



Pearson




# Using tests to review reading groups and improve the focus of guided reading


School name:  Surbiton High Junior Girls School

Region:  Greater London

Area type:  City

Number of pupils:  429

School type:  Private School (4–18)

Ofsted rating:  Independent Schools Inspectorate: Excellent on all statements

Pupil premium %:  n/a

EAL %:  unknown

## Key points to take away

- The Progress & Assess test results **challenged assumptions** about five children, and meant **they changed the bookband level they were reading at**.
- The marking guidance **gave clear ideas for how to support children** in their guided reading sessions.
- Being part of Bug Club meant it was easy to **quickly increase or decrease the level of challenge** children are reading at.

## Why Progress & Assess English?

As the Assessment Lead for the primary school, **Sabina Delcassian** was looking for something to demonstrate progress after the disappearance of National Curriculum levels. She already used the Bug Club reading programme, so when she discovered that there were tests included that used the system of bookbands to provide tests pitched at children's reading ability she decided to explore these with her year four class.

*“I'm planning to focus our guided reading groups on skills that children struggled with in the test.”*

## Started in just one year group

We're using Bug Club Progress & Assess Reading tests with my year four class to review whether I'll push it out to the rest of the school. I've just tested my year fours based on what bookband they're currently reading at, and what their previous National Curriculum levels were. I chose one test for the whole year group.

The children loved the tests, because it was an interesting topic (Niagara Falls) and they reported back that it was challenging for them. Personally, I like that I can choose a fiction test next time to see how their comprehension differs across a range of genres.

It took an hour to mark the tests for all 24 children, and ten minutes to put the results into ActiveLearn Primary in order to see the reporting.





## Our reading results were a surprise, but a good surprise

When I saw the results, I was surprised with a couple of results. For two girls the test came out as 'unsuitably easy' which was a surprise, but a good surprise. I am going to move these two girls up a bookband, and will test them at the higher bookband soon to see how they're getting on.

Three children were below where I expected them to be, so I looked at the mistakes they made on their tests. The marking guidance showed me which skills in the Reading Progression Map the children were struggling with. I'm planning to reshuffle our guided reading groups so that the three that struggled are in their own group. The Teaching Assistant will then focus her guided reading sessions with these three girls on the skills that they struggled with in the test. I can bolster this by adapting their independent reading, by quickly changing the bookband they're reading at through Bug Club's online reading space.

## Feeding back to parents and children

One thing I've found really useful is the Reading Progression Map. I have printed off the Reading Map for the Brown A bookband for example, and I use this with our guided reading groups. I tick off when each child has got an objective, and talk to my Teaching Assistant ahead of a guided reading session to ensure she can ask questions to check the skills that we've not yet seen children demonstrate.

The Progression Maps are really useful to feed back to parents what skills they can help their children with.

*“ The Progression Maps are really useful for feeding back to our parents what skills they can help their children with. ”*

I plan to give the children feedback using the 'what went well' form at the bottom of the test so they can see where they can improve, and what they are strong at. We will look at the test together, as I'm keen to help them understand that marking is a two-way process.

## Checking our results against the PIRA tests

We plan to check the results of these tests against the PIRA tests that give us children's reading ages, and the results of our other year four class. I am recommending to our Head that we use the Progress & Assess English tests across the board.

*“ I am recommending to our Head that we use the Progress & Assess tests across the board. ”*

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