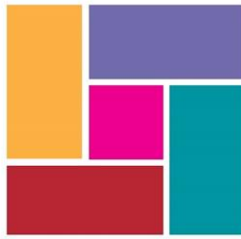


PIVATS

Performance Indicators for Valued Assessment & Targeted Learning



Welcome

Welcome to our Summer 26 Newsletter. I am sure, like us, you are enjoying the brighter and lighter days and evenings. The sunshine is much needed to help us through the assessments, sports days, leaving productions and everything else which the summer term has to offer.

In this newsletter, we will be focusing on **effective transition** between classes and settings. We will also signpost some useful resources and interesting reads to support everything you do so ensure your pupils are successful in their learning and achieving their best outcomes.

As always, the PIVATS team is very grateful for all the support and feedback from users everywhere and **highly value** the relationships built over the years with our Accredited Trainer Providers (ATPs).

Meet the Team



Steph Johnson
Senior Teaching and Learning
Consultant
Lancashire Improvement
Service



Elaine Williams
Teaching & Learning Consultant
– Assessment
Lancashire Improvement
Service



Phil Gittins
PIVATS Technical & Systems
Officer
Lancashire Improvement Service



Jenna Parkington
Behaviour Consultant
Lancashire Improvement
Service



Jen MacDonald
Teaching & Learning
Consultant – PHSE
Lancashire
Improvement Service

We are very fortunate in Lancashire to have a large education improvement team. This is our PIVATS team, but we all have other roles within the LA and colleagues from other teams also support the work of PIVATS.

The Lancashire Professional Development Service (LPDS) has a wide-ranging offer of CPD opportunities. Our very own Elaine is experiencing one of her busiest times of the year as the Assessment Team are not only organising KS2

moderation for Lancashire, but are also supporting Cheshire East and other Local Authorities with their moderation.

Our English and maths colleagues have been involved in leading training sessions on our Leading on SEND training suite and are involved in current PIVATS development work, in addition to the work they do for their own subjects.

To find out more about what LPDS has to offer, take a look [here](#).

What's New

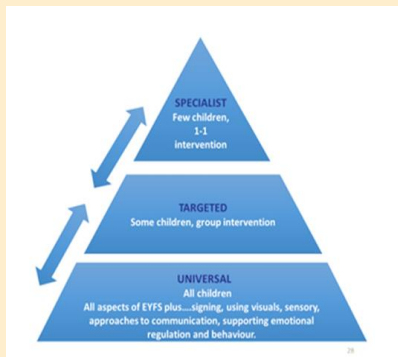
We are very excited to have renewed our partnership with [SENSible SENCO](#). This is a dedicated community-driven organisation with inclusive practice and empowerment of SEN professionals at its heart. Run by the fabulous, and hugely knowledgeable, Abigail and Gavin Hawkins the resources, events and services they provide are well worth checking out. The [Quick Wins for the Classroom](#) resources are easy to read, practical and excellent value.

We are also excited to announce our new partnership with Insight Tracking. If you use this company, and have bought and use PIVATS, you can now include PIVATS assessments in their tracking tool.

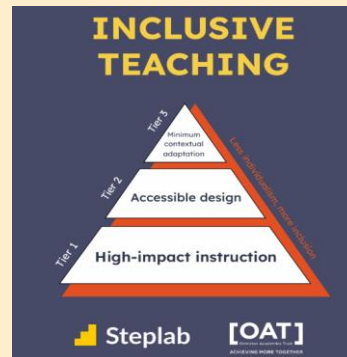
Thoughts from the Team/Recommended Reads

This term, Lancashire was delighted to welcome back Dr. Sarah Mosely who led a conference on **Writing for All – Celebrating Inclusive Practice and Use of Assistive Technology**. Within the conference, Dr. Mosely reinforced the importance of the Universal Design for Learning, calling it 'invisible inclusion'. In other words, how do we ensure our settings are truly inclusive and that all lessons are accessible by default?

This is something close to our hearts. The Lancashire Great Teaching Team, and subject LPDS consultants, are often asked to provide professional development around adaptive practice. Getting the core 'universal offer' right is crucial to this. Some interesting reads around this are referenced below.



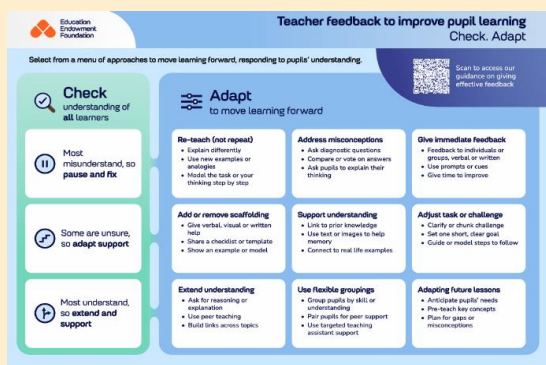
[Nasen resource-Supporting-SEN-Universal-Provision.pdf](#)



[Inclusive-Teaching-Discussion-Paper.pdf](#)



[Accessible design poster – Peps Mccrea](#)



Effective adaptation relies on **understanding pupils' needs and effective formative assessment** to identify misconceptions, gaps in learning and barriers to learning success.

The recently published [EEF Teacher Feedback to Improve Pupil Learning](#) practitioner tool is a useful, and user-friendly, guide to adaptive practice and responsive teaching within the lesson.

[Teacher feedback: Check. Adapt. - Practitioner Tool | Education Endowment Foundation](#)

Lancashire Education Improvement – Focus Item

Positive Transitions

Before we know it, the summer break will be here followed by the start of a new school year. For many of our pupils, moving into a new class/school can be a challenging time, one of uncertainty and one of increased anxiety, so how can we make these transitions as smooth and calm as possible? You will already be well on the way with these, but here are some top tips which, if we are to be truly inclusive, can be used with ALL pupils:

1. Positive Relationships Now

We all know the importance of positive relationships between teachers, additional adults and pupils and how these impact on behaviour, emotional wellbeing and learning outcomes.

- Timetable a series of **'meet the teacher'** sessions. Initially these could be in the current classroom and then in the 'new' classroom.



- Make these sessions **positive**, e.g. sharing stories, creating a 'This is me' book with key information about the pupil's strengths, interests, likes and dislikes, who they live with, when their birthday is, a piece of work they are proud of etc. The adults can model by creating one for themselves, this will help the pupils get to know their trusted adults too.

All about me

My name is: _____

This is me

I am: _____ years old

I love: " " "

My favourite meal: _____

My favourite book: _____

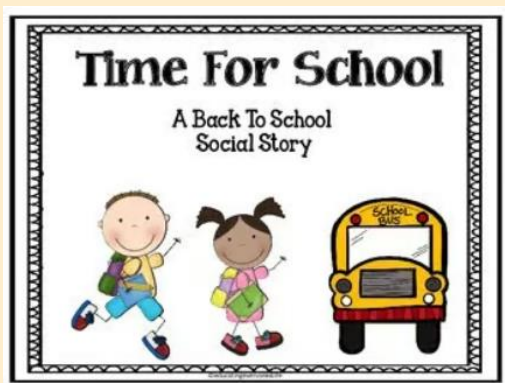
I'm practising: _____

Starting Primary School with EEF @ Education

- **Seek positive connections outside of these times**, e.g. a smile and conversation when passing in the corridor, in the lunch hall, at break times etc
- Extend the relationship by **getting to know parents/caregivers** through 'meet and greet' in the mornings and being out on the yard at home times.
- Schedule an **individualised 'looking forward to seeing you' letter/postcard/text** to be sent at the end of the summer break

2. Use Visual Supports

- Create a visual transition book with pictures of:
 - School entrance
 - New teachers and other adults
 - Classroom/s
 - Desks/trays/lockers
 - Cloakroom
 - Toilets
 - Lunch hall
 - Playground etc
- Whole school consistent use of visual timetables and now/next boards
- Visual representations of routines and expectations
- Virtual Tours (Click on image to see example)



3. Social Stories and Role Play

- Create a short social story about:
 - What the first day will look like
 - Who they will meet
 - What they might feel
- Role-play common situations (e.g. asking for help, lining up)

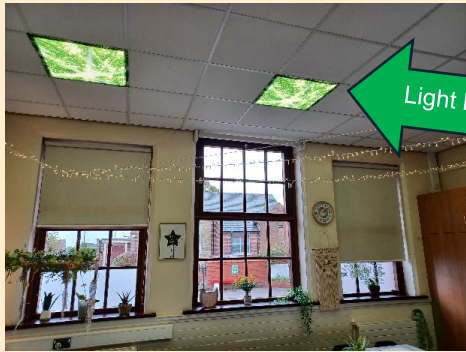
4. Support Effective Communication

- Provide tools such as:
 - Help cards
 - Emotion charts
 - Communication aids, if needed
- Pre-teach key vocabulary (e.g. timetable, subject names, teacher names)



5. Prepare for Sensory Differences

- Identify changes in in:
 - Noise levels
 - Lighting
 - Crowding
 - Smells (if near the school kitchen)
- Offer supports such as:
 - Ear defenders
 - Movement breaks
 - Quiet spaces



6. Create a Transition Toolkit

- A small set of visual supports
 - Comfort item
 - Visual timetable
 - Trusted adult card, with photo
 - Cards to support communication



7. Practise Key Routines e.g.

- Packing school bag
- Getting to school
- Walking to class
- Organising equipment
- Moving between lessons (secondary)

When recently asked what might help them prepare for secondary school, Y6 pupils suggested having to be responsible for their own lesson books so they could get used to packing their bags with what they would need for the next day.

8. Share Key Information Between Teachers, Settings and Include Parents and Pupils

- One/two page profiles, e.g.
 - Strengths
 - Needs
 - Potential barriers
 - Successful strategies
 - Triggers
 - Communication style
 - Sensory needs
 - Behaviour support
 - Agreed provision and support
 - PIVATS milestones
- Ensure consistency between classes/settings
 - Agreed routines and strategies – previous teacher and new teacher; home and school
 - Keep language consistent (e.g. same prompts and expectations)
 - Scaffolds for learning
- Examples of pupil's current learning so teachers are clear about expectations

Targeted Learning Plan											
Name (SAC) N:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
What progress would be made in this area by the end of the period?	A child with this profile, linked with the values, is an excellent learner who has high self-esteem.										
Outline abilities and strengths.	Children in this group are expected to achieve an average of 100% in the end of year test. A child with this profile would be expected to achieve 100% in the end of year test. A child with this profile would be expected to achieve 100% in the end of year test.										
Area of need / barrier to learning.	A child with this profile would be expected to achieve an average of 100% in the end of year test. A child with this profile would be expected to achieve 100% in the end of year test.										
People involved in developing this plan.	A child with this profile would be expected to achieve an average of 100% in the end of year test. A child with this profile would be expected to achieve 100% in the end of year test.										
Assessment	A child with this profile would be expected to achieve an average of 100% in the end of year test. A child with this profile would be expected to achieve 100% in the end of year test.										

Targeted Learning Plan	
<p>Standard Learning Objectives (Targeted for all pupils)</p> <p>Communications and Literacy</p> <p>To ensure adequate progression in a range of topics specific to the subject.</p>	<p>Special Needs Objectives (SAC, Support, Support)</p> <p>To ensure adequate progression in a range of topics specific to the subject.</p> <p>Ensure that the child is able to access the curriculum through the use of appropriate resources.</p>
<p>Additional Support - Personalised Provision (Targeted - Additional Support)</p> <p>A child with this profile would be expected to achieve an average of 100% in the end of year test. A child with this profile would be expected to achieve 100% in the end of year test.</p>	<p>Additional Support - Personalised Provision (Targeted - Additional Support)</p> <p>A child with this profile would be expected to achieve an average of 100% in the end of year test. A child with this profile would be expected to achieve 100% in the end of year test.</p>



Effective transition is:

- Strategically planned
- Sequential
- Positive
- Supportive
- Worth the effort!

PIVATS 5 Recorded Training Webinar

This has been recorded as if the training was being delivered online. It has been recorded to be led from the front by the SENDco/SLT (not to be watched by colleagues on an individual basis).

One of the essential aspects of PIVATS training, is the discussion around PIVATS and the practical ideas. The webinar provides opportunities for these discussions to take place.

PIVATS PSED (available in electronic (PDF) and/or hard copy folder formats) containing milestones in the areas of:

Independence and Self Help

Social Awareness and Relationships

Behaviour for Learning

Emotional Development



PIVATS PSED Toolkit

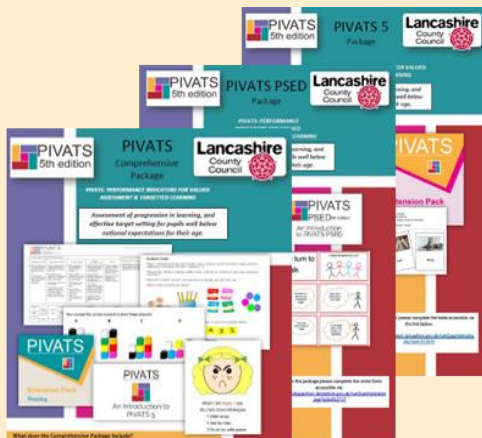
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PIVATS Packages



In the current challenging financial climate and with a view to reducing costs, various PIVATS packages are available to order, containing a combination of the resources outlined above, please check out the website, accessible via the link below, for more detailed information.

[PIVATS - Lancashire Professional Development Service](#)

Thank you for taking the time to read our newsletter. We hope you have found it interesting and useful. If you have any suggestions as to what you would like us to include in future editions, please do not hesitate to contact us.

We send you every best wish for the rest of the summer term and for the summer break to come. We hope you find time to rest, recharge and have fun!

