Routes for Learning

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Outline

- Context in Wales
- Why was Routes for Learning developed?
- Why was a different assessment model used for learners with complex needs?
- What does the Routes for Learning pack contain?
- How should the RfL materials be used?
- Can RfL be used as a summative assessment?

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The Context in Wales
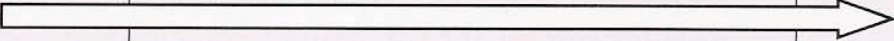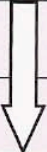
- UN Convention on the Rights of the Child
- Equal Opportunities
- Inclusion
- Revised Curriculum Framework
- Revised Assessment Framework

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Age 3	7	14 Qualifications
Routes for Learning →		
Foundation Phase Outcome 1	National Curriculum Outcome 1	Pre Entry
Foundation Phase Outcome 2	National Curriculum Outcome 2	
Foundation Phase Outcome 3	National Curriculum Outcome 3	
Foundation Phase Outcome 4	National Curriculum Level 1	Entry 1
Foundation Phase Outcome 5	National Curriculum Level 2	Entry 2
Foundation Phase Outcome 6	National Curriculum Level 3	Entry 3
	National Curriculum Level 4	GCSE
	National Curriculum Level 5	
	National Curriculum Level 6	
	National Curriculum Level 7	
	National Curriculum Level 8	
	Exceptional Performance	

Revised Assessment Framework 2008

Why was Routes for Learning developed?

- Feedback from curriculum monitoring 2001
- Drive for inclusion
- Lack of training opportunities for teachers
- Age profile of trained staff

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Why was a different assessment model used for learners with complex needs?

- "Best fit" level descriptions too broad
- Progress not linear/hierarchical
- Need to focus on the learner – not small steps developed from assessment criteria

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Assessment...

Of learning

- Assessment of performance – longer term
- Classes/whole school
- Evaluation (against success criteria) - SIP
- External, SMT
- Feedback to parents, governors, community

For learning

- Assessment of progress – on-going
- Individual, group
- Information used for planning learning
- Internal, teacher led
- Feedback to pupils

Can RfL be used as a summative assessment?

- Baseline assessment
- Emphasis on assessment for learning
- Summary information could refer to number of boxes/highest achieved?

Routes for Learning aims to:

Provide a more holistic view of learners and take account of the fact that
early learning cannot be compartmentalised

Allow for the idiosyncratic learning of these young people
who may due to physical sensory
difficulties take a range of learning pathways

Support effective learner centred planning and target
setting for developmentally appropriate teaching

Show the very subtle progress (lateral/wider areas)

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Routes for Learning aims to ….. contd

Assess key areas of early learning – communication, social interaction, cognitive

Support multi disciplinary approaches and involvement of parents/families

Reflect the importance of relationships

Encourage the development of reactive environments

Focus on the learning process
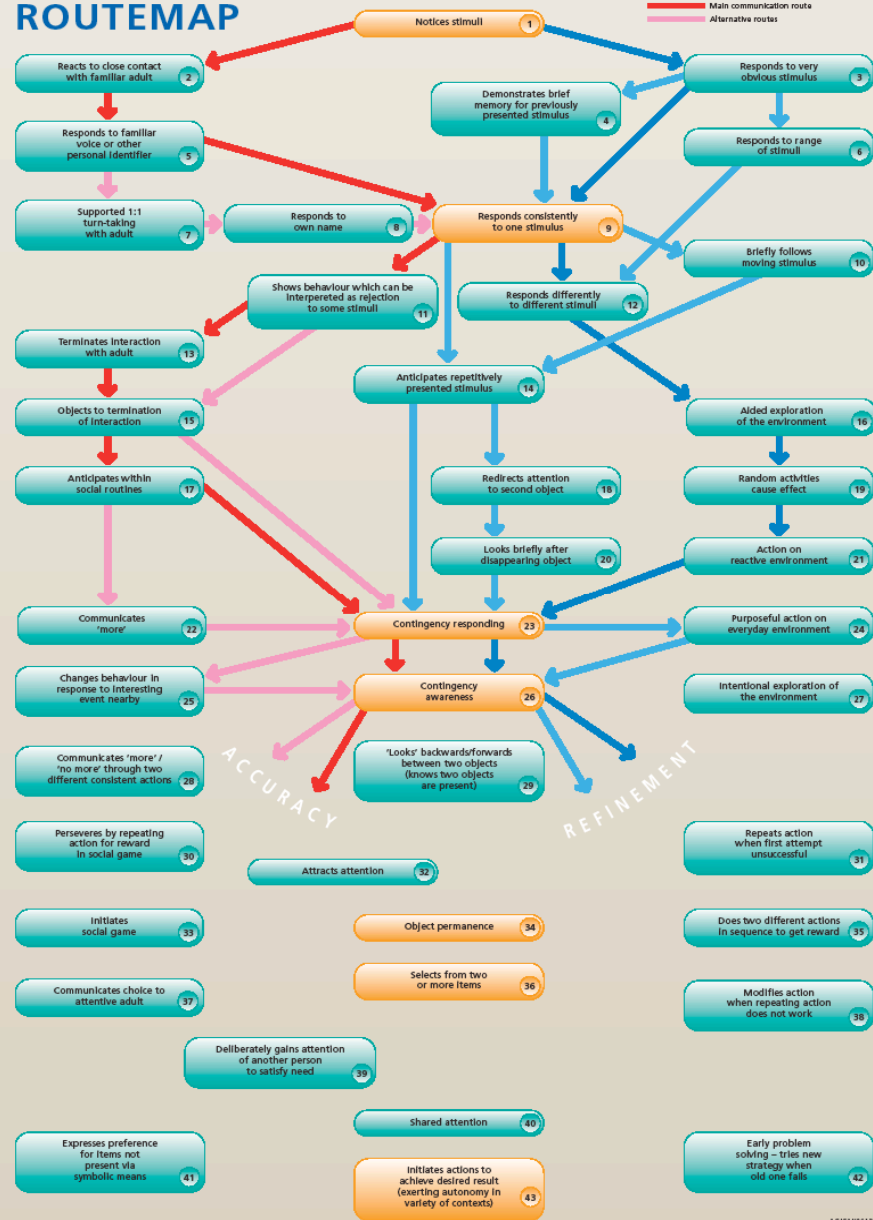
Routes for Learning

- Route Map poster
- Assessment Booklet
- Guidance Booklet
- DVD
- CD Rom
- Examples sheet

ROUTES FOR LEARNING
ROUTEMAP

Main cognitive route
Alternative routes
Main communication route
Alternative routes

Notices stimuli `1`

Reacts to close contact with familiar adult `2`

Responds to very obvious stimulus `3`

Demonstrates brief memory for previously presented stimulus `4`

Responds to familiar voice or other personal identifier `5`

Responds to range of stimuli `6`

Supported 1:1 turn-taking with adult `7`

Responds to own name `8`

Responds consistently to one stimulus `9`

Briefly follows moving stimulus `10`

Shows behaviour which can be interpreted as rejection to some stimuli `11`

Responds differently to different stimuli `12`

Terminates interaction with adult `13`

Anticipates repetitively presented stimulus `14`

Objects to termination of interaction `15`

Aided exploration of the environment `16`

Anticipates within social routines `17`

Redirects attention to second object `18`

Random activities cause effect `19`

Looks briefly after disappearing object `20`

Action on reactive environment `21`

Communicates 'more' `22`

Contingency responding `23`

Purposeful action on everyday environment `24`

Changes behaviour in response to interesting event nearby `25`

Contingency awareness `26`

Intentional exploration of the environment `27`

Communicates 'more' / 'no more' through two different consistent actions `28`

'Looks' backwards/forwards between two objects (knows two objects are present) `29`

ACCURACY

REFINEMENT

Perseveres by repeating action for reward in social game `30`

Attracts attention `32`

Repeats action when first attempt unsuccessful `31`

Initiates social game `33`

Object permanence `34`

Does two different actions in sequence to get reward `35`

Communicates choice to attentive adult `37`

Selects from two or more items `36`

Modifies action when repeating action does not work `38`

Deliberately gains attention of another person to satisfy need `39`

Expresses preference for items not present via symbolic means `41`

Shared attention `40`

Initiates actions to achieve desired result (exerting autonomy in variety of contexts) `43`

Early problem solving – tries new strategy when old one fails `42`

AC/GM/0612

Contents of Routes guidance

- **Approaches to teaching**
- **Curriculum design**
- **Cognitive development**
- **Overcoming barriers to learning**
- **Communication skills**
- **Assessment practice**

How should RfL be used?

- Observation – familiar setting/staff
- Work through all steps
- Video/record responses and background information
- Use information to inform planning of next steps (assessment for learning)

Stages in the development of communication

Pre-intentional - involuntary/reflexive responses

Voluntary - not intentionally communicative

Unconventional - intentional but through body movement etc - realise others can be used to get what they want!

Conventional - pre-symbolic gesture /vocalisation, shared attention

Concrete symbols - label people/objects, can request if not present

Stages in the Development of Communication Skills

1. Reflexive Stage – Learners show involuntary/ reflex responses to internal and external stimuli. These must be responded to and given meaning (e.g. recognizing different cries as expressing hunger or discomfort or slight changes in behaviour as showing interest in people)

Stages in the Development of Communication Skills

2. Reactive Stage - children's reactive responses to internal and external stimuli serve as signals to others who assign communicative significance to them eg. smiling and waving as conveying pleasure, or stiffening as conveying dislike

3. Proactive Stage - Learner's intentional acts on objects and/ or people serve as signals to others who assign communicative significance to them e.g. responding to vocalisation and jigging up and down as if they were signals for 'I want that' or 'more', pursing lips and turning away as 'I don't like that'

Stages in the Development of Communication Skills

4. Intentional signalling - A communicative attitude has developed: learners are active on the basis of their need to make something known to the other person. However, they may use unconventional means such as body movement.

Stages in the Development of Communication Skills

5. Conventional communication develops e.g. from gestures and vocalisations. Learners act on people and objects at the same time ("shared attention")

Progression in learning about cause and effect

An accidental action causes an interesting sensation (19)

The action is repeated automatically at first (21)

The action continues to be repeated but with growing intention (23)

There is awareness that a single action will cause the sensation (26)

Routes for Learning Development Group

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- **Phil Martin Ysgol Crug Glas Swansea**
- **Wendy Jones Ysgol Heulfan Wrexham**
- **Lynn Alton Ysgol y Bryn Flintshire**
- **Pauline Loftus Ysgol Pendalar Gwynedd**

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