

Changing children's worlds; inspiring, exploring, learning



East Midlands
SEND Training Hub



B Level Assessment Grids



Assessment at Brackenfield

Brackenfield School provides education for children with cognition and learning difficulties

After the statutory reporting of P Scales stopped, Brackenfield recognised the need for an assessment system that could be easily understood by both staff within the school, parents and external parties

Brackenfield also recognised that there was a need for a common language so that conversations across settings could happen easily

Due to the slower rate of progress children with LD often make, it was also necessary to be able to track small steps of progress and to easily identify gaps in knowledge and understanding

Brackenfield Levels



Brackenfield Levels are based on age equivalences. The assessment system has been based on the EYFS age bandings and the end of year and end of key stage expectations from the National Curriculum.

In order to set the content of the levels we used the EYFS framework for B1 to B15. Post level B15 used the National Curriculum end of year expectations.

Each level is the approximate equivalent of 4 months development in a neuro-typical child. Brackenfield Levels currently ranges from B1 to B33; so 4 months old to 11 years age equivalency.



Development Matters 2020

- Content has been updated to reflect the changes made to the EYFS Development Matters and the Early Learning Goals
- The grids represent both age bandings (for example Birth to 3 Years and 0-11 months)
- This is because it was thought that Birth – 3 Years represented far too bigger range for staff working with pupils with SEND.
- Required the granular level of detail that the previous framework provided so additional content from the Sept 2020 Development Matters has been added in where appropriate.



Standardised Equivalents to B levels

		School Year	EYFS Development Matters 2012	EYFS Development Matters 2020	National Qualifications Framework	
Pre-formal	B1		0 – 11 months	Birth to 3 Years		
	B2		0 – 11 months			
	B3		8 – 20 months			
	B4		8 – 20 months			
	B5		16 – 26 months			
	B6		16 – 26 months			
	B7		22- 36 months			
Semi-Formal	B8		22 – 36 months	3 – 4 Years	Vocational Pathway Qualifications (Entry 1 Continuum)	
	B9		30 – 50 months			
	B10		30 – 50 months			
	B11		30 – 50 months			
	B12		40 – 60 months	Reception		
	B13		Reception			40 – 60 months
	B14		Reception			40 – 60 months
	B15		Reception	Early Learning Goal		
Formal	B16	1		Entry Level 1		
	B17	1				
	B18	1				
	B19	2				
	B20	2				
	B21	2				
	B22	3		Entry Level 2		
	B23	3				
	B24	3				
	B25	4				
	B26	4				
	B27	4				
	B28	5		Entry Level 3		
	B29	5				
	B30	5				
	B31	6				
	B32	6				
	B33	6				



Numeracy Assessment Grid



Learning Objectives <i>Assessment for Learning</i>	BASELINE	2021 - 2022			2022 - 2023			2023 - 2024	
		Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring
Mathematics/ EYFS Number / EYFS SSM / ELG Numerical Patterns/ End of Year - place value and number / End of year - measure / End of Year Fractions / End of Year Geometry / End of year statistics									
Notices changes in number of objects/images or sounds in group of up to 3. <i>Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore. See Characteristics of Effective Learning - Playing and Exploring, and Physical Development.</i>	0	0	0	0	0	0	0	0	0

Each assessment grid is colour coded so it is easily identifiable where the content has come from. In the case of Science, it has a key.

Science Assessment Grid

Learning Objectives <i>Assessment for Learning</i>		BASELINE	2021 - 2022			2022 - 2023		
			Autumn	Spring	Summer	Autumn	Spring	Summer
All Content taken from Science Programmes of Study; National Curriculum in England								
Key	Area							
WS	Working Scientifically							
P	Plants							
A	Animals, including humans							
EM	Everyday Materials							
SC	Seasonal Changes							
LH	Living Things and Their Habitats							
R	Rocks							
L	Light							
FM	Forces and Magnets							
SM	States of Matter							
S	Sound							
E	Electricity							
PM	Properties and Changes of Materials							
ES	Earth and Space							
F	Forces							
EI	Evolution and Inheritance							



Areas for development are easily identified and progression can be clearly seen

Says some counting words randomly.	100	0	
Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.	100	0	
Recites some number names in sequence.	100	0	
Creates and experiments with symbols and marks representing ideas of	100	0	
Notices simple shapes and patterns in pictures.	100	0	
Beginning to categorise objects according to properties such as shape or	100	0	
Begins to use the language of size.	100	0	
Percentage of Level Achieved	100	0	
Begins to make comparisons between quantities.	100	0	
Uses some language of quantities, such as 'more' and 'a lot'.	50	0	
Knows that a group of things changes in quantity when something is added or taken away.	50	0	
Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.	0	0	
Anticipates specific time-based events such as mealtimes or home time.	100	0	
Percentage of Level Achieved	60	0	
Uses some number names and number language spontaneously.	50	0	
Uses some number names accurately in play.	0	0	
Recites numbers in order to 10	100	0	
Knows that numbers identify how many objects are in a set.	50	0	
Shows an interest in shape and space by playing with shapes or making arrangements with objects.	0	0	
Shows awareness of similarities of shapes in the environment.	0	0	
Percentage of Level Achieved	33.3333	0	



The system also gives a snapshot view of all levels so the spiky profile; areas of relative strengths and needs; is easily apparent

LEVEL	PE	LITERACY READING	LITERACY WRITING	NUMERACY	GOOD HEALTH
B1	100				100
B2	100	100		100	100
B3	100	100		75	100
B4	100	100		100	100
B5	100	100		83.33	100
B6	83.33	100		87.5	83.33
B7	81.25	100		35.71	35.71
B8	50	50	100	30	33.33
B9	80	#####	100	8.333	#####
B10	28.57	#####	100	#####	#####
B11	50	#####	100	#####	#####
B12	33.33	#####	50	#####	#####
B13	#####	#####	#####	#####	#####
B14	#####	#####	#####	#####	#####
B15	#####	#####	#####	#####	#####
B16	#####	#####	#####	#####	#####
B17	#####	#####	#####	#####	#####
B18	#####	#####	#####	#####	#####



B Level Assessment Grids

Linear Progress over Time

RAG	Description of Colour	Input
Green	Objective is securely and consistently met independently	100
Yellow	Pupil is working towards meeting objective securely and independently	50
Red	Objective is not met	0

Academic Year	Class	Teacher
2022 - 2023		
2023 - 2024		
2024 - 2025		
2025 - 2026		
2026 - 2027		
2027 - 2029		
2028 - 2029		

This must be a standardised approach by all staff members to ensure there is consistency in longevity of assessment.

Make sure you moderate the judgments.

To use in the next academic year – just change the year in these boxes.

It will change the dates on all other sheets.



Staff make a judgement against each criteria

The initial judgement should be inputted in the baseline column

This will autofill all the adjacent columns. When the judgement changes (in this case Autumn 2023-2024) change the input amount, and this will autofill all the other columns with the new RAG.

These grids are best used live – as in the RAG should change when the child makes progress

You can made notes/ comments on progress under each level

At the end of each data window the levels can be recorded using the Level at Data Drop tab

RAG	Description of Colour	Input
Green	Objective is securely and consistently met independently	100
Yellow	Pupil is working towards meeting objective securely and independently	50
Red	Objective is not met	0

BASELINE	2022 - 2023			2023 - 2024		
	Autumn	Spring	Summer	Autumn	Spring	Summer
100	100	100	100	100	100	100
100	100	100	100	100	100	100
100	100	100	100	100	100	100
50	50	50	50	50	100	100
0	0	0	0	0	0	0
50	50	50	50	50	66.6667	66.6667
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0

Instructions



Assessing Progress over Time

- The primary function of assessment grids is to identify the areas of development for a child, or the gaps in their knowledge and understanding
- These are not a scheme of work and shouldn't be treated as such
- They can help to identify next steps in learning but with any child staff must consider what the priority learning area is
- At Brackenfield we say that the earliest 100% is the level achieved. In this example we would say the child is at B18 even though they have also got 100% on B20.
- This is because whatever is in in B19 might be a vital piece of knowledge for the child to know in order to build for later knowledge.
- It is up to you as school to decide what is best for you

LEVEL	LITERACY WRITING	NUMERACY
B1		
B2		
B3		
B4		
B5		
B6		
B7		
B8	100	
B9	100	
B10	100	
B11	100	
B12	100	
B13	100	
B14	100	
B15	100	
B16	100	
B17	100	
B18	100	
B19	50	
B20	100	
B21	0	
B22	0	

Assessment Grids Over Time

Assessment grids allow the small steps of linear progress to be recorded over time. You can see the pupil over time has gone from 0% of B21 to 60% of B21.

B21	2	7 (NQF entry level 2)	Spell most common exception words*.	0	50	100	100
			Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*.	0	0	50	100
			Form lower-case letters in the correct direction, starting and finishing in the right place.	0	0	50	50
			Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.	0	0	0	50
			Make simple additions, revisions and proof-reading corrections to their own writing.	0	0	0	0
			Percentage of Level Achieved	0	10	40	60

Progress over Time in each Subject

By clicking on the “subject name” level sheet you can see the small progressions in that subject.

HOME						
	BASELINE	2020 - 2021			2021 - 2022	
		Term 1	Term 2	Term 3	Term 1	Term 2
B1	50	62.5	75	87.5	100	0
B2	0	0	0	0	0	0
B3	0	0	0	0	0	0
B4	0	0	0	0	0	0

IMPORTANT INFORMATION

- Assessment items **do not always identify** those things that we want to teach a pupil next
- Some pupils, due to their **complex needs**, may never developmentally acquire certain skills; i.e., **they may not progress in a linear manner**
- Or it may not be in the **pupil's best interest** to teach the next skill
- At Brackenfield SEND School we use the B Levels to inform us of the level that a pupil can access the information and use this to inform their personalised curriculums.

Using B Levels to Inform Curricula

At Brackenfield SEND School we have no pupils that are suited to a completely formal approach.

However, if pupils are at the developmental level that formal input would be effective to develop skills, then this is part of their curriculum offer.

For example: before pupils can write, they need to learn to use spoken language to communicate (the beginnings of this are B5). Later they learn to write down the words they can say.

Early mark-making is not the same as writing. It is a sensory and physical experience for young children, which they do not yet connect to forming symbols which can communicate meaning. Therefore, until a child can ascribe meaning to the marks that they make (B8) they will not be able to access formal approaches to teaching writing.

Personalised Curricula at Brackenfield

- At Brackenfield SEND School we provide a personalised curriculum for each pupil
- Their personalised curriculum is focused on the refinement and strengthening of skills over time and is personalised for each child through the setting of effective Personalised Learning Intentions (PLIs)
- We are happy to discuss our personalised curricula with you and how we assess progress through this – please email emsth@brackenfield.derbyshire.sch.uk



*“teaching learning and teaching
how to overcome the barriers to
learning”*



East Midlands
SEND Training Hub