



SEND Assessment at Barham

The Barham Key Milestones

****A way to assess those not yet working on the National Curriculum whilst demonstrating their progress and preparing their next steps***

Intent:

At Barham Primary School, we have identified more and more children year on year who are making excellent progress from their starting points. They have made huge strides in Reading, Writing, Maths and Communication and Spoken Language. However, as these children are not yet working on the National Curriculum (Band 1 and above), we have struggled to record and assess their successes in a way that is fair and appropriate.

When children are in the Early Years, we follow the EYFS Framework. This documents their growth in accordance to different areas across the curriculum and is used with Development Matters to assess children where they are in accordance to age related expectations (ARE). Whilst this is helpful in plotting clear progression, it is not appropriate to use this to assess children once they have left the Early Years setting.

Therefore, it is necessary to create an assessment tool that tracks this progress but takes into account the growing age of the child as well as any Special Educational Needs and/or Disabilities (SEND).

Implementation:

Using the Pre-Key Stage Standards as a base and combining the assessment tools from the Early Years, along with specialist SEND assessment tools such as Small Steps, we have created a bespoke assessment tool for children not yet working on the National Curriculum. This can be used throughout a child's education and can document the key milestones they have made.

The Barham Key Milestones (BKMs) assess children in Reading, Writing, Maths and Communication and Spoken Language. They provide teachers with a series of statements to enable them to assess children according to their best fit whilst also giving them key targets to work on in order to move them on to the next milestone. The steps are clear, small but also substantial enough to show progress and to ensure that children are moving towards the National Curriculum.

Each area of learning has four Key Milestones with the fourth milestone comprising of targets that can be found in Band 1 – enabling children to seamlessly move on to the National Curriculum after completing the BKMs.

Impact:

The impact of the BKMs will be to enable teachers, parents and children to see next steps in learning for children not yet working on the National Curriculum. It will particularly empower teachers in Key Stage Two to see how to best support children who are working well below ARE. It can also support parents to see the achievements their children have made and the areas in which they need to improve without labelling their children with an age that does not reflect their ability.

With clear milestones, we will be able to reflect the progress made by children across these four areas of learning and to best equip them to access the National Curriculum when they are ready to do so.

Using the Barham's key milestone steps:

- *The key milestone steps (1-4) for Spoken Language, Language comprehension and Reading, Writing and Mathematics outlined in the overview below contains a number of 'pupil can' statements.*
- *To judge that a pupil is working at a step in the areas of English and Mathematics below, teachers need evidence which demonstrates that the pupil meets all of the statements within that key milestone step. However, teachers can use their discretion to ensure that, a particular weakness does not prevent an accurate judgement from being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the step overall takes precedence.*
- *Teachers should assess each individual pupil based on their own method of communication, and disregard statements which a pupil is physically unable to access.*

Communication and Spoken Language Key Milestones	
Development Matters	Key Milestone 1
Birth to three – babies, toddlers and young children (Band 22-36 Pre Key Sage)	Receptive communication <i>The pupil can:</i> CSL 1.1 Shows an understanding of basic words eg: drink, sit, toilet (this can be supported with visuals and/or signing). CSL 1.2 Can understand more words than they can say or communicate. CSL 1.3 Can take part in simple games and understand the language ‘ready, steady, go!’ Expressive communication <i>The pupil can:</i> CSL 1.4 Can use signs, visuals, vocalisations or body language to show like or dislike or something. CSL 1.5 Can use signs, visuals, vocalisations or body language to say ‘no’ or ‘stop’. CSL 1.6 Will pull an adult towards what they want or where they want to go
Development Matters	Key Milestone 2
3 and 4-year-olds (Band 30-50 Pre Key Stage)	Receptive Communication <i>The pupil can:</i> CSL 2.1 Can take turns with support. CSL 2.2 Can follow a simple instruction eg: sit down, pat your head, etc. Visuals can be used to support CSL 2.3 Can sequence three to four pictures in a known story CSL 2.4 Can show an understanding of ‘same’ and ‘different’ eg: sort according to size or colour. Expressive Communication <i>The pupil can:</i> CSL 2.5 Can use learned expressions in context eg: ‘oh no’, ‘it’s okay’, etc. CSL 2.6 Can express how a character is feeling eg: happy, sad, etc. This may not always be accurate but it shows the ability to try and interpret an emotion. CSL 2.7 Can initiate communication – this can be spoken or using visuals or signs.
Development Matters	Key Milestone 3
Children in reception (Band 40-60 Pre Key Stage)	Receptive Communication <i>The pupil can:</i> CSL 3.1 Beginning to understand what, where, who, when and why questions. CSL 3.2 Shows an understanding of prepositions eg: under, on top, etc. CSL 3.3 Can understand the use of objects eg: ‘What do we cut with?’ – they can then say or sign or pass the scissors. Expressive Communication <i>The pupil can:</i> CSL 3.4 Knows a selection of songs, nursery rhymes and/or poems and can express these verbally or using pictures or signs. CSL 3.5 Communication is developing to use the past tense but this can often be incorrect eg: runned, swimmied, etc. CSL 3.6 Can introduce a narrative or commentary to their play (this can be verbal or non-verbal).
Development Matters	Key Milestone 4
Children in reception (Band 40-60 Pre Key Stage) Band 1 Beginning	Receptive communication <i>The pupil can:</i> CSL 4.1 Can understand a range of sentence structures CSL 4.2 Can listen and attend to fiction and non-fiction texts and conversations CSL 4.3 Can follow 2 step instructions Expressive Communication <i>The pupil can:</i> CSL 4.4 Can express their opinion and a reason for it. CSL 4.5 Can link spoken statements or visuals to talk about a particular topic or event in a cohesive way. CSL 4.6 Can carry on a conversation with an adult or peer, replying using their agreed mode of communication for at least three turns

English Language Comprehension and Reading Key Milestones	
Development Matters	Key Milestone 1
Birth to three – babies, toddlers and young children (Band 22-36 Pre Key Sage)	Language comprehension <i>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</i> R1.1 Indicate correctly pictures of characters and objects in response to questions such as ‘Where is (the)...?’ R1.2 show anticipation about what is going to happen (e.g. by turning the page) R1.3 join in with some actions or repeat some words, rhymes and phrases when prompted.
Development Matters	Key Milestone 2
3 and 4-year-olds (Band 30-50 Pre Key Stage) <i>* At Step 2 only, teachers can consider the small number of pupils who can read words as ‘sight words’ to have met the word reading statements.</i>	Word reading¹ <i>The pupil can:</i> R2.1 say a single sound for 10+ graphemes R2.2 read words by blending sounds with known graphemes, with help from their teacher. Language comprehension <i>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</i> R2.3 demonstrate understanding, e.g. by answering questions, such as ‘Where is he/she/it?’, ‘What is this?’, ‘Who is this?’, ‘What is he/she doing?’ R2.4 join in with predictable phrases or refrains.
Development Matters	Key Milestone 3
Children in reception (Band 40-60 Pre Key Stage)	Word reading <i>The pupil can:</i> R3.1 say a single sound for 20+ graphemes R3.2 read accurately by blending the sounds in words with two and three known graphemes. Language comprehension <i>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</i> R3.3 respond to questions that require simple recall R3.4 recount a short sequence of events (e.g. by sequencing images or manipulating objects).
Development Matters	Key Milestone 4
Children in reception (Band 40-60 Pre Key Stage) Band 1 Beginning <i>* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.</i>	Word reading <i>The pupil can:</i> R4.1 say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* R4.2 read accurately by blending the sounds in words with up to five known graphemes R4.3 read some common exception words* R4.4 read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. Language comprehension <i>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</i> R4.5 talk about events in the story and link them to their own experiences R4.6 retell some of the story.

English Writing Key Milestones	
Development Matters	Key Milestone 1
Birth to three – babies, toddlers and young children (Band 22-36 Pre Key Sage)	Composition <i>The pupil can:</i> W1.1 say an appropriate word to complete a sentence when the adult pauses (e.g. ‘We’re going to the...zoo/park/shop/beach’). They can also communicate this using visuals or signs. Transcription <i>The pupil can:</i> W1.2 draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).
Development Matters	Key Milestone 2
3 and 4-year-olds (Band 30-50 Pre Key Stage)	Composition <i>The pupil can:</i> W2.1 say a clause to complete a sentence that is said aloud (e.g. ‘When we went to the beach today...we ate ice cream / I played in the sand / it was hot’). They can also communicate this using visuals or signs. Transcription <i>The pupil can:</i> W2.2 form correctly most of the 10+ lower-case letters in Step 2 of English language comprehension and reading W2.3 identify or write these 10+ graphemes on hearing corresponding phonemes. *pupils with severe OT needs can use a keyboard to demonstrate this knowledge or have a scribe.
Development Matters	Key Milestone 3
Children in reception (Band 40-60 Pre Key Stage)	Composition <i>The pupil can:</i> W3.1 make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences W3.2 write a caption or short phrase using the graphemes that they already know. Transcription <i>The pupil can:</i> W3.3 form correctly most of the 20+ lower-case letters in Step 3 of English language comprehension and reading W3.4 identify or write these 20+ graphemes on hearing the corresponding phonemes W3.5 spell words (with known graphemes) by identifying the phonemes manipulating objects). *pupils with severe OT needs can use a keyboard to demonstrate this knowledge or have a scribe.
Development Matters	Key Milestone 4
Children in reception (Band 40-60 Pre Key Stage) Band 1 Beginning	Composition <i>The pupil can:</i> W4.1 make up their own sentences and say them aloud, after discussion with the teacher W4.2 write down one of the sentences that they have rehearsed. Transcription <i>The pupil can:</i> W4.3 form most lower-case letters correctly W4.4 identify or write the 40+ graphemes in Phase 4 of English language comprehension and reading on hearing the corresponding phonemes W4.5 spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) W4.6 spell a few common exception words (e.g. I, the, he, said, of). *pupils with severe OT needs can use a keyboard to demonstrate this knowledge or have a scribe.

Mathematics Key Milestones Steps

Development Matters	Key Milestone 1
Birth to three – babies, toddlers and young children (Band 22-36 Pre Key Sage)	<i>The pupil can:</i> M1.1 demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) M1.2 distinguish between ‘one’ and ‘lots’, when shown an example of a single object and a group of objects M1.3 demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil)
Development Matters	Key Milestone 2
3 and 4-year-olds (Band 30-50 Pre Key Stage)	<i>The pupil can:</i> M2.1 identify the big or small object from a selection of two M2.2 sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles) M2.3 say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher) M2.4 demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked M2.5 copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.).
Development Matters	Key Milestone 3
Children in reception (Band 40-60 Pre Key Stage)	<i>The pupil can:</i> M3.1 identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10 M3.2 demonstrate an understanding that the last number counted represents the total number of the count M3.3 use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present M3.4 copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.).
Development Matters	Key Milestone 4
Children in reception (Band 40-60 Pre Key Stage) Band 1 Beginning	<i>The pupil can:</i> M4.1 read and write numbers in numerals from 0 to 9 M4.2 demonstrate an understanding of the mathematical symbols of add, subtract and equal to M4.3 solve number problems involving the addition and subtraction of single-digit numbers up to 10 M4.4 demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$) M4.5 demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$) M4.6 demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$) M4.7 demonstrate an understanding that the total number of objects changes when objects are added or taken away M4.8 demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away M4.9 count to 20, demonstrating that the next number in the count is one more and the previous number is one less M4.10 recognise some common 2-D shapes.