

Hitting the Target: Missing the Point

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Rochford Review



We are being offered a fork in the road

- We have to go on a journey with our learners but how we get there is up to us
- We can go down the traditional (National Curriculum) route – described as ‘subject specific learning’
- Or we may not!!
- Whatever we do we **MUST** be **VERY CLEAR** about our reasoning
- That is, we must have a clear pedagogy.

Pedagogy is not just about the 'how' of teaching

*'(Pedagogy is) the various ways of knowing, understanding, doing, creating, investigating and making sense **which it is desirable for children to encounter**, and how these are most appropriately translated and structured for teaching'* (Alexander, 2004, p11, my emphasis).

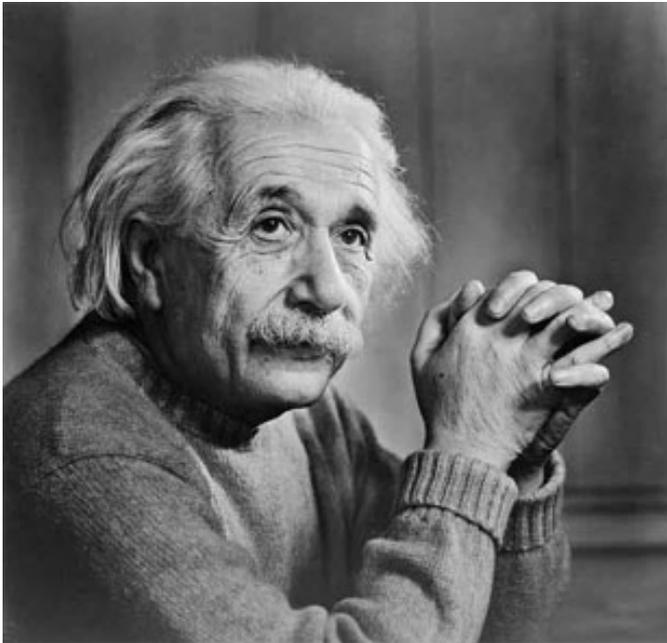
It is also about the 'why' of education

Rochford Key Pronouncements

- *‘Schools already have the freedom to use any curriculum they feel is appropriate for the needs and requirements of these pupils (who are not engaged in subject specific learning)’. (p20)*
- *‘As it is neither possible nor desirable to set national expectations for what these pupils should have learned at a particular age or by the end of a key stage, the members of the Rochford Review do not believe it is appropriate to apply a framework to statutory assessment that evaluates their attainment in that way. It would be neither fair to the child, nor to the school.’ (p20)*

- 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. (p6)
- There should be no requirement to submit assessment data on the 7 areas of cognition and learning to the DfE, but schools must be able to provide evidence to support a dialogue with parents and carers, inspectors, regional schools commissioners, local authorities, school governors and those engaged in peer review to ensure robust and effective accountability. (p7)

Subject Specific Learning



The definition of insanity is repeating the same behaviors and expecting a different outcome.

Albert Einstein

A Curriculum Challenge?

Please justify continuing with a curriculum model at which *all* children with SLD and PMLD have consistently failed since 1988.

The P scales?



Some Suggestions

Pedagogy

- Think about adopting a Capability Approach (Nussbaum, 2006, 2011)
- This argues that we need to maximise the opportunities for all learners **to be the best they can be and to do they best they can do**
- Think about what we might be able to expect learners to be able to do and to be by the time they're 19 and beyond and plan accordingly
- Think about how how curriculum changes might enable this.

Curriculum

- Consider adopting Informal and Semi-formal curriculum models once subject specific learning becomes unproductive for the individual learner
- Accept this as a multi agency, multi professional judgement call and a dilemma
- Not facing the dilemma does not make it go away!
- Informal models – Castlewood School, Victoria School, The Bridge School. All free downloads
- Semi-formal model – Equals – at a nominal price, with free sample downloads

Assessment

- Look to a basket of assessment indicators which should include (i) P scales (ii) Routes for Learning (iii) MAPP (iv) Qualitative, multi-media, longitudinal, individual learner assessments
- And will have to include (v) IPKeS Standards for pupils engaged in subject specific learning in English and Maths (vi) Engagement Scales for those not engaged in subject specific learning
- We may need to think carefully about how much time to spend on this for P5 plus learners.

Hitting the target but missing the point

- We need to continue to be aware of continuing to value only that which can be easily measured
- This will give us compartmentalisation of learning, followed by compartmentalisation of achievement
- No thought or consideration is given to contextualised, deep and meaningful learning, that makes sense to the learner and which the learner can actually use
- Shallow learning – the rote remembering of unrelated facts – is given high priority because assessment of progress is considered the most important part of teaching.

Hitting the target but missing the point?

- **Pedagogy MUST come first!**
- This then drives our thoughts on curriculum and leads to an appropriate assessment criteria
- The Basket of Assessment approach adopted by Swiss Cottage School (2014) makes sense because it offers models that are both summative and formative, as well as quantitative and qualitative.

References

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