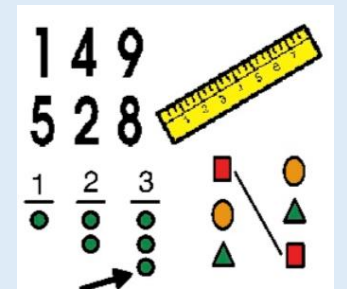
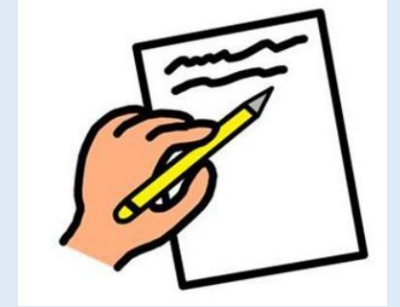
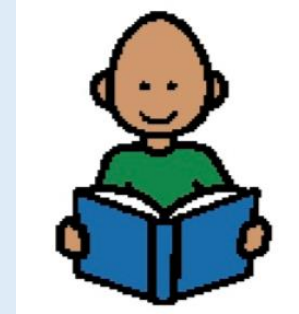


*Assessment and PLIMS
(Personal Learning
Intention Maps)*

B Squared

- Assessment tool for children in our Language Base
- Breaks down learning into smaller steps in areas such as reading/ writing/ maths
- Easier to see the progress that children are making
- Progress measured as a percentage for different areas of their learning
- The assessment tool will support setting of outcomes and targets that children are working towards



If your child is in mainstream for English or Maths they will continue to be assessed by their mainstream teacher using the previous scales of developing/ expected progress.

B Squared example for reading



English; Reading - Progression Step 2

Name:

Started:..... Completed:.....

Word Reading		
<input type="checkbox"/> Says a single sound for 10+ graphemes (PKSS)	<input type="checkbox"/> Immediately turns a book the right way up	<input type="checkbox"/> Identifies letters in their forename
<input type="checkbox"/> Reads words by blending sounds with known graphemes, with help from a member of staff (PKSS)	<input type="checkbox"/> Moves finger along text from left to right	<input type="checkbox"/> Relates letters in own name to print in the environment
<input type="checkbox"/> Reads words or symbols in the environment, e.g. symbols for ladies, gents, disabled toilet	<input type="checkbox"/> Moves from top to bottom of a page	<input type="checkbox"/> Echoes a member of staff slowly sounding out CVC words
<input type="checkbox"/> Identifies the letters of the alphabet by their sound	<input type="checkbox"/> Points to text when 'reading'	<input type="checkbox"/> Says the sound of some letters in own name
<input type="checkbox"/> Correctly relates a sound to a letter when given a choice of three	<input type="checkbox"/> Progresses through a book from front to back	<input type="checkbox"/> Says the sound of some letters of the alphabet
<input type="checkbox"/> Matches short words with distinct shape	<input type="checkbox"/> Finds letters from their name that have been written in a book	<input type="checkbox"/> Identifies the initial letter of their name
Comprehension		
<input type="checkbox"/> Joins in with predictable phrases or refrains of a familiar story or rhyme (PKSS)	<input type="checkbox"/> Predicts what will happen in a repetitive story	<input type="checkbox"/> Derives meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc.
<input type="checkbox"/> Demonstrates understanding of a familiar story/rhyme read to them, e.g. by answering questions, such as 'Where is he/she/it?', 'Who is this?', 'What is he/she/it doing?' (PKSS)	<input type="checkbox"/> Predicts the ending of a sentence	<input type="checkbox"/> Describes their own experience using collected pictures
<input type="checkbox"/> Re-enacts simple stories	<input type="checkbox"/> Questions the reader if part of the story alters	<input type="checkbox"/> Explains how a character might be feeling, e.g. Jack was running because he was "scared"
<input type="checkbox"/> Brings a favourite book to be read	<input type="checkbox"/> Relates an experience to an event or story	<input type="checkbox"/> Reacts excitedly when hearing familiar stories
<input type="checkbox"/> Holds the book while sharing it	<input type="checkbox"/> Talks about their favourite character in a story	<input type="checkbox"/> Repeats specific lines when 'reading' independently
<input type="checkbox"/> Looks at the left-hand page first	<input type="checkbox"/> 'Reads' their writing aloud	<input type="checkbox"/> Shows interest in a narrative/story by asking for it again or continuing a conversation about it
<input type="checkbox"/> Opens a book at the first page	<input type="checkbox"/> Communicates how a story or poem makes them feel	<input type="checkbox"/> Sits in group and listens to a story

PLIMS – Personal Learning Intention Maps

- PLIMS are being used in several base provisions in the borough of Sutton
- They will replace School Support Plans (SSPs) and parents evening forms
- Every outcome in a child's EHCP will be copied onto their PLIM
- Long term targets and small steps will then be set for each of their outcomes (please see example below for one physical development outcome)

Physical Development

To get dressed for PE with reduced adult support and participate in a gross motor game with one other peer

I can take my coat on and off independently

- I can pull the zip down on my coat
- I can unlatch the zip on my coat
- I can remove my arms from my coat
- I can put my arms into my coat
- I can fasten my zip with an adult

Why PLIMS?



- Teachers, Speech and Language Therapists and Occupational Therapists will create each child's PLIM collaboratively
- The PLIM will include all outcomes to be worked in one document for each area of the child's need
- Each outcome will be broken down into a longer term target and small steps
- School staff, therapists and parents will have one document to look at to see all the targets the child is working towards for the year

How will it work at Muschamp?

- Your child's PLIM will be shared with you at the parent's evening in October
- Targets will be reviewed in February and updated as needed by adding further steps or continuing to work on steps that are yet to be achieved
- This will be shared with parents at the parent's evening in March
- Targets will be reviewed again towards the end of the school year and will be added to the children's end of year reports
- If a child achieves all the steps towards a target in between the review times the teacher/ SaLT/ OT will still move them on

Example of a whole PLIM

<p align="center">PLIM (Personal Learning Intention Map)</p>	<p>Cognition and Learning By the end of Key Stage 2, ***will: Read and spell phonetically regular CVC and CVCC words, and to read and sell an increased number of HF words To read at least 75/100 key words he has been practising. To spell at least 15/100 key words he has been practising.</p> <ul style="list-style-type: none"> practise with adults in engaging activities with his key words practise at home spell using techniques such as covering up the word and using colours and sizes. 	<p>Cognition and Learning By the end of Key Stage 2, ***will: Feel confident in different numerical operations and be confident working with single digit numbers for calculations To have improved knowledge of the four operations in mental and written problems: addition, subtraction, division and multiplication.</p> <ul style="list-style-type: none"> Apply these to problem solving scenarios More quickly answer mental maths questions in class Use strategies to solve mental maths problems
<p align="center">Ehcp outcome Short term targets Steps to achieve target</p>	<p>Cognition and Learning By the end of Key Stage 2, ***will ask for help when he has not understood or when he has not heard something ? To put his hand up and wait for an adult to be ready to help him or answer his question.</p> <ul style="list-style-type: none"> Try and work out what he needs to do while waiting for an adult stay quieter and more still in his chair Move on to his next problem while he waits for an adult 	<p>Language and Communication By the end of Key Stage 3, ***will be able to develop his understanding of language and vocabulary so that he is able to follow 80% of the necessary instructions involved in school. To develop his understanding and ability to name words relating to his everyday life, future occupation and being in the community.</p> <ul style="list-style-type: none"> To demonstrate an understanding and ability to name at least 8 new words focusing on jobs and occupation, linking to Harvey's aspirations to work in the police force or in construction. To demonstrate an understanding and ability to name at least 8 new words focusing on food, road signs and public transport
	<p>Language and Communication By the end of Key Stage 3, ***will be able to develop his expressive language so that he is able to effectively express himself using grammatical sentences and storytelling 80% of the time. 1. To use auxiliary verbs in the present tense (is/are) and past tense (was/were) to describe pictures and share his news.</p> <ul style="list-style-type: none"> Review shape coding for present tense (is/are) Explore shape coding for past tense (was/were) Fade visual support To identify errors in sentences he has produced with support 	<p>Language and Communication By the end of Key Stage 3, ***will be able to use a full range of English consonants at phrase and short sentence level, have developed his phonological awareness skills and use strategies to repair breakdowns in communication. 1. To produce 'sh' sound at the start of words in short phrases with minimal adult prompting, 80% of the time.</p> <ul style="list-style-type: none"> To blend 'sh' with a vowel using lip rounding. To produce 'sh' at the start of words. <p>2. To consistently produce 'k' in isolation without the need to hold the tip of his tongue.</p> <ul style="list-style-type: none"> Consistently produce 'k' by holding the tip of his tongue 80% of the time.

Social, Emotional and Mental Health

By the end of Key Stage 2, ***will:

Identify that he is not feeling ok by telling or showing an adult and start to use coping strategies independently

To develop his ability to share his issue with other adults he works with.

- Share with his adult every morning how his evening was.
- Share with an adult after lunch how he feels about his day.

Social, Emotional and Mental Health

By the end of Key Stage 3, ***will:

Identify and express his feelings by telling or showing an adult and to utilise strategies independently

To use calming down strategies, with adult support, when necessary during his day.

- Identify strategies that he enjoys/ feels successful and to place these in a 'toolbox'.
- Take 10-minute movement or brain breaks
- Have adult support to identify which zone he is feeling

Physical and Sensory

By the end of Key Stage 3, ***will:

Demonstrate improved fine motor skills so that he is able to for 30 minutes using a functional pencil grasp to support participation in written learning activities at school. Trial alternative methods of recording his work.

***will explore using a laptop to type, as an alternative to handwriting to support recording of academic work.

- ***will engage in functional fine motor activities that facilitate hand strength, dexterity and hand grips e.g. arts and crafts, cutlery use, handling money.
- ***will have frequent opportunities to practise his typing and handwriting skills

Physical and Sensory

By the end of Key Stage 2, ***will:

Demonstrate improved gross motor skills so that he is able to balance on each leg for more than 10 seconds to support his participation in PE and social games with his peers.

***will participate in PE/ social games with his peers at least twice a day.

- ***to engage in meaningful social games (e.g. Hopscotch, obstacle course, ball games, charades, freeze dance) with his peers during breaks.
- ***to engage in balance games and activities (e.g. football, stepping stones, yoga, simon says).