



Our New Assessment Frameworks for Pupils with SEND

How we have updated our Assessment Frameworks for pupils with SEND in
Response to the 'Primary school pupil assessment: Rochford Review
recommendations - government response' document.



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Table of Contents

INTRODUCTION	5
ENGAGEMENT STEPS	5
PROGRESSION STEPS.....	5
FOUR BROAD AREAS OF NEED	5
ENGAGEMENT STEPS:	6
AN INTRODUCTION TO ENGAGEMENT STEPS.....	7
<i>Cognition & Learning</i>	7
<i>Communication & Interaction</i>	7
<i>Social, Emotional & Mental Health</i>	7
<i>Sensory & Physical</i>	7
PROGRESSION STEPS:	8
AN INTRODUCTION TO PROGRESSION STEPS	9
<i>Cognition & Learning</i>	9
<i>Communication & Interaction</i>	9
<i>Social, Emotional & Mental Health</i>	9
<i>Sensory & Physical</i>	9
STANDARDISED STEPS:	10
AN INTRODUCTION TO STANDARDISED STEPS	11
FAQ	12
WORKS CITED	13

The following pages of this document outline the changes to our SEND assessment frameworks for pupils with SEND. If you have any further questions then please do not hesitate to contact us by email on dale@bsquared.co.uk or by telephone on [01252 870133](tel:01252 870133).

We value your input.

Dale Pickles
Managing Director, B Squared

Introduction

In October 2016, “The Rochford Review: Final Report” (The Report) made recommendations regarding the end of key stage statutory assessment of pupils with SEND. The Report recommended the removal of the statutory requirement to assess pupils using the P scale. As the Report focused on statutory assessment, there were no recommendations relating to the formative assessment of pupils with SEND.

With the introduction of the new primary National Curriculum in 2014, the DfE provided schools with new statutory programmes of study for each subject. The DfE did not prescribe any specific format for ongoing formative assessment; schools were given the freedom to choose their own approach. Many schools and commercial assessment systems opted to use the year-by-year programmes of study as a means of reporting attainment and progress. Assessing all pupils against end of year objectives became the norm and we learnt that schools were recommended to use this format by outside agencies such as school improvement partners and local authorities.

However, we at B Squared believed that reporting the achievement of pupils with SEND using end of year objectives or Age-Related Expectations (ARE) would make conversations about their attainment and progress quite difficult. We decided to create a new assessment framework called “Steps”. This framework would use a similar structure to the old National Curriculum levels, but with all the new content and the raised expectations of the new programmes of study. Doing this allowed schools to deliver the new National Curriculum without mentioning “ARE”. A number of our schools had arguments with external organisations regarding their use of the “Steps” framework; however, The Report also recognised that “ARE” are not appropriate for pupils with SEND:

The Rochford Review recognises that age-related expectations are not appropriate for a significant proportion of pupils working below the standard of the national curriculum tests, many of whom have SEND that affect their rate of cognitive development or speed of learning. It is important that they have the opportunity to demonstrate both attainment and progress, and that the way we measure their progress accounts for potential differences in the way these pupils learn.

(Rochford Review: Final Report, page 5)

We reviewed the recommendations made in The Report, surveyed our customers and began to plan for a very different assessment structure. The “Primary school pupil assessment: Rochford Review recommendations - government response” agreed with the majority of the recommendations of the Rochford Review and set out a schedule of implementation. In September 2018 the P Levels will be removed for students engaged in subject specific learning and schools will report end of key stage attainment using the new performance descriptors. We are now just waiting for this guidance to become legislation.

We understood that our new framework must be based around these important concepts:

- the four broad areas of need from the “Special Educational Needs and Disability Code of Practice: 0 to 25 years” which are used when creating Education, Health and Care Plans (EHCP);
- the eight performance descriptors from the “Interim Teacher Assessment Frameworks at the End of Key Stage 2”, “Pre-Key Stage 2: Pupils Working Below the Test Standard”, and “The Rochford Review: Final Report”;
- a framework for assessment which is in line with the Primary National Curriculum but is not a curriculum itself; and
- assessment of seven aspects of engagement for those children not yet engaged in subject-specific learning.

As such, we have designed two different assessment frameworks:

- Engagement Steps – for pupils not yet engaged in subject-specific learning; and
- Progression Steps – for pupils engaged in subject-specific learning.

Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need.

This framework will help teachers to record the achievements of pupils who are working profoundly beneath age-related expectations and who are working on an informal curriculum. Our research shows that the majority of educational practitioners begin to engage pupils in subject-specific learning at a point between P4 and P6 (in ‘old money’). This is not a fixed point; it varies from child to child and is dependent on the pupil’s ‘readiness’ to engage with a more formal curriculum. As such, both of our new frameworks have an overlapping area which allows teachers to assess the abilities of their pupils in a way which best suits the needs of each child.

Based on this research we have used the following structure:

Engagement Step 1	Engagement Step 2	Engagement Step 3	Engagement Step 4	Engagement Step 5	Engagement Step 6
P1i	P1ii	P2i	P2ii-P3i	P3ii-P4	P5-P6

The Report recommends that pupils not yet engaged in subject-specific learning should be supported to develop across the four broad areas of need. The Report also recommends that these pupils’ cognitive development should be assessed against the seven Aspects of Engagement. We have spent time reviewing “The Complex Learning Difficulties and Disabilities (CLDD) Research Project: Developing Meaningful Pathways to Personalised Learning” which introduced these seven Aspects of Engagement. We have used this information to support the design of Engagement Steps. From our research, we have found that the seven Aspects of Engagement are neither strictly hierarchical nor do they strictly identify a breadth of engagement. There appears to be a wider range of ways in which pupils can demonstrate “Responsiveness” at Step 1 than there are for pupils to demonstrate “Anticipation” or “Initiation”. This will be reflected in the content of our framework.

Progression Steps

Progression Steps is our new formative assessment framework for pupils who are engaging with subject-specific learning. It will over time comprise books which reflect the four broad areas of need.

This framework covers the ability range identified by the new performance descriptors. At Key Stage 2, The Standards and Testing Agency (STA) and The Rochford Review identified a maximum of eight performance descriptors which define the achievement of pupils. These include those used to identify the achievement of pupils who are working at the standard of National Curriculum tests. Three pre-key stage descriptors were introduced in the Rochford Review’s Interim Report for pupils working moderately below the test standard and a further two descriptors were recommended in the Final Report in order to identify the achievement of pupils working severely below the standard. It is important to remember that these new bands are secure-fit and not best-fit. This means that the teacher needs to evidence that a pupil can demonstrate attainment of all statements in the descriptor the preceding descriptor.

We decided to use this new hierarchy as a scale for Progression Steps. To do this we had to analyse the ability required to achieve these performance descriptors against our current frameworks. The table below shows how we feel they compare; however, this is only an approximation:

Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4	Descriptor 5	Descriptor 6	Descriptor 7	Descriptor 8
P4-P8	P6-Step 1A*	P8-Step 2C*	Step 1B-2A*	Step 1A-3*	Step 2B-4*	Step 2B-5+*	Step 5-5+*

* This is not a comparison to the old National Curriculum level descriptors. The levels given (1C, 2A, 4, etc.) relate to our updated 2014 content – these have an increased degree of challenge for pupils in comparison to the old National Curriculum levels.

This process showed us that the descriptors varied from subject to subject, they had some overlap and they were not of consistent size in relation to the previous achievement bands. So we took a narrower approach with more regular steps. Due to the size of the initial descriptor, we took the decision to split it into three smaller steps. We also took the decision to extend the scale by adding a Step 9, which can be used to assess the ability of more able pupils or those who may have ‘spiky’ profiles. All of this would give schools reasonably sized bands for pupils to achieve over time.

Within our new Progression Steps framework, Cognition and Learning focuses on academic achievement. The Report does not attempt to tell schools what or how they should teach their pupils. On the whole, schools will still deliver the National Curriculum, differentiating content according to their pupils’ needs. We are basing the Cognition and Learning aspect of Progression Steps on the primary National Curriculum using the same subjects and breadth.

Four Broad Areas of Need

Historically, our assessment frameworks have focused on academic achievement. One of the recommendations of The Report is that schools should support all pupils across the four broad areas of need. Alongside our Cognition and Learning framework, we will be developing content to help schools to show development in Communication and Interaction; Social, Emotional and Mental Health; and Sensory and Physical areas. These other areas will be part of the Progression Steps frameworks for pupils engaged in subject-specific learning and the Engagement Steps framework for pupils not yet engaged in subject-specific learning. These aspects will complement Cognition and Learning by using the same structure.

The frameworks for Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical will be used differently from the Cognition and Learning frameworks. Teachers will use these three areas to help profile pupils’ developing abilities and they will be more selective because not all the skills will be appropriate for every pupil. These frameworks are not designed to show linear progress across the whole school. They will be more focused on how the individual is developing and how the school is supporting them to do this.

Engagement Steps: the Pre-Subject-Specific, Formative Teacher Assessment Framework for Connecting Steps™

E.Step 6 (P5 to P6)																			
E.Step 5 (P3ii to P4)																			
E.Step 4 (P2ii to P3i)																			
E.Step 3 (P2i)																			
E.Step 2 (P1ii)																			
E.Step 1 (P1i)																			
Profile	Responsiveness	Curiosity	Investigation	Discovery	Anticipation	Persistence	Initiation	Expressive Communication	Receptive Communication	Social Affection	Emotional Affection	Visual	Auditory	Tactile	Olfactory/Gustatory	Vestibular	Proprioceptive	Fine Motor	Gross Motor
Subject	Engagement						Expressive Communication	Receptive Communication	Social Affection	Emotional Affection	Sensory Operation						Physical Operation		
Product	Engagement Steps																		
Curriculum / Framework	Engagement Steps																		

An Introduction to Engagement Steps

Engagement Steps is an observation-based, formative assessment framework for use with pupils who are not yet engaged in subject-specific learning. Based on the recommendations made in “*The Rochford Review: Final Report*” (STA, 2016) and in line with “*The Complex Learning Difficulties and Disabilities Research Project: Final Report*” (SSAT, 2011), it has been designed to help teachers to identify and record the ongoing achievements of pupils who are working profoundly beneath age-related expectations in all areas of their development. It can be used with pupils who are studying an informal curriculum.

Skills which are deemed similarly challenging have been grouped together in ‘Steps’. These skill steps are arranged into a hierarchy of six but progress is not expected in a linear manner and a child may achieve skills across multiple steps in any order. The highest steps extend into the ability of the lowest performance descriptor recommended by the Rochford Review in their final report. This is because children have spiky profiles and may demonstrate some of the skills listed in the performance descriptors without securely achieving the whole descriptor.

The assessment framework is divided into key developmental areas which reflect the four areas of need listed in the “*Special Educational Needs and Disability Code of Practice: 0 to 25 years*” (DfE & DoH, 2015). These areas are:

Cognition & Learning

This aims to help staff to assess the range of skills that enable individuals to engage in learning situations and grow their ability to seek out or direct learning opportunities autonomously, referred to in “*The Rochford Review: Final Report*” (STA, 2016) as:

Aspects of Engagement, covering:

Responsiveness – changes in an individual’s behaviour that demonstrates he or she is being attentive to a new stimulus or is reacting in a meaningful way. Important for establishing motivation. A pre-requisite for learning and relevant for assessing an individual with multiple sensory impairments who has reduced and/or atypical sensory awareness and perception.

Curiosity – demonstrates how an individual is building on an initial reaction to a new stimulus, perhaps by reaching out or seeking the source of a new stimulus.

Discovery – provides information about the changing ways in which an individual interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement. Demonstrates an individual’s degree of interest in, and exploration of, activities and concepts. Drives the acquisition of new knowledge and skills.

Anticipation – demonstrates whether an individual is able to predict, expect or associate a particular stimulus with an event. Important for measuring an individual’s concept of cause and effect.

Persistence – measures the extent to which an individual is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding. Important for maintaining an activity long enough to develop the learning associated with it and for consolidating that learning.

Initiation – demonstrates the different ways and the extent to which an individual investigates an activity or stimulus in order to bring about a desired outcome. Important part of developing the autonomy required for more advanced cognitive development and learning.

Investigation – measures the extent to which an individual is actively trying to find out more about an object or activity via prolonged, independent experimentation. Demonstrates a more advanced degree of autonomy than the other aspects of engagement and is important for ongoing learning.

Communication & Interaction

This aims to help staff to assess one of the new areas identified in the Rochford Report. Available as a single book, Communication & Interaction will take an in-depth look at in-depth look at the skills necessary for individuals to transmit and receive information about their own or others’ needs, thoughts, ideas and feelings.

The main areas of focus are:

Expressive Communication – profiling the intentional and pre-intentional patterns of behaviour and communication which an individual exhibits in order to have their needs met.

Receptive Communication – profiling the comprehension skills an individual demonstrates which show their recognition and understanding of simple forms of communication.

Communication occurs through more forms than just language so all of the areas above will look at the behavioural, symbolic, linguistic, numeric, and visuospatial skills associated with the expression and reception of information.

Social, Emotional & Mental Health

This aims to help staff to assess another one of the new areas identified in the Rochford Report. Social, Emotional & Mental Health will take an in-depth look at the skills necessary for individuals to be able to make sense of, and cope with, other people’s expectations, societal rules and their own experience of life.

The main areas of focus are:

Social Affection – profiling the skills an individual requires in order to be able to get their needs met, co-operate with others and share understanding in their environment.

Emotional Affection – profiling the skills an individual requires in order to recognise their own feelings, control some behaviours and demonstrate their own emotions.

Sensory & Physical

This aims to help staff to assess another one of the new areas identified in the Rochford Report. Available as a single book, Sensory & Physical will take an in-depth look at the skills necessary for individuals to sense and interact with the world around them.

The main areas of focus are:

Sensory Operation, covering:

Visual – profiling the individual’s sensation and perception of light.

Auditory – profiling the individual’s sensation and perception of sound.

Tactile – profiling the individual’s sensation and perception of touch.

Olfactory/Gustatory – profiling the individual’s sensation and perception of smell and taste.

Vestibular – profiling the individual’s sensation and perception of their own balance and motion.

Proprioceptive – profiling the individual’s sensation and perception of their own body.

Physical Operation, covering:

Fine Motor – profiling the individual’s ability to control precise movements that use the small muscles of the fingers, toes, wrists, lips, and tongue.

Gross Motor – profiling the individual’s ability to control the bigger movements that use the large muscles in the arms, legs, torso, and feet.

Progression Steps: the Subject-Specific, Formative Teacher Assessment Framework for Connecting Steps™

Step 11 (>Step 5+)																																			
Step 10 (Greater Depth) (Step 5 to 5+)																																			
Step 9 (Working At) (Step 4 to 5)																																			
Step 8 (Working Towards) (Step 2A to 4)																																			
Step 7 (Growing Development) (Step 2B to 2A)																																			
Step 6 (Early Development) (Step 1A to 2B)																																			
Step 5 (Foundations) (Step 1C to 1A)																																			
Step 4 (Emerging) (P7 to Step 1C)																																			
Step 3 (Entry) (P6 to P7)																																			
Step 2 (P5 to P6)																																			
Step 1 (P4 to P5)																																			
Profile	Reading	Writing	Spoken Language	Spelling	Vocabulary, Grammar & Punctuation	Number	Measurement & Geometry	Statistics & Probability	Multiplication Tables	Biology	Chemistry	Physics	PSHE	Citizenship	Sex & Relationships Education	Computing	E-Safety	Physical Education	Swimming & Water Safety	Art & Design	Design & Technology	Cooking & Nutrition	Geography	History	Languages	Music	Religious Education	Spontaneous Expressive	Recorded Expressive	Spontaneous Receptive	Recorded Receptive	TBC	TBC	TBC	TBC
Subject	English		English Appendix		Mathematics		Mathematics Appendix		Science			PSHE	Citizenship	Sex & Relationships Education	Computing and E-Safety	Physical Education and Swimming & Water Safety	Art & Design	Design & Technology and Cooking & Nutrition	Geography	History	Languages	Music	Religious Education	Expressive Communication		Receptive Communication		Social affection	Emotional affection	Sensory operation	Physical operation				
Product	Progression Steps Core												Progression Steps Core +				Progression Steps Foundation							Communication & Interaction				Social, Emotional & Mental Health		Sensory & Physical					
Curriculum / Framework	Progression Steps																								(from 2019)				(from 2019)		(from 2019)				

An Introduction to Progression Steps

Progressions Steps is an observation-based, formative assessment framework for use with pupils who are engaged in subject-specific learning. Based on the recommendations made in “*The Rochford Review: Final Report*” (STA, 2016), it has been designed to help teachers to identify and record the ongoing achievements of pupils who are working moderately or severely beneath age-related expectations in some or all areas of their development. It can be used with pupils who are either studying elements from a formal curriculum or those who are still engaged in a semi-formal approach to learning.

Skills which are deemed similarly challenging have been grouped together in ‘Steps’. The organisation of these skill steps reflects the performance descriptor structure used by the Standards and Testing Agency (STA) in the following documents: “*Interim Teacher Assessment Frameworks at the End of Key Stage 1*” (STA, 2016), “*Pre-Key Stage 1: Pupils Working Below the Test Standard*” (STA, 2016), “*Interim Teacher Assessment Frameworks at the End of Key Stage 2*” (STA, 2016), “*Pre-Key Stage 2: Pupils Working Below the Test Standard*” (STA, 2016), and “*The Rochford Review: Final Report*” (STA, 2016).

The assessment framework is divided into key developmental areas which reflect the four areas of need listed in the “*Special Educational Needs and Disability Code of Practice: 0 to 25 years*” (DfE & DoH, 2015). These areas are:

Cognition & Learning

This aims to help staff to assess the knowledge and abilities associated with the intellectual development of the individual. Available for purchase in three different books which group together specific National Curriculum subjects.

Core

Identifies important developmental milestones which establish the foundations and consolidate the 2014 programme of study for the following subjects:

English, covering:

Reading; Writing; Spoken Language; Spelling; and Vocabulary, Grammar & Punctuation.

Mathematics, covering:

Number; Measurement; Geometry; and Statistics.

Science, covering all 17 areas of study under three profiles:

Biology; Chemistry; and Physics.

Core+

Describes the achievements which build towards and then build upon the degree of understanding required by the guidance and 2014 programme of study for the following subjects:

Personal, Social, Health & Economic Education;

Computing (including E-safety);

Physical Education (including swimming & water safety);

Citizenship; and

Sex & Relationships Education.

Foundation

Describes the achievements which build towards and then build upon the degree of understanding required by the 2014 programme of study for the rest of the foundation subjects:

Art & Design;

Design & Technology (including cooking and nutrition);

Geography;

History;

Languages;

Music; and

Religious Education.

Communication & Interaction

This aims to help staff to assess one of the new areas identified in the Rochford Report. Available as a single book, Communication & Interaction will take an in-depth look at the skills necessary for individuals to transmit and receive information about their own or others’ needs, thoughts, ideas and feelings.

The main areas of focus are:

Expressive Communication, covering:

Spontaneous Expressive Communication – profiling the skills which an individual needs to freely express information in a natural, unplanned manner such as speaking, gesturing, PECS, etc.

Recorded Expressive Communication – profiling the skills which an individual needs to record expressive information in an organised, pre-arranged manner such as handwriting, typing, photography, etc.

Receptive Communication, covering:

Spontaneous Receptive Communication – profiling the skills which an individual needs to understand information given in a natural, unplanned manner such as listening to speech, responding to sign language, etc.

Recorded Receptive Communication – profiling the skills which an individual needs to understand information given in an organised, pre-arranged manner such as word reading, responding to symbols, etc.

Communication occurs through more forms than just language so all of the areas above will look at the behavioural, symbolic, linguistic, numeric, and visuospatial skills associated with the expression and reception of information.

Social, Emotional & Mental Health

This aims to help staff to assess another one of the new areas identified in the Rochford Report. Available as a single book, Social, Emotional & Mental Health will take an in-depth look at the skills necessary for individuals to be able to make sense of, and cope with, other people’s expectations, societal rules and their own experience of life.

Whilst further work will need to be undertaken, the intended areas of focus are:

Social Affection, covering:

Independence Skills – profiling the skills an individual needs in order to be able to look after themselves in modern society.

Intimate Skills – profiling the skills an individual needs in order to be able to interact with one or two familiar individuals.

Group Skills – profiling the skills an individual needs in order to be able to work with small and large groups of people.

Global Skills – profiling the skills an individual needs in order to be able to live in an interconnected world.

Emotional Affection, covering:

Recognition – profiling the skills an individual needs in order to understand and recognise their own feelings.

Expression – profiling the skills an individual needs in order to control and express their own feelings.

Sensory & Physical

This aims to help staff to assess another one of the new areas identified in the Rochford Report. Available as a single book, Sensory & Physical will take an in-depth look at the skills necessary for individuals to sense and interact with the world around them.

Whilst further work will need to be undertaken, the intended areas of focus are:

Sensory Operation, covering:

Appreciating Sensation – profiling the skills an individual needs in order to be able to acknowledge and distinguish visual, auditory, tactile, olfactory, gustatory, proprioceptive, and vestibular sensation.

Evaluating Sensation – profiling the skills an individual needs in order to be able to analyse and synthesise visual, auditory, tactile, olfactory, gustatory, proprioceptive, and vestibular stimulus.

Physical Operation, covering:

Stamina – profiling the skills an individual needs in order to be able to improve the duration of their movement.

Speed – profiling the skills an individual needs in order to be able to improve the pace of their movement.

Strength – profiling the skills an individual needs in order to be able to improve the power of their movement.

Skill – profiling the skills an individual needs in order to be able to improve the accuracy of their movement.

Suppleness – profiling the skills an individual needs in order to be able to improve the agility of their movement.

Standardised Steps: the End of Key Stage, Summative Teacher Assessment Framework for Connecting Steps™

Descriptor 8					Working at greater depth within the expected standard			
Descriptor 7					Working at the expected standard	Working at the expected standard	Working at the expected standard	Working at the expected standard
Descriptor 6	Working at greater depth within the expected standard	Working at greater depth within the expected standard	Working at greater depth within the expected standard			Working towards the expected standard		
Descriptor 5	Working at the expected standard	Working at the expected standard	Working at the expected standard	Working at the expected standard	Growing development of the expected standard	Growing development of the expected standard	Growing development of the expected standard	
Descriptor 4	Working towards the expected standard	Working towards the expected standard	Working towards the expected standard			Early development of the expected standard	Early development of the expected standard	Early development of the expected standard
Descriptor 3	Foundations for the expected standard	Foundations for the expected standard	Foundations for the expected standard			Foundations for the expected standard	Foundations for the expected standard	Foundations for the expected standard
Descriptor 2	Emerging to the expected standard	Emerging to the expected standard	Emerging to the expected standard			Emerging to the expected standard	Emerging to the expected standard	Emerging to the expected standard
Descriptor 1	Entry to the expected standard	Entry to the expected standard	Entry to the expected standard			Entry to the expected standard	Entry to the expected standard	Entry to the expected standard
Working below the standard	W	W	W	W	W	W	W	W
Strands	Reading	Writing	Maths	Science	Reading	Writing	Maths	Science
Profile	Reading	Writing	Maths	Science	Reading	Writing	Maths	Science
Subject	End of Key Stage 1				End of Key Stage 2			
Curriculum / Framework	EoKS PD							

An Introduction to Standardised Steps

Standardised Steps is a summative, teacher assessment framework for Connecting Steps. The DfE has declared that “to demonstrate that pupils have met a standard within this framework, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within that standard and all the statements in the preceding standard(s)” (STA, 2016). Therefore it is a “secure fit” framework meaning that we will remove the “best fit” functionality.

This framework will help to support teachers to make robust and accurate judgements for pupils at the end of Key Stage 1 and 2. It will be divided into two packs which are:

- End of Key Stage 1, and
- End of Key Stage 2.

Given the prescribed nature of Standardised Steps, these packs:

- Will be free of charge to B Squared customers who have bought the Cognition & Learning Core pack for Progression Steps.
- Have been designed to be used to make a judgement at the end of the respective key stage; therefore different packs will be used depending on the age of the pupils.
- Do not cover the full content found in the relevant National Curriculum programmes of study and, as such, are not intended to guide individual programmes of study, classroom practice or methodology but instead focus on key aspects for assessment.
- Must be supported by a broad range of evidence from across the curriculum for each judgement about a pupil. In doing so, individual pieces of work should be assessed according to a school’s assessment policy and not against this interim framework.

Descriptors 1 to 3 are common across both key stages. Descriptor 4 and above are independent. In Key Stage 1, Descriptors 4 to 6 are the end of key stage performance descriptors for the new primary curriculum. In Key Stage 2, Descriptors 4 and 5 are from the interim assessment framework for pupils not working at the ability of the test. Descriptors 6 to 8 are the end of key stage performance descriptors for the new primary curriculum.

End of Key Stage 1

The End of Key Stage 1 framework for Standardised Steps reflects the performance descriptor structure used by the Standards and Testing Agency (STA) in the following documents: “*Interim Teacher Assessment Frameworks at the End of Key Stage 1*” (STA, 2016), “*Pre-Key Stage 1: Pupils Working Below the Test Standard*” (STA, 2016), and “*The Rochford Review: Final Report*” (STA, 2016). It is designed to help teachers to justify their nationally submitted, secure fit, teacher assessment judgements at the end of Key Stage 1.

It will contain “I can” statements for all six of the descriptors for each of the areas of Reading, Writing and Maths and statements for the singular “Working at the expected standard” descriptor for Science. Pupils who have not achieved the lowest level descriptor in the subject will be marked with “W” to indicate that they are working beneath the requirements of the performance descriptor.

Due to the fact that some of the performance descriptors are currently under consultation or are part of interim documents, B Squared will keep an eye on the DfE’s website for updates and amend these when necessary.

End of Key Stage 2

The End of Key Stage 2 framework reflects the performance descriptor structure used by the Standards and Testing Agency (STA) in the following documents: “*Interim Teacher Assessment Frameworks at the End of Key Stage 2*” (STA, 2016), “*Pre-Key Stage 2: Pupils Working Below the Test Standard*” (STA, 2016), and “*The Rochford Review: Final Report*” (STA, 2016). It is designed to help teachers to justify their nationally submitted, secure fit, teacher assessment judgements at the end of Key Stage 2.

It will contain “I can” statements for the eight descriptors for Writing. Reading and Maths will contain “I can” statements for the pre-key stage standards and the “Working at the expected standard” descriptor. As with the Key Stage 1 pack, Science will only be defined by the statements for the “Working at the expected standard” descriptor. Pupils who have not achieved the lowest level descriptor in the subject will be marked with “W” to indicate that they are working beneath the requirements of the performance descriptor.

Due to the fact that some of the performance descriptors are currently under consultation or are part of interim documents, B Squared will keep an eye on the DfE’s website for updates and amend these when necessary.

FAQ

[Are B Squared planning to update assessments in light of The Rochford Review: Final Report?](#)

We pride ourselves on keeping up-to-date and responding to changes in education quickly. We have completed development of our new formative assessment frameworks, moving away from P levels and our current Steps frameworks. The Engagement Steps and Progression Steps are available now, but we recommend existing customers wait for the government's legislation before upgrading to Progression Steps. The government have stated that P Levels will not be used for students engaged in subject specific learning from September 2018. We are now just waiting on the government to change this guidance into legislation.

[When you update your assessment frameworks, will any of the assessment points from the current frameworks be used?](#)

Schools will find that many of the relevant assessment points from P4 upwards have been used in our new Progression Steps framework although they will be arranged differently and may fall under new headings. Some assessment points maybe slightly reworded, whereas others may have additional examples added to ensure that they are clear and can be used consistently. There are a large number of new assessment points in Engagement Steps due to the increased depth and breadth. With any new framework, we try very hard to ensure that there is continuity of content as we are very aware of the time constraints teaching professionals are under. As we are moving to a more holistic model of assessment for pupils with complex needs, there is a requirement for a large amount of new content. Within a new structure there will be new areas to assess to ensure that pupils' progress is measured to show how each individual is developing as a whole. As such there will be a need for schools to re-baseline their pupils.

[Are B Squared going to retain the current level descriptors?](#)

National Curriculum level descriptors have been disregarded since the new National Curriculum became statutory in 2014. Many schools have been using Age Related Expectations (ARE) to assess pupils. Within the P scale assessment framework, level descriptors gave an overall view of the expectations of an individual but did not always meet the non-linear ways some pupils learn, thus not showing actual progress made. Whilst we will not initially be creating level descriptors for the new framework, we will be consulting with schools to discuss whether this is a worthwhile idea in the future.

[How are B Squared going to show progress for the new areas of engagement?](#)

Our frameworks have changed to a new structure which complements the new performance descriptor structure. These new areas of engagement are not hierarchical so they won't move from Responsiveness on to Curiosity or Discovery. Instead, they will continue their Responsiveness skill development and, as they show engagement with these skills, they will start to gain skills in Curiosity and, subsequently, Discovery. The non-subject-specific framework will use a 1-6 scale. The subject-specific assessment will use a 1- 11 scale. There will be an overlap between the non-subject-specific Developmental Steps and the subject-specific Progression Steps so that pupils with 'spiky' profiles will be able to transition at a rate decided by the professionals working with them. We will continue to use our existing levels of achievement. We will further development ways to demonstrating non-linear progress through levels of achievement and achievements across multiple levels. We feel this will be the best way to show progress within our Engagement Steps framework.

[What kind of levelling system will you use if the P levels are abolished?](#)

One of the current challenges in assessment is the lack of guidance given by the DfE regarding 'good' progress. Schools need to use a system that is easy to use and easy to understand, a system which promotes standardisation and provides a universal language for professional discussions and a system which helps schools with the process of moderation. Obviously, the new frameworks that we have developed need to help schools with all of these issues whilst showing the smallest steps of progress that some pupils with complex needs will make. Our New Engagement Steps scale for non-subject-specific learning covers P1i to P6. For subject-specific learning, our new scale would move from 1- 11 steps, the first level overlapping with the Engagement Steps.

[How will you use the Pre-key stage standards for English, Maths and Science?](#)

The entry level at key stage 1 lends itself to around P4-6. Using the key learning points within each section we will populate each developmental stage with assessments which underpin that stage's learning goals. Some of these assessments will be taken from our existing content, others will be new.

[Can I still use P levels?](#)

The P levels will not be used to report to the DfE for students engaged in subject specific learning from September 2018 but they can be used internally. For students not yet engaged in subject specific learning P levels will be removed from September 2019.

[When will the update be ready for use?](#)

The Engagement Steps and Progression Steps are available now, but we recommend existing customers wait for the government's legislation before upgrading to Progression Steps. The government have stated that P Levels will not be used for students engaged in subject specific learning from September 2018. We are now just waiting on the government to change this guidance into legislation.

[Can we carry across assessments mastered to the new content?](#)

Any statements which appeared in the P levels and our National Curriculum assessment frameworks and have been carried across to the new framework will be linked so progress will not be lost. As with changing to any new framework, pupils will need to be baselined at the start of the year.

[How can we show development in line with the SEND Code of Practice?](#)

The SEND Code of Practice: 0 – 25 years defines the four areas of need as Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical. These four areas will be assessed individually to give a clear indication of how well the pupil is progressing and which areas still need consolidation. This flexibility is especially important for pupils with complex needs who learn and progress in a non-linear way. Schools can use evidence to show they are supporting development. Our Evisense software can capture this and link it to the relevant assessments.

[Can we see a demo of the new framework?](#)

Please contact us to obtain sample pages or to arrange an online demonstration of the new assessment frameworks

[Will the new framework be linked to Evisense?](#)

Yes, all of our assessment packages are automatically linked to Evisense. Sharing evidence with parents and carers is a meaningful way to demonstrate progress and development. Having photos and videos linked to the four broad areas of need will give a clearer understanding of what a pupil has achieved and how they have developed for any interested parties.

[Can we use Age Related Expectations/End of Year Outcomes with your new frameworks?](#)

Primary schools often have an expectation that all children will be assessed against end of year outcomes. We have created a new framework called Primary Steps that combines our assessment framework based on the end of year outcomes and the first 4 levels of our Progression Steps framework. This allows schools to assess pupils working below Year 1, but allows pupils with SEND working at Year 1 or above to fit in with the main tracking system the school uses.

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