**Points to Note:**

* In the table below, each row has a question.
* Answering the questions will help you plan the details of conducting an English phonics assessment.
  + If you’re aiming to use See Say Write for curriculum support, your answers will go in the middle column.
  + If you’re aiming to use the See Say Write for interventions, homework and/or remote learning, your answers will go in the right-hand column.
* You will notice that we (the See Say Write team) have added *suggested* answers. Feel free to read these before deleting them and adding your own answers.
* We recommend you add answers to the table below because:
  + You can use it for future reference.
  + You can use it to directly inform your staff, saving you a lot of time.
    - To do that, save a copy of the document when you’ve finished.
    - Delete the rows highlighted in red (these contain considerations for school leaders *only*).
    - Send the information in an email (you can even send the table directly) to the relevant teaching staff, to ensure they are informed about the plans.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Comments, Suggestions & Answers** | |
| **#** | **Questions** | **For Curriculum Support** | **For Interventions, Homework & Remote Learning** |
|  | **What resources do we have to conduct an assessment?** | [There is a dedicated resource titled ’02. How To Conduct Phonics Assessments’ contained in the same folder as this document. It is written as a simple step by step guide for the assessor. After finishing these planning considerations, you can send them the document. It will also guide them to our 25-minute [Training for Schools video](https://www.youtube.com/watch?v=c228SPzpdSs&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=2) which has a full demonstration of an assessment] | [There is a dedicated resource titled ’02. How To Conduct Phonics Assessments’ contained in the same folder as this document. It is written as a simple step by step guide for the assessor. After finishing these planning considerations, you can send them the document. It will also guide them to our 25-minute [Training for Schools video](https://www.youtube.com/watch?v=c228SPzpdSs&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=2) which has a full demonstration of an assessment.  If you are hoping for parents to assess their children using the paper Progress Tracker in the back of the workbook, please know there is an explanation in the [Guidance for Parents video](https://www.youtube.com/watch?v=otsnYtC7Pbw&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=3)] |
|  | **Which classes will undergo the assessment?** | [By default, it is best to assume *all* classes using the See Say Write program should undergo the assessment. If there are good reasons for certain classes or year groups *not* to undertake the assessment, then you can make exemptions] | [While an assessment is useful you need to consider the return on time invested. If you’re using it for interventions, your teachers will likely know *already* which sounds students find difficult. If they want to double check, they can use the paper Progress Tracker at the back of the workbook. For targeted homework, you may not need to conduct an assessment. But for class wide/blanket homework, you may want to conduct an assessment, or ensure the parents know how to use paper Progress Tracker, so they ensure their children watch the right videos] |
|  | **Will we use the Excel version of the Progress Tracker for recording assessment data, or the paper version in the back of the workbooks?** | [For schools, we strongly recommend the Excel version because it allows you to:   * see all results in one place * track progress across multiple Sets * identify class-wide gaps * quickly and easily stream students into targeted learning groups * safeguard the assessment data from children losing their books * group and target students for specific sound revision] | [The excel progress tracker is recommended:   * if there is no other phonics assessment tracking system in place for the student body * for assessing large numbers of students * for maintaining a consistent record outside of paper workbooks (i.e. if children are swapping books and not consistently using their own dedicated book)   Use of the paper progress tracker is preferred for use by parents, or for quick assessments that don’t need long-term monitoring] |
|  | **Who will conduct the assessment?** | [We recommend you designate an assessment lead (ideally someone with less teaching hours) who will conduct the assessment for *all* students. If you have a large number of students that need assessment, consider designating one assessment lead per grade/year.  The assessment lead can run the assessment in the background over a day or several days. They can take children to one side one by one, which ensure lessons are not disrupted.  This will ensure accurate, unbiased results.  If you are also *streaming* students, it will be ideal to have an assessment lead as they are perfectly positioned to stream students using the Excel Progress Tracker] | [Those running interventions or, for homework and remote learning, parents can conduct the assessment.  There is an explanation of how to use the paper Progress Tracker in the back of the workbook in the [Guidance for Parents video](https://www.youtube.com/watch?v=otsnYtC7Pbw&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=3)] |
|  | **What is the approximate ideal date to run the assessment?** | [Note, if your teachers are conducting the assessment (not a dedicated assessment lead) the assessment must be run *after* the teacher training. The [Training for Schools video](https://www.youtube.com/watch?v=c228SPzpdSs&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=2) explains, in full, how to run an assessment] | [For interventions, homework and remote learning, there is no strict requirement to run an assessment on a particular date. Assessments can be run whenever they are needed to determine which sounds the particular student needs to focus on] |
|  | **Where should the progress tracker (containing the assessment data) be stored?** | [We recommend using cloud-based file storage (like Google Drive or Microsoft Teams), to prevent losing the file and/or creating confusion with multiple copies. These apps will also allow multiple assessment leads to add results to the same excel tracker, simultaneously.  Consider how you will share the progress tracker data with the teachers (so they can target learning as needed). Consider restricting the editing rights of the Excel] | [We recommend using cloud-based file storage (like Google Drive or Microsoft Teams), to prevent losing the file and/or creating confusion with multiple copies. These apps will also allow multiple assessment leads to add results to the same excel tracker, simultaneously] |
|  | **How long will it take to conduct the assessment?** | [From our experience, it takes approximately 3 minutes per student for assessment (1min 30secs for the assessment and 45 seconds either side for setup.  Depending on student numbers, a class-wide assessment will likely take one full hour] | [From our experience, it takes approximately 3 minutes per student for assessment (1min 30secs for the assessment and 45 seconds either side for setup] |
|  | **How often will we conduct subsequent assessments?** | [We recommend conducting an assessment at the start of each term/semester and one at the end of the school year. This ensures full understanding of the progress over the whole year, and also provides periodic updates so teachers can target learning. Conducting an assessment at the start of each term/semester, rather than the end, will highlight any phonics knowledge that children have forgotten during the term holiday/break] | [We recommend conducting an assessment at the start of each term/semester and one at the end of the school year. This ensures full understanding of the progress over the whole year, and also provides periodic updates so teachers can target learning. Conducting an assessment at the start of each term/semester, rather than the end, will highlight any phonics knowledge that children have forgotten during the term holiday/break.  If issuing the program for homework over a summer break, encourage parents to run an assessment after every 10 videos.  Teachers or school leaders who are interested in tracking progress and uptake/engagement over the summer break, may wish to run their own assessment before and after the break] |
|  | **Should teachers have the freedom to choose which videos to play to the class (based on the assessment results), or should classes start from the beginning of the workbook and progress in a linear fashion?** | [Choosing videos to play, based on assessment results, is best when students already have mixed phonics knowledge, e.g. when introducing the program mid-year, or for revision.  Otherwise, linear progression through the video lessons/workbooks is recommended because the workbook pages and videos are sequential; lessons include revision of previously learned sounds. Also, complex sounds (in Set 2 and 3) are built on the foundations of simple sounds] | N/A |
|  | **What is the chosen date/s and time/s to conduct the assessment (if needed)?** |  |  |
|  | **Who will designate the assessor/s and inform them of their responsibilities?** | [Ensure the assessor/s is sent the ’02. How to Conduct Phonics Assessments’ document (found in this folder) which contains a simple step-by-step guide. They should also be told   * Which classes/students they’re going to assess. * What dates/time they have to assess them. * Who they are going to send the completed Progress Tracker to, or where it should be uploaded/stored. * How often will they be expected to run subsequent assessments] | [If parents are running the assessment, teachers should inform them of their responsibility, and ensure they are sent the [Guidance for Parents video](https://www.youtube.com/watch?v=otsnYtC7Pbw&list=PL7nL4dIMK0MTWGGMYoKkjIup_UAgPVA9T&index=3).  If an assessment is to be conducted in school, ensure the assessor/s is sent the ’02. How to Conduct Phonics Assessments’ document (found in this folder) which contains a simple step-by-step guide. They should also be told   * Which classes/students they’re going to assess. * What dates/time they have to assess them. * Who they are going to send the completed Progress Tracker to, or where it should be uploaded/stored. * How often will they be expected to run subsequent assessments] |
|  | **Where will we save/upload the ‘Guidance for Phonics Assessments’ to ensure continuity if the assessment lead passes their role to someone else** | [Cloud based storage is ideal, such as Google Drive or Microsoft Teams] | [Cloud based storage is ideal, such as Google Drive or Microsoft Teams] |