

Session 5

Ensuring best progress for those working 'below'

TRACKING PROGRESS OF SEND



The challenge...

The Rochford Review proposes some interim “pre-key stage 1 and 2 standards”. **However,**

“the interim solution is **only** to be used for statutory assessment for specified pupils at the end of the key stage. It is **not a curriculum** and should not be used to guide teaching” (p5)



The challenge for schools: create an approach to day to day (formative) assessment

“...which works for pupils with special education needs, some of whom may be following an alternative curriculum..”

“Any assessment methods and tools used should reflect this and support a personalised approach.”

*(Final report of the Commission on Assessment without levels, p16,
September 2015)*

Focus for the tracker?

- **Not** pupils who are working within P levels and likely to remain in this band for their primary education.
- **Not** pupils who are under-attaining because of relative disadvantage, (without SEN), or a low starting point on entry to school, who should reasonably be expected to “catch up”.
- **Not** pupils affected by teaching that has not been effective over time or where there are other short term, causal factors.



Who are the target group?

‘Children who are making less than expected progress given their age and individual circumstances.

This can be characterised by **progress** which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap’

(SEND Code of Practice p95, para 6.17)

Our working definition

- Children whose **‘learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’** (*SEN Code of Practice*)
- Children with profile of many domains below where they need to be, e.g. a profile of ‘not attained/below’ across significant domains in the Hampshire Model
- Children who will not have completed the relevant programme of study when they have reached the appropriate chronological age – (*Rochford Review*)



Pupils where ARE is not obtainable

- Small step curriculum
- Clarity around learning
- Lessen the cognitive load
- Slow down – teach less but teach it well
- This means that what “Below” pupils do achieve they achieve more deeply by working through the learning hierarchy, over an appropriate time scale
- They may not learn everything but what they do learn they learn well



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- Personalised targets may be appropriate and drawn from previous year group curricular objectives in specific domains.
- The gaps between statutory curriculum objectives may need to be broken down further to establish an appropriate learning pattern.
(SEND planning tools: training sessions now running in English and Maths)
- A “beta” version to trial and test



HAM – SEND tracker data entry

NAME:	CLASS	Date of Entry to Current Year	DOB	Gender	FSM 6	LAC	Disadvantaged	EHCP	EAL	Service Child	Communication & Language	Cognition & Learning	Sensory	SEMH	Green Hat	Pink Scarf	SAT - Adapted (Year 2 and 6 only) - Reading
APPLE, Alfred	FISH	01/09/2016	01/01/2007	Male	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Free Text Field
BANANA, Ben	FISH	01/09/2016	16/01/2007	Male	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Free Text Field
CARROT, Chloe	CHIPS	01/09/2016	31/01/2007	Female	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Free Text Field
DATE, Deb	CHIPS	01/09/2016	15/02/2007	Male	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Free Text Field
Enchilada, Esme	FISH	01/12/2016	11/11/2011	Female	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Free Text Field
Fig, Fred	CHIPS	01/04/2017	02/05/2008	Male	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Free Text Field

- Contextual information about each pupil
- Used for individual and group reporting
- Data copied from Reading data sheet to Writing and/or Maths data sheets if chosen by user (column A/B)

Data entry at start of year and milestones

- On entry standards achieved against Apprentice/ Competent/ Expert
- Go back to whatever standard is best descriptor of achievement

Y1A	Y1C	Y1E	Y2A	Y2C	Y2E	Y3A	Y3C	Etc.
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Word reading	Comp: Clarify	Comp: Monitor and summarise	Comp: Select and retrieve	Reason and explain	Themes and conventions	Inference	Language for effect
Y3E	Y2E	Y2E	Y2E	Y2E	Y2E	Y2E	Y2E
Y3E	Y2E	Y2E	Y2E	Y2E	Y2E	Y2E	Y2E
Y3E	Y2E	Y2E	Y2E	Y2E	Y2E	Y2E	Y2E
Y3E	Y2E	Y2E	Y2E	Y2E	Y2E	Y2E	Y2E
Y3E	Y2E	Y2E	Y2E	Y2E	Y2E	Y2E	Y2E
Y3E	Y2E	Y2E	Y2E	Y2E	Y2E	Y2E	Y2E

Milestone data collection

Summative assessments: teacher assessment	
Set End of Year Goal in each domain	
Record standard on entry: End of previous year	
Record Milestone 1	
Record Milestone 2	
Record Milestone 3	
Record End of Year achievement	
Summative assessments: test data	
Test Score - On Entry (standardised score)	
End of previous year	
Test Score - Milestone 1, 2, 3	
Test Score - End of Year	

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Reading Domains	On Entry	Milestone				Steps Made (from OE) to current Milestone	Steps Made (from OE) at EOY	Steps from Entry to EOY Goals	EOY Goals	Notes For Action
		1	2	3	EOY					
Word reading	Y1E	Y2C				2	N/A	6	Y3E	MILESTONE 1 NFA
Comp: Clarify	Y1E	Y3C				5	N/A	3	Y2E	
Comp: Monitor and summarise	Y1E	Y3E				6	N/A	3	Y2E	
Comp: Select and retrieve	Y1E	Y2A				1	N/A	3	Y2E	
Reason and explain	Y1E	Y2C				2	N/A	3	Y2E	
Themes and conventions	Y1E	Y3E				6	N/A	3	Y2E	
Inference	Y1E	Y3A				4	N/A	3	Y2E	
Language for effect	Y1E	Y3A				4	N/A	3	Y2E	

Progress is tracked through the year in steps achieved:

- From entry point to milestone
- Steps needed to achieve end of year goal
- At the EOY as a summative record
- NB there is no typical/ average or expected number of steps as this is dependent on the pupil. However the **expectations should be ambitious.**

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Gap Diminishing				End of Year Domain Analysis	At Secure ARE at EOY?	ARE Gap Diminished	EOY Goal met	Personalised Progress Made
Expected ARE (On Entry)	Expected ARE (EOY)	Steps Position On Entry	Steps Position End Of Year					
Y3E	Y4E	-6	N/A	Word reading	N/A	N/A	N/A	N/A
Y3E	Y4E	-6	N/A	Comp: Clarify	N/A	N/A	N/A	N/A
Y3E	Y4E	-6	N/A	Comp: Monitor and summarise	N/A	N/A	N/A	N/A
Y3E	Y4E	-6	N/A	Comp: Select and retrieve	N/A	N/A	N/A	N/A
Y3E	Y4E	-6	N/A	Reason and explain	N/A	N/A	N/A	N/A
Y3E	Y4E	-6	N/A	Themes and conventions	N/A	N/A	N/A	N/A
Y3E	Y4E	-6	N/A	Inference	N/A	N/A	N/A	N/A
Y3E	Y4E	-6	N/A	Language for effect	N/A	N/A	N/A	N/A

- At the end of the year the number of steps achieved may indicate that the gap to ARE is diminishing. Again, this may not be an appropriate expectation in every case.
- Four further summative “searchlights”** indicate annual progress in broad terms: **this data will be available in group reports for each cohort and school shortly.**