

# Inclusion Parent Forum

Nov 2021



Partners In Learning  
Academy Trust

# Assessment of children with SEND



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Academy Trust

# WELCOME

- Thank you for joining us
- Inclusion parent forums
- Ground rules



# GROUND RULES

- Respect views of others
- Be open and honest
- Accept any ideas
- Do not discuss individuals (children or staff)
- Keep topics general and not personal



# AGENDA

1. What does assessment look like in the classroom?
2. How do we track children's progress?
3. What assessments do we use additionally?
4. Ideas for future forums
5. Questions



# QUALITY FIRST TEACHING

**All of our learners receive quality first teaching following this model;**



## **Universal Teaching**

All teachers thoroughly plan each lesson inclusively so that there are clear learning objectives alongside activities to help all children meet the learning outcomes.

## **Targeted - Additional Interventions**

This can be used to provide extra support to pupils who are not quite meeting age-related expectations. This involves identifying these pupils and taking the necessary steps to personalise their learning experience so that they can get back on track in their learning journey.

## **Specialist - Personalised Interventions**

Teachers create a personalised learning program for students struggling to meet age-related expectations. This step is for students who require more support than is provided in additional interventions and support in class.

# HOW ARE ASSESSMENTS MADE?

Within lessons teachers are constantly reviewing learning and assessing your children through:

- targeted questions
- class discussions
- 1:1 discussions
- response to modelling and scaffolding
- looking through work and giving verbal feedback
- peer assessment of work against success criteria
- self assessment of work against success criteria

Planning evolves throughout the week. Adjustments are made based on progress within the class and any misconceptions.

# FOR SOME OF OUR CHILDREN THAT NEED TARGETED AND SPECIALIST SUPPORT THIS IS WHAT IT MAY LOOK LIKE IN CLASS.

Targeted and specialist support in class, examples of what teachers put in place.

Use of extra resources to support e.g. number lines, counters and key word cards.

I can statements written in by teacher.

Pre-learning of a concept that is going to be introduced in a main lesson through small group work during assembly time or fast learning time. Pre-learning is also shared with parents at times.

Task boards – to help break down instructions and learning into smaller steps.

Small group activities during challenge times to support the understanding of the I can statements.

Targeted early morning tasks for children based on their FLC targets or those on a provision document or ILP.

Highly differentiated activities based on ability.

Formal assessments are age related for children to complete to inform assessment further.

Homework set to help support and embed learning. These are also planned to the level appropriate to your child.

Nessy programme is used for children that are dyslexic, EAL or below age related expectations from Year 1.

Intervention groups to focus on key skills – numeracy, phonics, spellings, handwriting etc.

# ASSESSMENT THROUGH THE YEAR

Formal assessments are completed throughout the school year alongside the teachers daily assessments of progress within a lesson. These assessments inform daily planning.

Assessments can be used to assess progress at age related expectations or customised to the age expectations band that your child is in, for example a child in Year 4 could be working at Year 2 expectations and will therefore be assessed within this age group.

# NEW SYSTEM

We are now using a new assessment system. This will now show every child's progress which is unique to them; previously children were formally assessed as below, at age related or above expected for the year group they were in.

Now progress will be tracked across the year group age that the child is working in. This will show that although progress may be below age expectation there is progress within the year making assessment inclusive for all.



# TARGET SETTING

Family Learning Agreements and Individual Learning Plans (ILPs) are used to set targets for learners.

Teachers assess whether the target has been met and what needs to be targeted next.



# Review

Teachers continually review pupil progress and how effective the support has been.

# Assess

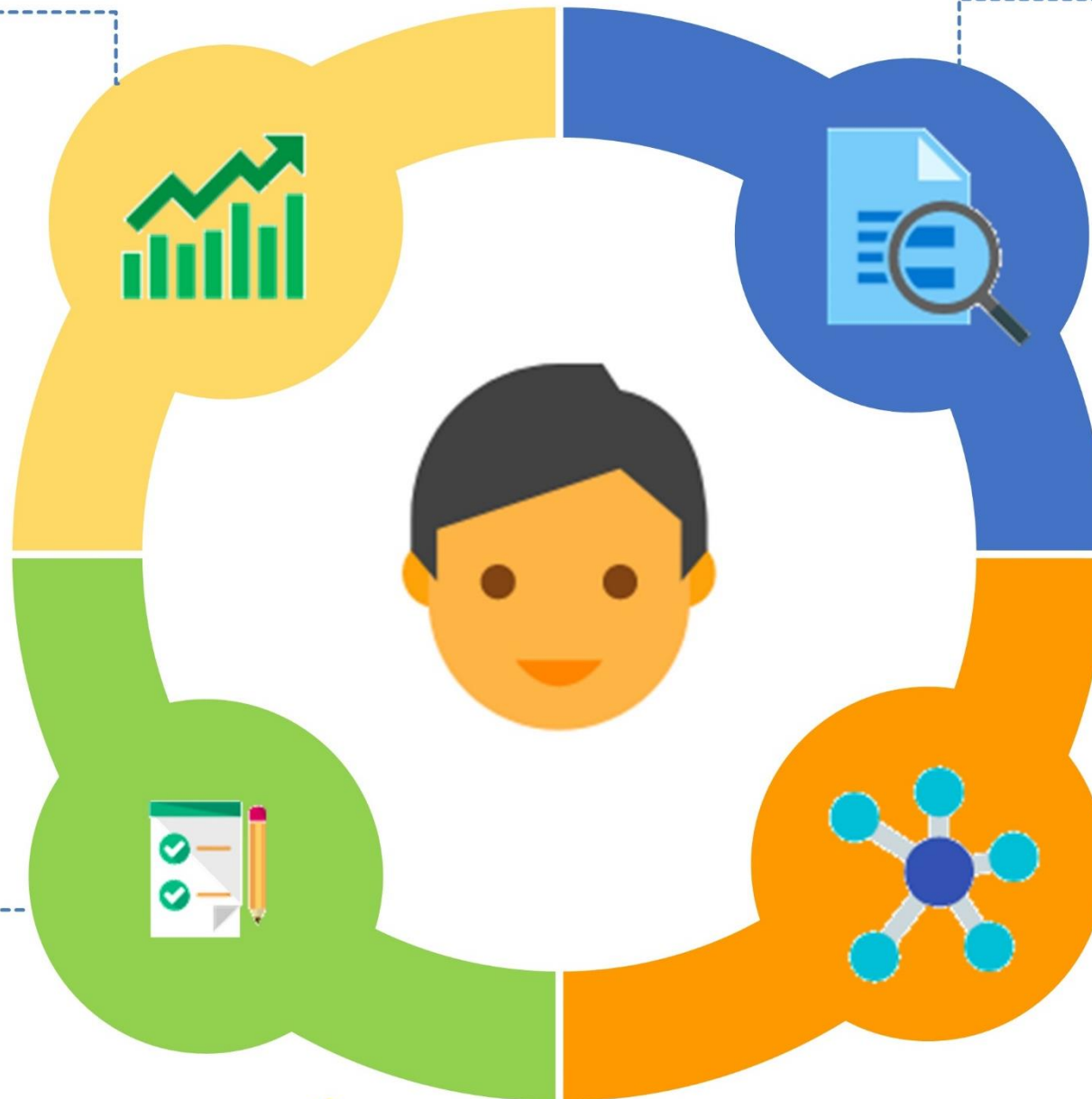
Identify pupil strengths and needs to inform effective planning and appropriate provision.

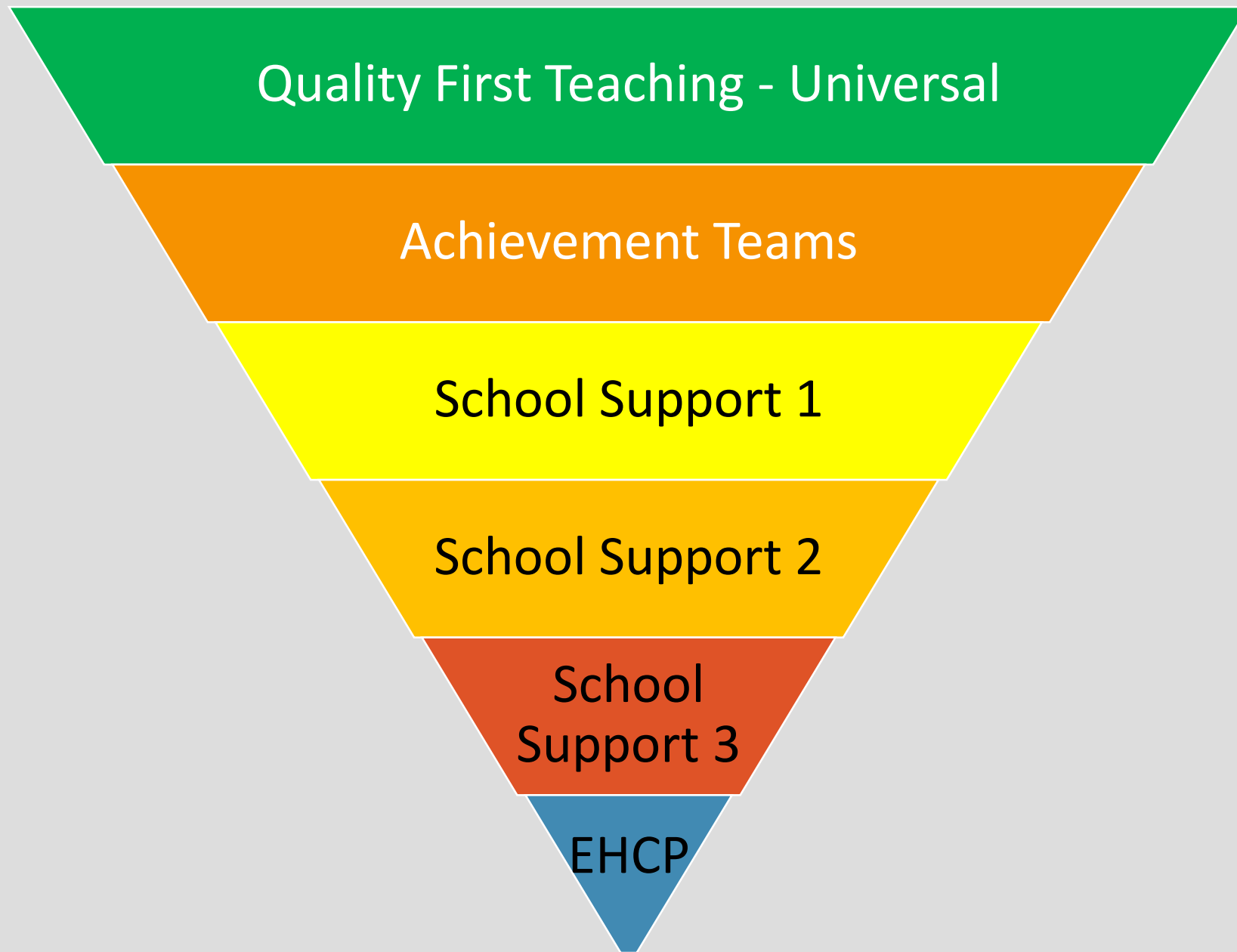
# Do

Implement the support and gain a greater understanding of how the pupil learns.

# Plan

Use assessment information and views to plan teaching approaches.





# WHAT ASSESSMENTS DO WE USE ADDITIONALLY?

## CHECKLISTS

### Indication of need

- Attention Deficit and Hyperactivity Disorder (ADHD)
- Sensory checklist
- Social communication checklist
- Speech progression tool
- Concept checklist

## SCREENERS and ASSESSMENTS

### Numerical information e.g. standardised score

- Dyslexia screener
- Sandwell maths assessment
- Suffolk reading assessment
- SPAR spelling assessment



# HOW DO WE TRACK CHILDREN'S PROGRESS?

Statements are marked as complete on the system

Screeners and assessments can be compared over time

Example – Suffolk twice a year

Under 6 years – large band therefore they are tracked by raw score



# FUTURE INCLUSION FORUMS

- What do you like?
- Even better if...
- Topics



# ANY QUESTIONS

