

Response ID ANON-9SM9-9YJT-2

Submitted to **Primary school pupil assessment: Rochford Review recommendations**

Submitted on **2017-06-15 21:28:48**

Introduction

1 What is your name?

Name:

The National Network of Parent Carer Forums

2 What is your email address?

Email:

info@nnpcf.org.uk

3 What is your organisation?

Organisation:

National Network of Parent Carer Forums

4 Which of these categories best describes your role?

Categories:

Parent/Guardian

5 Would you like us to keep your responses confidential?

No

Reason for confidentiality:

Current assessment arrangements

Rochford Review final recommendations

Future arrangements as proposed by the Rochford Review

6 If the statutory requirement to assess pupils using P scales was removed, would any important information no longer be available to you?

Yes

Please explain your reasoning and provide any further evidence we should take into account.:

Many parents do not understand the current framework and know that the areas measured include reading, writing, speaking, listening, numbers, using shape. However it does create a statutory framework against which schools are measured and accountable. Parents would not know against which criteria their child with SEND was being assessed and whether they were making progress. In addition, parents are concerned how this would relate to their child's need for therapeutic input for example from SLT and OT.

7 In your opinion, are the pre-key stage standards clear and easy to understand?

No

If you answered no, which of the bulleted statements lack sufficient clarity to enable an effective teacher assessment to be carried out? Please explain why. :

It would be helpful for parents to understand what the 'expected standards' are for KS1 and KS2 across English, Maths and Science. The statements which contain qualifiers (some, many and most) to indicate that pupils will not always consistently demonstrate the skill requires clarity/guidance to support teachers in making consistent judgements and to inform parents.

8 Do the pre-key stage standards support and encourage progression on to the statutory national curriculum tests for pupils who are able to do so?

No

Please explain your reasoning and describe how the pre-key stage standards could be improved to support and encourage progression on to the statutory national curriculum tests.:

Some pupils with SEND may make significant progress and be able to 'sit' statutory national curriculum tests. However, for those children with more complex and profound needs the 'can do' statements do not support and encourage. Rather the highlight and reinforce what a child can not do. This is not in line with the vision

of the Children and Families Act 2014:

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives' (SEND COP).

There needs to be a stronger focus on high aspirations and on improving outcomes for all children and young people with SEND not just those able to make progress to enable them to sit statutory national curriculum tests.

Parents are concerned that children who are functioning below statutory national curriculum levels might be left there - especially if in the future schools only offer a "babysitting service" due to funding constraints. Currently this cohort of children have the potential to progress as the P scales framework requires interventions and gives the opportunity to do that for those who can progress. It also suggests

that those below NC levels have no value as they cannot learn. Many children with complex needs can and do learn making small steps in functional learning which leads to better life outcomes.

Assessment for pupils not engaged in subject-specific learning

9 Do you agree that statutory assessment should focus on cognition and learning?

Yes

Please explain your reasoning and, if applicable, describe what should be assessed instead or in addition to cognition and learning, and why. :

This is the purpose of education for all and all can learn even if they do not or cannot sit statutory national curriculum tests. However, it should be recognised that many children with SEND require additional support and therapies to remove barriers which prevent access to learning. Often, these barriers relate to communication, interaction, social/emotional mental health and sensory or physical difficulties. There also needs to be recognition that cognition and learning does not necessary equate to academic progress. For many children with SEND learning how to manage their behaviour or anxieties, to make friends etc are just as important.

Assessment for pupils not engaged in subject-specific learning

10 Do you agree that assessing against the seven areas of engagement listed above is the right model to be used in the statutory assessment of these pupils?

No

Please explain your reasoning and, if applicable, provide details of robust alternative methods for the assessment of cognition of learning, or other SEND areas of need, which the department should explore.:

This could work for those with PMLD but not for other SEND groups for example those who can progress to early national curriculum levels and those who can progress to higher P levels with the right level of support and input.

Other areas of engagement should include listening and understanding, interaction and behaviour.

11 Do you believe that assessing pupils against the seven areas of engagement for cognition and learning would give parents and carers meaningful information about their child's attainment and progress?

No

Please explain your reasoning and provide any further evidence we should take into account.:

This should not be the only way that parents can determine whether or not their child is making progress. The SEND COP sets out the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. For example a child maybe working towards developing their ability to communicate independently, participate in their local community or develop independence is management of their behaviour, sensory and other needs. Tracking and monitoring progress of the child's outcomes set out in their EHC Plan or IEP will give parents meaningful information about their child's attainment and progress. It will enable parents to see what difference or impact any intervention/support has made for their child. For children who also need therapeutic input, these reports need to sit along side and be integrated with school reports.

12 If you did not agree that statutory assessment should only focus on cognition and learning, do you think that the seven areas of engagement would be useful in assessing the other areas of need as outlined in the 'SEND Code of Practice: 0-25 years' (communication and interaction; social, emotional and mental health; sensory and/or physical)?

No

Please explain your reasoning and, if applicable, describe which other areas should be assessed and why.:

They are not SMART and not measurable. Children with complex SEND are very complex and deserve a good life like everyone else. Success should be measured against the PFA pathways/outcomes set out in the SEND COP:

Good Health

Education and Training

Independence

Friendships and community participation

Assessment for pupils not engaged in subject-specific learning

13 For those working in educational settings, if the government accepted the recommendation that schools should decide the best way to assess the seven engagement areas of cognition and learning, would you be able to assess pupils against the seven areas using the guidance provided in the Rochford Review's final report?

No

Please explain your reasoning and describe what additional support you might need in order to make these assessments? :

As parent carers they are not easy to understand them and they are open to interpretation/misconstruing.

Parents are concerned about the transparency of schools in setting out how they will assess and also the lack of consistency in approach will make it extremely difficult for parents to bench mark and make informed choices regarding provision/settings.

Reporting assessment data

14 The Rochford Review recommends that schools should not be required to submit assessment information to the department for pupils not engaged in subject-specific learning. Do you agree with this recommendation?

Not Answered

Please explain your reasoning and provide any further evidence we should take into account:

Our children and young people matter as much as everyone else and should be given the same 'offer' and opportunities as their peers.

How will the Dfe and DH be able to make informed strategic and funding decisions relating to SEND if schools are not required to submit assessment information?

How can Dfe/DH track and monitor progress?

Implementation

15 How can we ensure that ITT and CPD provision adequately supports those who work in schools with the assessment of pupils who are not working at the standard of national curriculum tests? What kind of training, materials and support would be helpful?

How can we ensure that ITT and CPD provision adequately supports those who work in schools with the assessment of pupils who are not working at the standard of national curriculum tests? What kind of training, materials and support would be helpful?:

They need to understand needs, aspirations and outcomes.

Training should reflect Section 19 of the CFA as a start and include parent carers in delivery.

They also need to understand the importance of integration of therapeutic needs with learning needs as these CYP are very complex in order to maintain/gain functions, to learn and to have a meaningful and quality life.

Parents have expressed a concern that there seems to be a 'babysitting' mentality in some schools for the group of CYP with SEND with complex medical and learning needs. This is not acceptable and not in line with the vision of the Children and Family Act 2014.

16 The Review suggests that schools should work collaboratively across different types of educational settings. How could schools best be supported to share good practice?

The Review suggests that schools should work collaboratively across different types of educational settings. How could schools best be supported to share good practice? :

Schools are under considerable pressure (financial and performance). To be encouraged to share good practice there needs to be an incentive for schools to do so. This could be encouraged through changes in the Ofsted Inspection Framework so that a school can not be awarded Outstanding or Good unless their SEND provision is outstanding/good and this is shared across their Local Area.

The NNPCF would strongly request that and collaboration includes working with parent carers (and parent carer forums)as required under section 19 of the CFA.

17 Would additional guidance for the statutory assessment of pupils who are not yet working at the standard of national curriculum tests and who have English as an additional language be helpful?

Not Answered

Please explain your reasoning and, if applicable, describe what areas the guidance should cover? :

Implementation

18 What steps could we take to reduce any burdens on those involved in the statutory assessment of pupils not yet working at the standard of national curriculum tests?

What steps could we take to reduce any burdens on those involved in the statutory assessment of pupils not yet working at the standard of national curriculum tests? :

Our children and young people should not be labelled as a burden. They should be afforded the same opportunities to be assessed as for all CYP. The NNPCF strongly requests that the Dfe change their choice of word.

The NNPCF believe that Dfe/Schools need to work with DH/NHSE/CCGs as these children have the most complex needs. They require integrated and joined approaches (hence the introduction of the EHC needs assessment and plan).

There is a system for delivery this - the SEND Reforms. Everyone needs to work together to make it work.

Equalities

19 Do you think that any of these proposals could have a disproportionate impact, positive or negative, on specific students, in particular those with 'relevant protected characteristics' (including disability, gender, race and religion or belief)?

Please provide evidence to support your response.:

The NNPCF believe that the proposals will have a disproportionate negative impact on CYP with more profound SEND as there will be less statutory protection around their teaching and learning.

What will this mean:

- for good schools delivering an effective curriculum and for those who are not?
- for those who need therapies (most of this cohort of CYP will need OT, Physio and SLT. Therapies are often integral to the learning and development of these CYP.

The NNPCF are concerned that there are no indication of health integration in the recommendations.

The NNPCF feel that there is less aspiration for this group which contradicts the vision of the CFA 2014 and SEND COP.

The NNPCF feel that there will be less accountability for parent carers.

The NNPCF are concerned that those children with the potential to move into national curriculum levels with time may be prevented from doing that because there is no statutory learning framework to enable that to happen.

20 How could any adverse impact be reduced and are there any ways we could better advance equality of opportunity? Please provide evidence to support your response.

How could any adverse impact be reduced and are there any ways we could better advance equality of opportunity? Please provide evidence to support your response.:

Work through this with exemplars.

More statutory protections across Education, Health and Social Care.

More joined up thinking and consistency with the CFA 2014 and PFA outcomes.

Remember these are our children who deserve to have the same opportunities as their peers and reach their potential!