

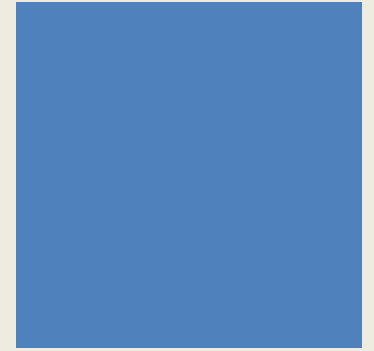


Guidance on using the Learning Progression Frameworks (LPFs)

**Richard Byers – LPF development project adviser
October 2018**

What are the LPFs?

- **Differentiated performance criteria – for students with difficulties in learning**
- **Enable staff to recognise attainment for all in the core subjects of the central curriculum**
- **Attainments assessed against criteria set out in LPFs**



What are the LPFs?

- **There are LPFs for Chinese Language, Mathematics and Liberal Studies in Senior Secondary**
- **Recent project has developed LPFs for Chinese Language, Mathematics and General Studies in Basic Education**
- **Launch LPF drafts in 2018**

How are the LPFs structured?

- LPFs provide level descriptions – brief paragraphs to sum up learning at a given level
- Clusters of learning outcomes to provide more detail of attainments at every level
- Examples of student performance

How are the LPFs structured?

- The language of the level descriptors outlines the core attainments at each level
- The learning outcomes help to indicate how a level can be attained
- Schools can recognise alternative learning outcomes or performances

What levels do the LPFs cover?

- The LPFs describe generic ‘early learning’ at levels I1 to I6
- Subject-related learning at S1 to S9
- Strand specific learning within subjects at S1 to S9 – e.g. ‘speaking’, ‘listening’, ‘reading’ and ‘writing’ in Chinese Language

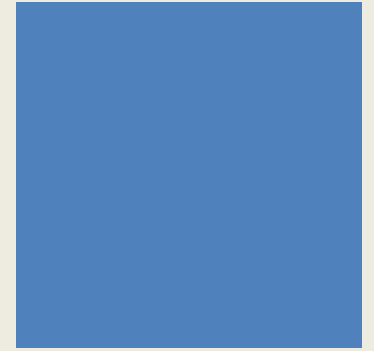
What levels do the LPFs cover?



The LPFs at levels I1 to I6: –

- **are common across all subjects**
- **outline general performance based on research into communication, interaction and cognitive development for students with severe and profound ID**

What levels do the LPFs cover?



The LPFs at levels S1 to S9: –

- **focus on skills, knowledge and understanding**
- **recognise new gains, consolidated or generalised learning**
- **reveal progress that is clearly related to subject**

What levels do the LPFs cover?

- The LPFs are designed to operate independent of age and grade of ID
- Older students may attain at levels I1 to I6 – younger students at S7 or S8
- There are no expectations of ‘typical’ or ‘required’ progress according to student age or type of difficulty

What attainments do the LPFs measure?

- The LPF descriptors cover 15 levels – measure observable ‘landmarks’ or ‘milestones’ in learning in the core subjects of the curriculum
- LPFs designed to assess progress periodically – each term? or over a year? at transitions between phases? – over 12 years of schooling

What attainments do the LPFs measure?



- Major strands and sub-strands in core subjects are represented in the LPFs – but the full range of topics in the curriculum is NOT reflected in LPFs
- Continue to use school-based assessment for finer increments of learning and day-to-day assessment

What attainments do the LPFs measure?



- LPFs are NOT a lesson or target planning tool – avoid ‘teaching to the LPF outcomes’ – use curriculum as basis for planning
- LPFs should NOT be used as tests, set tasks or checklists of required skills – use LPFs to assess learning over time in range of learning contexts

How are judgments made using the LPFs?



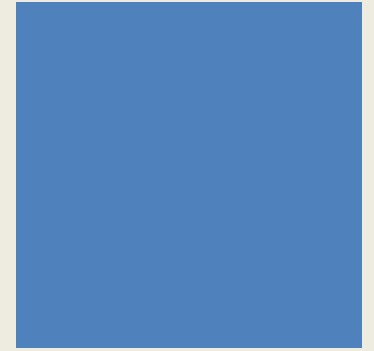
- School staff advised NOT to award a level on basis of single learning event
- Gather evidence during everyday teaching and learning, observe series of responses and use professional judgment to decide when a student has made secure progress to a new level

How are judgments made using the LPFs?



- Consider evidence relating to a cluster of levels – look for the ‘best fit’
- No need to gain all outcomes to attain a level: if a student attains ‘all’ outcomes at S5; ‘most’ outcomes at S6; a ‘few’ outcomes at S7, the ‘best fit’ level description is likely to be S6

How are judgments made using the LPFs?



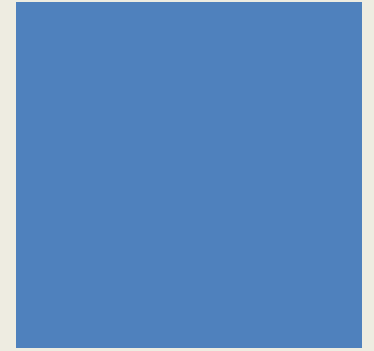
- No need to ‘atomise’ the level descriptions or to ‘quantify’ assessments with percentages, fractions or counts
- Level descriptions define ‘bands’ or ‘areas’ of attainment students are ‘working within’ – not precise points

How are judgments made using the LPFs?



- Many students will attain different levels in different subjects – and even in different strands within subjects
- Expect ‘spikey profiles’ – but use assessment data to inform teaching with an aim to raise attainments to highest levels in all strands

How are judgments made using the LPFs?



- Use teaching to promote consolidation and generalisation of learning
- Seek out evidence of learning being transferred into new contexts – at home, in the boarding section, in the community

How are judgments made using the LPFs?



- Not all students will make smooth and steady progress through the LPF levels
- For many, progress ‘within a level’ or ‘across the levels’ (lateral progress) will be as important as making progress towards higher levels (linear progress)

How are judgments made using the LPFs?



- Aim to remove, overcome or minimise barriers to assessment arising from impairments or learning preferences
- Use professional judgment to devise alternative learning outcomes using different modes of response that are cognitively equivalent – such as:

How are judgments made using the LPFs?



- To attain S1 in Writing in Chinese Language, a student should ‘show a single picture to express meaning’
- For a student with VI and ID, this could mean offering an object or tactile symbol – the key attainment is to use an item to express meaning

How are judgments made using the LPFs?



- Consider levels of help or support
- Some attainments require responses that are ‘independent’ or ‘without prompting’
- Other attainments can be made ‘with instruction’ or when ‘working with peers’

How are judgments made using the LPFs?



- **Keep records of levels of support used as part of annotation**
- **Fade prompting to promote greater independence in learning**
- **Use moderation meetings to discuss levels of support that are acceptable for different outcomes**

How are judgments made using the LPFs?



- Record keeping may be multi-modal – but annotation is crucial
- No need for ‘hard evidence’ every time – teacher observation is fine
- No need for excessive record keeping – edit records to maintain most recent and most revealing items of evidence

How are judgments made using the LPFs?



- Record keeping and assessment in context of classroom activity
- No need for special assessment tasks, tests or activities – make use of regular teaching and learning
- Involve learners and other contributors in record keeping and assessment

How are judgments made using the LPFs?



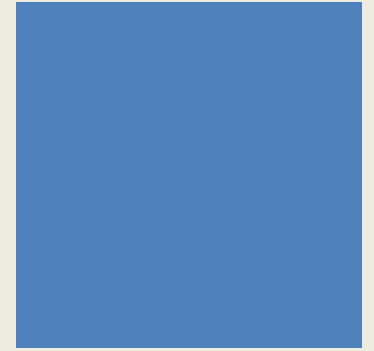
- Gather views in dialogue with students for self-review and/or peer review
- Communicate with family members and others in community settings
- Collaborate with colleagues and engage in dialogue to secure quality of assessment judgments

How are judgments made using the LPFs secured?



- Professional dialogue and discussion will enhance validity of assessments and improve expertise of assessors
- Discuss assessments with colleagues within classrooms; across subjects and age bands within school; and between schools

How can assessments made using the LPFs be used?



- Use of LPFs and discussion of learning outcomes and examples of student responses will provide professional development for staff
- Improved familiarity with content of curriculum and improved awareness of learning needs of students

How can assessments made using the LPFs be used?



- LPF assessments can support reporting
 - to parents, to students, to colleagues, to others outside school
- Reports can be provided at times of transition – between classes, between key stages and on completion of senior secondary phase

How can assessments made using the LPFs be used?



- **Assessments using LPFs can inform and drive cycles of planning, teaching and learning**
- **Crucially use of LPFs can improve learning for students with special educational needs – raise expectations and raise attainments**

How can assessments made using the LPFs be used?



- Work during the LPF development project has demonstrated value of using LPFs
- Examples today of improved curriculum planning, enhanced approaches to teaching and learning and raised attainments – please enjoy