**Activity 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| level | Who? | When? | How? | Parents  |
| Monitor progress |  |  |  |  |
| Skills assessment |  |  |  |  |
| Comprehensive assessment |  |  |  |  |

Who?

Who in your school is responsible for carrying out assessment at this level? Are there implications for specific staff groups or members of staff?

When?

When does your school policy indicate that assessment at this level should take place? What are the indicators and cycles that would influence this?

How?

What assessments are carried out? Formal, informal, qualitative or quantitative, criterion or norm referenced?

How will staff be supported with this? What resources might be needed (human and material)?

Parents:

How will parents be informed/communicated with? Consider the requirements of the SEN code of practice.

|  |  |
| --- | --- |
| Gaps in current practice in identifying and assessing pupils with literacy difficulties/dyslexia | What action will you take to ensure this gap is closed? By when? |
|  |  |