



ENGLISH ASSESSMENT

Leo

DATE: 25th October 2024

Background

English is not just another subject on the school timetable: like Maths, it is an essential foundation for future success and happiness. How we write is how we think: muddiness in one tends to show up as muddiness in the other – and vice versa. It has always been important to learn how to express yourself; in an age in which writing is increasingly automated, a telling phrase or striking choice of words is especially arresting.

At ARKA, we use the National Curriculum as a framework to check for gaps in our pupils' foundations and to identify their level in relation to their age. We also look for how much facility our pupils have with the English language to offer suggestions for improvement.

Even world-famous writers look back on their early work and wince. An exact writing level can never be captured in a single assessment and good writing takes years to establish. Our assessment philosophy is ongoing throughout a child's relationship with ARKA.

Our learning plans are then tailored to each pupil's strengths and weaknesses as well as their specific goal (e.g. if a student is approaching 11+ we will ensure specific exam preparation is included as appropriate).

Our assessments

We have used our decades of experience in the English education system to devise appropriate assessments.

Depending on the age of the child, these may consist of both written and oral responses.

We are assessing the three core areas of English foundational skills: reading, writing and grammar. We break a child's mastery of these skills down into:

- MASTERED
- COMPETENT
- INSECURE / UNCERTAIN

This breakdown mirrors the assessments done in most Primary schools as well as SATs, 11+ and is the foundation beneath GCSE too.

Although our 11+ programme consists of some focus on exam technique, our priority is to develop mastery in foundational skills – rather than a short term but superficial facility with spotting how to gain marks in particular questions.

Reading

Leo's fluency when reading the passage aloud was: COMPETENT.

Leo's general understanding of an age-appropriate text was: COMPETENT.

We break down understanding into the following areas:

1. Leo's ability to retrieve information is COMPETENT.
2. Leo's ability to reason meaning in a text is INSECURE. We can work with Leo to improve his understanding of inference and widen his vocabulary.

Writing

Leo's writing is UNCERTAIN.

We break down a child's writing at this age into the following areas:

1. Accuracy: UNCERTAIN
2. Presentation: MASTERED
3. Language & Style: UNCERTAIN
4. Imagination & Joy: UNCERTAIN

We can support Leo to make his writing more structured so he can be understood.

Spelling, Punctuation and Grammar

Leo's command of spelling, punctuation and grammar is INSECURE.

Leo corrected most of the spelling mistakes in the passage but found it more difficult to spot the grammar mistakes.

"Seven Deadly Sins"

These are the areas that most affect a child's ability to impress and be understood in their writing.

Leo needs to master,

- Full stops
- Capital letters, especially for Proper Nouns

General comments & Recommended Study Programme

Leo showed a willingness to learn and was eager to please. His comprehension ability is lower than expected. We will work with him to improve this. We will also work with Leo to improve his writing ability and broaden his vocabulary, so he has the tools to write down what he is thinking. We would also support him to use punctuation correctly so he can be understood in his writing.