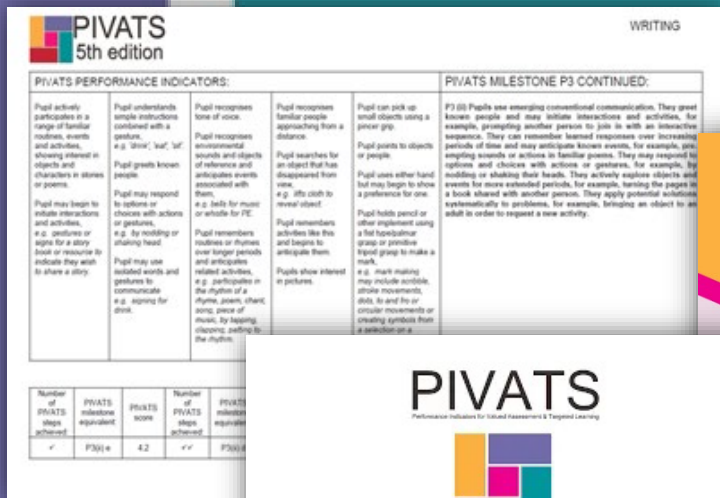


PIVATS: PERFORMANCE INDICATORS FOR VALUED ASSESSMENT & TARGETTED LEARNING

Assessment of progression in learning, and effective target setting for pupils well below national expectations for their age.



PIVATS 5th edition

PIVATS PERFORMANCE INDICATORS:

| | | | | | |
|---|--|---|---|--|---|
| Pupil actively participates in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems. | Pupil understands simple instructions combined with a gesture, e.g. 'sing', 'sit', 'up'. | Pupil recognises familiar people approaching from a distance. | Pupil recognises environmental sounds and objects of reference and anticipates events associated with them, e.g. bells for music or whistle for PE. | Pupil can pick up small objects using a pincer grip. | P3 (6) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, prompting another person to join in with an interactive sequence. They can remember learned responses over increasing periods of time and may anticipate known events, for example, greeting people or actions in familiar contexts. They may respond to requests and choices with actions or gestures. For example, by nodding or shaking their heads. They actively explore objects and events for more extended periods, for example, turning the pages in a book observed with another person. They apply potential solutions systematically to problems, for example, bringing an object to an adult in order to request a new activity. |
|---|--|---|---|--|---|

PIVATS MILESTONE P3 CONTINUED:

| | |
|---|--|
| Pupil searches for an object that has disappeared from view, e.g. lifts cloth to reveal object. | Pupil holds pencil or other implement using a flat tripodular grasp or penlike grasp to make a mark, e.g. mark making may include scribbles, circle movements, dots, to and fro or circular movements or creating patterns from a selection on a page. |
|---|--|

PIVATS
Performance Indicators for Valued Assessment & Targetted Learning

| Number of PIVATS steps achieved | PIVATS milestone equivalent | PIVATS score | Number of PIVATS steps achieved | PIVATS milestone equivalent |
|---------------------------------|-----------------------------|--------------|---------------------------------|-----------------------------|
| ✓ | P3(6) | 42 | ✓ | P3(6) |




PIVATS
Performance Indicators for Valued Assessment & Targetted Learning

Example Tasks

When creating the three picture collections of objects for reading, show the children looking at the picture showing 4.


Allow the children to look and ask them to identify the odd one out.

Which is the odd one out here?



Choose the correct numeral from this selection to show the amount below.

2 1 0 4 3 5



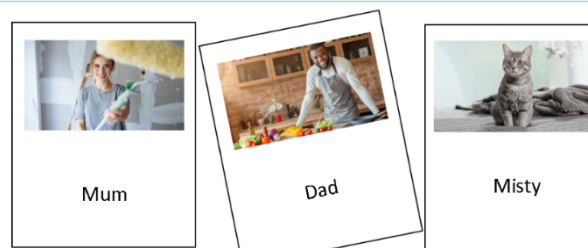
PIVATS
Performance Indicators for Valued Assessment & Targetted Learning

An Introduction to PIVATS

What to do:

Extension Pack

1. Stick a photograph on each page of your booklet.
2. Write the word underneath (or above) each picture.
3. Staple or bind together to make a book. Make a cover for the book.
4. Pupil reads the book with an adult.
5. Pupil takes book home and reads with parents / carers.



Mum Dad Misty

What does the PIVATS 5 Package Contain?

- PIVATS 5 milestones in electronic & hard copy folder format
- PIVATS Extension Packs
 - Number (P6 to Milestone 2)
 - Reading
- "An Introduction to PIVATS 5" Webinar

To place an order please complete the form accessible via the link below:

<https://clickquestion.lancashire.gov.uk/runQuestionnaire.asp?qid=913635>

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