

Assessment for Pupils with SEND

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Percy Hedley School

- * **A non-maintained special school, part of the Percy Hedley Foundation – a charity.**
- * **Pupils from 3 – 19 years with either speech, language and communication difficulties (S&L) or cerebral palsy (CP).**
- * **Pupils attainment can vary from P1(i) – level 3 qualifications**
- * **Pupils can join school in any year group and at any time during the year.**
- * **Teachers, therapists (SaLTs, OTs, Physiotherapists) and SSAs work collaboratively in trans-disciplinary teams to meet pupils' increasingly complex needs.**

Assessment – Why does it matter?

- * To summarise and communicate attainment and progress – individually and across school?**
- * To track attainment and progress?**
- * To set targets**
- * To consider and communicate standards**
- * To know what to teach next (informs planning)**
- * To know how well the pupils are learning each lesson?**

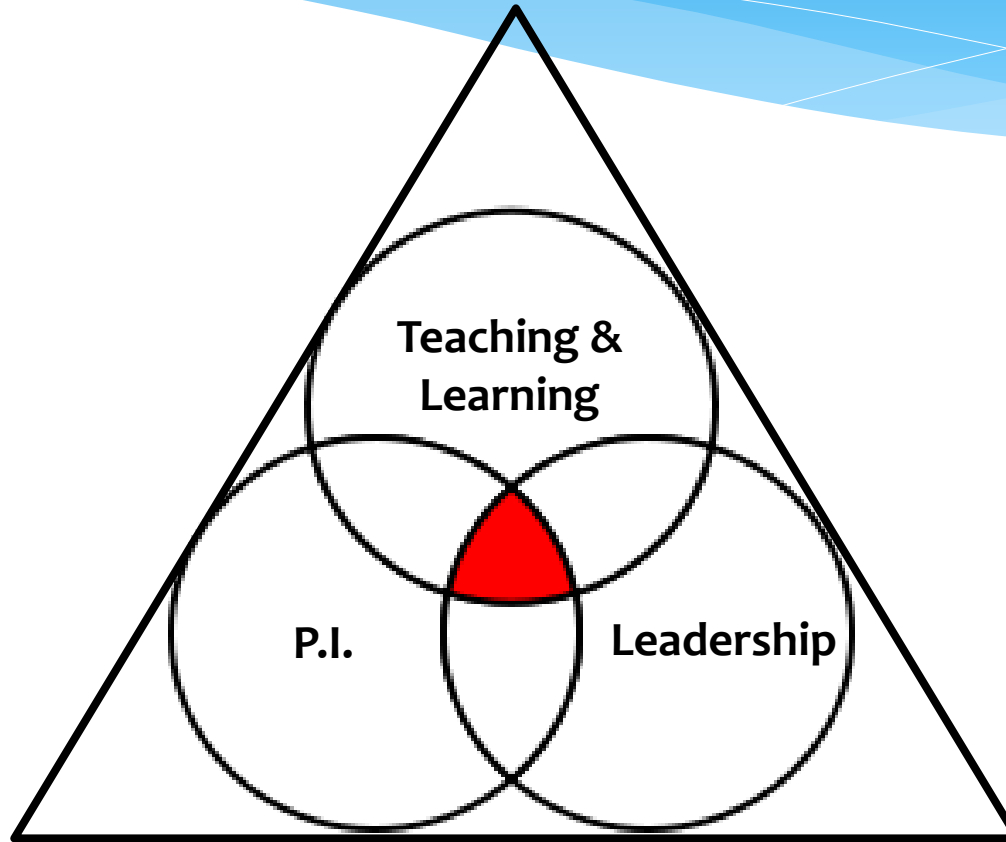
Summative Assessment

Schools may view assessment as an end of term/half termly summary. Staff may schedule assessment weeks to update records. Schools may choose to test before and after a unit of work.

Problems:

- * Does the assessment capture all the progress made?**
- * How do we know what went well / badly?**
- * What can we do if progress didn't happen?**
- * Assessment doesn't inform planning...**

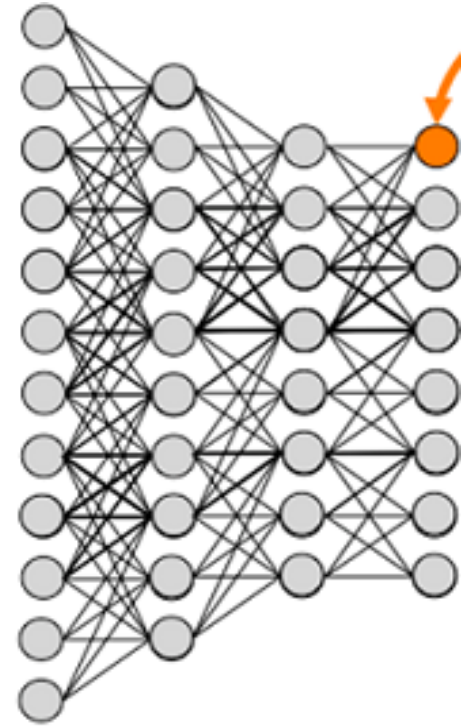
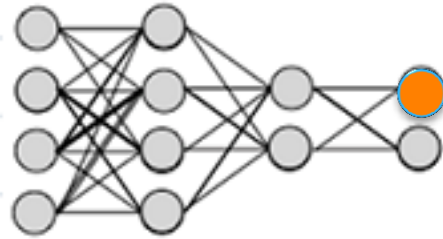
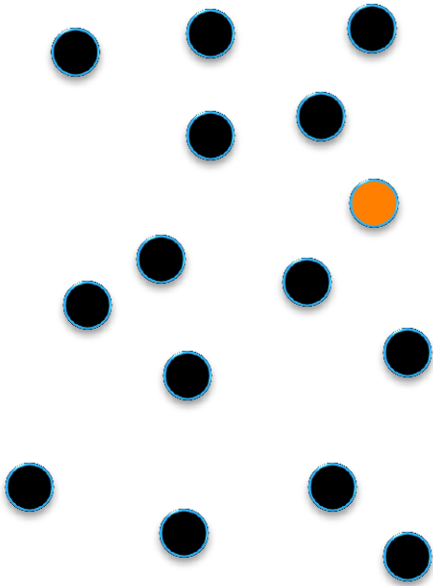
Pupil Information (P.I.)



Outstanding Pupil Information

- * **Assessment needs to be ongoing to ensure learning opportunities are targeted**
- * **Planning learning opportunities need assessment information to ensure they are relevant and challenge pupils to learn**
- * **Learning opportunities need to target next steps – including “deepening” learning**

Shallow or Deep Learning?



Shallow or Deep Learning?

- * **‘Shallow learning’ occurs when a child learns something new.**
- * **‘Deep learning’ comes from applying this knowledge and building understanding.**
- * **Deep learning and functional skills is often not effectively captured by assessment systems.**
- * **For pupils with SEND, the ability to apply knowledge and skills is crucial.**

Assessment for Pupils with SEND

- * Needs to have small steps
- * Needs to be incremental and hierarchical
- * Needs to directly link to the curriculum and schemes of work
- * Needs to demonstrate progress (summative)
- * Needs to effectively track progress (tracking)
- * Needs to support next steps and planning (formative)
- * Needs to capture vertical and horizontal progress.

Rochford

- * Rochford has suggested 5 sub-levels to use for Primary aged children attaining below expected standards for Reading, Writing and Maths.
- * The pupil can respond speedily by saying or communicating the correct sound for all the letters of the alphabet (ER3)
- * The pupil can count to 5, though this may involve joining in with the teacher as the teacher counts (M1)

Rochford – Mind the gap!

- * These statements should not be interpreted as an assessment tool as groups statements have large gaps in conceptual understanding**
- * It may take significant time to progress between sub-levels so progress cannot be demonstrated**
- * For pupils below ER1/EW1/M1 p-levels could be used or levels of engagement**

**How do we show
progress for our most
complex learners?**

Rochford Recommendation 4

A statutory duty to assess pupils not engaged in subject-specific learning against the following 7 aspects of cognition and learning and report this to parents and carers:

- * Responsiveness**
- * Curiosity**
- * Discovery**
- * Anticipation**
- * Persistence**
- * Initiation**
- * Investigation**

Rochford Recommendation 5

Following recommendation 4, schools should decide their own approach to making these assessments according to the curriculum they use and the needs of their pupils.

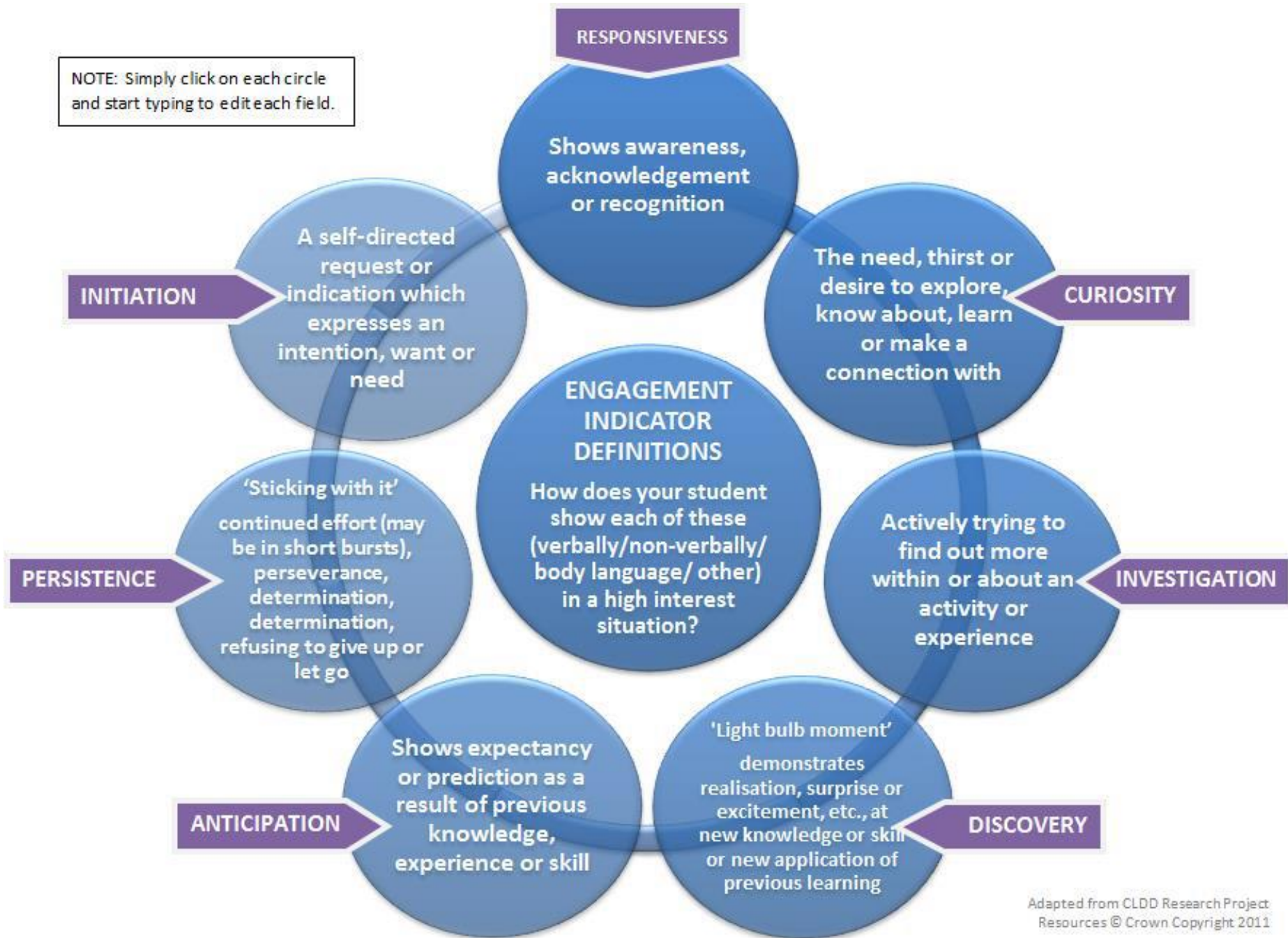
Our Challenges

- * **Pupils with increasing needs**
- * **Limited time spent of “curriculum subjects” due to range of needs**
- * **A whole school system**
- * **An appropriate measurement tool**
- * **Data didn't tell us anything and didn't truly reflect progress- this led to disengagement from staff and assessment became bolt on rather than integral to the teaching process**

Our Journey

- * **SSAT and CLDD project**
- * **Engagement profiles and scales**
- * **Engagement curriculum**
- * **Therapy targets/EHC outcomes**
- * **Review reports**
- * **Rochford**

NOTE: Simply click on each circle and start typing to edit each field.



Engagement Indicators	Score (0–4)	What happened? What happened / what didn't happen and why?	Possible future interventions What will I do next time and why? How will I make the activity more appealing?
Responsiveness			
Curiosity			
Investigation			
Discovery			
Anticipation			
Initiation			
Persistence			
Total score		NB NOW CIRCLE TOTAL SCORE ON SCALE (previous page)	



Key for scoring levels of engagement	0	1	2	3	4
	No focus/ Disengaged	Low and minimal levels – emerging / fleeting	Partly sustained	Mostly sustained	Fully sustained

Engagement Scale

Pupil name:

Age:

Year:

Lesson:

Target:

Activity:

Date:

Time:

Date for next observation:

Completed by:

Overview of relevant issues

e.g. Environment / pupil mood / medical OR medication?

What 'Intervention' are you using from the last scale you completed?

ENGAGEMENT SCALE

Mark TOTAL engagement score from sheet overleaf:

No Focus		Emerging / fleeting					Partly sustained					Mostly sustained					Fully sustained											
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

The Curriculum

- * **Subject specific? Topic based?**
- * **The subject becomes the context and the focus becomes the area of engagement.**
- * **Age appropriate**

Name:	Oscar	iASEND assessment period 1			
Learning objective	Area of engagement: Curiosity/Discovery/Anticipation/Awareness Persistence/Investigation/Initiation				
I can.... (iAsend number if relevant)					
EHC Targets link					
Staff Interaction	Pupil response			Engagement level and time	
				0 1 2 3 4	Time
				0 1 2 3 4	Time
				0 1 2 3 4	Time
Engagement	0 No focus	1 Emerging / fleeting	2 Partly sustained	3 Mostly sustained	4 Fully sustained
Other comments/ evidence /Positioning	Next steps				
Staff:	Date:				

Has it made a difference?

- * **Assessment is more focussed**
- * **The whole child is considered in the assessment progress not limited to subject areas**
- * **Learning can be measured at any time**
- * **Progress can be measured at any time**
- * **This provides “a way in”**
- * **It has changed how we view children with the most complex needs and has built confidence in staff who not only see progress, but also have a tool to report on progress.**



Any questions?