Assessment & Moderation Guidance

for pupils working below age related expectations

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Introduction

Statutory Duty

The use of P Scales and collection of P Scale data for pupils who have special education needs (SEN) became statutory from September 2007.

Schools are responsible for reporting P Scale data to the DfE for pupils with SEN, whose level of attainment is below level 1 at the end of KS1, KS2 and KS3.

What are P Scales?

- Differentiated performance criteria used to assess pupils with SEN who are working below level 1.
- They describe some of the important skills, knowledge and understanding that pupils may develop.
  They provide a 'best fit' model on which to base professional judgements.
- There are eight performance levels to illustrate the learning that leads to level 1.

    - P1-3 are generic and describe the earliest levels of general attainment. In Kirklees these pupils are generally in our special schools
    - P4-P8 show subject related attainment

When should P Scales be used?

- For assessment of pupils with SEN, aged between 5 and 16, who are working below level 1. The P Scale levels operate independently of chronological age.
- For summative assessments to report levels and support transition.
- To make best fit professional judgements, used over a period of time.
- To measure linear progress towards NC level 1, and lateral progress within a P level or across subjects. A pupil does not have to demonstrate every element of a level descriptor or demonstrate those elements a number of times in order to be awarded that level.
- Evidence should be gathered over time, taking into consideration a range of contexts. The final judgement should not be based on a piece of work, but teacher moderated judgement using the best fit model.
  As a means to set targets for individuals or cohorts of pupils.
- For any pupil and not just those in specialised schools, aged 5-16 who is working towards level 1.

When should P scales not be used?

- As an alternative curriculum, or a test or curriculum that teachers are encouraged to 'teach to'.
- With pupils for whom English is an additional language, unless they have additional SEN (EAL Performance Indicators: A Language in Common QCA 2000).
- To assess progress outside the 5-16 age range. They should not replace the Early Learning Goals for pupils in Foundation Stage or milestones for post 16. Individual settings that use data interrogation systems such as Integris or CASPA may, however, decide to retain this option.
- As a replacement for existing assessment frameworks.

Further details are available on the QCDA P Scale DVD 'Using the P Scales' Assessing. Moderating and reporting pupil attainment at levels P1-P8 QCA/09/4060.

Key Principles

Assessment and moderation of pupils' levels should be:

- Viewed as a fundamental process to inform teaching and learning, plan provision, set high expectations and secure good process.
  Based on staff working together to agree 'best fit' judgements.
- Governed by the practice that forms the basis of Assessment for Learning & Assessing Pupil Progress.
- Embedded into Whole School and Local Authority Systems for the assessment and moderation of all pupils.
- Reported at the end of each key stage according to statutory guidance

These materials should be used in conjunction with the Progression Evidence documents.

Types of Assessment

Formative Assessment

This can include the following:
- Observations of pupil
- Discussions with other staff
- Discussion with pupil
- A regular review of all of the above to track progress
- On-going inspection of work produced
- Witness statements from staff observation.

Summative Assessment

At the end of the year or Key Stage. This can include a review of all of the above, alongside other assessment data and evidence e.g. tasks or tests.

Detailed guidance on all aspects of assessment can be found at:
http://nationalstrategies.standards.dcsf.gov.uk/primary/assessment
http://nationalstrategies.standards.dcsf.gov.uk/secondary/assessment

Summative Judgements

These should be made using the above published P level descriptors and should be based on a 'best fit' judgement.

Types of Evidence

All or any if these may be used or considered:
1. Paper copy
2. Transcript
3. Photograph
4. Video Clip
5. Audio recording
6. Other record of pupils comments or language; Artwork, Observation record, checklist
7. Witness statement

These should be supported by the teacher's knowledge of the pupil and an awareness of the learning context.

It is important to remember that:

The examples given in the P level descriptors are just that, and are not prescriptive.
- Pupils do not have to demonstrate attainment of every element or percentage of elements of a level descriptor.
- The pupils physical, cognitive and emotional abilities must be taken into consideration when determining a level (see exemptions).
- Any additional sub level of a p level in use within the school should not be used for summative assessment.

- A best fit judgement should be awarded based on a teacher's knowledge and experience, and as a result of discussion.

Exemptions to consider - examples

- English – any criteria that apply specifically to handwriting should be ignored when assessing pupils with physical disabilities
- Maths – similarly, criteria that involve manipulation of objects should be modified when assessing pupils with physical disabilities
- Science – a pupil with a significant hearing loss would not be expected to imitate a sound

Spiky Profiles

Barriers to learning that are associated with a pupil's disability may lead to gaps in attainment within a level descriptor. A best fit judgement of evidence based on a wide range should still be determined.

A best fit judgement should be awarded based on a teacher's knowledge and experience and as a result of discussion. In considering the evidence, the teacher should comment on their reasons for choosing this level as the level the child has achieved and not the level above or below.

Use of Data – Best Practice

Effective use of data on pupil performance is an essential part of the school improvement process and is one of the key levers for change.

Data helps to pose and answer questions about:
- Current standards
- Trends over time
- The progress made by individuals and groups

It provides one of the principal indicators of the outcomes of the education provided by schools, for use by a range of stakeholders.

The following are all elements of best practice:

- Performance data is managed through a school-wide system
- An embedded moderation process ensures accuracy of assessment
- All teachers have access to the data they need, and this is updated regularly
- Pupil progress is tracked across time, taking into account a range of subjects, and using a variety of performance measures
- Data is shared with the pupils and the staff who work with them. All staff are involved in pupil planning
- There is a forum for analysis and discussion of data and pupil progress
- Identification of underachievement and barriers to learning is managed quickly and accurately
- Pupil achievement is benchmarked against local and national data
- Pupils are involved in setting their own targets. These are shared with all staff involved in working with the pupil
  Pupils have regular opportunities to discuss their progress and any arising issues
- All teaching, intervention and revision programmes are informed by regular monitoring of progress and can be adjusted to suit pupil need
- Parents/carers are informed and involved in order to be able to support pupil achievement

National Guidance

The Progression Guidance Document 2009-2010
http://nationalstrategies.standards.dcsf.gov.uk/node/190123

The updated Progression Materials 2010-2011
http://nationalstrategies.standards.dcsf.gov.uk/node/437685

The Progression Guidance Professional Development Course
http://nationalstrategies.standards.dcsf.gov.uk/node/225266

Moderation

This process enables staff and others to review and confirm assessment judgements. Its key purpose is to help schools ensure that assessments are accurate and consistent.

Effective moderation can take place at 3 levels:

- In class teams and teaching groups within a school
- Across a whole school
- Between clusters of schools and/or across the LA

Details of inter-school and LA wide moderation can be found at

office.castlehill@edukirklees.net
office.fairfield@edukirklees.net

These sessions are open to all schools. Their purpose is to support the internal moderation processes that occur within school, and to confirm judgements that have been made.

The Process

- Agree systems and dates for internal moderation in school. Ensure that all staff have received the necessary training and identify a lead moderator
- Arrive at judgements for identified pupils (record on moderation sheet)
- Identify the pupils to take to the external moderation meeting
- Gather the evidence required (see moderation sheet) to bring to the external meeting
- Moderation activity to take place with a minimum of four staff, an allocated discussion time. Agree best fit level, including reasons why the levels above and below are not appropriate
- Confirm best fit level and add signature to moderation form

Further information can be found at

http://www.kirklees-ednet.org.uk/subjects/mis/assessment.asp

Target Setting

Key Principles

School targets should be:

- Based on the prior attainment and expected progress of individual pupils in each cohort
- Ambitious and challenging, both for the school's improvement and for the individual pupil's progress
  Focused on narrowing achievement gaps as well as raising standards for all pupils
- Understood by everyone in school, including pupils, parents and the Governing Body.

There is a statutory duty for all schools to set and report end of key stage targets which focus on progress as well as attainment. Nil returns are no longer acceptable.

Pupils working below age related expectations

End of key stage targets should be set for all pupils including those working within P scales. These should always be set in P Scales or National Curriculum levels.

The DfE Progression Guidance and the updated DfE Progression Materials 2010-2011 provide benchmarks to support greater ambition in target setting for pupils with special educational needs and disabilities working within P scales and recommend that targets are set within the upper quartile. http://nationalstrategies.standards.dcsf.gov.uk/node/439225

The objective of target setting is to ensure that every pupil reaches their potential through setting measurable goals for pupil performance. The targets need to be sufficiently challenging for each individual pupil. It is important to involve pupils in setting their own targets and sharing key stage targets with all staff involved in teaching the pupils. Targets should be informed by a clear plan of action to meet the learning needs of each pupil. http://nationalstrategies.standards.dcsf.gov.uk/node/170250

DfE Target Setting Resource

This is available at http://nationalstrategies.standards.dcsf.gov.uk/node/439225

P Scales and Integris G2

The MIS team in ITCAS have developed mark books in Integris G2 for English and Maths that support target setting **where learners are working below age-related expectations**. These mark books are not for use for those who achieve national expectations.
The mark books have been set up using the DfE Progression 2010-11 and will be updated in line with DfE guidance each year. This advice includes a point score system which will enable all schools to differentiate attainment within the P levels using the nationally agreed numerical value.
The mark books are set up to automatically display the predicted target levels at the end of each key stage, depending on the result achieved at Y2, Y6, Y9. The school can then decide to which of the 3 targets the learner should be assigned. G2 will then calculate the progress the learner is making compared to the target. **This is to help schools to set targets in line with the highest-performing learners whenever possible.**
Please see the screen shot attached as an example – page 13.

For further details please contact:
MIS Team
ITCAS
Deighton Centre
Tel: 01484(860)5884

Tracking Progress

Whole school assessment, moderation and reporting systems should be fully inclusive of those pupils working well below age related expectations.

The Progression Guidance Document emphasizes that high expectations and routine tracking of every pupil's progress is essential in ensuring that all pupils make good progress from their starting points, and that any slowing of progress is identified quickly and the necessary action taken.

Within the school's forum for the analysis and discussion of pupil data, the following points should be considered:

- Are any pupils making slower progress in one area of the curriculum?
- How well motivated is each pupil?
- How well is the learner supported?
- Are teaching and learning approaches appropriate?
- Are groupings within the class appropriate?
- Is additional information required?
- Does an individual pupils cause concern. If so, who should this be discussed with?
- When is the pupil likely to achieve the next level?
- What will they need to do to achieve the next level?
- How does attainment compare with the original targets and (estimates)?
- Does the curriculum take into account individual pupil need?
- Which pupils are not meeting targets?
- Are the needs of pupils making better than expected progress being met?
- Is there a reduction in pace or expectation at specific stages, classes or groups of pupils? If so, are there any issues to address?

    http://nationalstrategies.standards.dscf.gov.uk/node/170030

Lateral Progress

Progression Guidance Data sets provide a tool to monitor linear progress and set challenging targets based on attainment data. However progress for all pupils, especially those with more complex learning difficulties, should also take into account lateral progress.

Lateral progress can be defined as the transference of skills emerging in one area of learning into new contexts or subjects. It can also show a pupil's level of involvement in the learning process.

Evidence of Lateral Progress

This can be shown through:

The annual review process and reports home
Progress files or records of achievement with photographic or video evidence
Units of accreditation
Recording the range of contexts where a skill is demonstrated
The use of a process based assessment framework, i.e. Routes for Learning, for pupils with profound learning difficulties

Through available curriculum, eg Barrs Court. Victoria School MSI curriculum (P1 – P3)

Through Personal Progress qualifications with ASDAN + OCR

Through the Entry 1 achievement continuum below

Entry 1 Achievement Continuum

For use in assessing the Personal Progress units

10 Developmental Stages	Stage Characteristics	Stage Descriptor
1. Encounter	Characterised by presence and reflex responses	Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant. Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.
2. Early Awareness	Characterised by fleeting attention and inconsistent responses	Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person. Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening.
3. Interest	Characterised by more consistent and differentiated reactions	Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects. Learners begin to give reactions that show that they can tell the difference between specific people objects, places and events in their surroundings.
4. Supported Participation	Characterised by co-operation and engagement	Learners accept supported participation. They co-operate with shared exploration. Learners engage in activities. They participate in shared activity, although their responses may be supported by staff or other learners.
5. Active Involvement	Characterised by recognition, anticipation and proactive responses	Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people. Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.
6. Development	Characterised by remembered responses and intentional communication	Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time. Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. observation
7. Exploration	Characterised by concentration, recall and	

Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support.

Learners remember responses over more extended periods and participate in shared activities with less support. Learners remember responses over more extended periods. They observe the results of their actions with interest.

8. Initiation	Characterised by established responses and conventional communication	Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication. Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore objects and events for more extended periods.
9. Consolidation	Characterised by the formation of skills, knowledge, concepts and understandings	Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results. Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.
10. Application	Characterised by the application of skills, knowledge, concepts and understandings	Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages. They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities. Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems. Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions.

Moderation Sheet

School:	DOB:	NC YR:
Pupil:	Date of Assessment:	

	Example comments that could be used to annotate evidence-Highlight only those that inform the assessment.
Teaching objectives/focus of work	**Location:** Whole classroom. Distraction free environment. Specific support group. 1:1.
Task/Activity (note how the task is presented/directions given/questions asked/choices given as appropriate)	**Level of support:** NS- No support VS-Verbal support SP-Signed prompt SU-Symbols used GS-Gesture support HOH-Hand on hand.
Level of pupil involvement: 1 2 3 4 5 Passive ---Engaged	**Type of support** **Support prompts:** Physical/general/verbal/visual/other.
This work contributes to level p_____because It evidences the following from the level descriptor:	**Duration of prompt:** Initial/intermittent/continual. **Reason for prompt:** Attention to task / concentration /comprehension modelling e.g. demonstration scaffolding e.g. writing frame. **Wordbank** e.g. key words/symbols. **Equipment/apparatus** e.g. counting cubes etc. **ICT** e.g. Clicker, switch device. Other (specify).
Exemptions:	
It is NOT level____above because:	**Exemptions** Physical Cognitive Emotional
It is NOT level____below because:	**Task completed :** At the end of a unit of work. At the start of a unit of work. Set in isolation without revision of topic.

Moderated at:

Castle Hill School

Fairfield School

Assessment and Moderation of P Scales in Kirklees

	School	Local Authority
Aims	To ensure: - Staff understanding of P Scales for pupils working below age related expectations. - Accuracy and consistency of assessments	To ensure: - Accurate teacher assessments across schools. - Confirmation of judgements after moderation. - Quality assurance of reported levels at the end of each Key Stage.
What	Whole school systems to include: - Staff training. - Broad evidence base. - Agreed times, forum and resources to engage in best fit conversations. - Tracking, recording and analysis of P Scale data that informs high quality teaching.	Training to include: - Introduction of P Scales. - Use of tracking systems. - Information for SIPs, Governors, LA Officers. Opportunities for LA wide moderation: - Collaboration between special and mainstream colleagues in core subjects. - Access to LA templates for moderation.
When	To be included in whole school assessment cycle:	Spring Term: - English moderation at Fairfield and Castle Hill special schools. Summer Term: - Maths moderation at Fairfield and Castle Hill special schools. Evidence document generated from above events, to be posted on above school websites.
Who	Data Manager/Assessment Co-ordinator to oversee: - Subject and class teachers to lead. - SENCO to support. - Teaching Assistants to participate in discussions.	Overseen by Inclusion Team: - Lead staff in special schools to host moderation events. - Attendance open to all schools.