

Case Study – Lincs LEA

Assessment and recording – one school’s perspective.

This case study illustrates how one school documents pupil progress at different levels, via formative and summative processes. The sample recording sheets given here demonstrate a range of information and evidence of pupil attainment, experiences and achievements, illustrated here by looking at one pupil. Emma is a pupil with multisensory impairments (MSI) and is working within the early P levels.

Example sheet 1 – This is a standard National Curriculum summary (here from 1999). The reporting of ‘W’ (ie. working towards level1 of the National Curriculum) across all subjects, offers little in the way of useful information about Emma’s level of attainment. It could be that Emma is viewed at this level of ‘W’ for the whole of her school career.

Example sheet 2 – This record gives a summative / end of year assessment, using P scale information. School staff have made ‘rounded’ judgements about Emma’s current levels of attainment (here for English and maths). Previously these assessment outcomes would have been scored as ‘W’. Already, we get a clearer picture of where Emma is currently functioning ie she is not just “on the cusp” or an emerging NC level 1, but actually working at an earlier stage of learning. However, we still do not have enough information to be useful to our planning or to inform others as to what she can do or what she is currently working towards.

Example sheet 3 – The school has developed a recording sheet, relating to their own school curriculum documentation, *EQUALS* ‘PMLD Schemes of Work’ and B Squared assessment materials, which presents an overview of attainment within the P scales. This sheet illustrates the spread of attainment Emma has made in a subject, which were recorded as overall, ‘rounded’ P levels on the previous example.

Example sheet 4 – This sheet shows how planning is influenced by the summative assessment of Emma’s levels of attainment. The example here highlights Emma’s learning objectives for each strand of English, in a regular Literacy lesson. These objectives relate to the stage of learning and development currently prioritised for Emma by her P levels in each strand. The P scale descriptors have not been made into her targets, but suggest the type of learning opportunity she needs to make progress at this stage of learning.

Example sheet 5 – This is an individual pupil sheet, recording **significant responses** made by Emma in relation to her targets (*same targets seen on the previous class plan for Literacy - example sheet 4). This record demonstrates progress within a (P) level, illustrated here by Emma’s differing responses, over time, to different stories.

Example sheet 6 – Here we see an example of individual recording for Emma’s *significant responses* in a maths context. We are able to see that Emma is making progress towards the next level of attainment (3 instances where she has *Achieved* one of her targets and records of where she is showing consistent responses towards another target) or linear progress. We also see examples of where she is making progress within the same level - lateral progress (she uses different ways of examining objects).

Example sheet 7 – This recording sheet demonstrates work on other priority areas or targets for Emma – here working to develop her residual vision. These priorities are taken from the whole curriculum and not NC subject areas; the priorities are very specific to individuals and their particular needs. (ref. QCA (2001) *Planning, teaching and assessing the curriculum for pupils with learning difficulties – Developing skills.*) Here we see Emma responding at similar levels of attainment (early P levels) but in different learning contexts. These responses also demonstrate her progress within a P level –lateral progress.

EXAMPLE Sheet 1

Key Stage One National Curriculum Summary – 1999

TREETOPS SCHOOL

Emma

English	Teacher Assessment	Task	Test
English Subject Level	<input type="checkbox"/> W		
En1 – Speaking and listening	<input type="checkbox"/> W		
En2 – Reading	<input type="checkbox"/> W	<input type="checkbox"/> W	<input type="checkbox"/> X
En3 – Writing	<input type="checkbox"/> W	<input type="checkbox"/> D	
– Spelling			<input type="checkbox"/> X

Mathematics	Teacher Assessment	Task or Test
Mathematics Subject Level	<input type="checkbox"/> W	<input type="checkbox"/> W
Ma1 – Using and applying mathematics	<input type="checkbox"/> W	
Ma2 – Number and Algebra	<input type="checkbox"/> W	
Ma3 – Shape, Space and Measures	<input type="checkbox"/> W	

Science	Teacher Assessment
Science Subject Level	<input type="checkbox"/> W
Sc1 – Experimental & Investigative Science	<input type="checkbox"/> W
Sc2 – Life Processes & Living Things	<input type="checkbox"/> W
Sc3 – Materials and their Properties	<input type="checkbox"/> W
Sc4 – Physical process	<input type="checkbox"/> W

These are the results of statutory assessment

Treetops School

End of Year Assessment - P Scales (2002)

Student **EMMA**

Class **MSI**

Year Group **5**

Overall P Level

English

P2(i)

Speaking and Listening

Reading

Writing

Mathematics

P1(ii)

Using and Applying

Number

Shape, Space and Measure

EXAMPLE Sheet 3



TREETOPS SCHOOL

**END OF YEAR "ESSENTIAL" CURRICULUM
JULY 2002**

Name: **EMMA**

Date of Birth:

Language and Literacy	P Level Achieved
<i>Speaking</i>	2
<i>Listening</i>	4
<i>Reading</i>	1
<i>Writing</i>	3
Mathematics	
<i>Early Cognitive Development</i>	1
<i>Measurement</i>	
<i>Shape</i>	
<i>Sorting</i>	
<i>Number</i>	
Science	3

Comments: **A change in medication has made Emma very sleepy during the day**

Signed **LJ**

Dated: **7.02**

EXAMPLE Sheet 4

Essential Literacy Based Session

MSI BASE Spring 2 2003 **LOFTY VISITS THE FARM**

Session leader to select one activity from each section building on previously demonstrated learning.

	Learning Objectives	Teaching Activities	Date/Pupil
Speaking 2 - JF Emma SR RW SW 3 - KF 4 - LA	2 Initiates communication with a familiar adult Responds positively by eye contact vocalisation gesture, expression Responds to fill in 'gaps' Requests 'more' 3 Manipulates an adult or situation verbally, physically Makes a choice 4 Communicates using speech, sign with adults and peers Experience interactive songs Experience early symbolic play- Imitate sounds Turn taking, naming objects	Looks at person giving/receiving object being passed round. use of stories illus with real objects & sound effects what's inside the box eg objects from the story. miniature play eg; Farm yard, animals interaction session to continue a game or activity interact with a choice of 2/3 objects naming objects in pictures Derbyshire 3 word level Text comprehension	
Listening 3 - KF JF Emma RW SR SW 4 - LA	3 Responds to sound 4 Begin to take turns; begin to show choice Discriminate sounds Respond to familiar sounds	Respond to sound effects in story, musical Introductions. Turn-taking songs - take turns to choose an object Match sounds to toys (animals) sounds to objects / pictures Give object from story on request Look hear sounds / pictures - animals, farm Copying tempo and rhythms on instruments / body Join in parts of the story - use of switches / vocal	
Reading 1 - RW 2 - SR	1 Focuses on the book, adult or object during the story - visually or touch 2 Tracks object	Explore objects from the story Spaceroom activities - visual training Take part in the interactive	

<p>Emma SW 3 - KF JF</p> <p>4/5 - LA</p>	<p>following movement</p> <p>3 -Discriminates / interacts with objects 4 Discriminates pictures / photos Enjoys books, stories, objects, Pictures Shares stories</p> <p>5 (introduce) Name pictures, locate title, text (LA) predict words and phrases</p>	<p>stories Use of signifiers Use of books as appropriate (all to turn pages, LA, JF, SW, KF personal books. Respond to picture, text by making sound effects / Vocalising Shifts attention and attends to objects, toys, make a choice and interact to be encouraged to turn pages and point to pictures as appropriate Name, sign, find, objects / animals or people in book Match pictures, photos / objects Kim's game</p>	
<p>Writing</p> <p>2 - SW 3 - JF Emma SR RW 4 - KF 5 - LA</p>	<p>2 Explore objects by touch, fixing</p> <p>3 Grasp and release objects Uses movement to make choices</p> <p>4 Use a pincer grip physically record</p> <p>5 Finger track L - R movements</p>	<p>Explore objects and stimuli from the story Reaches for a preferred object Put objects into basket; /hand to mouth Printing with shape stamps Finger track along a pattern Finger L - R in paint Pen and paper exploration</p>	

Example Sheet 5

Essential Curriculum Recording

Name: **Emma**

Class: **MSI**

Individual Activity Programme ; Literacy

"Lofty visits the Farm"
24.3.03

1.4.03

New Story "Tinyseed"
2.6.03

Area of Learning	Activity Outcome	IEP ref.	Date/Code	Date/Code	Date/Code	Date/Code	Date/Code	Observations	Sign.
Literacy-Reading	Follows movement of objects by touch		PP to feel sleepy A - tractor	PP No reaction Awoken by rabbit Moaning	Listening, Eye movement Smiling. Moved her finger to push page over				
Speaking	Vocal response to story		Sleepy aroused by music	Sleepy woken Very moany					
Listening	Respond to sounds		Awakened and turned head to tape Intermittently open eyes when tape starts	Sleepy Awoken by rabbit music					
Writing	Grasp and release		A - tractor	PP No reaction Sleepy					

Code:

A = Achieved // **PR** = Physical Response // **VR** = Verbal Response// **S** = Switch Use // **VP** = Verbal Prompt// **PP** = Physical Prompt

Example Sheet 6

Essential Curriculum Recording Individual Activity Programme: maths

Name: **Emma**

Class: **MSI**

28.1.03 28.1.03 30.1.03 3.2.03 4.2.03

Area of Learning	Activity Outcome	IEP ref.	Date/Code	Date/Code	Date/Code	Date/Code	Date/Code	Observations	Sign.
Number Focus	Hums to a sound source (tape)		NOT IN USE YET	VR Moaning to Lea's voice	NOT IN USE YET		No tape, listening to singing		
	Vocal response to peers		N/R	Moaning noise	N/R Listening		Stilled, eyes open listening		
	Vocal response to gaps in song		A	VR x 3 Lots of eye movement	A + Hand tapping		A Smacking lips in each gap		
	Consistent way to make a choice		Licked lips (munching sandwiches)	PR Tapped hand VR For dessert	Hand tap Licked lips VR + Munching + Hand Tap		A licking lips for main, asleep for pud choice		
Feely of the day	Examines object				Peas Banging L Hand in tray Peas bouncing out	<u>Cornflakes</u> Banging tray with L hand then moved hand around in tray in between mouthing			
	Releases to reach for another								

Code: A = Achieved // PR = Physical Response // VR = Verbal Response // S = Switch Use // VP = Verbal Prompt // PP = Physical Prompt