have to be done individually)

There are four tests involved;

- Word reading
- Sentence Comprehension
- Spelling
- Math Computation

All these tests give a standard age score, percentile rank, and stanine

Detailed Assessment of Speed of Writing (DASH) (Can be done as a group test or individually)

There are four tests involved;

- Copy best and copy speed
- Alphabet writing
- Graphic speed
- Free writing

Each test gives a standard score, percentile rank and stanine.

Comprehensive Test of Phonological Processing (CTOPP) (Has to be done individually)

CTOPP consists of 13 subtests measuring phonological processing.

Each test gives a standard score and percentile rank

Dyslexia Screener

Six short tests covering areas: Ability, Attainment and Diagnostic.

Each test gives a standard age score and stanine.

Dyscalculia Screener

There are five short tests involved;

- Simple Reaction Time
- Dot Enumeration
- Numerical Stroop
- Addition
- Multiplication

Each test gives a standard age score and stanine.

Diagnostic Reading Analysis (Has to be done individually)

This gives standardised assessments of a student's reading accuracy, comprehension, processing speed and fluency/rate.