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?
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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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
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
## 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).
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
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)
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 jiggling 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’
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.
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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  Swansea
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  Wrexham
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