

Assessment in Special Schools

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Intention of this presentation

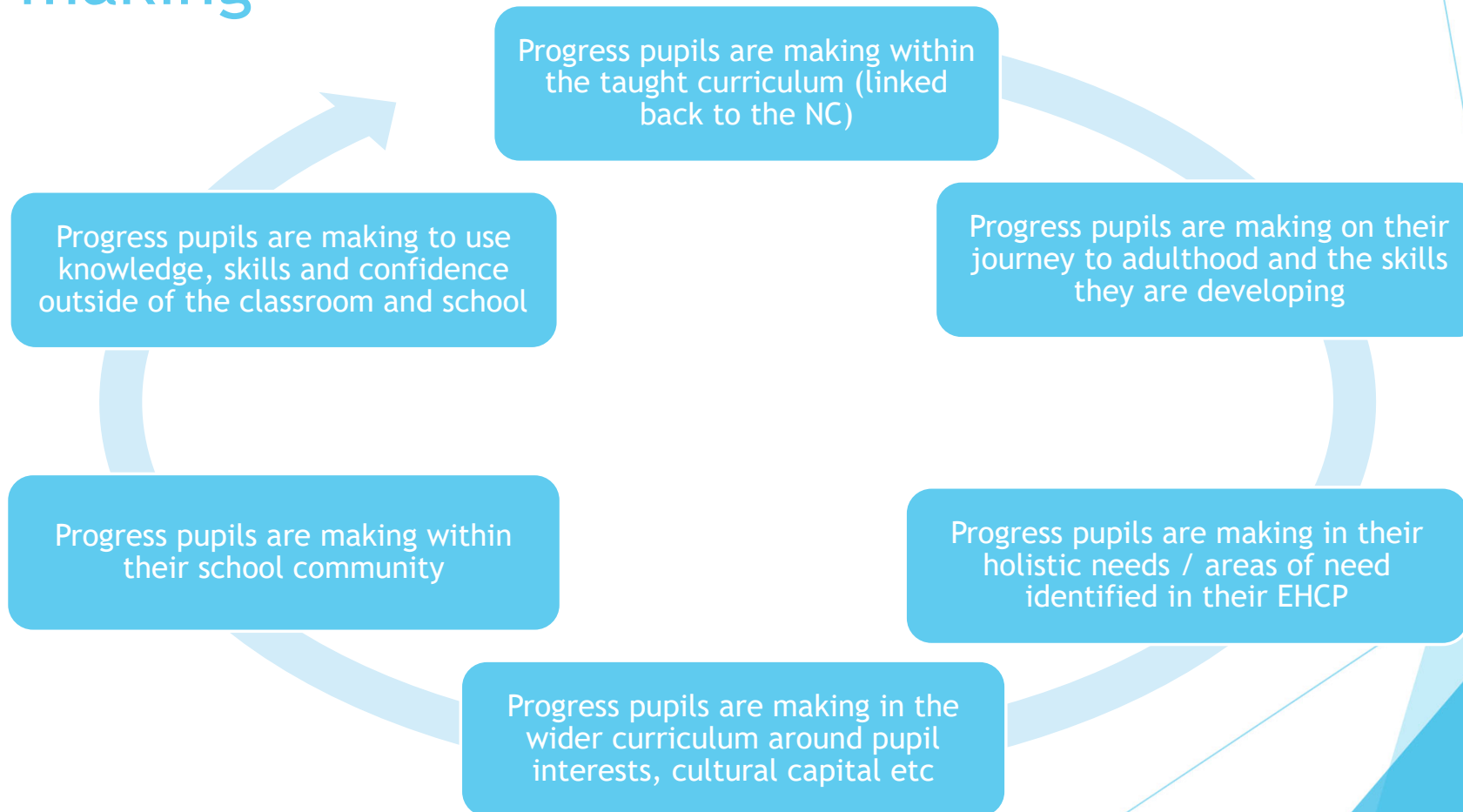
- ▶ What is assessment and how are assessments used in special schools?
- ▶ Why are we doing assessments? What is the purpose of them?
- ▶ What can we learn from Ofsted and how we can present information to them
- ▶ How we can use data in school for future development
- ▶ How you can collect information about the Quality of Education
- ▶ Example of Presentation of Quality of Education from Hebden Green

Assessment in Special Schools

- ▶ Assessment in special education is the process used to determine a child's specific learning strengths and needs
- ▶ Assessment in special education is a process that involves collecting information about a student for the purpose of making decisions.
- ▶ Assessment can be seen as a problem-solving process that involves many ways of collecting information about the student.
- ▶ DfE does not specify what other assessment and reporting systems a school should use, or endorse any specific system. Schools should ensure that the assessment of their pupils is supported by a range of strategies that are holistic and personalised according to individual SEND profiles.



What do we mean by progress pupils are making



Assessment in Practice

Feedback to pupils	Marking	Observations	Moderation
Learning Walks	Work in Books	Progress towards IEPs	Progress towards curriculum targets
Progress towards EHCP targets	Lesson Plans	Generalisation and application	Standardised Assessments



Assessment across the HGS Pathways



Academic Systems

- ▶ Routes for Learning
- ▶ Quest for Learning
- ▶ EQUALS - MAPP
- ▶ EQUALS - Assessing and recording progress in the Early Years
- ▶ Evidence for Learning
- ▶ SOLAR
 - ▶ AT Framework
 - ▶ WS P Steps
 - ▶ AQA
- ▶ Birth to 5 matters
- ▶ Compass+ / Gatsby Bench Marks
- ▶ BKS B

Holistic Systems

- ▶ Switch progression road map
- ▶ Fantastic fingers
- ▶ Skills Builder
- ▶ Autism Trust Framework
- ▶ BPVS
- ▶ WRAT 4
- ▶ See and Learn
- ▶ Blank
- ▶ Dyslexia Portfolio

The Engagement Model

- ▶ For teachers to use as an assessment tool for pupils working below the standard of national curriculum tests.
- ▶ The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.
- ▶ The engagement model does not replace existing planning and assessment systems and schools will have autonomy over how it will be implemented.
- ▶ The model encourages schools to measure each pupils' progress independently, according to their individual profile of needs. It can also be used as a baseline tool to track and support ongoing progress.

The Engagement Model Continued

- ▶ The model has 5 areas:
 - ▶ exploration,
 - ▶ realisation,
 - ▶ anticipation,
 - ▶ persistence and
 - ▶ initiation.
- ▶ Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.
- ▶ Engagement can help schools reflect on how well the bespoke curriculum they offer to their pupils is helping them progress. It will not necessarily replace a school's existing plans, assessments and reporting systems, but adds value to them by helping schools assess pupils' progress from a different angle
- ▶ [The engagement model \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

How to use the engagement model to assess pupil progress

Assess, evaluate and moderate

How much progress did the pupil make against the target through each of the 5 areas?

How much support did they need?

How can the pupil consolidate the learning in different contexts?

Is the teaching environment suitable?
Is additional challenge needed?

Is any special educational provision needed to improve the pupil's engagement?

Do any changes need to be made to the personalised curriculum and pedagogy for the pupil?

Along with the school's other assessment systems, how does the assessment information help provide evidence of progress against the target?

Setting targets

What are the pupils' targets across the 4 areas of need, as outlined in their EHC plan?

Are they realistic and appropriate?

Have the parents/carers been involved in setting the targets?

Plan

Is the pupil's curriculum sufficiently broad and balanced, motivating, personalised and aligned to their learning outcomes and targets in their EHC plan?

What teaching strategies and learning environments need to be put in place to help the pupil meet these targets?

Working together

Are the teaching staff working together with a multi-agency team to:

- Set targets for the pupil
- Plan their personalised curriculum
- Conduct observations
- Identify the special educational provision needed to increase pupil engagement and moderate assessment outcomes

Are senior leaders supporting target settings and moderations?

Does the school have partnerships with other schools to assist with moderation and CPD?

Observe

Has a baseline assessment been conducted to identify what the pupil's achievement against the target looks like at the beginning?

How much is the pupil engaged in achieving the target through each of the 5 areas? What does this look like in different contexts/environments?

What adaptations have been made to the specialist education provision and how does this affect their engagement?

Pre-Key Stage Standards

- ▶ Teachers should use pre-key stage standards for those pupils working below the standard of key stage 1 / 2 but are engaged in subject specific study. The use of this guidance will further support teacher assessment judgments.
- ▶ Where pupils are not engaged in subject specific study the engagement model should be used.
- ▶ This guidance is available for use from academic year 2020-21 onwards.
- ▶ Teachers must use these standards to make statutory teacher assessment judgements at the end of key stage 1 / 2 for pupils who are working below the national curriculum teacher assessment frameworks and engaged in subject-specific study.
- ▶ [Pre-key stage 1 standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pre-key-stage-1-standards)
- ▶ [Pre-key stage 2 standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pre-key-stage-2-standards)

Primary Assessments

- ▶ [2018-19 teacher assessment frameworks at the end of key stage 1 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- ▶ [Teacher assessment frameworks at the end of key stage 2 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- ▶ **Primary assessments:**
 - ▶ SATs,
 - ▶ phonics screening check,
 - ▶ multiplication tables check and
 - ▶ reception baseline assessment.

Secondary Assessments

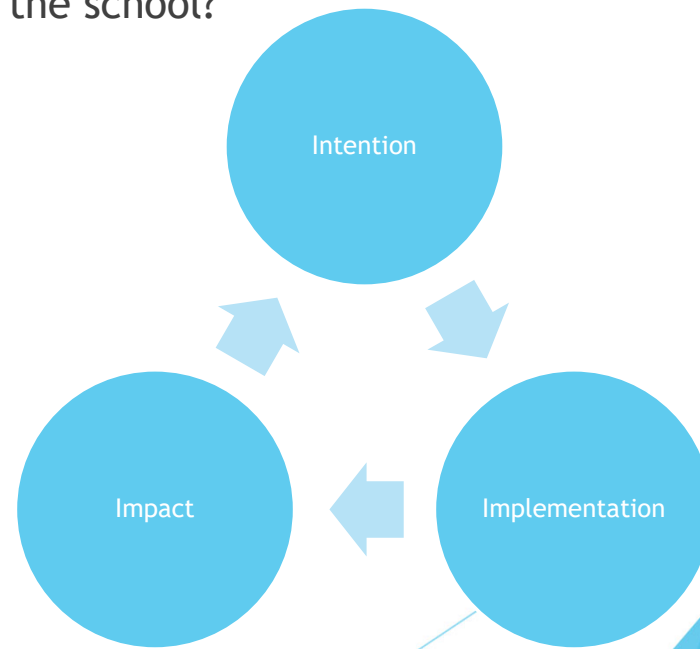
- ▶ GCSEs
- ▶ Qualifications
 - ▶ Entry Levels
 - ▶ Level 1 / Level 2
 - ▶ Functional Skills
- ▶ Awards
 - ▶ ASDAN
 - ▶ EQUALS
 - ▶ ASENTIS

What next?

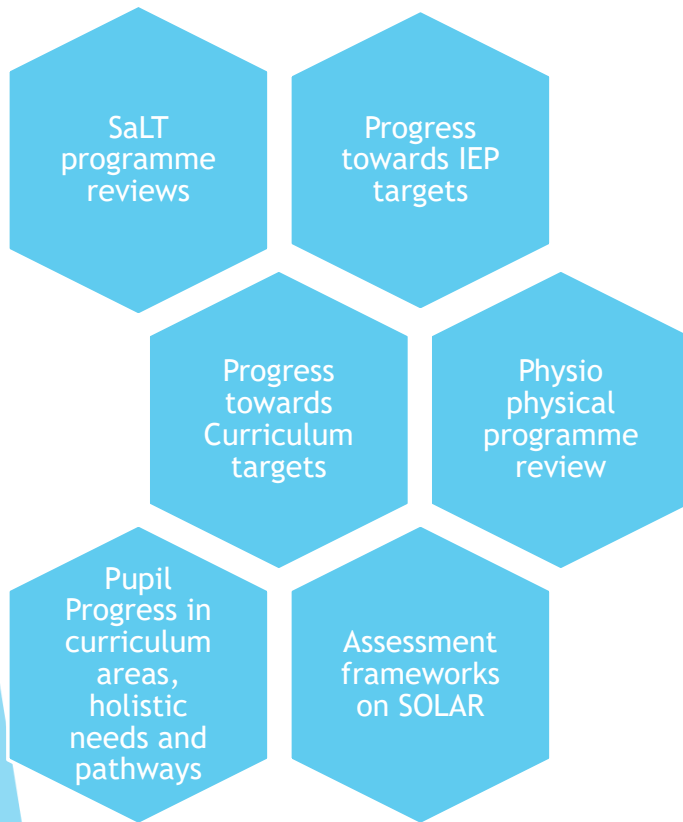
- ▶ Moderation with other colleagues
- ▶ Triangulation
- ▶ Matching assessments to Planning
- ▶ Meeting the needs of the pupils through the planned curriculum

Why

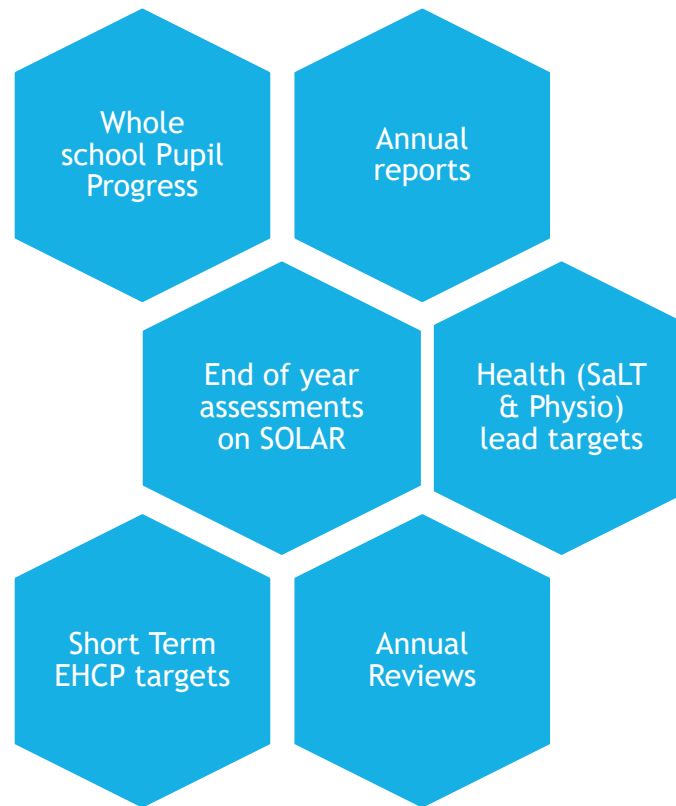
- ▶ Why are you doing assessments?
- ▶ What is the purpose of them?
- ▶ How do they impact on your knowledge of the school?



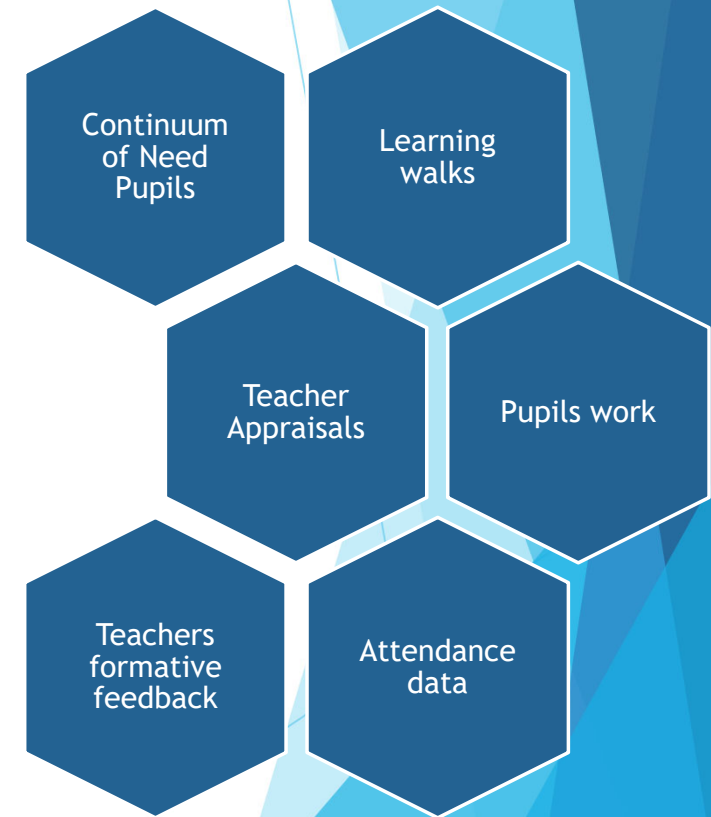
Pupils Assessment at Hebden Green



Forms of Termly Assessment



Forms of Yearly Assessment



Additional Assessment

Instead of asking what progress has been made (By a pupil / class / subject)

Try instead to ask

What is the quality of education in my school and how do I know this?

Guidance - School inspection handbook

Updated 11 July 2022

- ▶ 16. We will not require schools to provide:
 - evidence for inspection beyond that set out in this handbook
 - evidence in any specific format, as long as it is easily accessible for inspectors
 - written evidence of oral feedback to pupils
 - predictions of attainment and progress scores
 - assessment or self-evaluation, other than that which is already part of the school's business processes
 - performance and pupil-tracking information
 - any specific document or plan in relation to the pupil premium other than its pupil premium strategy, and will not require any further school-generated data on the pupil premium

Evidence to look at from Education Inspection Framework

Curriculum design

Long term planning

Impact of the curriculum on pupils with SEND

Impact of the curriculum on most disadvantaged

Plan for cultural capital

Impact on the curriculum for Preparation for adulthood

Teachers subject knowledge

Teachers teaching

Learning environments

How assessments are used by the teachers

Reading

Knowledge and skills gained across the curriculum

National tests and assessments

How learners are ready for employment, training or further education

How learners are prepared for next stage of education

Behaviour, conduct and attitudes to learning

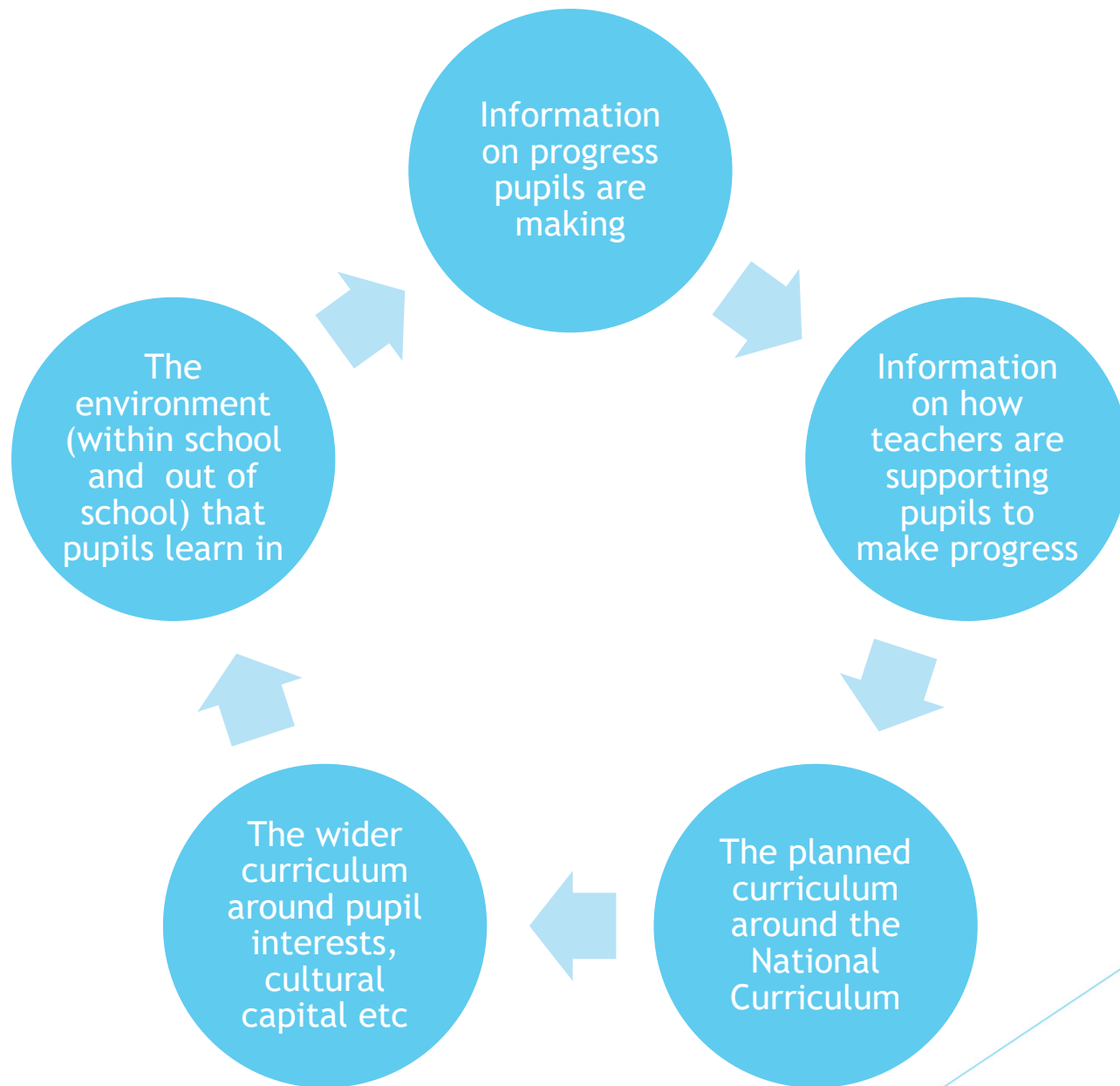
Pupils attendance

Broader skills and interests development

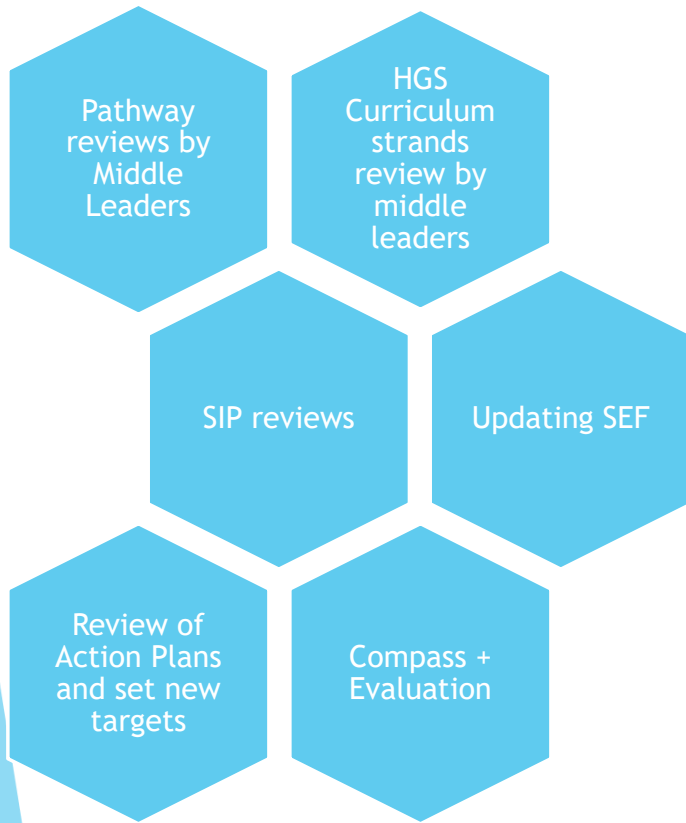
Physically and mentally healthy pupils

Review of pupils work

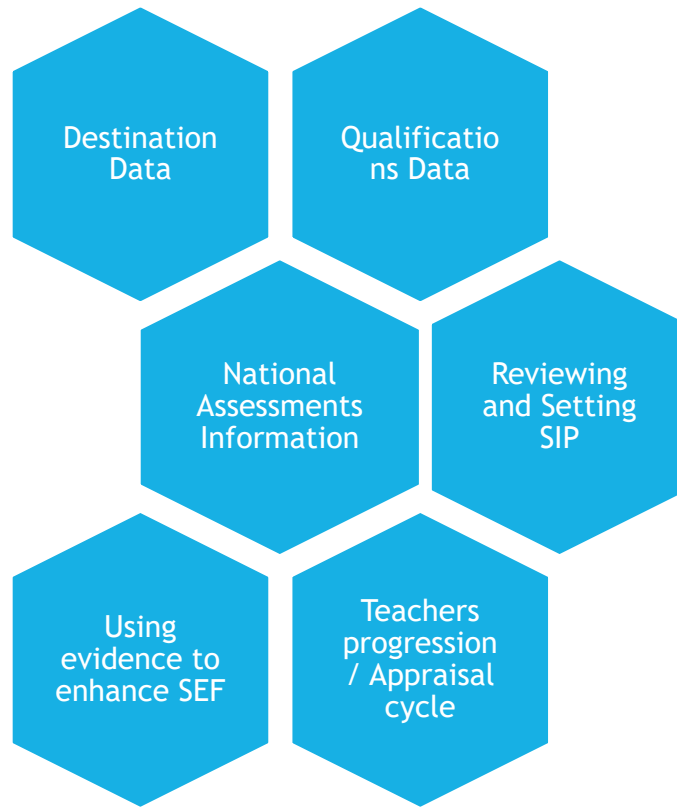
Prepared for life in Modern Britain



Additional Evidence sources for Quality of Education



Forms of Termly Assessment



Forms of Yearly Assessment



Additional Assessment

People involved with gathering information

- ▶ Annual Reviewing Officer
- ▶ Attendance Officer
- ▶ SEND Team
- ▶ Exams officer
- ▶ DSL
- ▶ SENCO
- ▶ TLR leads
- ▶ Curriculum Leads
- ▶ Teachers
- ▶ TA's
- ▶ SLT
- ▶ Pupils
- ▶ Parents
- ▶ Governors
- ▶ ASIA
- ▶ School Improvement Partner

How can you use data in school

- ▶ To support teachers and school leaders who are making decisions about how to improve learning outcomes.
- ▶ To be used in triangulation to develop the curriculum
- ▶ To set School Improvement Planning for the academic year
- ▶ To give evidence when writing the SEF
- ▶ To support targets for teachers within their appraisals
- ▶ To see the impact of quality of education on pupils attainment levels

Impact

- Pupils are achieving exceptionally well regardless of ages, background or SEND need, through a high-quality curriculum that is understood by stakeholders and delivered expertly by skilled staff. Work and assessments shows pupils are constantly developing: subject knowledge; steps towards EHCP targets; skills for future learning and employment. The middle leaders are pivotal to the impact of the curriculum and ensure that all pupils receive a coherently and individually planned curriculum, based in pedagogy, knowledge of subjects and SEND.

Overview

- ▶ Assessment in isolation tells you how well a pupil is doing in 1 particular area at a particular time
- ▶ Holistic assessment gives you an overview of the whole child
- ▶ Assessment with a clear intention on whole school development allows you to be strategic and impactful
- ▶ Think...

How effective has the planned curriculum been at helping pupils develop new skills, increase subject knowledge and reduce their barriers to learning?

Resources

- ▶ [Using the Toolkits | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)
- ▶ [Education Endowment Foundation | EEF](https://www.educationendowmentfoundation.org.uk)
- ▶ [Education inspection framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- ▶ [School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- ▶ [Assessment in Special Schools and AP settings.pdf \(challengepartners.org\)](https://www.challengepartners.org)
- ▶ [SEND - Evidence for Learning](#)