

SEND Partnership Board Project 1: Project Report (September 2018)

Identify, share and use a range of assessment tools to measure, monitor and report on progress and learning outcomes for students with SEND.

Project Overview

High educational aspirations should be in place for every child, including those with special educational needs and disabilities (SEND). When a child or young person is not able to reach age related expectations, the assessment arrangements used must reflect the unique needs and progress of each individual student to account for the differences in the way they learn. Having a range of creative & robust assessment methods and tools which can be shown to assess, monitor and raise educational outcomes will therefore enable education settings to clearly evidence the progress students make.

11 West Sussex primary schools (mainstream and special) volunteered to take part in a project to identify, share and use a range of assessment tools to capture progress and achievement of SEND students who were not reaching age related expectations. The project was undertaken during the summer term 2018 at a time when national documentation was being reviewed (Rochford Review).

Key project activities

An initial meeting was held with all project partners to agree project direction. Partners included all schools, a project lead, a local authority assessment advisor and a West Sussex Parent Carer Forum (WSPCF) representative.

The following project themes / areas of focus emerged from this original discussion:

- Tools: researching how Individual Learning Plans (ILPs), published materials, case studies, work samples, quality observations and annotations are used to support assessment.
- Progress: considering how data is used to show progress and how it is measured/interpreted, including work samples, standardised scores and ILPs.
- The influence of measuring progress beyond the area of Cognition and Learning: How do we measure progress of other areas of SEND? How do the other areas of SEND impact on academic progress?
- Communication: researching how progress and assessment is shared with Staff, Teaching Assistants, Parents, Pupils, Ofsted, and the Local Authority.
- Moderation: How moderation takes place? What criteria are used? What guidance materials exist for pupils with SEND?

Due to the autonomous nature in which schools and settings operate, and the variety of schools within project (maintained, free, academy, special, mainstream), it was decided that specific tracking documents or published materials would not be recommended for adoption by all schools. As the project was being undertaken at a time when the Rochford Review had still to publish new national guidance, the project focused on current assessment processes and guidance used within individual schools and how this is used to demonstrate progress for children with SEND who were not reaching age related expectations.

A key element of each school's informative assessment process was on how the smaller steps of progress for those with SEND could be evidenced. Project schools developed the following '**Principles for Assessment**' as the foundation of their assessment process.

Principles for Assessment

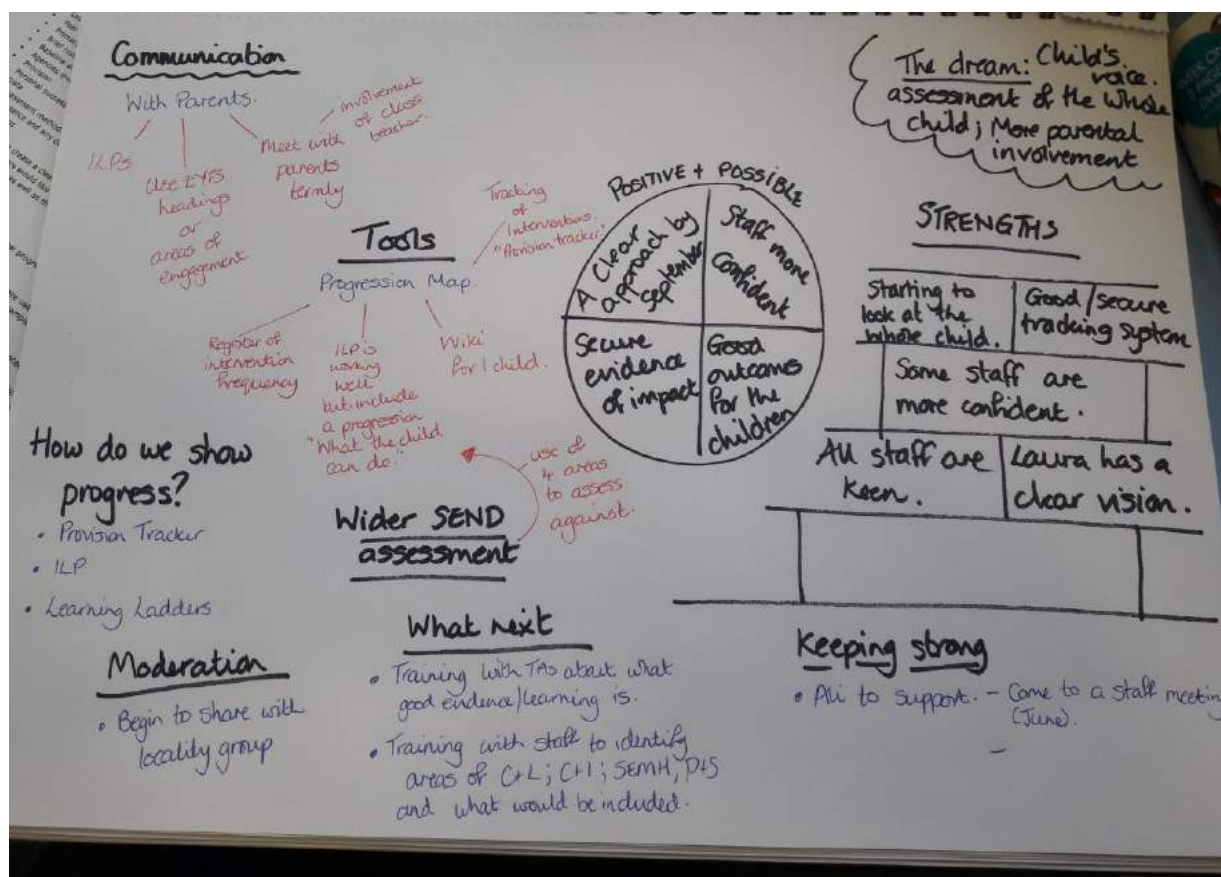
1. Pupil voice is at the heart.
2. A personalised approach.
3. Outcomes and curriculum should be flexible and varied in order for children to have opportunities to show what they can do.
4. Create a profile for the pupil which shows what he/she can do.
5. Assessment should inform teaching and improve outcomes for all pupils.
6. Ensure there is parental involvement, with clear communication methods and ways to share information.
7. Ensure there is consistency and time for professional discussion (Teaching Assistants; Teachers; Senior Leadership Team; professionals). This should also include moderation with other schools.
8. Include 'hard data' but remember that this will only show one aspect of a child's learning.
9. Focus on what the child can do and his/her next steps.
10. Analyse and reflect to change what you do, in order to engage and maximise learning.
11. Use various engagement methods and evidence how these are having an impact.
12. Ensure reporting is meaningful and can demonstrate, after a period of time, what a child can do now which they couldn't do before.
13. All staff should be clear on how to capture learning and have the opportunity to engage in this.
14. A bank of evidence from a range of assessments should be used to show starting points and demonstrate knowledge or skills in different ways.

All of this should be underpinned by **QUALITY FIRST TEACHING** and an inclusive approach.



Following the initial meeting, schools were encouraged to work as small clusters, grouping themselves with schools of similar size as it was felt there would be commonalities in approach. Each cluster of schools agreed specific themes to focus on, depending on their current assessment strengths and areas of improvement. Three special schools used this opportunity to share good practice already established in their schools and to further build on this work.

The Project Lead also met with the schools individually to support reflective thinking and complete a modified PATH. Several schools acknowledged how the PATH tool helped to shape and focus ideas and allow for an action plan to be put in place.



Each school focused on three specific children for this project and captured their findings within an agreed case study structure. Key information from the case studies has been captured within this report to highlight how schools are undertaking assessments for children who are not reaching age related expectations.

Assessment tools used by project schools to show progress

All schools found it very important to share information with all staff on how each tool was used to capture and monitor progress to inform assessment.

Each tool was developed to allow for reflection on progress across all 4 areas of SEND to show the progress of the whole child, focusing on what they can do.

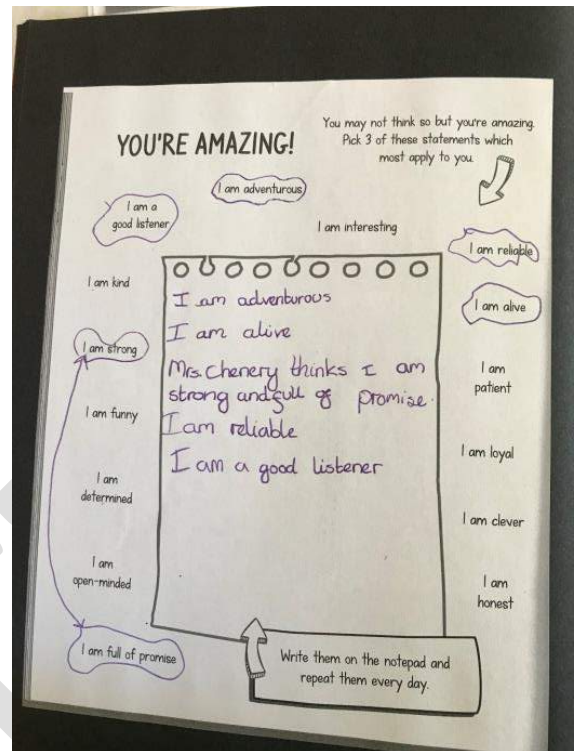
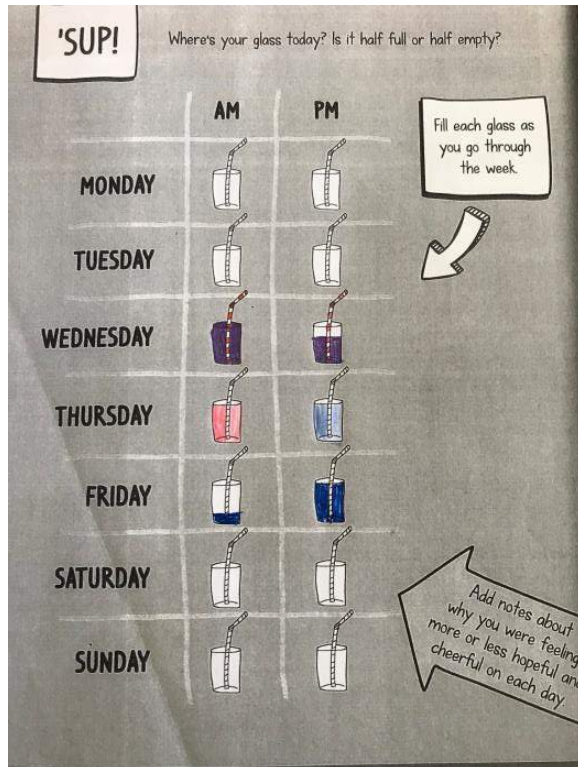
Journals

- Journals were used to capture academic and SEMH progress.
- The social emotional and mental health element of journals showed progress in a child's emotional learning. This allowed schools to see if the improvements in emotional wellbeing had an impact on academic progress. Schools felt that although more than one term would be needed to show impact on academic outcomes, the journal did demonstrate progress in a short period of time, including being more engaged in learning and in building relationships with a wider variety of people and peers at school.
- Staff were taught about capturing learning and what to put in the journals. Emphasis was on evidence of progress, significant moments or a piece of work.
- The journal was used as a working document – rather than a 'show piece' and this encouraged the child to take ownership of it.
- The journal's flexible format enabled a range of evidence, including photos, observations, pieces of work, comments, rewards etc., to be easily incorporated.
- Parents/Carers liked the journals because they could easily see what their child was achieving. The visual format worked well.
- The journals had a positive impact on the child, as they could see progress being made which raised levels of self-esteem.
- Staff feedback was also very encouraging. Many stated that they could be used to easily identify next steps and see the impact of what they were teaching.
- The journals became a planning tool in order to ensure the right next steps were being taught. It also meant that the focus moved on quickly in small steps e.g. a child was supported to play with a friend at lunch time after some teaching and role play about responding to different situations. Through observation and support by the adult, the school was able to work with the child to build a small group of friends within a few weeks and the disagreements were significantly reduced to a level where adult intervention was rarely necessary.
- The use of a journal enabled impact to be measured on a regular basis - this was key as children, staff and parents could visually see improvement over a short period of time.

"It is evident in the journal that the 1:1 support is having a huge impact on her learning and self-esteem, as well as consolidating her feeling of acceptance within the school."

"This journal was used initially to show the teacher and TA the small steps of progress that she had made. For example, I was able to show that when she started she would not talk to the teacher and then 4 weeks later she asked me what my cat was called. Although the teacher knew this, [the journal] was powerful as I could point out the progress and show that they were not just managing her very challenging behaviour."

Examples of Journal entries.



Child Y - Appendix B

Target 4 - To identify when he feels anxious and name an adult he can tell.
I can say when I feel worried and who I can talk to.

Target Achieved

Y found modelling with plasticine difficult and initially got upset and disengaged. When we did a similar activity later in the term he again struggled, but told an adult – asking for help too.
Dec 2017

Y identified that another child's behaviour was bothering and upsetting him.
Jan 2018

Y has built up relationships with adults in Giraffe class and readily starts conversations with them – often about football!
Dec 2017

Y told us that he was nervous about reading a verse of a poem in class – but then did it anyway!
Jan 2018

Y created a poster about the people he trusts and who he feels he could talk to about something.
March 2018

Y has made good transition visits to Oak Grove and feels confident and has talked to some adults there.
June 2018

Target Achieved

Individual Learning Plans / Personal Learning Plans

- Several project schools changed the format of their Individual Learning Plans (ILPs) to incorporate learning across the 4 areas outlined in the SEN Code of Practice. They had previously only focused on Cognition and Learning. Outcomes were also broken down into small step targets.
- Schools agreed that it was important to show the 'Whole Child' – e.g. personality, interests, key skills and emotional well-being as well as academic achievements.
- The ILPs shifted the focus from just key academic outcomes to include a wider, holistic view of the child. This enabled a wider number of people working with the child to capture progress in areas other than cognition and learning.
- Widening the focus on assessment also allowed for progress to be captured more regularly, with an increased emphasis on what the child could do. Previously staff had recorded steps toward a narrow outcome which didn't allow this capture of wider learning.
- Those working with the child focused on spotting the child's learning in whatever area they were being taught in, rather than concentrating on the narrower cognition and learning outcomes, which in turn could restrict the teaching and learning.
- ILPs were shared with children and parents and both were positive about being able to see the 'can do' and next steps. Parents commented that the new ILPs now enable them to clearly see what they could do to support her child at home.

"Staff felt that the new Personal Learning Plan format would be more effective in showing progress"

"A greater focus on the 'whole child' has led to a greater understanding from the teacher of the child's needs and reasons behind this behaviour, causing them to reflect on their teaching practice."

"Staff felt that looking at the child's strengths in all areas helped them to identify positive steps, and gave a starting point for analysing what was successful."

"Broadening the focus to all areas of the child's needs helped recognise that support was needed at home as well as at school."

The diagram illustrates the PDCA cycle with four stages: ASSESS, PLAN, DO, and REVIEW, each represented by a downward-pointing arrow. To the right of the arrows is a sample form for a Personal Learning Plan. The form is titled '---'s Personal Learning Plan Summer Term 2018' and includes a box for 'Child's photo'. The form is divided into several sections for recording progress and support:

- ASSESS:** Contains three rows, each with fields for 'Outcome:', 'Small-step target:', 'Description of support:', 'Baseline:', and 'End of term:'.
- PLAN:** Contains three rows, each with fields for 'Outcome:', 'Small-step target:', 'Description of support:', 'Baseline:', and 'End of term:'.
- DO:** Contains three rows, each with fields for 'Outcome:', 'Small-step target:', 'Description of support:', 'Baseline:', and 'End of term:'.
- REVIEW:** A large empty box for recording the results of the review.

Additional sections on the right side of the form include:

- 'What we like and admire about ---:'
- 'What is important to ---:'
- 'How to support ---:'
- 'What --- has achieved so far:'
- 'What outcomes we would like for --- in Year ---:'

Target 6: My Speech and Language

To consistently use 2 key word phrases to communicate
I can talk about a picture

Achieved!

How I can achieve this

X will be encouraged to use 2 key word phrases (e.g. 'red dog, girl drinking) throughout the day and as part of discreet communication activities. X will be encouraged to comment on what is happening in picture cards, illustrations in books and images she finds on the computer. She will have access to Colourful Semantics to support her in forming 2 key word phrases and will be encouraged to read the phrases she has created.

What will it look like when I achieve it?

X will be able to use 2 key word phrases to describe pictures on 8/10 occasions.
She will be able to use 2 key word phrases spontaneously throughout her day.

Target 7: My Cognition and Learning

To complete addition sums to 10
I can add up to 10

On going

How I can achieve this

X will be encouraged to add objects to make 10. She will have opportunities to use Numicon, duplo, topic resources and her toys. 1. X will be encouraged to count the objects in one group and record the number before counting the second group and then combining to find the total. 2. Adults will write sums and encourage Phoebe to find the correct amounts of objects to complete problems.

What will it look like when I achieve it?

X will be able to add two groups of objects to make 10 independently on 8/10 occasions

Achieved!

Target 8: My Cognition and Learning

To follow 5 step instructions to complete an activity
I can look at my whiteboard to know what to do

How I can achieve this

X will have instructions drawn on a whiteboard to support her understanding of what she needs to do in a range of activities, such as writing, number and cooking. Adults will encourage X to verbally label each part of the activity and cross out the picture once she has completed that part. Adults will gradually diminish their support.

What will it look like when I achieve it?

X will be able to follow visual instructions to complete an activity on 8/10 occasions.



**What I am learning to do
February 2018**

Target 9: Managing my Feelings and Sensory Needs:

To begin to understand why someone is feeling that way
I can say why someone is happy, sad, angry or scared

On going

How I can achieve this

X will look at pictures of people feeling happy, sad, scared or angry and will be encouraged to identify why they are feeling that way. X will have picture options to choose from. Adults will encourage X to identify the emotion and decide why the person is feeling like that. In class X will be asked why questions about her friends' emotions.

What will it look like when I achieve it?

X will be able to decide why someone is feeling an emotion from a choice of 3 on 7/10 occasions

Target 10: Working with Others

To take turns with another child using a timer
I can use a timer to take turns

How I can achieve this

X will be encouraged to share resources with her peers using a timer. Adults will model language "it's X's turn" or "X's turn next." She will be encouraged to turn the timer over when her turn has finished and wait for her next turn. Adults will praise X for good waiting and good sharing. Phoebe may like to give her friend a count down when their turn has finished, adults will model this.

What will it look like when I achieve it?

X will be able to take at least 3 turns with another child on 7/10 occasions using a timer to support turn taking

Target 11: Fine Motor Skills

To develop independent writing skills and form letter like shapes
I can write by myself

Achieved!

How I can achieve this

X will be encouraged to write independently (without copying) as part of structured writing activities and in Exploring sessions. X may benefit from making independent marks on a whiteboard where she can erase them until she develops her confidence. If X asks an adult to write a word, they will explain "X, try first" before the adult writes.

What will it look like when I achieve it?

X will be able to make independent letter like shapes on 6/10 occasions

Target 12: Gross Motor Skills

To use big equipment with reducing adult support
I can use the climbing frame and balance on the benches

Achieved!

How I can achieve this

In PE sessions, at playtime and the park, X will be encouraged to develop her climbing and balancing skills. Adults will give X lots of praise for making attempts to climb or balance. Adults will support X by holding her hands and gradually diminish support as she builds her confidence.

What will it look like when I achieve it?

X will be able to use big equipment with minimal prompts on 7/10 occasions

Tracking Documents

- Schools used a variety of tracking documents throughout this project.

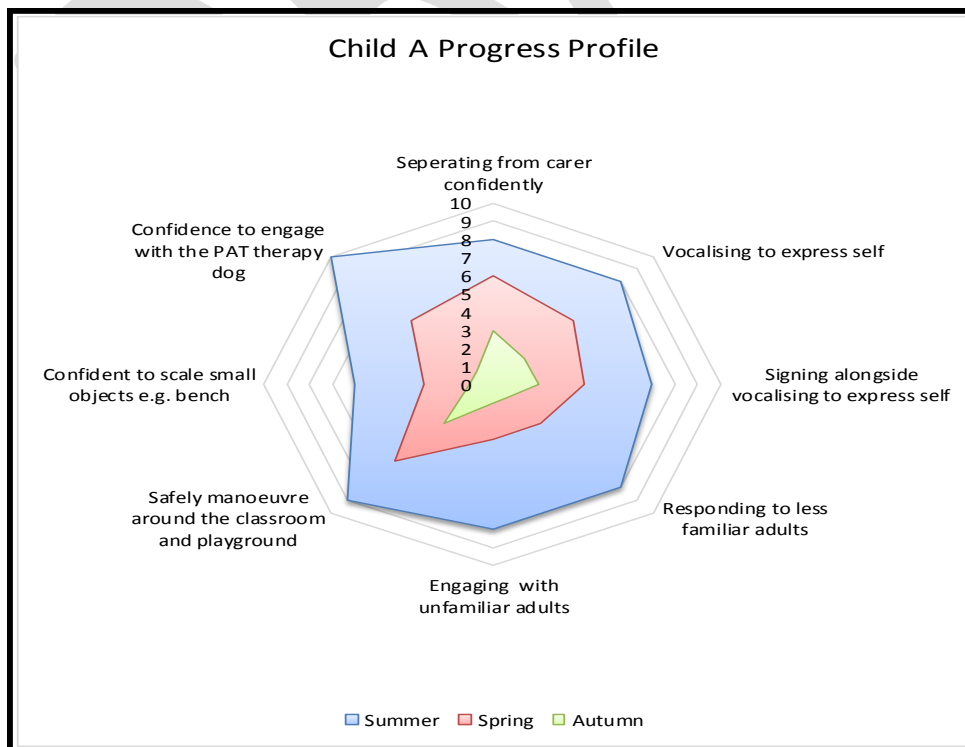
For example, the STEPS format, which breaks down a large overarching outcome into manageable goals to show smaller steps of progress.

“Next steps in learning are identified easily through the use of the STEPS material.”



Year 1	Step 4	Step 5	Step 6	End of Year Expectations
<p>Each school to insert here appropriate texts for the pupils to be reading e.g. Book Band level, ORT/Project X/PM level</p> <p>Word Reading</p>	<p>- Re-read books to build up their fluency and confidence in word reading.</p> <p>- Pupils should revise and consolidate the GPCs and common exception words taught in Reception. As soon as they can read words comprising of the Year 1 GPCs accurately and speedily, they should move onto the Yr 2 programme of study for word reading.</p> <p>- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>- Explore the meaning of words and develop vocabulary knowledge when decoding real words</p> <p>- I can sound out most phonemes and I am able to identify common digraphs.</p> <p>- I am beginning to blend simple CVC, CVCC words.</p> <p>- I am learning new GPCs.</p> <p>- I can read most Common Exception Words (CEW) from EYF5.</p>	<p>- I can use my phonic knowledge to sound out digraphs and split digraphs.</p> <p>- I can sound out graphemes (letters or groups of letters) for all 40+ phonemes.</p> <p>- I can read GPCs within known words with increasing accuracy.</p> <p>- I can recognise familiar words (CEW) in simple texts.</p>	<p>- I can use phonic knowledge to blend sounds together to read words, including long phonemes.</p> <p>- I can read words without overt sounding and blending after a few encounters</p> <p>- I can read the common exception words</p> <p>- I can read accurately words containing GPCs that have been taught.</p> <p>- I can read familiar endings to words (s, -es, -ing, -ed, -er, -est).</p> <p>- I am beginning to spot errors in decoding and attempt to self-correct</p> <p>- I am starting notice contractions and am beginning to understand them.</p> <p>- I am starting to be aware of, and use, alternative sounds for graphemes.</p> <p>* these will vary according to the phonic programme being used in your school</p>	<p>- Apply phonic knowledge and skills as the route to decode words.</p> <p>- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>- Read other words of more than one syllable that contain taught GPCs</p> <p>- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>- Read other words of more than one syllable that contain taught GPCs</p> <p>- Read words with contractions (for example, I'm, it's, we'll) and understand that the apostrophe represents the omitted letter(s).</p>
<p>Range of texts</p> <p>- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently</p> <p>- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>- Develop pleasure in reading, motivation to read, vocabulary and understanding.</p>				

- Some schools developed their own tracking documents to show smaller steps of progress. For example, some schools tried to make the tracking more visual.



- Some schools also looked at tracking the whole child in areas such as: my communication; my independence; my movement; my feelings and friends; my thinking.
- This widening of criteria allowed schools to see areas of progress where others may have plateaued. Again it also enabled schools to show small steps of progress or slower progress.

School example:

“Teaching life skills is fundamental to help our pupils become as independent as possible and it is something which the school has always been very passionate about. Life skills teaching combines academic, daily living, occupational, and interpersonal skills. We wanted to ensure that the PLPs reflect and assess the progress our pupils make in this area.

Targets were organised into five sections which focus on what we believe to be the most important areas for all pupils and then within each section targets are specific for each child. We envisaged that each different section would be weighted according to which is the greatest focus for a pupil at any given time and this will change at different times throughout each pupil’s school career.

My Communication	My Movement	My feelings and Friends	My thinking	My Independence
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Each pupil has one target which appears on their PLP in blue. This is the target which we encourage the child to be most aware of. We work with our pupils to have an understanding of all their targets to a level which is appropriate for them, but the blue target is the one on which greatest emphasis is placed e.g. because it is highest priority, largest or perhaps because it impacts in multiple areas.

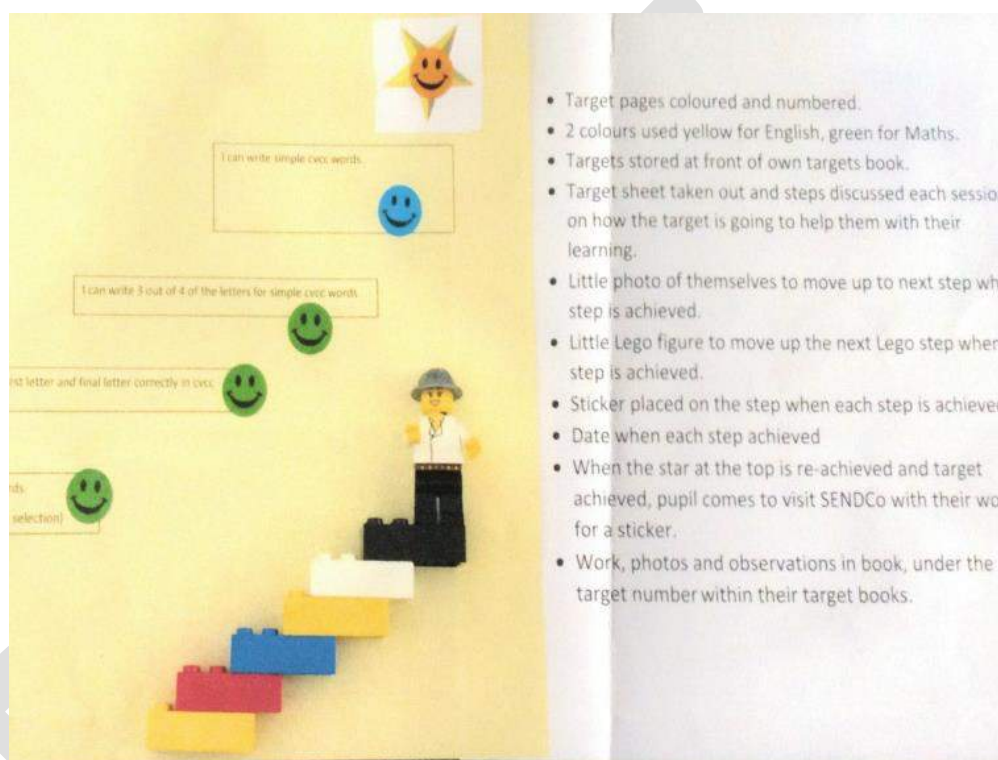
We wanted a simple way to capture a visual profile of a pupil’s progress and so focused on 8 areas per child which we would score out of 10 each term. The areas were specific to the pupil and most were linked to PLP targets but this was not exclusively so. These scores were then used to produce a simple visual representation of progress which gave a better holistic view in one image and could easily be used to identify areas which needed more focus.

We intend to continue to develop this idea, exploring ways in which we can capture progress when an area is viewed as finished i.e. if a score of 10 is given at any point in a child’s career that would then move to the bottom of the page (or another page as more things are achieved) as a block and a wall of success could then build alongside the areas still being worked on. The intention would be to grow the wall across a pupil’s entire time with us so they then leave with a wall of all of their successes.

Next steps are to develop one stop PowerPoints for each child which will contain hyperlinks to all necessary documentation, assessment etc. of which these profiles will form a part.”

Personalised and creative ways of tracking progress

- Some schools choose to develop their own tracking documents. For example, one took a longer term outcome and broke it down into smaller steps in order to allow clear teaching and for the child to be able to see their progress. This was different from the STEPS approach referenced earlier, as the schools took an outcome that was important to the child (rather than a generic academic based one).
- Part of the creative approach was using an object to track progress that appealed to the child – in this example Lego steps were built and the child was able to move a Lego person up the steps to show when they had learned something new.
- Each step was annotated with notes on progress and photos of when each small step had been achieved.



"R is more involved in his progress and can more easily see his achievements, this in turn has boosted his self-esteem and confidence. R enjoys the stepping stone progress and he is more motivated and really strives to reach the next step.

These small steps have helped to report progress and details of how he reached his targets to others including parents. The steps have helped to see the speed in which he is working towards the next step and identifying areas he progresses more quickly within and those he requires more repetition, support and reinforcement."

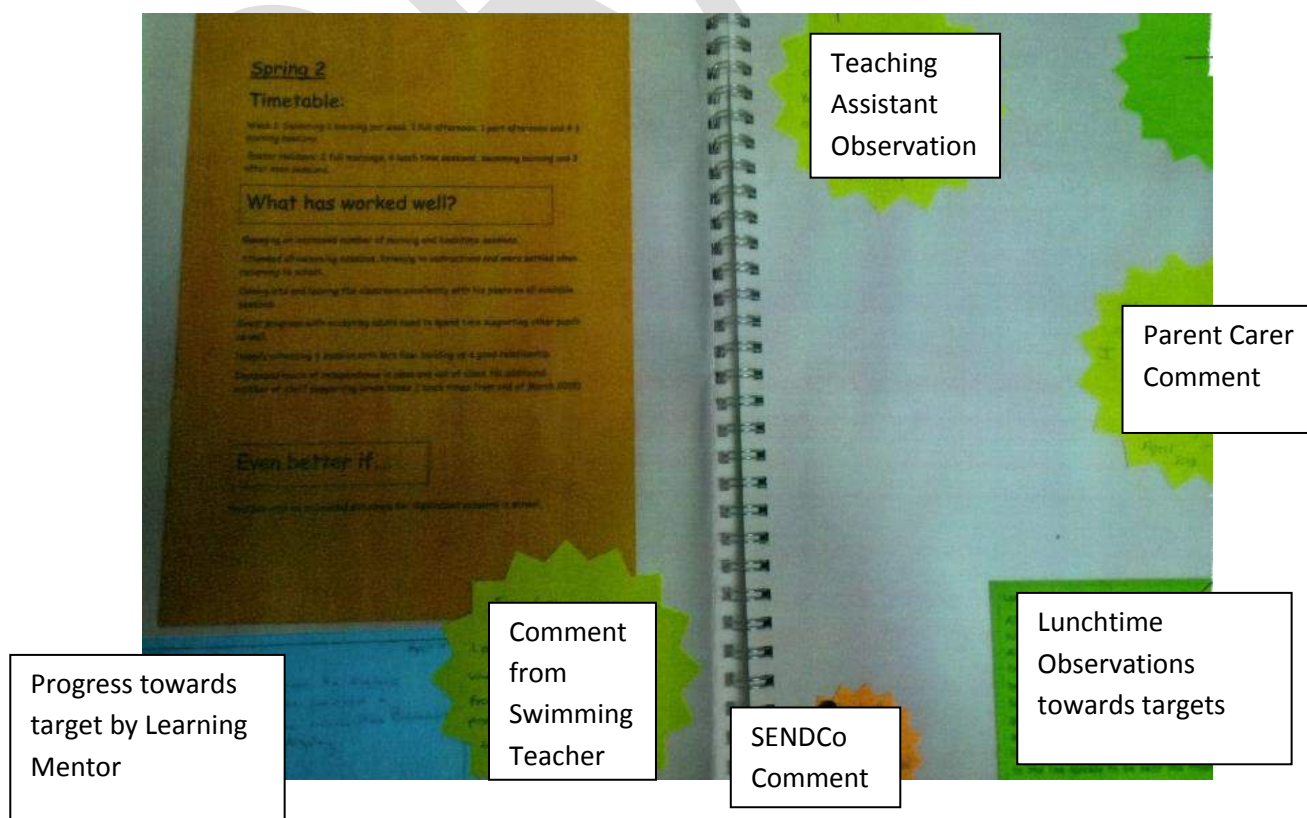
Observations

- How to make and record pupil observations was an important topic of discussion.
- Schools agreed that records could be brief but a date and an outline of what the child is now able to do which he/she couldn't do before was essential. This might include independently writing a word from a precision teaching spelling programme in a longer piece of writing, or it may be engagement / communication with a key person for the first time.
- Schools used photos, sticky labels, post-it notes, coloured cardboard stars, etc. to record observations and these were collated in a journal along with pieces of work.

"2 teaching assistants (who alternated working with A) completed an observations/record book to help track his progress. We gathered information about what worked best for him and learnt situations he found more challenging. From these observations and discussions with the class teacher we formulated a half termly page of bullet points of 'What worked well' and a few points for 'Even better if' which then fed into targets for the next half term.

This page and positive comments from all members of staff including office staff, lunch time supervisors, swimming teachers and his foster carers were added to a scrap book tracking his progress and helping to inform us of his next steps.

Each half term the 'What worked well' page and 'Even better if' was repeated and it showed us what rapid progress he was making and focused everyone on his next steps."



Communication

All project schools highlighted how important it was to engage staff, parents and children in the process of assessment and for them to have regular opportunities to contribute to this.

This happened in a variety of ways including:

Staff Meetings – both small group and whole school

- Regular meetings were often held with staff who worked closely with the child to review progress and plan new targets.
- The majority of project schools also facilitated school staff meetings to share assessment work with their colleagues.
- This enabled other staff to look at how the assessment material could be used and to think of practical ways to ensure it was manageable within the classroom.
- The staff meetings also gave clear messages about the importance of Quality First Teaching, how to capture learning – for example not needing to put everything into the assessment material, just the key evidence.
- Discussion opportunities in staff meetings were found to be very powerful, because they allowed staff to see how they could each have an impact on the child and to feel more valued within their role.
- The response to assessing the whole child and capturing the 'can do' moments was very positive.

"Weekly meetings [were held] with myself [the SENCo], class teacher and TA. Initially this was used as a way of checking that [the journal] was been carried out correctly but as time has moved on we really started to look forward to meeting to look at the progress she has made. I believe above all seeing the small steps of progress has helped the class teacher and TA feel that they are really making a difference as well as giving them a lot of confidence whilst working with her. An additional benefit of this and the weekly meetings which I did not plan or expect was that we naturally started planning for next week and making unofficial targets to work on. Such as "next week shall we see if XX can play with someone?"

Involving the child and the family

- All of the case studies involved the child from the beginning and allowed them some ownership of the assessment process.
- The case studies also involved initial meetings with the parents and then regular meetings to show progress.
- Regular communication with the family on the child's progress was essential – this happened informally through postcards, daily home / school diaries, journals and through more formal timetabled meetings such as parent evenings and Annual Reviews.
- This process kept the child at the heart of the assessment and kept his/her progress and learning central. Focusing on the whole child enhanced this process, as it allowed schools to capture more holistic learning. This approach to assessment was more positive for both parent and child.

"A often brings the neon stars from members of staff and from his [parent carer] to me and he chooses where we add them in the book. We read them together and discuss the importance of capturing all the positive steps he has made since joining the school. He made a 1 page profile with me and asks me to write speech bubbles with his comments."

- Some schools facilitated a PATH with the child and family as part of an Annual Review to capture the child's strengths, achievements, goals and more short term targets.

"Giving Child Y a greater say in discussing his future and his hopes and dreams has been massively successful. His confidence has grown and he feels more confident about answering questions. He is less worried about getting things wrong and is contributing more in class as a result. This improvement in Child Y's confidence has also had the knock on of widening his friendship group. He now has a 'proper best friend' and has spent time with several children from class outside of school."

Moderation

All schools recognised the need for and value of moderation. When the schools met together as a group to share their case studies, they moderated the assessments undertaken and the processes used against the 'Principles for Assessment'.

Moderation between Special Schools and Mainstream schools was really useful to help understand what attainment looked like in different settings. A project recommendation would be for mainstream and special schools to moderate together work and processes around assessment, in order to learn from each other and for judgements to be consistent across settings. Although primary schools were the focus for this project, the project would like to recommend that the 'Principles of Assessment' and moderation of SEND pupils should be extended to secondary schools.

Moderation should be seen as a positive, collaborative process in which staff and schools learn from each other. By using a range of tools and methods, which include the voice of the child and parent, the processes will be robust. Using the 'Principles for Assessment' to moderate the quality of the assessment helps to provide a clear picture of an individual's progress. Can you clearly see what this child can do?

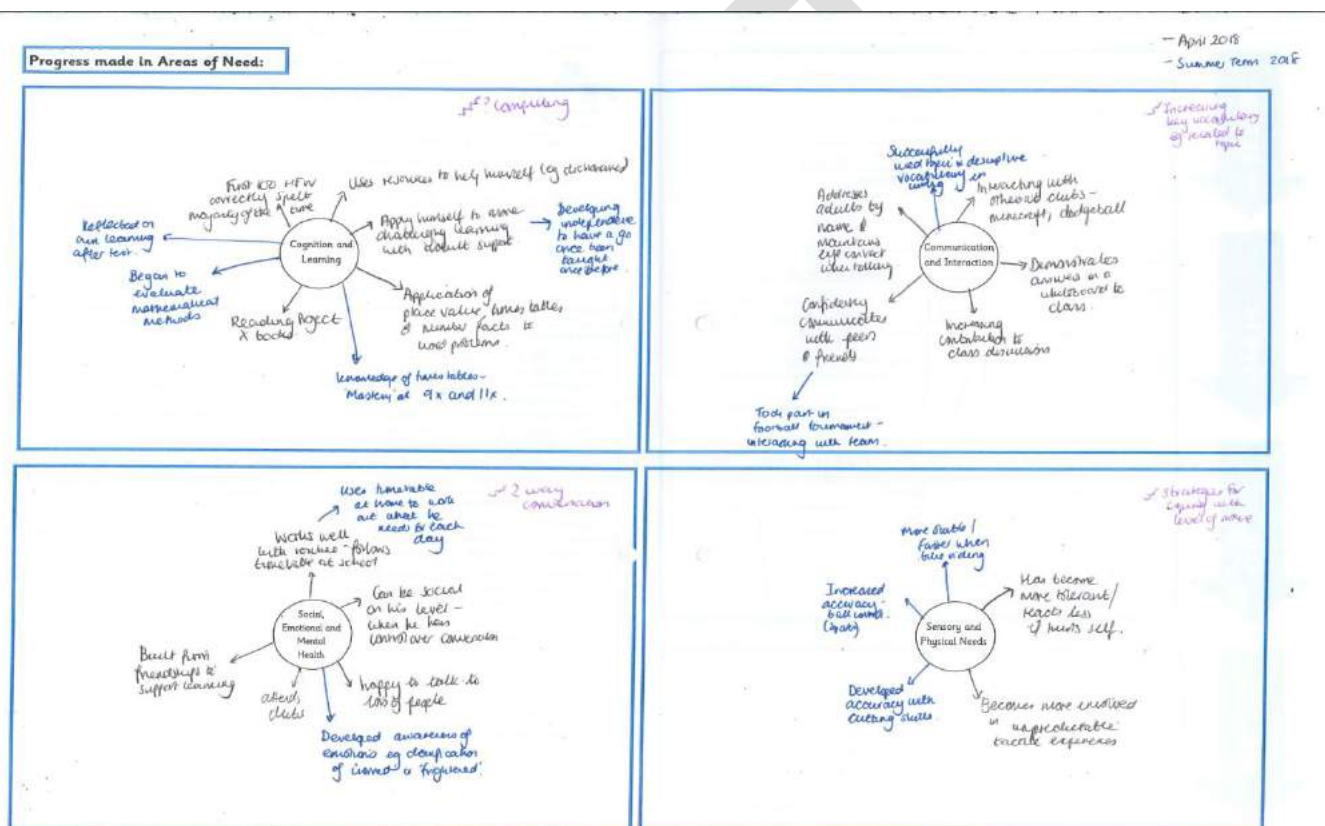
A range of people could be involved in the moderation including Teaching Assistants, Parent/Carers, a Local Authority representative, representative from feeder schools, children and governors.

Top Tips for Assessment

Based on the approaches taken by the schools, the key project recommendations are to:

- Focus on the positives and what the child can do and build on these.
- Keep the child at the centre - use child friendly materials for showing assessment and progress: e.g. journals, ILPs/passports each with clear starting points.
- Consider progress across all areas of learning: Communication and Interaction; Social, Emotional and Mental Health; Physical and Sensory. Seeing progress in areas other than cognition and learning allows for an understanding that a child may need to make progress in these areas before there is a significant impact on cognition and learning.

“The focus on strengths has enabled staff working with Child C to identify progress even though it is small steps. This has also helped to maintain a positive focus for staff.”



- Measure progress in small achievable steps - remember to include the small things. In doing this schools felt there was an increased recognition of progress and the value of the child within the school community.
- Quality First Teaching and the 4 steps (Assess, Plan, Do, Review) of the Graduated Approach should be understood by all staff -all staff have a role to play in assessing progress and supporting the child's learning. When there is clear assessment for learning staff are more easily able to identify next steps in learning.

“I believe above all seeing the small steps of progress have helped the class teacher and TA feel that they are really making a difference as well as giving them a lot of confidence whilst working with her.”

- Increase dialogue between the child, teacher, parents and teaching assistants to help all partners understand the range of assessments that are being used and why.
- Involve parent carers in the assessment process – remember to share and explain assessments at pupil progress meetings.
- Assessment tools and processes need to be recognised as an integrated part of the whole school assessment process. All senior managers, including governors should know how children who are not reaching age related outcomes are being assessed and have clear robust evidence of the progress they are making.
- Develop a school culture where all staff understand that a child’s social and emotional development is paramount to academic learning success and that progress in social and emotional development can be robustly evidenced.
- Keep assessment manageable - it doesn’t need to be pretty but it does need to be purposeful. It needs to have impact. If the assessment doesn’t tell you anything then why are you doing it?
- Moderation should be seen as a positive, collaborative process in which staff and schools learn from each other. Assessment moderation opportunities between mainstream and special schools should also be encouraged in order to learn from each other and for judgements to be consistent across settings.
- Finally, share the assessment with the children. Make them part of the journey. Show them what they CAN do.

“Mum was pleased that it focused on her child as a ‘whole’ - and allowed a clearer picture of strengths and areas of need.”

“Nan appreciated that we are recording positive things that he does because she was worried that everyone only sees the negative side of him.”

“The identification of progress through this assessment model has meant that progress is more evident than when using the whole school tracking system, which does not always measure the small building blocks needed to understand key concepts”

“[During the project there was a] shift in understanding from staff that D’s social, emotional and behavioural needs are the key to unlocking his learning potential.”

Other outcomes to note as a result of this project:

- Staff confidence in identifying next steps increased.
- Teaching Assistants felt they could see more impact in the role they played as well as feeling more confident with identifying and supporting next steps.
- Often self-esteem was raised in the child and the parents.
- These assessment approaches changed attitudes and perceptions.
- It was important to gain the voice of all those involved with the child.

14/6/18
A.21/6/18

I am Proud That...

I am proud that...

1. My family is happy.
2. I tried hard to earn star of the day.
3. I did well in Dodgeball
4. I am good at riding my bike.
5. I did not worry as much about the triathlon.
6. I helped tidy the classroom.
7. I always go to minecraft club.
8. I have improved at not giving up.
9. I will become more independent.
10. My ambition is to be a head teacher.

Learning mentor work - shows progress in self-esteem & resilience

Impact of working in this way in West Sussex Schools.

"Child A was really happy to look at his work and could speak more confidently about how he had got better at things - this was a massive change from not really feeling confident."

"The journal, photos and observations show 'at a glance' evidence of the progress that has been made, the response by all adults is very positive. This is a strategy that we will continue to implement in order to capture what the child can do."

"Through identifying progress, Child A is beginning to see what he can do when he keeps trying. This development of resilience and self-esteem is key to him overcoming his difficulties and continuing when something is tricky and feeling confident to ask for help and articulate any worries."

"Staff reflected after the staff meeting that considering children's strengths in all areas helped them to evaluate where the child had made progress but also naturally identified the next steps the children need to make."

"The approach of having a multi-disciplinary team, and a helical approach to 'assess, plan, do, review' that everyone, school, child, family are engaged with has allowed a holistic assessment of progress of the whole child. It has allowed everyone to invest and track outcomes."

"I believe above all seeing the small steps of progress has helped the class teacher and TA feel that they are really making a difference as well as giving them a lot of confidence whilst working with her."

"He is now a lot more comfortable reading positive comments about himself."

"Seeing Child Y in school with greater confidence and willingness to have a go has given us a greater understanding of what he actually retains. This has meant that judgements about what he knows have been able to be more accurate as staff assess progress and identify next steps. It also demonstrates that when Child Y feels comfortable and confident he is able to show learning behaviours, social skills and knowledge that we would otherwise not see."

"It became clear that whilst a wide range of assessment data was available it would be better if this was collated within a single personalised document that summarised the assessment, provision and impact."

"This is a much better way to measure information, thank you. C is working at a level below that expected of a typical child, and we all know this. It is so much more encouraging to see where he is achieving his IEP targets, which are specifically targeted to C and his abilities and capabilities. C is making good progress outside of school and can cope now with many social situations. He has coped well on his transition visits which is encouraging".

"Through continued analysis of progress and behaviour (e.g. ABC charts), school has been able to more accurately evidence why support is required and source this from outside agencies to support both in school and at home".

Closing Comment

Following the end of this project the government has published the final pre-key stage descriptors to replace P-Levels 5-8 for summative end of key stage assessment for those who are not reaching age related outcomes. In this national documentation it has been made clear that the national pre key stage standards are not a formative assessment tool, i.e. they should not be used to track progress throughout the key stage. Teachers should therefore continue to assess individual pieces of pupils' work in line with their school's own, more detailed, assessment policy and not against these standards.

The national pre-key stage standards are also only designed to focus on certain aspects of the curriculum (English writing, reading and maths) and the guidance highlights how schools should also demonstrate achievement in different aspects of their education.

It is our shared school view that the strategies for assessment used within this project will enable all schools to show a clearer and wide picture of what a child can do to enable an informed judgement about progress and attainment to be made. These methods will enable schools to effectively track progress throughout the Key Stage. If only a few narrow outcomes for a child are focused on it can restrict what learning we are able to see. By focusing on what the child can do and what they have learned in all areas, this will allow us to see the child as a whole and to recognise learning we may have previously missed.

"Our kids are 'wired differently'; so they learn differently; so how do we teach differently and, therefore, assess differently?"

Barry Carpenter, Optimus Conference, London. Feb 2018

If we are looking to assess all aspects of learning, it enables us to know our children better in order to teach them more effectively. We cannot emphasise enough the importance of relationships and knowledge of the child in order to make clear judgements about assessment and next steps for each individual.

Resources used within the project by schools

Please note, this information is provided so schools can find out further information – the project does not recommend any particular tracking, monitoring or assessment materials.

DfE guidance for pupils working below the test standards.

- [2018/19 Pre-key stage 1: pupils working below the test standard](#)
- [2018/19 Pre-key stage 2: pupils working below the test standard](#)

Engagement4learning - <http://engagement4learning.com/resources/>

CLLD website - <http://www.complexneeds.org.uk/>

[Blooms Taxonomy Teacher Planning Kit](#)

[21 Steps for writing / reading/ maths](#)

[Wiki](#) – A personal website which can be used to share progress and support communication with parents and other professionals.

[Boxall Profile](#) - An assessment tool for social emotional and behavioral difficulties for children and young people.

[Precision Teaching](#) - Teaching strategies for ensuring high levels of fluency and accuracy. Precision Teaching involves short one minute tasks to build skills by practising them regularly.

[British Picture Vocabulary Scale \(BPVS\)](#) - Assesses receptive vocabulary (understanding of spoken words) at the single word level. Can help identify delays in vocabulary development.

[Ravens Coloured Progressive Matrices](#) - Assesses non-verbal reasoning / logical thinking ability. Can give an idea of general cognitive ability when considered alongside BPVS score.

[First Class @ Number](#) – A 10 – 15 week programme of Maths based support sessions designed to be delivered by a trained teaching assistant to a group of up to four children..

[Memory Magic](#) - An introduction to working memory, brief assessments, includes activities to develop memory skills, advice about classroom support plus handouts for teachers and parents. Activities devised to teach 7 “Magic Tricks” that help children discover how to support their learning, working memory and learning.

[Every Child Counts Assessment](#) – An assessment tool that was used by one of the project school to measure the impact of intervention – the assessment was used before and after the intervention.

[Spar Spelling Tests](#) – Part of the Spar Spelling and Reading Tests

[Salford Sentence Reading Tests](#)

During the course of this project some schools used the following tracking and assessment tools:

[BSquared](#)- An assessment framework for pupils with SEND

[Target Tracker](#) – Assessment education software

[Class Tracker / O Track](#) – Pupil tracking system

[Learning Ladders](#) –Tracking and assessment tools

[Classroom Monitor](#) – Tracks pupil performance against targets and expectations.

[Onwards and Upwards](#) – A holistic online progress based assessment, analysis and tracking system for SEND.

[ImPACTS Curriculum](#) – An assessment, monitoring, target setting and implementation tool designed by Rosewood Free School for children operating at P-scale 1 to 4, although it can cater for pupils working beyond this and into national curriculum levels.

[Tapestry](#) - Early years online learning journals and assessment materials.

[Centre for Evaluation and Monitoring](#) (CEM) An organisation that provides school and education based assessments, monitoring systems, training and support.

DRAFT