



BSquared 

Assessing Progress for Pupils Working Out of Year Group

Presented by: [Dale Pickles, Managing Director, B Squared](#)

B Squared

- B Squared products are all about supporting pupils with SEND
- We help schools to show the small steps of progress pupils with SEND make.
- Different frameworks for different ages and ability - EYFS, Primary and an Autism profiling tool
- Reduces teacher workload - identifies next steps, shows progress and supports meaningful communication
- Our products are used by around 15,000 schools
- We have over 25 years experience around showing progress for pupils with SEND
- We talk to hundreds of schools every year about their difficulties around assessment, data and showing progress for pupils with SEND and help them to solve these problems.



Dale Pickles

- Managing Director of B Squared
- Worked in SEND for over 20 years
- Supports schools around assessment, data and showing progress for pupils with SEND
- Host of the award winning SENDcast - podcast for Special Needs
- Host of the SEND Briefings and training courses on our Training for Education CPD website



The SENDcast was the winner in the Publication of the Year category in the 2022 nasen awards

End of Key Stage Assessment

For children working at the level of the national curriculum assessments, use the national curriculum assessments.

For children working below the level of the assessments, use the pre-key stage standards.

For children working below the level of the pre-key stage standards, use the Engagement Model.

**Pre-Key Stage Standards and the “Engagement Model”
are end of Key Stage only**



Pre-Key Stage Standards - Use Them Correctly

On page 5 of the Pre-Key Stage Standards, it says they are **NOT** to be used for ongoing assessment!

“they should not be used to track progress throughout the key stage”

“Those reviewing school performance, including Ofsted inspectors, would not expect them to be used for anything other than summative assessment at the end of the key stage.”

The standards focus identify key indicators at different stages, that indicate performance towards the end of key stage outcomes. The pre-key stage standards are for accountability only. **They should not be used to summarise learning within the key stage for EHCPs, annual reviews or anything else!**

The pre-key stage standards are secure fit, but they can be adapted to suit a pupil's disability.



The Engagement Model

The underlying principles of the Engagement Model do work and are based on research conducted by the CLDD project.

The principles apply to all learners, not just pupils with complex needs. Higher engagement leads to improved outcomes.

It was never intended as a summative assessment process/tool. It was designed as an ongoing approach to support pupils. When pupils are not engaged, the research recommended using the 7 aspects to look at why a pupil is not engaged.

To reduce complexity, the 7 aspects the research used were changed to 5



The Engagement Model – 2018 Pilot

“There's variables of the time of day, whether the child's hungry or not, whether the child's not feeling well. All of those factors contribute to that [engagement] score, so it doesn't mean to say if they get a higher [engagement] score that they've actually learnt anything.”

“In terms of assessing the child, I personally don't think that would work because it is more of an assessment of how the teacher is teaching as opposed to how the child is learning.”

Feedback from schools involved in the pilot

The DfE had lots of feedback from schools and LAs, nearly all of it was negative, but the DfE continued on with the Engagement model, making minimal changes. They should have stopped.



The Engagement Model – 2018 Pilot

The Engagement Model has been communicated badly!!!

People have been told the Engagement model it replaces the P Levels or applies to all pupils with SEND. **This is not true!**

Lots of schools who have been on Engagement Model training still don't understand it and don't know what they should be implementing.

Lots of schools think they need to implement the Engagement Model, most do not.



The Engagement Model

“The engagement model must be used for pupils at KS1 and KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study. Subject-specific study occurs where a pupil can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics. The pre-key stage standards must be used for statutory assessment at the end of KS1 and KS2 for pupils who are working below the standard of the national curriculum assessments and engaged in subject-specific study”

Page 7, The Engagement Mode

The Engagement Model is for end of key stage only and as I said earlier....

- For children working at the level of the national curriculum assessments, use the national curriculum assessments.
- For children working below the level of the assessments, use the pre-key stage standards.
- For children working below the level of the pre-key stage standards, use the Engagement Model.



The Engagement Model

“Schools have the freedom to decide how to use the engagement model alongside their existing planning, assessment and recording systems”

Page 8, The Engagement Model

“To allow maximum engagement, teachers should set realistic but appropriate success criteria that are specific to the pupil and set out how progress will be monitored against each of the criteria”

Page 14, The Engagement Model

The success criteria (or any real guidance) and how to monitor progress isn't included in the document.

Schools need to identify their own curriculum, the success criteria and invent their own ways to monitor progress



Ongoing Assessment

The Government gives no guidance around ongoing assessment for pupils in early years, primary or secondary

Schools can choose what is appropriate based on the pupil's needs

(There used to be, but not anymore)



The Engagement Model in KS1

The Engagement Model “must” be used with pupils not yet engaged in subject specific learning. If you look at previous guidance, these are pupils working below 18 months (P4 for those who remember P Levels). For ongoing assessment, pupils at this level, at the end of reception can be split into 2 groups:

pupils who will be below this level for up to a year or so (approximately)

AND

pupils who are significantly below 18 months will remain so for a much longer period

For the first group, I would recommend using an Early Years assessment tool that fully support pupils with SEND until they are ready to move on to an assessment linked to the primary curriculum for pupils working below year 1 (Primary Steps for example)

(Do not use the pre-key stage standards!!!)



Assessing Progress for Pupils with SEND

If you are using the following ways to discuss a pupil's progress with SEND, you NEED to change the way you assess.

BELOW / SIGNIFICANTLY BELOW WORKING TOWARDS.....

This is not child centred and it does not support the pupil!!!

It does, however, help the school to hide low ability levels and helps to improve the overall attainment picture.

Ofsted will not be happy if you are doing this!!!



Assessing Progress for Pupils with SEND

Schools need to use a robust assessment system that supports pupils with SEND:

- Identifies where a pupil is working
- Identifies next steps/barriers to progress
- Shows the progress that is being made
- Supports meaningful communication to parents
- Provides evidence for annual reviews/EHCPs

It needs to support early identification and early intervention



Assessing Progress for Pupils with SEND

Paper vs Software

Paper will always be the cheapest in terms of cost of purchase. It is quicker in the moment, but requires lots of time and management. It is also the hardest to turn into usable data (time and complexity).

An excel spreadsheet with tick boxes still requires lots of management, it can make some graphs if you invest the time. It can also be easy to lose data.

Software is more effective, saves time, reduces workload and is easier to manage. Showing progress in different ways is easy as is identifying next steps.



Assessing Progress for Pupils with SEND

Paper systems vs Software systems

If you have more than 10 pupils working below Year 1 or working 2 years behind or more, I would HIGHLY recommend a software solution that saves you time and makes your data work for you. It gives you and your staff time back to support your pupils.

Time = Money



Assessing Progress for Pupils with SEND

Widely used software systems to support pupils with SEND

B Squared

PIVATS



Assessing Progress for Pupils with SEND

B Squared Assessment Frameworks

Primary Steps – for pupils working below Year 1 or working over a year below age related expectations (ARE).

Early Steps – for pupils in EYFS working below typical development. We have split Birth to 3 years into smaller levels for pupils with SEND.

Engagement Steps – for pupils on the Engagement Model (longer term). Most schools do not need to use this framework.

Autism Progress – based on SCERTS. Covers Communication, Social Interaction, Emotional Regulation and Flexibility of Thought. Includes strategies to support staff.



Assessing Progress for Pupils with SEND

A school looking to use the software for up to 30 pupils with SEND

This is a single user license, limited to 30 pupils. We want you to share the login with all staff who need to use the software, but only one person can be logged in at a time. You can purchase additional logins.

First Year costs

Connecting Steps Program
(limited to 30 pupils)
+ Primary Steps Core (limited to
30 pupils)
+ Hosting = **£875**

Ongoing costs

Hosting
£175 per year

**(£5.80 a year per pupil
for 30 pupils)**

Book a **FREE** online meeting on the B Squared website to find out more

www.bsquared.co.uk



Change How You Judge Progress

If a pupil requires an EHCP, this means that the school has already identified that the pupil needs an increased level of support.

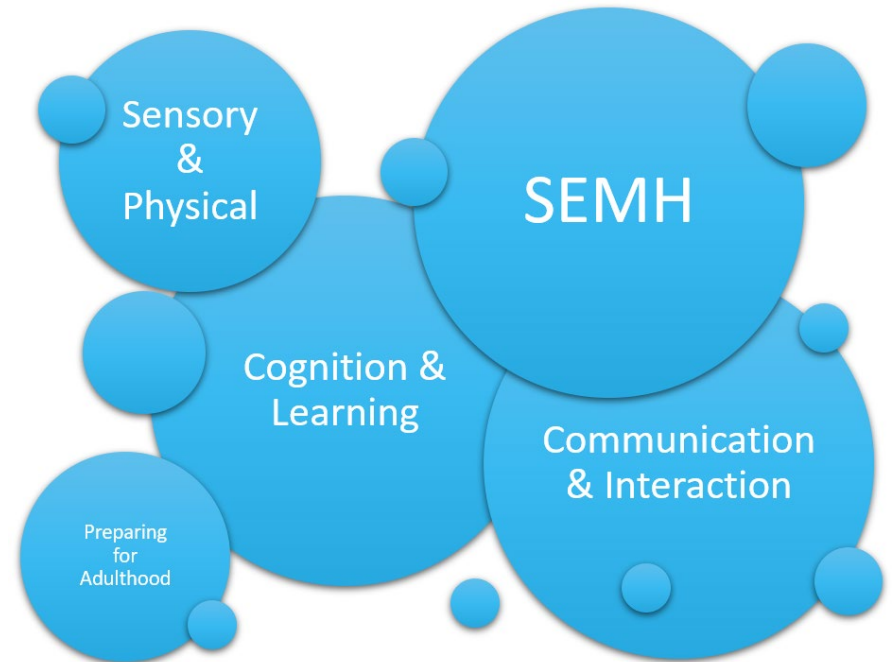
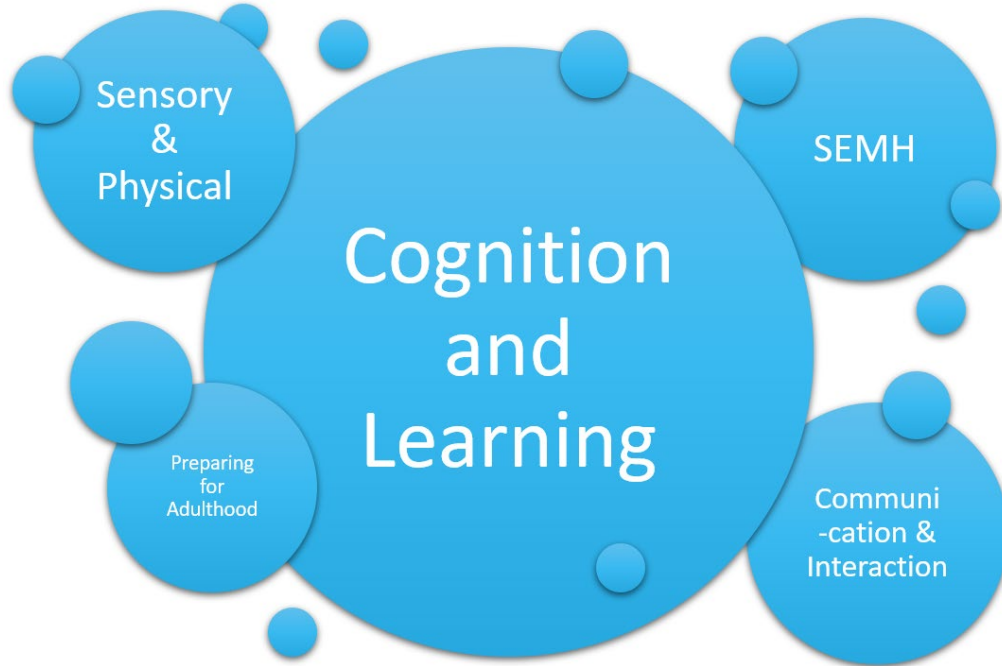
The school will often introduce an *individualised* curriculum, with *individualised* outcomes based on their EHCP outcomes.

If we have an *individualised* curriculum with *individualised* outcomes, why aren't we using *individualised* expectations?

Why are we judging their progress using just English and Maths and why are we judging their progress using standardised values?



Change How You Judge Progress



Change How You Judge Progress

Pupils with SEND working significantly below their peers will not make the same progress as their peers

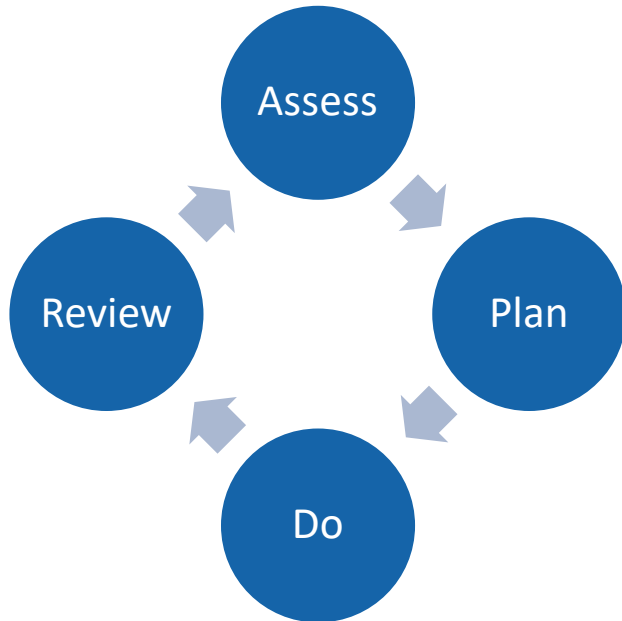
If a pupil in Year 5 is working at the level of a 5-year-old, then they have made on average, across their lifetime, 6 months progress for each year they have been alive. It has taken them 10 years to reach the developmental level of a 5-year-old.

With the right support and with barriers removed, they could make more progress, but it will never be in line with their non-SEN peers.

Judge their progress against themselves and other SEN pupils in your school



Assess Plan Do Review (APDR)



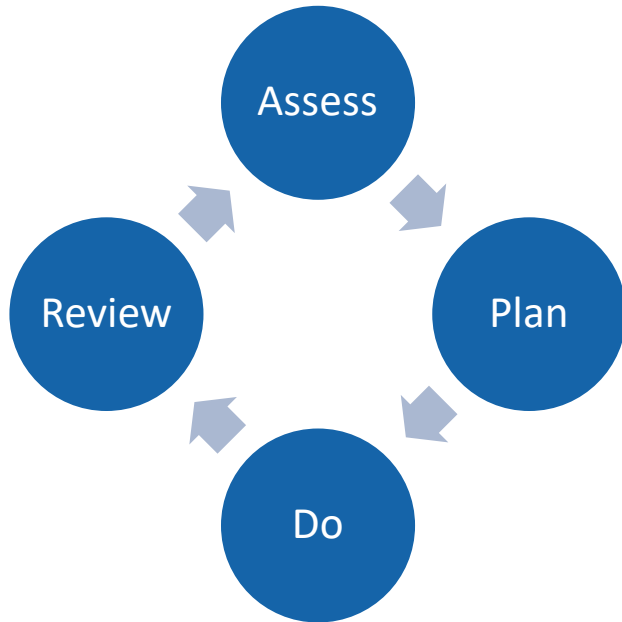
We all know the APDR cycle and the graduated approach, but it is sometimes used extremely badly.

“Can anyone recommend a Year 4 writing intervention?”

People are often rushing to the Do part of the cycle or only doing the Do part. They find an intervention someone recommends and start using it. It is often not effective.

Spend more time on Assess!

Assess Plan Do Review (APDR)



Another Question I see on social media a lot...

“My teachers can’t write SMART targets,
I’m going to do some training,
any suggestions?”

Is it a case of they can’t write SMART targets or could it be that they don’t know what the targets look like at the level the pupil is working at? Can they identify next steps?

Is it training they need or scaffolding/differentiation?

Do they have the right assessment tool?

Assess Plan Do Review (APDR)



You have to start at 'Assess'. You may have to spend longer here than you realise.

If you use a tool like B Squared, this will be simpler. In academic areas it will quickly highlight where support is needed. If you know where support is needed, it will often lead you to an intervention really quickly. Autism Progress can help assess softer skills or you may need to use a specific tool alongside B Squared.

If you don't have an effective assessment tool and all you know is the child is 'Below'. You will need to spend time identifying where the pupil is, where they are making progress and what those barriers are. If you don't, what you implement will not be effective.



Assess Plan Do Review (APDR)



There is a guide for schools on APDR from Hertfordshire Council's Ed Psych Service. The 60-page document contains:

- 9 pages covering Assessment, 1 page on Plan, 1 page on Do and 1 page on Review.
- The appendix contains a list of assessments covering over 35 pages.

Over 70% of the document is focussed on assessment

<http://dspl3.co.uk/wp-content/uploads/2019/11/APDR-cycle-help.pdf>
(Google APDR Cycle Hertfordshire)



Assess Plan Do Review (APDR)

Spending more time on assessment will now move you away from...

“Can anyone recommend a writing Year 4 intervention?”

to

“Can anyone recommend a writing intervention for a Year 4 child, working at Year 1, struggling with.....”

This will generally lead you to an intervention or support strategy that will be more effective. It is also much easier to google Year 1 and find more relevant information.



Assess Plan Do Review (APDR)



One of the big things you should plan is how often and for how long. Can you meet the recommendations of the intervention?

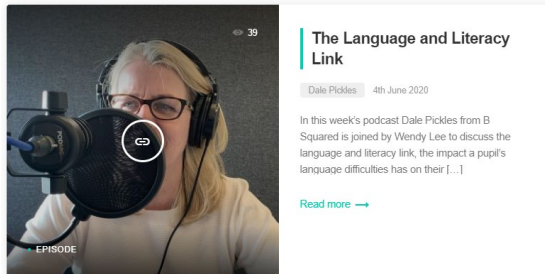
How do you support the child to embed the skills? How do you allow them to use them outside of the intervention? How do you include parents?

Fail to prepare, prepare to fail

If you Assess and Plan well, the Do part will be much more effective, saving schools time and money. In lots of schools, their current assessment tools do not help them assess pupils with SEND effectively, it is not telling the school where the pupil needs support, therefore the support given is not effective.

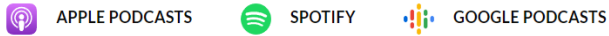


Importance of Spoken Language



- There are no pre-key stage standards for Spoken Language.
- Spoken language skills can have a huge impact on literacy skills. If they are struggling to sequence a story, can they sequence events verbally? Is it their writing that is the issue or their verbal reasoning?
- A pupil's communication and interaction skills will have a big impact on all areas of the curriculum. Do they understand what is being asked of them? Can they join in with their peers? Can they express themselves?
- Poor Communication and Interaction skills are linked to poor mental health. There is lots of research to support this.
- Are you assessing spoken language? Are teachers supporting pupils in this area?

Improving Knowledge Around SEND



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- Created to support everyone in schools, parents and more.

www.thesendcast.com

Or just search SENDcast in any podcast app



Improving Knowledge Around SEND

FREE SEND BRIEFINGS

Our biannual FREE SEND Briefings in March and September help schools keep up to date with changes around SEND.

In our first briefing Lorraine Petersen OBE explained what the Green Paper meant, followed by a discussion and Q&A.

In our second briefing, Jane Friswell gave us an update on the Green Paper and discussed the current picture around SEND. This was followed by a discussion and Q&A.

You can access these and future briefings on the Training for Education website



Online CPD platform including the Virtual SEND Conferences. Affordable, effective and easy to access training around SEND

www.trainingforeducation.com



Improving Knowledge Around SEND

£6,000 SEND Notional Budget

Do you really understand the £6,000 SEND Notional budget? Are you receiving all the money you legally entitled to? Is your LA acting within the law?

Garry Freeman joined us last week to discuss the £6,000 SEND Notional budget. The 45 minute presentation was followed by a Q&A session that lasted over an hour!

There were lots of schools being misled or denied funding they are legally entitled to.

You can purchase access for your whole school for just £10!



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www.trainingforeducation.com



Dale Pickles – *email me for more information or if you want a copy of my slides*
dale@bsquared.co.uk

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