

Welcome to your March 2017 Newsletter. At last, it feels like spring has finally arrived and the warmer, brighter surroundings are encouraging us to look forward to the opportunities and possibilities that lie ahead.

We thought we'd alert you to some important dates to look forward to, to ensure you're anticipating this month's events. International Children's Book Day is on April 2nd and following the roaring success of World Book Day a month earlier, it's a great way of keeping the momentum and buzz around reading going strong. We're also excited to announce the details of our next LexiaUK local event. On April 27th our expert team will be travelling to Leeds to host a morning of networking, demonstrations and discussions around the Core5 programme. If you're a school local to the area, ensure you keep an eye on your postal deliveries as you can expect your exclusive invite imminently!

## This Newsletter:

- Share examples of good practice ✓
- Celebrates success with Lexia ✓
- Ensures you are making the most of your Lexia investment ✓

### Lexia's 3 best practice goals:

1. Pupils use Lexia typically 3 times a week, with each session lasting at least 20 minutes
2. Teachers monitor pupil progress each week by visiting mylexia.com
3. Pupils receive additional teacher-led Lexia Lessons

## Lexia's Star User



Our March Star User is **Langley Mill Junior School in Nottingham**. The school have 100 licenses which they are currently using with 99 students. A whopping 83% of their pupils are meeting their usage targets and they have already distributed over 300 certificates this year. These great results caught our eye and we had to find out more about the school's secrets to success by speaking to Class Teacher Louise Simcox. She explained that the school were originally primarily after a resource that pupils could concentrate on independently; Lexia met this requirement and they have uncovered plenty of additional benefits since.

*"We initially trialled Lexia with our staff members and children in Year 6 to see if it was something that could be implemented into our school day with minimum disruption. Teachers were encouraged to use it also, so they could have an insight into what it had to offer and how it might help children in our school."*

*"The trial was really successful. The children enjoyed the format and teachers identified the individualised programme could be of real benefit to children working below their expected year group."*

Langley Mill, like many schools, used their Pupil Premium budget to purchase Lexia. This is an effective way of assessing the software's capabilities with a target group of pupils, as Langley Mill are proving.

*"We used Pupil Premium money to pay for Lexia therefore this is the group of children who access the software. The children go on Lexia during Guided Reading sessions when they are not working with an adult. This equates to 3-4 times a week for 20-30 minutes at a time. I also observe the usage with the Deputy Head to ensure targets are met."*

*"I also feedback progress, assess whether pupil targets are being consistently reached and highlight any areas of weakness identified by the software to class teachers."*

We were interested to know if Langley Mill had incorporated a special practice of rewarding pupils for meeting their targets...

*"We award certificates once a week during a whole-school assembly. We also identify the top 2 children who have spent the most time on the programme that week and give them a certificate, also thus encouraging children to use the software at home."*

66

99

When asked about the impact on pupil progress and their reactions to the software, Louise commented on the retention of knowledge pupils are demonstrating because of Lexia.

*"Children are recalling information learnt through Lexia. An example of this was a Year 6 boy who was able to provide an answer to the question 'What is an idiom?' set by his teacher. When asked how he knew the answer, he replied with 'Lexia told me!'"*



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LexiaUK



## Ask Customer Care!

We've got two additions to our Customer Care team at LexiaUK meaning you now have three experts to answer your queries about anything related to the implementation of your software! Eileen and Katie have joined Rebecca to ensure you get solutions as quickly as possible and are really looking forward to greeting some of you soon. With the February break either ongoing or upcoming for our schools, we decided to concentrate on what you can track and target around the week away from school.

### Q. How can I check if my students have used Lexia over half term?

A. Log on to MyLexia and select the relevant class before going into **Student Overview** and selecting **View Progress Report**. Click on any of the dots on one of the five graphs displayed which will look like this 

This will then take you to the detailed **Skills Report** which displays the date and time when each student has used the program. You can therefore use this report to analyse the usage of each pupil in detail.



### Q. After half term, I plan to evaluate how far my pupils have to go before they reach their end of year target. How can I do this?

A. Go to MyLexia and select **Class Overview**. To the right, there is a **Progress** pin. Click this and it will show you the progress that your students have made so far, as well as the end of year target that they are trying to reach. You will also be able to view the number of levels they have completed and the number of levels that are still left to be completed.

## Get in touch!



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## The Rich/Poor Divide - Working together to close the gap



The gap in progression between affluent and less wealthy pupils has recently been highlighted in the news once again. This recurring story does not seem to be going away and it's something that needs to change.

At the root of this longstanding issue is the harsh reality that brighter pupils lacking privilege are not reaching their full potential and as a result are slipping behind their more fortunate peers. An article published in TES magazine makes comment on the issue with the headline **'Poor, bright pupils lag behind richer classmates by almost three years.'** The article notes the 'huge waste of young talent' quoted in the recently released Sutton trust Analysis, as poorer pupils have been shown to lag academically in the three pillar subjects. It has also been highlighted that the gap between rich and poor achievement is even more apparent with girls. An excerpt reads:

*"The research, carried out by John Jerrim at UCL's Institute of Education, focused on attainment gaps among the 10% most able pupils, using 2015 test scores from the Programme for International Student Assessment (Pisa) run by the Organisation for International Cooperation and Development (OECD). This showed that socioeconomic gaps between high-achieving pupils aged 15 are significant throughout much of the developed world. The performance of the highest achievers in the U.K. has been 'stagnant at best' since 2006."*

*"Dr Jerrim said: 'While England's brightest pupils score around average in international tests – and better in science – this analysis shows that there are some very big socio-economic gaps in attainment between the brightest pupils from poor and better-off homes. There are also some very big challenges in Scotland and Wales, highlighted by the research.'"*

At Lexia, we're dedicated to helping as many pupils as possible reach their potential in literacy and although these recent headlines are disheartening, we know that with the right solutions and willpower, we can eventually begin to reverse these statistics and provide every pupil with the skills they need to achieve whatever their background. Funding Lexia through the Pupil Premium grant is an option always open to schools and Lexia's intuitive technology ensures every skill set is being catered to once a pupil sets foot on their learning journey.

To read the article in full, visit: <https://tinyurl.com/h766qoy>