**GL Assessments March 2015**

**As usual Midlothian Authority carried out its annual assessment programme to gather information about how children are achieving in Maths and Reading against the National Average. This year Primary 4, 5 and 7 children were selected to take part. Since the information which this form of assessment delivers is robust and extremely useful we decided to invest in testing the whole school giving us information on each child and their areas for development.**

**The whole exercise has been extremely beneficial to our School Improvement Plan and to our class planning.**

**The Facts:**

**P1 – 3**

**The results showed that this age group is achieving well above the national average in maths and numeracy with 84% making significant progress. In reading 70% have made significant progress. Due to these assessments we have a very clear indication of who needs greater support for learning and what type of support is required.**

**P4 – 7**

**In these classes mostly all areas in maths and numeracy were either above or on a par with the national average with 54% of children making significant progress while in reading the number rose to 62%.**

**Please remember that these assessments are administered across the whole school, to every child which means that the statistics gathered are influenced by the number of children experiencing difficulties in their learning.**

**It is evident from the maths results in the P1-3 classes that our strategies, put in place at the beginning of the year, are certainly working. We have used SEAL, a numeracy programme which supports the understanding of number, trained Learning Assistants in its use and set up systems of delivery in each class. The continued use of Jolly Phonics and the effective deployment of Learning Assistants in the Early Years together with appropriate professional development for the teaching staff have ensured a high level of achievement in P1-3.**

**What do we need to do now?**

* **All staff to engage in the use of SEAL and work together with Learning Assistants in its effective delivery**
* **To continue to develop themed whole school maths challenges**
* **Prioritise the effective use of reading groups**
* **All staff to work closely with Literacy Coordinator to develop consistent approaches to improving reading performance at Second Level**

**Spelling**

**Spelling is assessed in September and then again in May. The September assessment is used to identify spelling needs and put subsequent support programmes in place while the information thrown up by the assessments in May clearly establishes what progress has been made and informs our targets for the coming year.**

**We are pleased to report that every child made progress in spelling this year and that 52% made significant progress.**

**PIPS**

**PIPS testing for P1 children are conducted nationally in September when an online baseline assessment is made. It is marked and results returned to the school soon after. In April the follow-up assessment is conducted and the results returned to the school. These results establish the progress made and help inform necessary teaching approaches and future programmes of work. I am pleased to report that 75% of the children in P1 made significant progress in reading while there was 100% significant progress in maths.**