



Caldew Lea Primary School

Assessing Pupils who are working below the standards of the
Key Stage 1 and Key Stage 2 National Curriculum tests in line
with the Rochford Review Recommendations

Assessing pupils with severe or profound and multiple learning difficulties

There is a small number of pupils nationally whose learning difficulties mean that they will not be engaged in subject-based learning by the time they reach the end of key stage 1 or 2. The review proposes that there should be an alternative form of statutory assessment for these pupils.

Statutory assessment for mainstream pupils is based on cognition and learning (learning and development in English reading, English writing and mathematics). Making this the focus of statutory assessment for pupils with severe or profound and multiple learning difficulties will help to ensure they are developing the right concepts and skills to progress on to those aspects of subject-specific learning assessed by the pre-key stage standards, if and when they are ready to do so.

In line with [The Complex Learning Difficulties and Disabilities \(CLDD\) research project](#), the review believes that early development in cognition and learning should centre on a range of skills that enable pupils to engage in learning situations and on their growing ability to seek out or direct learning opportunities autonomously.

Creating a statutory duty to assess pupils who are not yet engaged in subject-specific learning against the 7 areas of engagement (responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation) will ensure schools give appropriate attention to the development of concepts and skills that are pre-requisites for progressing on to subject-specific learning.

As assessment for pupils with severe or profound and multiple learning difficulties should be suitable for each pupil's individual needs, the review does not feel that it would be appropriate to prescribe any particular method for assessing them.

The following pages set out the 10 key recommendations of the Rochford Review and the assessment criteria in which Caldew Primary School assess pupils identified as working significantly below each Key Stage 1 and Key Stage 2.

The Rochford Review in summary:

Recommendation 1

The Rochford Review recommends the removal of the statutory requirement to assess pupils using P scales.

Recommendation 2

The Rochford Review recommends that the interim pre-key stage standards for pupils working below the standard of the national curriculum tests are made permanent, and extended to include all pupils engaged in subject-specific learning.

Recommendation 3

The SEND code of practice outlines the following 4 areas of need:

- cognition and learning
- communication and interaction
- social, emotional and mental health
- sensory and/or physical

The review recommends that schools should assess pupils' development in all 4 areas, but statutory assessment for pupils who are not engaged in subject-specific learning should be limited to the area of cognition and learning.

Recommendation 4

The review recommends a statutory duty to assess pupils not engaged in subject-specific learning against the following 7 aspects of cognition and learning:

- responsiveness
- curiosity
- discovery
- anticipation
- persistence
- initiation
- investigation

Recommendation 5

Although the Rochford Review recommends a statutory duty to assess pupils not engaged in subject-specific learning against the 7 aspects of cognition and learning outlined in recommendation 4, schools should be free to decide their own approach to making these assessments according to the curriculum they use and the needs of their pupils.

Recommendation 6

The Rochford Review recommends that initial teacher training (ITT) and continuing professional development (CPD) should reflect the need for staff working in educational settings to have a greater understanding of assessing pupils working below the standard of national curriculum tests, especially those pupils with SEND who are not engaged in subject-specific learning.

Recommendation 7

The Rochford Review recommends that where there is demonstrable good practice in schools, those schools should actively share their expertise and practice with other schools and that schools in need of support should actively seek out and create links with schools that can help to support them.

Recommendation 8

The review recognises the importance of schools engaging in research to support good practice. It recommends that schools work collaboratively to develop an understanding of good practice in assessing pupils working below the standard of national curriculum tests. This work can often be particularly beneficial when it happens across different types of educational setting.

The review further recommends that schools support this work by actively engaging in quality assurance through mechanisms such as school governance and peer review. This will provide appropriate scrutiny and help to support a growing body of evidence and shared understanding of good practice in assessment.

Recommendation 9

There is currently a statutory duty to submit P scales data to the DfE. The review is recommending a statutory duty to assess pupils not engaged in subject specific-learning on the 7 areas of cognition and learning.

The review believes that there should be no requirement to submit this assessment information to the DfE, but schools should be required to report the number of pupils working below the pre-key stage standards. In addition schools must be able to provide evidence to support a dialogue with parents and carers, inspectors, school governors and those engaged in peer review to ensure robust and effective accountability for assessing pupils not engaged in subject specific-learning with SEND.

Recommendation 10

The Rochford Review recommends that further work is done to consider the best way to support schools with assessing pupils with EAL.

Pupils with English as an Additional Language (EAL)

There are some pupils who have not completed the relevant key stage programmes of study and are therefore working below the standard of statutory testing arrangements, because they have EAL.

Pupils with EAL can fit a wide range of profiles. Some may be newly arrived to the country and may have come from difficult circumstances in their home country. Others may always have lived in the UK, but may come from homes where English is not spoken. Others may already be bilingual or multilingual. The right approach to supporting assessment for all these pupils may be different.

Recommendation

Whilst it is important that these pupils can be assessed within wider statutory assessment arrangements, additional advice or guidance may be required to help teachers with making their assessments accurately and effectively.

Schools need to know when to disapply pupils from statutory assessments, particularly when making judgements about whether to enter pupils for the national curriculum tests. For those pupils judged to be working below the standard of national curriculum tests, teachers need to know how to apply the pre-key stage standards or how to assess against the 7 areas of cognition and learning effectively.

The review had limited time available to make its recommendations. The members of the review would have liked to devote more time to understanding current practice in assessment for pupils with EAL and recognise that this is an area that would benefit from further consideration in order to support teachers in assessing these pupils effectively in light of the varied range of challenges they face.

It is important to note that recommendations 6, 7 and 8 apply equally to assessing pupils with EAL. The Rochford Review strongly encourages schools to engage in improvement work, research, peer review and other forms of quality assurance to support their understanding of assessing pupils with EAL and to help build good practice in this area.

Appendix B: Pre-key stage 1: pupils working below the test standard⁴

Pre-key stage 1 standards for English reading

Foundations for the expected standard in reading (ER3)	<p>The pupil can:</p> <ul style="list-style-type: none">• respond speedily by saying or communicating the correct sound for all the letters of the alphabet• blend the sounds for all letters of the alphabet into words⁵• sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs)• answer literal questions about a familiar book that is read to them
Emerging to the expected standard in reading (ER2)	<p>The pupil can, when a story is read aloud by an adult (on a one-to-one basis):</p> <ul style="list-style-type: none">• answer questions, such as Where is this? What is this? Who is this? What is he doing? using their preferred mode of communication• in a familiar story, jump in with the next word or phrase when the adult pauses <p>The pupil can:</p> <ul style="list-style-type: none">• indicate or sign the correct picture or object (when 3 are presented) when the adult says or signs the first sound• indicate or sign the correct letter (when 3 are presented) when the adult says or signs the sound• say or sign (or a close approximation to) every letter of the alphabet
Entry to the expected standard in reading (ER1)	<p>The pupil can, when a story is read aloud by an adult (on a one-to-one basis):</p> <ul style="list-style-type: none">• follow what is being read by focusing on text, pictures or sounds• point to pictures of characters and places in response to questions such as 'Where is (the) ...?'• join in with actions or known words and phrases in stories or rhymes, using their preferred mode of communication• show awareness that something is going to happen e.g. by trying to turn the page or demonstrating anticipation

Pre-key stage 1 standards for English writing

Foundations for the expected standard in writing (EW3)	<p>The pupil can:</p> <ul style="list-style-type: none">• write the correct letter in response to hearing each sound of the alphabet⁶• segment spoken words⁷ into sounds and write the letters corresponding to those sounds• form most lower-case letters in the correct direction, starting and finishing in the right place• use spacing between words with support from the teacher (e.g. to remind pupil to do this)• compose a short sentence and communicate it orally, or using the pupil's preferred method of communication to convey meaning with support from the teacher (e.g. teacher helps pupil to build sentence through questioning)
Emerging to the expected standard in writing (EW2)	<p>The pupil can:</p> <ul style="list-style-type: none">• write the correct letter for most of the letters of the alphabet in response to hearing the sound or a single letter sign⁸
Entry to the expected standard in writing (EW1)	<p>The pupil can:</p> <ul style="list-style-type: none">• hold a pencil with sufficient grip and pressure to make marks on paper, or perform an equivalent task using their preferred form of communication (e.g. using electronic writers or eye-gaze for writing/communicating)• make marks, including some letters, with the intention of conveying meaning

Pre-key stage 1 standards for mathematics

Foundations for the expected standard in mathematics (M3)

The pupil can:

- demonstrate an understanding of place value of 10s and 1s in a 2 digit number using resources to support them if necessary (e.g. representing a 2-digit number using resources for tens and ones; comparing 2 numbers up to 20 to identify the larger and smaller number without apparatus)
- count forwards and backwards from 0 to 20, understanding that numbers increase and decrease in size and identify a number that is one more or one less than a given number (e.g. identify missing numbers on a number scale from 0 to 20)
- read and write numerals from 0 to 9 and demonstrate an understanding of the mathematical symbols of, add, subtract and equal to
- use number bonds from 1 to 5 (e.g. partitioning the number 5 as $0 + 5$, $1 + 4$, $2 + 3$, $3 + 2$, $4 + 1$, $5 + 0$; use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$ and $5 - 3 = 2$ and $5 - 2 = 3$)
- solve problems involving the addition and subtraction of single digit numbers up to 10
- put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups (e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between the hoops)

Emerging to the expected standard in mathematics (M2)

The pupil can:

- count up to 10 saying the number names in the correct order, matching the correct number name to each object in the count and appreciate that the last number counted represents the total size of the group
- demonstrate an understanding that the number of objects remains the same when they are rearranged providing nothing has been added or taken away
- identify the larger and smaller group of 2 sets of objects.
- match the numerals 0 to 9 to groups of objects (e.g. using number cards to indicate that there are 5 apples in a picture of apples)
- use real life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and say how many are now present
- continue and create a pattern using real life materials (e.g. apples, oranges and bananas)

Entry to the expected standard in mathematics (M1)

The pupil can:

- count to 5, though this may involve joining in with the teacher as the teacher counts
- identify whether there are 1, 2 or 3 objects in a group of objects
- demonstrate an understanding of the concept of more (e.g. indicating that more cups are required so that all children have a cup)
- sort and compare big and small objects on request
- copy a pattern using real life materials (e.g. apples, oranges and bananas)

Appendix C: Pre-key stage 2: pupils working below the test standard⁹

Pre-key stage 2 standards for English reading

Growing development of the expected standard in reading (ER5)	<p>The pupil can:</p> <ul style="list-style-type: none">• read accurately most words of 2 or more syllables• read most common exception words⁸ <p>In books that are appropriate for the pupil's developmental stage, and with an age-appropriate content, the pupil can:</p> <ul style="list-style-type: none">• read words accurately and fluently, without the need for overt sounding and blending <p>In a familiar book that they can already read accurately and fluently, the pupil can:</p> <ul style="list-style-type: none">• make some inferences on the basis of what is being said and done
Early development of the expected standard in reading (ER4)	<p>The pupil can:</p> <ul style="list-style-type: none">• read accurately words that contain the common graphemes for all 40+ phonemes⁸ by blending the sounds if necessary• read many common exception words⁸ (e.g. including the, said, could and some) <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none">• read aloud many words quickly and accurately without the need for overt sounding and blending• sound out many unfamiliar words accurately <p>In discussion with the teacher, the pupil can:</p> <ul style="list-style-type: none">• answer questions and make some inferences on the basis of what is being said and done in a familiar book that is read to them.
Foundations for the expected standard in reading (ER3)	<p>The pupil can:</p> <ul style="list-style-type: none">• respond speedily by saying or communicating the correct sound for all the letters of the alphabet• blend the sounds for all letters of the alphabet into words¹⁰• sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs)• answer literal questions about a familiar book that is read to them

<p>Emerging to the expected standard in reading (ER2)</p>	<p>The pupil can, when a story is read aloud by an adult (on a one-to-one basis):</p> <ul style="list-style-type: none"> • answer questions, such as <i>Where is this? What is this? Who is this? What is he doing?</i> using their preferred mode of communication • in a familiar story, jump in with the next word or phrase when the adult pauses <p>The pupil can:</p> <ul style="list-style-type: none"> • indicate or sign the correct picture or object (when 3 are presented) when the adult says or signs the first sound • indicate or sign the correct letter (when 3 are presented) when the adult says or signs the sound • say or sign (or a close approximation to) every letter of the alphabet
<p>Entry to the expected standard in reading (ER1)</p>	<p>The pupil can, when a story is read aloud by an adult (on a one-to-one basis):</p> <ul style="list-style-type: none"> • follow what is being read by focusing on text, pictures or sounds • point to pictures of characters and places in response to questions such as <i>'Where is (the) ...?'</i> • join in with actions or known words and phrases in stories or rhymes, using their preferred mode of communication • show awareness that something is going to happen e.g. by trying to turn the page or demonstrating anticipation

* Teachers should refer to the spelling appendix (year 1 and year 2) of the national curriculum programmes of study to exemplify the words that pupils should be able to read as well as spell.

Pre-key stage 2 standards for English writing

Growing development of the expected standard in writing (EW5)	<p>The pupil can:</p> <ul style="list-style-type: none">• write thematically linked sentences, with meaning, after discussion with the teacher:<ul style="list-style-type: none">• demarcating most sentences with capital letters and full stops and with some correct use of question marks and exclamation marks• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly• spelling many common exception words*• spelling some words with contracted forms* e.g. I'm, don't
Early development of the expected standard in writing (EW4)	<p>The pupil can:</p> <ul style="list-style-type: none">• write sentences, after discussion with the teacher:<ul style="list-style-type: none">• demarcating some sentences with capital letters and full stops correctly• segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly• spelling some common exception words*• forming lower-case letters of the correct size relative to one another in most of their writing
Foundations for the expected standard in writing (EW3)	<p>The pupil can:</p> <ul style="list-style-type: none">• write the correct letter in response to hearing each sound of the alphabet¹¹• segment spoken words¹² into sounds and write the letters corresponding to those sounds• form most lower-case letters in the correct direction, starting and finishing in the right place• use spacing between words with support from the teacher (e.g. to remind pupil to do this)• compose a short sentence and communicate it orally, or using the pupil's preferred method of communication to convey meaning with support from the teacher (e.g. teacher helps pupil to build sentence through questioning).
Emerging to the expected standard in writing (EW2)	<p>The pupil can:</p> <ul style="list-style-type: none">• write the correct letter for most of the letters of the alphabet in response to hearing the sound or a single letter sign¹¹.
Entry to the expected standard in writing (EW1)	<p>The pupil can:</p> <ul style="list-style-type: none">• hold a pencil with sufficient grip and pressure to make marks on paper or perform an equivalent task using the preferred form of communication (e.g. using electronic writers or eye-gaze for writing/communicating)• make marks, including some letters, with the intention of conveying meaning

* Teachers should refer to the spelling appendix (year 1 and year 2) of the national curriculum programmes of study to exemplify the words that pupils should be able to read as well as spell.

Pre-key stage 2 standards for mathematics

Growing development of the expected standard in mathematics (M5)

The pupil can:

- count in twos, fives and tens from 0 up to 100 and identify a number in the 2, 5 and 10 times tables, and identify if a number is odd or even based on the digit in the ones place
- work out calculations involving two 2-digit numbers using an efficient mental strategy (e.g. using known facts, multiples of ten, regrouping, rounding etc)
- solve complex missing number problems (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$)
- solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?)
- read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given (e.g. measure using a ruler)
- identify simple properties of 2D and 3D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)

Early development for the expected standard in mathematics (M4)

The pupil can:

- partition and combine numbers using apparatus if required (e.g. partition 76 into tens and ones [7 tens and 6 ones]; combine 6 tens and 4 ones [64])
- read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly) and recall the multiples of 10 below and above any given 2 digit number (e.g. can say that for 67, the multiples are 60 and 70)
- use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + \square$; $15 = 6 + \square$)
- add and subtract a 2-digit number and ones and a 2-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations
- recall doubles and halves to total 20 (e.g. and knows that double 2 is 4, double 5 is 10 and half of 18 is 9) and divide simple shapes into halves and quarters.
- use different coins to make up the same amount (e.g. pupil uses coins to make 50p in different ways)
- recognise and name a selection of 2D and 3D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)

Foundations for the expected standard in mathematics (M3)

The pupil can:

- demonstrate an understanding of place value of 10s and 1s in a 2-digit number using resources to support them if necessary (e.g. representing a 2-digit number using resources for tens and ones; comparing 2 numbers up to 20 to identify the larger and smaller number without apparatus)
- count forwards and backwards from 0 to 20, understanding that numbers increase and decrease in size and identify a number that is one more or one less than a given number (e.g. identify missing numbers on a number scale from 0 to 20)
- read and write numerals from 0 to 9 and demonstrate an understanding of the mathematical symbols of, add, subtract and equal to
- use number bonds from 1 to 5 (e.g. partitioning the number 5 as $0 + 5$, $1 + 4$, $2 + 3$, $3 + 2$, $4 + 1$, $5 + 0$; use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$ and $5 - 3 = 2$ and $5 - 2 = 3$)
- solve problems involving the addition and subtraction of single digit numbers up to 10
- put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups (e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between the hoops)

Emerging to the expected standard in mathematics (M2)

The pupil can:

- count up to 10 saying the number names in the correct order, matching the correct number name to each object in the count and appreciate that the last number counted represents the total size of the group
- demonstrate an understanding that the number of objects remains the same when they are rearranged providing nothing has been added or taken away
- identify the larger and smaller group of 2 sets of objects
- match the numerals 0 to 9 to groups of objects (e.g. using number cards to indicate that there are 5 apples in a picture of apples)
- use real life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and say how many are now present
- continue and create a pattern using real life materials (e.g. apples, oranges and bananas)

Entry to the expected standard in mathematics (M1)

The pupil can:

- count to 5, though this may involve joining in with the teacher as the teacher counts
- identify whether there are 1, 2 or 3 objects in a group of objects
- demonstrate an understanding of the concept of more (e.g. indicating that more cups are required so that all children have a cup)
- sort and compare big and small objects on request
- copy a pattern using real life materials (e.g. apples, oranges and bananas)