

IASEND-ASSESSING LEARNERS WITH ALL TYPES OF SEND

It all starts with each learner being measured as an individual....this individual PIN/CODE allows for internal, local and national **moderation and benchmarking** of 'like for like' pupils.

Type of SEND	None	Mild	Moderate	Severe	Profound
Cognitive	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavioural	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensory	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental Health	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

iASEND itself is the assessment tool that monitors the progress of learners from P-scales through to the end of Key Stage 3.

<https://www.iasend.com/>



A baseline is then calculated for each learner...school staff would read statements and decide how much evidence they would have to then ascertain where to place the learner.

Enter Assessments

Assessment No.
 Assessment 1
Subject
 English
Component
 - Grammar and Punctuation (S,E,N,D)

Curricular statements

PUPILS	STATEMENT	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
	E - English - Writing - Grammar and Punctuation						
<input type="checkbox"/>	200 - I can leave spaces between words. <small>Q</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	201 - I can join short sentences using and. <small>Q</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	202 - I begin to punctuate sentences using a capital letter and a full stop. <small>Q</small>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	203 - I begin to punctuate sentences using a capital letter and a question mark. <small>Q</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	204 - I begin to punctuate sentences using a capital letter and an exclamation mark. <small>Q</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	205 - I can using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. <small>Q</small>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	206 - I know how to use both familiar and new punctuation correctly <small>Q</small>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	207 - I can use commas for lists. <small>Q</small>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	208 - I can use apostrophes for contracted forms in spelling. <small>Q</small>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	209 - I can write different forms of sentences. <small>Q</small>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Depth of learning- all functional would equal 100% of curriculum met

Once the baseline is complete staff maintain live assessments of the learners. These are captured and reported ½ termly so 'children at risk' are monitored. SLT would maintain vigilant overview that assessments are updated live.

THE CURRICULUM/ASSESSMENT AREAS ARE AS FOLLOWS:

Curriculum	National Curriculum Equivalent	Reading	Writing	Speaking & Listening	Maths	Science	Computing
A	P-scales		√	√	√	√	√
S	KS1	Reading Skills & Sound list	Handwriting, Transcription, composition, grammar and punctuation.	√	Using Maths Number Shape, space, measures	Working scientifically, biology, chemistry, physics	√
E	Key Stage 2 Lower	Comprehension, word and sound list		√	Number & place value, Addition & subtraction, multiplication & division, fractions decimals percentages & ratios, measurement, geometry- position & direction, geometry- properties of shapes, statistics	Working scientifically, animals, materials & rocks, earth & space, plants, living things, forces motions & magnets	√
N	Key Stage 2 Higher			√			
D	Key Stage 3			√	+ algebra & probability	+atoms, cells and energy	√

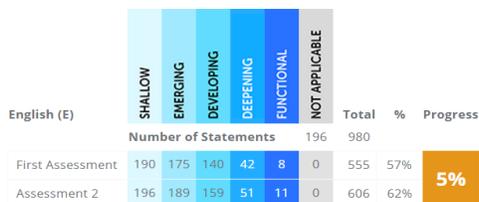
MEASURING PROGRESS & TARGET SETTING

A percentage of each curriculum is calculated from how many points/statements met:

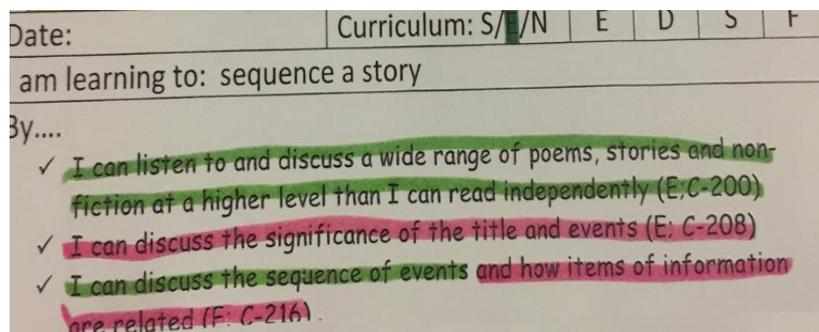
	English	Maths	Science	Computing
A	45/225	47/235	40/200	32/160
S	121/605	86/430	96/480	30/150
E	190/950	107/535	54/270	20/100
N	124/620	169/845	95/475	15/75
D	88/440	145/725	210/1050	15/75

Pupil
Assessment Point 1 2016/2017 - First Assessment
Assessment Point 2 2016/2017 - Assessment 2
ASEND
Report Date Monday 12 December 2016 20:59:12

Progress Colour Coding
■ Progress below 5%
■ Progress between 5% and 9.9%
■ Progress between 10% and 12%
■ Progress between 12.1% and 15%
■ Progress over 15%



MARKING & FEEDBACK:



Marking always with learner-teacher work/life balance
All learning clearly links to curriculum, clear objectives and pupils involved in 'live' progress updates through pink/yellow. LSAs have **active** role marking, feeding back and recording progress. Pupils like instant feedback/support! Interventions/incidental learning recorded on progress slips. **Evidence** sandwiched between progress slips-inc.work, photos, notes, obs etc.